

May 1, 2023

REQUEST FOR APPLICATIONS

**EMPOWERING THE NEXT GENERATION OF
COMMUNITY RESILIENCE LEADERS**



**NATIONAL
ACADEMIES** *Sciences
Engineering
Medicine*

GULF RESEARCH PROGRAM

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SUMMARY

One focus of the National Academies of Sciences, Engineering, and Medicine's Gulf Research Program (GRP) is to enhance community resilience at the intersection of climate, health, and equity. These efforts include building and sustaining the capacity of communities who are disproportionately at risk from climate hazards and associated disasters to better prepare and plan for, absorb, recover from, and more successfully adapt to the effects of climate change. This funding opportunity seeks to help empower the next generation of community resilience leaders.

Specifically, the GRP is seeking proposals for youth leadership training programs that equip youth (ages 15-24) with the knowledge, skills, and expertise necessary to build resilience to climate hazards and associated disasters. The GRP will accept proposals from academic institutions and nonprofits with 501(c)(3) status based in the GRP's geographic region.¹ Preference will be given to academic institutions and nonprofit organizations that have existing climate, health, and/or disaster resilience programs for youth in the coastal regions of the Gulf of Mexico or Gulf of Alaska. The GRP encourages applicants to build interdisciplinary project teams.

A total of \$2M is available for this funding opportunity, with a maximum request of \$500,000. The GRP expects to award up to six proposals. All budget requests should be commensurate with the scope of work, that are up to 36 months in duration.

KEY DATES

May 1, 2023: Online Proposal Submission Opens

July 10, 2023: Full proposals due by 5:00 p.m. Eastern Time

October 2023: Award Selection and Notification

December 1, 2023: Anticipated Funding Start Date

BACKGROUND

Compared to the rest of the nation, communities in the coastal regions of the Gulf of Mexico and the Gulf of Alaska are confronting numerous complex and interrelated challenges associated with climate change, including culture, livelihood, and language losses, population displacement, sea level rise, flooding, land and habitat loss, extreme heat, drought, wildfires, and/or more frequent severe storms.

The effects of climate change are already imposing a heavy burden on youth.² Not only are young people experiencing climate hazards and associated disasters, but they have limited

¹ The GRP focuses its work in the Gulf of Mexico and the adjacent coastal regions of the five Gulf States (Alabama, Florida, Louisiana, Mississippi, and Texas). The GRP also works in other areas of the outer continental shelf of the United States where there is offshore drilling, hydrocarbon production, and transportation, and in adjacent coastal regions. This includes portions of the coastal region of the Gulf of Alaska.

² Sanson, Ann, and Marco Bellemo. "Children and youth in the climate crisis." *BJPsych Bulletin* 45, no. 4 (2021): 205-209. <https://doi.org/10.1192/bjb.2021.16>.

power to influence decision-making³ to mitigate the harmful effects of disasters⁴ in their communities. In addition, there are significant long-term physical and mental health implications stemming from the effects of climate change on youth.⁵

In a recent study that polled 10,000 youth and children from ten countries, 59% of respondents reported that they were very or extremely worried and 84% were at least moderately worried about climate change. More than 45% of respondents said their feelings about climate change negatively affected their daily lives.⁶ Engaging in collective climate action can not only lead to advancing community-driven climate and health priorities, but also help youth cope with their climate fears, engender hope, and enhance feelings of social connectedness.^{7, 8, 9}

Research shows that youth engaging in collective climate action in their communities can assuage anxieties¹⁰ and reduce feelings of sadness and hopelessness that could lead to major depression.¹¹ Building the knowledge, skills, and expertise of youth to help strengthen community resilience will provide them with the leadership capacity they need to effect change in building stronger, healthier, more equitable and resilient communities.

PURPOSE OF THIS FUNDING OPPORTUNITY

The purpose of this funding opportunity is to help empower the next generation of community resilience leaders. Proposed projects will center on the implementation of youth leadership training programs (which may include the development of new, or expansion of existing, programs) in the Gulf of Mexico or Gulf of Alaska's coastal regions. Proposed projects should be designed to equip youth participants with the knowledge, skills, and expertise needed to effectively work in their communities to explore and articulate collective solutions to climate-related hazards and associated disasters.

