eeBLUE Ocean Acidification Education & Outreach Mini-Grant

REQUEST FOR PROPOSALS

I. Welcome

The North American Association for Environmental Education (NAAEE) is pleased to offer your organization the opportunity to apply for an Ocean Acidification Education & Outreach Mini-grant. Through this mini-grant program, NAAEE supports partnerships sharing the mutual goals of the National Oceanic and Atmospheric Administration's (NOAA) Office of Education and Ocean Acidification Program (OAP) included in the 2025–2045 NOAA Education Strategic Plan and NOAA Ocean Acidification Education Implementation Plan.

Part of OAP's legislative mandates is to support effective national outreach conveying our understanding of ocean and coastal acidification, including impacts and solutions. Coastal Ecosystem Learning Centers (CELC) institutions have a broad potential reach with established records of effective outreach. These mini-grants will provide support for innovative educational experiences that explore **ocean, coastal, and/or Great Lakes acidification (OA)**. Successful proposals will use the unique education mission of the eeBLUE partnership—a collaboration between NAAEE and NOAA's Office of Education—as a context for engagement and advancement of public ocean acidification literacy within existing or new programs.

Ocean acidification literacy
Our ocean acts like a carbon sponge, absorbing it from the atmosphere and other sources. This causes a fundamental change in ocean chemistry, namely increasing acidity and reducing the availability of mineral building blocks that some marine life use for shells and skeletons. This acidification is happening now along our oceans, coasts, and Great Lakes, and people are already seeing the impacts on marine life and ecosystems, threatening food security, economies, and culture. Furthermore, while ocean acidification shares an underlying cause with climate change, the mechanisms, consequences, and ways we adapt and prepare differ. And yet, these two interactive and complex challenges are often misconstrued as the same. It is critical that we distinguish between them to effectively have far-reaching impacts on ocean health and the long-term sustainability of ecosystems.

National outreach for ocean acidification effectively translates complex science and knowledge into information and tools communities need for actionable, community-based solutions. It is a coordinated, nationwide effort to improve public awareness, scientific understanding, and, importantly, the ability of communities to adapt to the changing chemistry of the ocean. It may include regional or local efforts to address unique challenges and needs of different communities around the nation. ***Ocean acidification literacy*** empowers people to engage in informed decision-making and promote awareness of how to prepare for, adapt to, and mitigate

the impacts of OA and relies on principles of environmental literacy. ***Environmental literacy*** is "the possession of knowledge and understanding of a wide range of environmental concepts, problems, and issues; cognitive and affective dispositions toward the environment; cognitive skills and abilities; and appropriate behavioral strategies to make sound and effective environmental decisions. It includes informed decision making individually and collectively and a willingness to act on those decisions in personal and civic life to improve the well-being of other individuals, societies, and the global environment" (Hollweg et al. 2011; NOAA's Community Resilience Education Theory of Change, 2020). Projects should implement activities or programming that build the collective environmental literacy necessary for people to become more familiar with the OA, its context in the broader changing ocean and empowering actions.

In addition to managing this grant program, NAAEE is working closely with NOAA's Office of Education to support a wide range of opportunities in outreach and education through the eeBLUE partnership program. Through this mini-grant opportunity, one of many collaborative eeBLUE efforts, NAAEE is committed to leveraging NOAA and NAAEE resources to increase participants' understanding and stewardship of our oceans and coasts. Appendix 1 provides more about our Partners and Programs.

The goals of the Ocean Acidification Mini-grant program center on significantly advancing ocean acidification (OA) literacy and outreach through CELC. This request for proposals aims to support this effort by funding projects responsive to the NOAA Ocean Acidification Education Implementation Plan and projects should address at least one of the following goals:

- Goal 2: Prioritize and engage target audiences for ocean acidification education and outreach. In this case, the target audience is a general and varied audiences visiting CELCs;
    - Outcome: Increased literacy in ocean acidification among students, stakeholders, rights-holders, and the public
- Goal 3: Match ocean acidification communication needs with existing research, education, and outreach activities, especially as it relates to local areas and the specific context for ocean and coastal acidification in that area;
    - Outcome: Trained, knowledgeable, and informed people able to promote capacity building and community action addressing ocean acidification.
- Goal 4: Develop innovative approaches for community involvement, creating a landing point for visitors to feel empowered to act.
    - Outcome: NOAA and partner institutions identify and use innovative activities to encourage ocean stewardship through OA research, education, and outreach.