Community resilience youth leadership training programs could include the following activities:

³ Hill, Malcolm. "Children's Voices on Ways of Having a Voice: Children's and young people's perspectives on methods used in research and consultation." *Childhood* 13, no. 1 (2006): 69–89.

<https://doi.org/10.1177/0907568206059972>.

⁴ Hickman, Caroline, et al. "Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey." *The Lancet Planetary Health* 5, no. 12 (2021).

[https://doi.org/10.1016/S2542-5196\(21\)00278-3](https://doi.org/10.1016/S2542-5196(21)00278-3).

⁵ Berry, Helen L., et al. "The case for systems thinking about climate change and mental health." *Nature Climate Change* 8, (2018): 282–90. <https://doi.org/10.1038/s41558-018-0102-4>.

⁶ Hickman, Caroline, et al. "Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey." *The Lancet Planetary Health* 5, no. 12 (2021): e863–e873.

[https://doi.org/10.1016/S2542-5196\(21\)00278-3](https://doi.org/10.1016/S2542-5196(21)00278-3).

⁷ Kleres, Jochen, and Åsa Wettergren. "Fear, hope, anger, and guilt in climate activism." *Social Movement Studies* 16, no. 5 (2017): 507–519. <http://dx.doi.org/10.1080/14742837.2017.1344546>.

⁸ Nairn, Karen. "Learning from Young People Engaged in Climate Activism: The Potential of Collectivizing Despair and Hope." *Young* 27, no. 5 (2019): 435–450. <https://doi.org/10.1177/1103308818817603>.

⁹ Wells, Kenneth B., et al. "Applying community engagement to disaster planning: developing the vision and design for the Los Angeles County Community Disaster Resilience initiative." *Am J Public Health* 103, no 7 (July 2013): 1172–1180. <https://doi.org/10.2105/ajph.2013.301407>.

¹⁰ Cunsolo, Ashlee, et al. "Ecological grief and anxiety: the start of a healthy response to climate change?" *The Lancet Planetary Health* 4, no. 7 (July 2020): e261–e263. [https://doi.org/10.1016/S2542-5196\(20\)30144-3](https://doi.org/10.1016/S2542-5196(20)30144-3).

¹¹ Schwartz, Sarah E.O., et al. "Climate change anxiety and mental health: Environmental activism as buffer." *Current Psychology* (2022). <https://doi.org/10.1007/s12144-022-02735-6>.

community-based support groups (e.g., mentorships, partnerships with professional peer organizations, facilitation of localized community resilience participatory planning processes); asset-based approaches (e.g., community or arts-based participatory research); participation in formal platforms (e.g., roundtable discussions, conferences, workshops, symposia, and panels) and/or more informal platforms (e.g. storytelling, podcasts, vlogs, Instagram stories, or holding “climate conversations”).

PROGRAM GUIDELINES

To be considered responsive to this Request for Applications (RFA), projects must develop a community resilience youth leadership training program that:

- Provides youth in the GRP’s geographic region(s) with opportunities to learn about climate change and its effects on health and community resilience in the Gulf of Mexico OR the Gulf of Alaska, including inquiries into the forces driving climate hazards and inequitable disaster impacts;
- Supports youth empowerment and training to increase participants’ abilities to address these topics within the context of (and challenging) local conditions, beliefs, attitudes, and situational circumstances to develop and/or expand collective and action-oriented community solutions to address challenges impeding health and community resilience;
- Is grounded in pedagogies for cultivating critical consciousness that also include collaborative and interactive activities;
- Is responsive to local community needs and priorities;
- Mobilizes youth to experience sustained or increased motivation, intention to act, or action for exploring challenges to health and community resilience and articulating solutions to climate-related hazards and associated disasters with existing actors in their communities (e.g., developing a steady “conduit” of active and engaged youth).

PROGRAM EVALUATION

All applicants will be required to include a program evaluation plan within the full proposal. The evaluation plan must be developed and implemented by a qualified, independent, program evaluator. Independent is defined as not associated with the Project Director or their organization. The Gulf Research Program intends these program evaluations to:

- Help build an evidence-base that both grantees and GRP can use to understand their training program’s impact;
- Enable organizational learning and increase capacity to provide quality programming;
- Support the sharing of successes, challenges, and insights among funders, grantees, and stakeholders.

If awarded, Project Directors and Evaluators will participate in a Grantee Peer Learning Meeting at the close of the period of performance to present their evaluation results, grant highlights, success stories, and lessons learned with their fellow grantees and GRP staff.

The GRP strongly recommends engaging with your program evaluator early and including them in your program design process. If you have questions about the development of the evaluation plans or need assistance finding a qualified evaluator for your program, please contact gulfgrants@nas.edu.

AWARD INFORMATION

- **Total funding available:** \$2M, with a maximum request of \$500,000. All budget requests must be commensurate with the scope of work proposed.
- **Award duration:** Grants will be awarded to support programs up to 36 months in length. The programs should be no more than 30 months in length, with up to an additional 6 months for reviewing data and finalizing evaluation.
- **Estimated number of awards:** Resources made available under this funding opportunity will depend on the proposals received. The Gulf Research Program reserves the right to negotiate some, one, or none of the proposals received in response to this solicitation.
- **Award notification:** October, 2023

WHO SHOULD APPLY

For the purpose of this funding opportunity, proposals will be accepted from academic institutions and nonprofits with 501(c)(3) status. Preference will be given to academic institutions and nonprofit organizations that have existing climate, health, and/or disaster resilience programs for youth in the GRP's geographic region(s). However, partnerships with other organizations, institutions, academia, etc., are highly encouraged.

Preference will also be given to applicants with a history of working with children and/or youth populations who are underrepresented and/or underserved, including but not limited to racial/ethnic minorities, tribal youth, LGBTQ+ youth, students demonstrating low socio-economic status as established by the free and reduced lunch program, children with disabilities, first-generation immigrants, students from rural or remote areas, and/or students experiencing or at risk of homelessness. Programmatic activities must occur in the United States coastal regions of the Gulf of Mexico or the Gulf of Alaska.

GRP will not consider funding:

- Proposals for political lobbying or advocacy activities.
- Activities currently under consideration for funding from other sources.

ELIGIBILITY

This funding opportunity will support the applying organization (the “applicant”), the individual who will lead the proposal (the “Project Director”), as well as any key personnel (the “Project Team”). The GRP expects that the applicant, Project Director and Project Team adhere to the following requirements:

- Applicants must work in a community located within the Gulf of Mexico and the adjacent coastal regions of the five Gulf States (Alabama, Florida, Louisiana, Mississippi, and Texas) or the Gulf of Alaska coastal region that is associated with offshore hydrocarbon production.
- The applicant must have a valid federal tax ID number.
- Applicants must have current 501(c)(3) status in good standing.
- Federally Funded Research and Development Centers (FFRDCs) and University Affiliated Research Centers (UCARCs) can be named as sub-awardees, however, they must have the authority to obtain funding for work outside of their federal sponsor contract and not be proposing to do work they are otherwise doing under their federal sponsor contract.
- U.S. federal agencies are not eligible to receive GRP funding as applicants or sub-awardees. However, federal employees may be included as non-funded collaborators and Project Team members.
- BP Exploration and Production, Inc. (BP), Transocean Deepwater, Inc. (Transocean), their affiliates, and employees are not eligible to receive grant funding or to participate as team members in any grant.
- An individual may be proposed as Project Director in only one application associated with this funding opportunity. If an individual is proposed as Project Director in any application, s/he may also be proposed as key personnel in up to two additional applications.
- An individual not proposed as a Project Director in any application may be named as key personnel in up to three applications associated with this funding opportunity.
- If an individual appears on multiple proposals, a clear description should be included to explain how the proposed work is complementary to and not duplicative of other proposed efforts and how the participant will budget their time.

APPLICATION SUBMISSION AND REVIEW

Applicants should review the application preparation and submission instructions and submit any questions to gulfgrants@nas.edu before the submission deadline. The GRP cannot guarantee that applicants' questions will be answered before the submission deadline.

Please review the Grant Agreement (see the [Grant Resources](#) page) prior to submitting an application to understand the terms under which the grant is offered. If selected, successful applicants are strongly encouraged to sign the Grant Agreement as presented. Per the policy of the National Academies of Sciences, Engineering, and Medicine, modifications to the Grant Agreement are only made under the most exceptional circumstances.