Project proposals should be submitted directly to eeBLUE@naaee.org by 11:59 PM (EST) on **June 18, 2026**.

II. About the Ocean Acidification Literacy Mini-grant Program

A. Ocean Acidification Literacy Mini-grant Program

The principal objective of this request for proposals is to support CELC members in integrating ocean and coastal acidification into their institutions' education and outreach efforts.

In a 2014 report, the Frameworks Institute evaluated climate and ocean literacy nationally and found low awareness and understanding of ocean acidification, with 1 in 14 people familiar with the term (Frameworks Institute, 2014). While this level of awareness has surely increased over the past decade, the complex OA science and its distinctness from climate change remain poorly understood by the general public.

It's vital that we increase ocean acidification literacy so people can better prepare and adapt to the consequences of changing ocean chemistry. Audiences who visit CELC organizations have access to learning about ocean and coastal acidification, especially the latest scientific information and tools on these topics.

In general, eeBLUE Ocean Acidification Literacy Mini-Grant projects should:

- Increase OA literacy, including regional or local relevance to the general public or target audiences, and also increase reach;
- Draw from or incorporate NOAA data and best available information, relevant NOAA and other resources aiding decision making, NAAEE assets, best practices for environmental education and communicating ocean acidification, and/or activities that CELC members are expert;
- Utilize best practices for engaging with the public on the complex topic of OA that avoid misconceptions and provide information and/or tools for informed decision-making;
- Create innovative and/or new approaches that increase OA literacy through CELC programming.

Proposed projects can take a variety of forms, including but not limited to:

- Creating a (partial) exhibit or installation;
- Developing workshops or classes for visiting teachers or students;
- Producing or incorporating multimedia tools or digital content, games, infographics, apps, or tools;
- Creating traveling exhibits or other activities;
- Creating innovative and interactive experiences.

Applicants are strongly encouraged to incorporate the regional OA Storymaps, if applicable, or create an additional Storymap for this collection for their region. These OA Storymaps were

collaboratively created by OAP, the OA Alliance, and Aquarium Conservation Partnership, for implementation into aquariums and other environmental learning centers.

Projects may focus on education and outreach that incorporate NOAA ocean and coastal acidification data or visualizations. Projects that incorporate these or other ocean acidification data (e.g., university-generated ocean acidification data) are encouraged, as are those that offer locally and/or regionally relevant context and solutions. Projects that plan for longevity beyond the duration of this grant, as applicable, are preferred.

Applicants may, but are not required to, partner with other CELC members or external partners.

B. Project Outcomes

Where necessary, recipients must coordinate with NAAEE, NOAA, and their partners to plan program implementation schedules and content delivery methods. Recipients will be asked to identify any needs for technical assistance and provide updates and developed resources for inclusion in online content-sharing portals hosted by NAAEE and OAP. NAAEE and NOAA also anticipate offering opportunities for grantees' professional development and capacity building related to best practices in enhancing ocean acidification literacy.

Applicants are expected to evaluate the performance or impact of their proposed activities. NOAA also tracks education and outreach metrics to assess annual reach and impact; reporting is highly encouraged but not required. OAP provides templates for easier tracking for Education & Outreach Metrics and Milestone Tracking here. Applicants will be able to share insights in mid- and end-project reports and during an end-of-grants symposium.

Applicants must be aware of and adhere to any pertinent rules and policies regarding data collection for their state and/or district and/or partner sites and be prepared to address this if needed.

While grantees are not expected to report on each of these in an evaluation, aligning projects with the following anticipated program outcomes is encouraged:

Audiences served by projects will:

- Improve their understanding of ocean acidification, its impacts to marine life and people, and potential solutions;
- Gain awareness of the importance and impacts of OA in their region;
- Understand that OA is one stressor to marine life and ecosystems and its role in the broader context of our changing ocean;
- Be more engaged and enthusiastic about learning about ocean acidification and its community-level actions;
- Get access to relevant NOAA resources that support informed decision-making;
- Gain the knowledge, skills, attitudes, and motivations to participate in discussions about OA;

- Connect to their regional coastal acidification networks; and
- Feel confident in sharing what they know about OA and potential solutions.