- [View a sample grant agreement if the applicant is a public institution.](#)
- [View a sample grant agreement if the applicant is a private institution.](#)

FULL PROPOSAL GUIDELINES

The GRP will only accept proposals submitted via the [online submission website](#). Full proposal application materials submitted by other means (e.g., mail, fax, or email) and in any language other than English will not be considered. All complete proposals will be reviewed by an external review panel and evaluated using the [Merit Review Criteria](#). The GRP may reject, without review, proposals that are not responsive to the Full Proposal Guidelines instructions.

The full proposal must include the following elements:

I. Project Team

Applicants are encouraged to assemble diverse project teams.

- a. Project Director (List name, email, organizational affiliation, type of institution, and project role).
 - i. ORCID (Open Research and Contributor ID)
- b. Project Team Members
 - i. List the name, email, organizational affiliation, type of institution, and role of each project team member and in the order of importance to the program.
 - ii. Describe project team members' experience working with children and/or youth populations who are underrepresented and/or underserved, including but not limited to racial/ethnic minorities, tribal youth, LGBTQ+ youth, students demonstrating low socio-economic status as established by the free and reduced lunch program, children with disabilities, first-generation immigrants, students from rural or remote areas, and/or students experiencing or at risk of homelessness, and/or in the target community, if applicable (maximum 750 words).
- c. Applicant Overview
 - i. Describe the applicant's existing climate, health, and/or disaster resilience youth program(s) in the GRP's geographic region(s), if applicable; describe location, service area, mission, etc. (maximum 250 words).
- d. If applicable, describe the involvement of the Project Director or Project Team Members in other applications related to this funding opportunity.

II. Project Details

- a. Project Title (maximum 15 words).
- b. Project Keywords (maximum 10 words).
- c. Project Summary (maximum 250 words).
- d. Project Duration (maximum 36 months).
- e. Project Description (maximum 4,500 words).
 - i. Describe the youth who will be participating in the program (e.g., youth within a neighborhood, city, town, school; a group with a shared language or culture).
 - ii. Describe any potential challenges in developing and implementing the youth leadership training activities and/or program.
 - iii. Describe how the youth leadership program will: (1) provide youth in the GRP's geographic region with opportunities to learn about climate change and its effects on health and community resilience in the Gulf of Mexico

OR the Gulf of Alaska, including inquiries into the forces driving climate hazards and inequitable disaster impacts; (2) support youth empowerment and training to increase participants abilities to address these topics within the context of (and challenging) local conditions, beliefs, attitudes, and situational circumstances to develop and/or expand collective and action-oriented community solutions to address challenges impeding health and community resilience; (3) be grounded in pedagogies for cultivating critical consciousness that also include collaborative and interactive activities; (4) be responsive to local community needs and priorities; (5) mobilize youth to experience sustained or increased motivation, intention to act, or action for exploring challenges to health and community resilience and articulating solutions to climate-related hazards and associated disasters with existing actors in their communities (e.g., a steady “conduit” of active and engaged youth).

- f. Project Evaluation (maximum, 1,000 words).
 - i. Describe your goals and anticipated outputs and outcomes related to: (1) providing youth in the GRP’s geographic region with opportunities to learn about climate change and its effects on health and community resilience in the Gulf of Mexico OR Gulf of Alaska, including inquiries into the forces driving climate hazards and inequitable disaster impacts; (2) supporting youth empowerment and training to increase participants’ abilities to address these topics within the context of (and challenging) local conditions, beliefs, attitudes, and situational circumstances to develop and/or expand collective and action-oriented community solutions to address challenges impeding health and community resilience; (3) mobilizing youth to experience sustained or increased motivation, intention to act, or action for exploring challenges to health and community resilience and articulating solutions to climate-related hazards and associated disasters with existing actors in their communities (e.g., a steady “conduit” of active and engaged youth).
 - ii. Describe your chosen evaluation approach (e.g., empowerment, participatory) and its relevance and applicability to your program design and community context.
 - iii. Describe how you will evaluate your program. Briefly describe the evaluation question(s) that will guide your evaluation, your data source(s), measurement tool(s), and/or procedures that will be used in the evaluation.
 - iv. Describe how the evaluator(s) is sufficiently qualified to conduct the proposed evaluation (e.g., has experience and technical qualifications that align with the planned evaluation design; has experience working with the community or population of interest). You may submit a CV as a supplement to this section.
- g. Citations (optional). Provide a list of all works cited.
- h. Project Timeline (maximum 750 words or upload). Provide details for the anticipated project tasks, milestones, and completion dates. May be a Gantt chart, a description, or other type of project schedule.
- i. Figures, Diagrams, and Tables (optional).
- j. Data Management Plan (if applicable; maximum 1,500 words). A description of how data will be collected, managed, stored, made accessible, and protected

throughout the project. Please refer to GRP's [Data Management Policy](#) for guidance on the development of the project Data Management Plan.