Participating CELC institutions will:

- Learn how to successfully disseminate complex information and build consistency in messaging related to ocean acidification;
- Learn more about the importance of environmental education in advancing ocean acidification literacy;
- Contribute significantly to increasing reach of OA content and understanding;
- Increase confidence and competence in delivering OA information; and
- Be aware of relevant NOAA resources to enhance audience experiences and get information they need for decision-making.

C. NAAEE and NOAA Resources for Environmental Education

The Community Engagement: Guidelines for Excellence is part of a continuing series of documents published by NAAEE as part of the National Project for Excellence in Environmental Education. The project is committed to synthesizing the best thinking about environmental education through an extensive review and discussion. It was created by environmental educators for environmental educators who want to work in partnership with communities to strengthen the underpinnings of well-being—environmental quality, social equity, shared prosperity, and the capacity to pursue these goals together. These efforts help to create more civically engaged communities that embrace change, diversity, and new ways of working together toward a more sustainable future.

Appendix 2 provides additional information about community engagement guidelines for excellence. Applicants should review these guidelines and the additional resources available online in detail. Although many of these principles are embedded in eligibility for this request for proposals, applications should include details about how projects will succeed in advancing ocean acidification literacy within their target audience(s) based on these guidelines.

Environmental education that successfully engages communities has five characteristics in common:

1. Community Centered

2. Based on Sound Environmental Education Principles

3. Collaborative and Inclusive

4. Oriented Towards Capacity Building and Civic Action

5. A Long-Term Investment in Change

Communicating ocean acidification has unique challenges that require specific approaches and best practices to avoid and address misconceptions and connect with social science-backed "trusted values." In addition to the resources previously mentioned, including the 2025-2045 NOAA Education Strategic Plan and the NOAA Ocean Acidification Education Implementation Plan, applicants can review and utilize additional resources specific to ocean and coastal acidification. Two social science-based trusted values that resonate with audiences across the political spectrum are protection and responsible management. Applicants are encouraged to review these for possible integration into messaging. Other resources and examples can be found on the OAP Education and Outreach webpage and within the searchable Resources webpage that includes a "Communication Best Practices" option with several of the resources above. Appendix 2 provides a more comprehensive list of resources.

III. Grant Information

A. Eligibility

This solicitation is intended to support CELC members in integrating ocean and coastal acidification into their institutions' education and outreach efforts. All funded activities must serve this effort.

Prospective applicants are eligible to submit a proposal if:

- ✓ The primary applicant is not a federal government agency, a foreign entity, or an individual.
- ✓ Project work is conducted by a U.S. organization in the United States or territories that can provide a valid UEI number. A UEI number is the authoritative identification number provided by the U.S. government, used to identify businesses awarded federal grants, awards, and contracts (https://sam.gov/content/duns-uei).
- ✓ The application must be led by a CELC member, but may include other partners or collaborators, including but not limited to institutions of higher education, nonprofit organizations, commercial organizations, state or local government agencies, or interstate agencies.

Proposals that fail to meet the eligibility requirements outlined in this opportunity will be rejected without further review.

B. Funding Availability

Applicants can apply for a minimum of $10,000 up to $50,000 for a total investment of $300,000. We anticipate 4-8 awards, depending on the project amounts proposed by applicants. The amount of funding will be determined by the merit review process and available funds.

C. Project/Award Period

Projects can have a duration of up to 24 months, with an anticipated notification of August 15, 2026, and a project start date of October 1, 2026.

D. Grantee Responsibilities

Final awardees are required to submit interim reports, a final performance report, and financial reports to NAAEE; report forms will capture progress and metrics. The final project report will be due upon completion, no later than 30 days after the award's end date. Interim reports and the final performance report must include photos and/or videos of project activities, products, and other resources for inclusion in any shareable or online learning resources portals hosted by NOAA OAP and NAAEE. Additional guidance on reporting products and resources for submission will be provided to grantees in quarter 1 of the project through a Google group and shared folder. Final awardees will also be expected to share project outcomes in an end-of-grants virtual symposium. Additional technical support from the CELC Mini-Grants team may be available if the applicant's needs are identified during project planning and implementation. Awardees will also be expected to engage with the program evaluator. More information will be provided to awardees at a later date.

E. Other Grant Information

CELC institutions must serve as the lead PI on only one proposal for this opportunity per institution. Institutions *may* act as Co-Investigators or partners on other project proposals. Given NOAA's existing partnership with CELC institutions, applicants are encouraged to include other CELC member institutions where appropriate. A letter of commitment from participating partners is required in the application package. It should be made clear that they have support from their institution to participate, understand their role, and are committed to participating for the project's duration.