- k. Procedural Information. For projects involving human subjects research or the use of human-subject, a statement about Institutional Review Board approval/exemption, and a description of the risks to subjects and how those risks will be mitigated, see "[Research Involving Human Subjects Policy](#)."

III. Project Budget

- a. Total Budget Requested (up to \$500,000).
- b. Budget Justification. Please submit a budget justification. A [sample document](#) is provided.
- c. Budget Form. [Download](#) the budget template. Complete this form to provide information on the proposed budget. Budget requests should be developed commensurate with the support needed to achieve program goals.

IV. Other Attachments

- a. **Resume(s)**: Resumes are required for the Project Director and every individual identified as a Project Team Member. Resumes may not exceed two pages per person. See resume specifications for additional guidance. All resumes should be combined and uploaded as a single PDF document. Do not include resumes for individuals not named as a Project Director or Project Team Member. It is the responsibility of the Project Director to ensure that the Project Team Members listed in the "project team member" section are correct and match the resumes submitted.
- b. **Collaborators and other Affiliations Form**: The purpose of this form is to help the GRP eliminate potential conflicts of interest during reviewer recruitment. [Download](#) the form and complete it to provide information on the following:
 - i. All persons (including their current organizational affiliations) who are currently, or have been collaborators (i.e., an individual with whom you work(ed) closely to co-design or conduct a project) or co-authors with the individual on a project, book, article, report, abstract, or paper during the 48 months preceding the submission of the application, if applicable.
 - ii. The individual's own graduate and postdoctoral advisor(s) and their current organizational affiliations, if applicable.
 - iii. A list of past and current advisees (including their current organizational affiliations), if applicable.
- c. **Current and Pending Support from Other Sources Form**: Download the form and complete it to provide information on current and pending support from other sources for the Project Director and key personnel, if applicable, and upload it to the online application system. The form requests information on the Project Director's and key personnel's current and pending support from other sources (e.g., ongoing projects and proposals). All current project support from whatever source (e.g., federal, state, local or foreign government agencies, public or private foundations, industrial or other commercial organizations) must be listed. The project proposed for this funding opportunity and all other projects or activities that require a portion of time of the project personnel and other senior personnel must be included, even if they receive no salary support from the project(s). The total award amount for the entire award period covered (including indirect costs) must be shown as well as the number of person-months per year

- to be devoted to the project, regardless of source of support.
- d. **Optional Attachment.** Applicants are welcome to upload 3 additional documents (2 MBs each) to support their application (e.g., letters of support, strategic plan).

MERIT REVIEW CRITERIA

All complete proposals will be evaluated based on six review criteria categories. Applicants should consider the Full Proposal Guidelines and Merit Review Criteria in the development of their full proposal. Reviewers may raise additional issues that are not covered by the criteria. The final decision for funding will be made by the National Academies. All review processes will be governed by the [GRP's Conflict of Interest and Confidentiality Policies](#).

Youth Empowerment (50%)

- To what extent does the proposed program have the potential to provide youth in the GRP's geographic region with opportunities to learn about climate change and its effects on health and community resilience in the Gulf of Mexico OR the Gulf of Alaska, including inquiries into the forces driving climate hazards and inequitable disaster impacts?
- To what extent does the proposed program have the potential to support youth empowerment and training to increase participants' abilities to address these topics within the context of (and challenging) local conditions, beliefs, attitudes, and situational circumstances to develop and/or expand collective and action-oriented community solutions to address challenges impeding health and community resilience?
- To what extent does the proposed program mobilize youth to experience sustained or increased motivation, intention to act, or action for exploring challenges to health and community resilience and articulation of solutions to climate-related hazards and associated disasters with existing actors in their communities (e.g., a steady "conduit" of active and engaged youth)?
- To what extent is the training program responsive to local community needs and priorities?

Engagement, Innovation, and Transferability (30%)

- To what extent is the proposed program grounded in pedagogies for cultivating critical consciousness that also include collaborative and interactive activities?
- To what extent does the proposal identify and engage appropriate stakeholders to develop a training program?
- To what extent could the anticipated program outcomes potentially be used by other communities, organizations, institutions, or groups?

Project Team (10%)

- To what extent are Project Team members well-qualified in their experience, knowledge, and skills to ensure the completion of a successful program?
- To what extent has the project team worked with children and/or youth

populations who are underrepresented and/or underserved, including but not limited to racial/ethnic minorities, tribal youth, LGBTQ+ youth, students demonstrating low socio-economic status as established by the free and reduced lunch program, children with disabilities, first-generation immigrants, students from rural or remote areas, and/or students experiencing or at risk of homelessness?

- Does applicant's organization or institution have an existing climate, health, or disaster resilience programs for youth in the GRP's geographic region and to what extent has project team engaged with said program?

Budget (5%)

- To what extent is the budget commensurate with the proposed activities?

Alignment with GRP Mission (5%)

- To what extent does the proposed program align with the mission of the Gulf Research Program, namely, to enhance human health and community resilience in the Gulf region (and Gulf of Alaska's coastal region) in ways that empower its citizens?

Program Evaluation (Unweighted)

- To what extent are the anticipated outputs and outcomes clearly described and appropriately aligned to the goals of the proposed program?
- To what extent is the evaluation approach and design (data collection, measurement, and/or procedures) robust and commensurate with the scope of work?
- To what extent are the evaluator(s) well-qualified in their experience, knowledge, and skills to ensure the completion of a successful evaluation?

RESEARCH INVOLVING HUMAN SUBJECTS

The National Academies of Sciences, Engineering, and Medicine (NASEM) require that all participants in funded research projects are treated respectfully and ethically, and that their privacy is protected. If your project is selected for funding, the GRP will assess whether or not the project involves research on humans. If human research is involved, then the GRP will work with you to submit the appropriate documentation about your project to the NASEM Institutional Review Board (IRB) for review and approval before an award can be made. Visit our website for more [information about human subjects regulations](#).

DATA MANAGEMENT

The GRP follows the federal government's definition of data in the Office of Management and Budget (OMB) 2 Code of Federal Regulations (CFR) Section 200.315: "...the recorded factual material commonly accepted in the scientific community as necessary to validate research findings." If your proposal is selected for funding, the GRP will assess if your proposed project involves research that requires a data management plan. If research data is involved, then the GRP will work with you to submit the appropriate documentation, including a data management plan, before an award can be made. Visit our website for [more information about the GRP's data management policy](#).

MAKING THE AWARD

SELECTION NOTICE

The GRP reserves the right to select all, some, one, or none of the proposals received in response to this solicitation.

When the evaluation of a proposal is complete, the Project Director will be notified that (1) the proposal has been selected for funding pending contract negotiations, or (2) the proposal has not been selected. These official notifications will be sent via email to the Project Director identified on the application. If a proposal is selected for award, the GRP reserves the right to request additional or clarifying information for any reason deemed necessary, including, but not limited to, indirect cost information or other budget information.

AWARD NOTICE

The GRP transmits award notices to organizations via e-mail. The award is not finalized, and the National Academies of Sciences, Engineering, and Medicine is not obligated to provide any funding until a signed copy of the award agreement has been received by the Academies.

GRANT PERIODS

Upon receipt of the award notice, the awardee should note the effective date and the expiration date. The effective date is the date specified in the grant notice on or after which expenditures may be charged to the grant. Charging expenditures to the grant prior to the effective date is prohibited. The expiration date is the date specified in the grant notice after which expenditures may not be charged against the grant except to satisfy obligations to pay allowable project costs committed on or before that date. Once an award is made, the effective date cannot be changed. The expiration date may be changed as a result of approval of a request for a no-cost extension. If approved, the GRP will issue an amendment to the grant.

If additional time beyond the performance period and the established expiration date is required to assure adequate completion of the original scope of work with the funds already made available, the awardee may apply for a one-time, no-cost extension of up to six months. A formal request must be submitted to the GRP at least 45 days prior to the expiration date of the grant. The request must explain the need for the extension and include an estimate of the unobligated funds remaining and a plan for their use. This one-time extension will not be approved solely for the purpose of using the unliquidated balances.