Project budgets should adequately justify the funding requested for the planned activities. Proposals should include support for all planned program activities, including travel and supplies. Matching funds are not required, nor will the proposed project be evaluated on that basis.

Notification of funding decisions is expected to be made in August 2026. Project start dates can be flexible, with the earliest project start date after decisions are announced in October 2026.

IV. Evaluation and Reporting

A part of the application requirements will be to include an **evaluation component** to assess the effectiveness of the project. Evaluation is defined as the systematic collection and documentation of information about the project's outcomes to improve its effectiveness, guide judgments about its impact, and/or inform future programming decisions.

Evaluation plans may be quantitative and/or qualitative and can include evaluation tools, observation, or outside consultation. Estimated reach must be quantified as part of the evaluation.

In addition, we plan to have an external evaluator look at the program as a whole, similar to this Program Evaluation: of the eeBLUE Aquaculture Literacy Mini-Grants. This umbrella evaluation will evaluate the success of the program against the goals outlined in this RFP, the efficacy of the program, and may be used to inform future investments. Awardees will be expected to engage with the evaluator virtually. More information will be provided in a separate RFP and to awardees at a later date.

V. Application Process

A. Competition Timeline

May 5, 2026 - Request for proposals announced

May 7, 2026, 3 pm (Eastern) - Register here for the informational webinar for potential applicants

June 18, 2026 - Request for proposals closes at 11:59 PM (Eastern)

June 22 to July 31, 2026 - Review and selection

August 15, 2026 - Funding decisions announced (anticipated and contingent upon funding availability)

October 1, 2026 - Project funds available (anticipated), earliest project start date

B. Submitting your proposal

Proposals must be submitted by June 18, 2026, at 11:59 PM (Eastern) through email to eeBLUE@naaee.org. A blank application template can be found on and downloaded from the NAAEE website.

The proposal package must include:

- Title page;

- *A detailed project description that includes objectives and expected outcomes, a description of proposed activities, identification of target audience(s) and project partners, and a plan for dissemination (maximum five pages; for more details, please see the suggested Project Description Template here;
- A timeline and/or milestone chart of proposed project activities and deliverables (2 pages maximum);
- A full budget table;
- A list of project partners and a resume/CV (2 pages maximum) of each PI and Co PI(s); and Letters of commitment from all participating partners (1 page maximum).

*The Project Description must not exceed five standard letter-sized pages, should be in 11-point or larger font, and have margins of at least 1". Each page of the project description should be numbered. Page limits include figures and other visual materials but exclude title pages, references, budget information, resumes, work plan/milestone charts, and letters of commitment. Additional materials, such as curriculum or other documents, may be submitted but may not be reviewed.

V. Review and Selection Process

A panel of qualified reviewers will score proposals based on how well they fulfill the criteria of this announcement below. The additional selection factors provided in section F may be used to ensure a cohort of funded projects meeting the needs of the funding call.

Reviews will take the form of written comments and an awarded number of points on the above criteria, with an overall proposal rating having the following characteristics:

- **Excellent:** Probably will fall among the top 10% of proposals in the subfield; highest priority for support. This category should be used only for truly outstanding proposals. Should be supported.
- **Very Good:** Probably will fall among the top 1/3 of proposals in the subfield; worthy of being supported.
- **Good:** Probably will fall among the middle 1/3 of proposals in the subfield; worthy of being supported.
- **Fair:** Probably will fall among the lowest 1/3 of proposals in the subfield; should not be supported without serious revision.
- **Poor:** Proposal has serious deficiencies; should not be supported.

There will also be a review panel to evaluate all proposals. A proposal cannot be awarded with an average overall score below Good.

Proposals will be reviewed based on the five criteria listed below and awarded points for each based on the rubric included.

For 35 point criteria	For 10 point criteria

Excellent: will be awarded 35 / 35 points **Very Good:** will be awarded 31 / 35 points **Good:** will be awarded 28 / 35 points **Fair:** will be awarded 25 / 35 points **Poor:** will be awarded 18 / 35 points **Not Included**: will be awarded 0 / 35 points	**Excellent:** will be awarded 10 / 10 points **Very Good:** will be awarded 9 / 10 points **Good:** will be awarded 8 / 10 points **Fair:** will be awarded 7 / 10 points **Poor:** will be awarded 5 / 10 points **Not Included**: will be awarded 0 / 10 points

A. Importance/relevance and applicability to the program goals (35 points): This criterion ascertains the value in the proposed work and relevance to NOAA OAP and OA literacy efforts. Specifically, this includes the degree to which the proposal addresses and supports ocean acidification literacy; the goals of the NOAA OA Education Implementation Plan and the goals listed in this RFP.

- Do the proposed activities, expected outputs, and outcomes support the goal of this RFP, the Ocean Acidification Program, and the NOAA OA Education Implement Plan?
- Do the proposed activities fill a gap and/or demonstrate the need to enhance ocean acidification literacy?
- Does the applicant explain the need for implementing the program at the scale included in their proposal and for the identified target audience in their proposal?
- Does the proposed project include using NOAA assets and / or ocean acidification story maps to achieve project goals?

B. Technical Merit (35 points): This criterion ascertains whether the approach is technically sound and/or innovative, if the methods and partnerships are appropriate, and if there are clear project goals, objectives, outcomes, and evaluation plans.

- How the project will be executed logistically, including details sufficient to determine how stated goals and outcomes will be achieved within the proposed time frame. This can incorporate how well different components of the project are integrated.
- The project's capacity building opportunity, innovation, and use of best practices, along with whether the proposed activities engage a target audience with meaningful opportunities to understand ocean acidification topics better.
- The proposal evaluation plan, specifically the techniques for evaluating success and impact.

C. Overall Qualifications of Applicants (10 points): This ascertains whether the applicant(s) possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project.

- Does the applicant(s) and any project partners, if applicable, clearly identify that they have support to participate from their institution, understand their role, and are committed to participating for the duration of the project?
- Does the applicant(s) have a commitment to and experience reaching the proposed target audience?
- Does the applicant have a commitment to and experience with the specific educational approach of the project?
- Are letters of commitment from all project partners included?

D. Project Costs (10 points): This criterion evaluates the budget to determine if it is realistic, reasonable, justified, and commensurate with the project needs and time frame.

E. Outreach and Sustainability (10 points): This criterion evaluates how much the project activities are likely to create lasting opportunities to engage audiences in ocean acidification education and outreach. Along with the applicant's commitment and potential plan for collaborating with NAAEE and NOAA on content posted on NAAEE and NOAA communication platforms (e.g., web stories). It also evaluates whether the applicant demonstrates a plan for sharing materials, lessons learned, and best practices from the project, and how opportunities might continue past the project end date.

F. Additional Selection Factors: NAAEE, in collaboration with NOAA, may select a proposal out of review rank order if justified based upon the following factors:

A. Availability of funding
B. Balance/distribution of funds
    a. By geography
    b. By project types
    c. By audience types
    d. By program priority and policy
    e. Adequacy of information necessary for NOAA staff to make a National Environmental Policy Act (NEPA)
C. Partnerships with/participation of targeted groups

APPENDIX 1: About our Partnerships and Programs

ABOUT THE NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION (NAAEE)

For more than four decades, the North American Association for Environmental Education (NAAEE) has served as the professional association, champion, and backbone organization for the field of environmental education (EE), working with a diverse group of EE professionals in the United States, Canada, and Mexico to advance environmental literacy and civic engagement. NAAEE is the only national membership organization dedicated to strengthening EE and increasing the visibility and effectiveness of the field. With more than 20,000 members and supporters, including affiliations with 56 state and provincial EE organizations and members in more than 30 countries, NAAEE reaches more than a million people through programs aimed at providing the field with professional development, access to learning networks and collaborative partnerships, tools, and resources to promote effective practice, and leadership and capacity building. NAAEE is also involved in several field-building activities and signature programs, including the Natural Start Alliance to advance environmental education in early childhood, an international E-STEM initiative to link environmental education and STEM learning, and the Global Environmental Education Partnership—a global network dedicated to building capacity at the country level (see thegeep.org).

ABOUT THE COASTAL ECOSYSTEM LEARNING CENTERS NETWORK (CELC)

The Coastal Ecosystem Learning Centers (CELC) Network is a consortium of 25 aquariums and marine science education centers located in the United States, Canada, and Mexico. From youth summits to multi-institution projects, the CELC Network works together to engage the public in protecting coastal and marine ecosystems. By coordinating CELC, NOAA's Office of Education brings NOAA science, guidance, and resources to these institutions and the 20 million people they reach annually across North America.