POST-AWARD MANAGEMENT

COORDINATION WITH THE GRP

After the award is conferred, grantees shall coordinate with the GRP to formally initiate the project. GRP staff will periodically request status meetings to discuss progress and any unanticipated developments that may affect the project outcomes as specified in the grant agreement. These interactions will help ensure successful management of the grant.

REPORTING REQUIREMENTS

After an award is conferred, the grantee shall provide an annual financial report to the GRP to

report on grant expenditures to date under the grant. The grantee shall provide an annual written report to the GRP to report on activities being carried out under the grant, including but not limited to project accomplishments to date and grant expenditures. No later than sixty (60) days after the expiration of the award, the grantee shall provide in writing a final grant report. The final grant report shall address the original objectives of the project as identified in the grant proposal, describe any changes in objectives, describe the final project accomplishments, and include a final project accounting of all grant funds.

SCIENTIFIC INTEGRITY

A fundamental purpose of the GRP is to facilitate the advancement of knowledge and the application of science to address challenges relevant to the GRP's mission. All activities of the GRP will be conducted to meet the highest standards of scientific integrity. All grantees have a responsibility to use the funds wisely.

ABOUT THE GULF RESEARCH PROGRAM

The GRP is a division of the National Academies of Sciences, Engineering, and Medicine—a private, nonprofit organization with a 150-year history as an independent advisor to the Nation on issues of science, engineering, and medicine. The GRP was founded in 2013 as part of legal settlements with the companies involved in the 2010 Deepwater Horizon disaster, and received an endowment to carry out studies, projects, and other activities in the areas of research and development, education and training, and monitoring and synthesis.

The GRP seeks to enhance offshore energy safety, environmental protection and stewardship, and human health and community resilience in the Gulf of Mexico and beyond. It focuses its work on the Gulf of Mexico and the adjacent coastal regions of the five Gulf States (Alabama, Florida, Louisiana, Mississippi, and Texas). The GRP also works in other areas of the outer continental shelf of the United States where there is offshore drilling, hydrocarbon production, and transportation, and in adjacent coastal regions. This includes the coastal region of the Gulf of Alaska. Where appropriate, the GRP's work may extend farther inland or into adjacent seas. The GRP uses four strategic approaches to “catalyze, implement, and track positive impact in the Gulf of Mexico and beyond”¹²:

1. Advance science and understanding
2. Bridge knowledge to action
3. Build partnerships and engage networks
4. Monitor for progress and change

THE GRP'S HEALTH AND RESILIENCE UNIT

The GRP's Health and Resilience Unit works to put science into action in ways that enhance health, well-being, and resilience across communities in its geographic areas of focus (i.e., the coastal areas of the Gulf of Mexico region and the Gulf of Alaska). Its overarching goals are to:

¹² National Academies of Sciences, Engineering, and Medicine. [Gulf Research Program: 2020-2024 Strategic Plan](#). 2020. pp. 3-4.

- Reduce inequities in health and community resilience.
- Advance research and practice related to health and community resilience.
- Promote a culture of health and community resilience.

The Health and Resilience Program uses two complementary frameworks to approach its work:

1. The social determinants of health¹³
2. The six community capitals¹⁴

¹³ Social determinants of health are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Examples include, but are not limited to, education, employment, environment, health services and systems, housing, income and wealth, public safety, and transportation. (National Academies of Sciences, Engineering, and Medicine. 2017. [Communities in Action: Pathways to Health Equity](#), pp. 116-9. Washington, DC: The National Academies Press.)

¹⁴ The six community capitals represent the different types of assets of a community: infrastructure, natural, financial, human and cultural, social, and political. Accounting for these six dimensions provides a more holistic view of a community's resilience. The health and well-being of a community and its ability to absorb, recover from, and adapt to adverse events and disasters depends on the resilience of numerous intersecting systems across multiple community capitals. (National Academies of Sciences, Engineering, and Medicine. 2019. [Building and Measuring Community Resilience: Actions for Communities and the Gulf Research Program](#), pp. 15-17. Washington, DC: The National Academies Press.)