ABOUT NOAA's OFFICE OF EDUCATION

The Office of Education works to advance education both within NOAA and with the public we serve. We provide scholarships and collaborate with universities to prepare the brightest minds from diverse backgrounds in NOAA-related fields. We offer competitive grants and establish partnerships to integrate NOAA science into schools and organizations. Lastly, we help coordinate educational activities across NOAA's education community and with external partners to ensure these efforts are effective and continually improved.

The NOAA Education Council, with support from the NOAA Office of Education, helps guide the NOAA education community. Members include 16 programs from the National Weather Service, NOAA Fisheries, NOAA Research, National Ocean Service, and NOAA Satellites. The council leads work toward the goals of the NOAA Education Strategic Plan and reports progress.

ABOUT THE NOAA OCEAN ACIDIFICATION PROGRAM (OAP)

The NOAA Ocean Acidification Program (OAP) aims to prepare our nation for the challenges of ocean, coastal, and Great Lakes acidification through transdisciplinary research, education, and outreach. OAP works to better understand how and where ocean chemistry is changing, how these changes impact species, ecosystems, people, and economies.

ABOUT U.S. REGIONAL COASTAL ACIDIFICATION NETWORKS

OAP works closely with coastal on-the-ground networks to build scientific capacity and develop regionally relevant responses to ocean and coastal acidification. Coastal Acidification Networks (CANs) are regional networks of diverse ocean users interested in addressing ocean and coastal acidification in the United States. CANs play a critical role in supporting regional monitoring, community engagement, and capacity building and sharing on topics relevant to ocean and coastal acidification, including adaptation and mitigation strategies and state action planning.

The CANs work at the intersection of science, policy, industry, and education and outreach. They bring together researchers, industry, state agencies, educators, and others interested in

leveraging expertise and collectively address common challenges and develop locally relevant adaptive strategies to ocean acidification. The CANs are embedded in the regional associations of Integrated Ocean Observing System (IOOS) and Regional Ocean Partnerships and operate with funding support from NOAA's Ocean Acidification Program as well as other state and federal grants.

There are seven CANs: the Alaska Ocean Acidification Network (AOAN), California Current Coastal Acidification Network (C-CAN), Gulf of America Coastal Acidification Network (G-CAN), Southeast Coastal Acidification Network (SOCAN), Caribbean Coastal Acidification Network (Cari-CAN), Mid-Atlantic Coastal Acidification Network (MACAN), and Northeast Coastal Acidification Network (NECAN). Visit your regional network to join and learn more.

ABOUT THE OCEAN ACIDIFICATION INFORMATION EXCHANGE

The Ocean Acidification Information Exchange (OAIE) is an online community for professionals involved with or interested in the topics of ocean and coastal acidification (OA). Our mission is to respond and adapt to OA by fostering an online environment built on trust, where our members feel empowered to ask, answer, and learn from one another.

The community includes scientists, educators, NGO and government employees, resource managers, fishers, aquaculturists, tribal representatives, and concerned citizens from all over the globe. By promoting the collegial exchange of information across disciplines and geographical boundaries, OAIE's goal is to facilitate the creation of more holistic, more effective response strategies and share lessons learned.

ABOUT eeBLUE

NAAEE and NOAA's Office of Education entered a second 5-year eeBLUE partnership to increase environmental and science literacy among NOAA's partners and external networks. Education plays a significant role in supporting NOAA's mission. NOAA's Office of Education coordinates activities across the agency and supports the integration of NOAA science into education programs. Through this partnership, NOAA and NAAEE aim to create a more environmentally literate society with the knowledge, skills, and motivation to conserve our natural resources and build more resilient communities nationwide. NAAEE helps NOAA strengthen professional networks, disseminate best practices, support high-quality STEM education, and provide education and outreach for educators and other target audiences.

APPENDIX 2: Resources

NOAA, NAAEE, AND OCEAN ACIDIFICATION RESOURCES

- NOAA OAP website
- NOAA Ocean Acidification Program 1-pager

NOAA OAP Strategic Plan
Coastal Acidification Networks
Ocean Acidification Information Exchange (OAIE)
NOAA OA Education Implementation Plan
NOAA 2025-2045 Education Strategic Plan
Community Engagement: Guidelines for Excellence
NAAEE Resources Page
NOAA Education Resource Collections
NOAA in Your State and Territory
NOAA in Your Backyard