2016/2017
WHALE TAIL® Competitive Grants Program

Guidelines and Application Forms

Funded by:

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The WHALE TAIL® License Plate Program

Voluntary contributions on the California state tax form

Supporting programs that teach California's children and the general public to value and take action to improve the health of the state's marine and coastal environments

A project of:

California Coastal Commission
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2016/2017 WHALE TAIL®
COMPETITIVE GRANTS PROGRAM

GUIDELINES AND APPLICATION FORMS

INTRODUCTION

The California Coastal Commission's WHALE TAIL® grants support programs that teach California's children and the general public to value and take action to improve the health of the state's marine and coastal environments. Adopt-A-Beach programs, as well as other beach maintenance and coastal habitat restoration projects that have an educational component, are also eligible for the grants. Attachment A is a list of sample grant recipients.

BACKGROUND

This program distributes funds from two sources: (1) sales of the California Coastal Commission's WHALE TAIL® License Plate (an official "specialty" license plate issued by the Department of Motor Vehicles for cars registered in California), and (2) donations to the "Protect Our Coast and Oceans Fund," which is one of the "tax check-off" funds listed on the California state tax form.

The California Coastal Commission started the WHALE TAIL® Competitive Grants Program in 1998. For many years, all of the funding for this program came from the WHALE TAIL® License Plate. Proceeds from sales of the license plates also benefit the California Coastal Commission's Adopt-A-Beach Program, California Coastal Cleanup Day, and other education and stewardship projects. In 2014, a "check-off" box was added to the California state tax return form to provide taxpayers the option to voluntarily contribute to the Protect Our Coast and Oceans Fund. Proceeds from contributions to the Protect Our Coast and Oceans Fund specifically benefit the WHALE TAIL® Grants Program. Since 2015, these donations have increased the funds available for the grants each year.

The California Coastal Commission is a state regulatory and planning agency that operates under the 1976 Coastal Act to manage the conservation and development of coastal resources in California. The Commission's Public Education Program works to increase public knowledge of coastal and marine resources and to engage the public in coastal protection and restoration activities.

OTHER RESOURCES

In addition to this grantmaking program, the Coastal Commission's Public Education Program offers other resources to enhance coastal and marine education and stewardship programs. These include a loan library for educators featuring recommended video and audio titles, "Waves, Wetlands, and Watersheds" science activity guide for K-8th grade, the Schoolyard Cleanup Program, the Creeks to Coast Directory of coastal, marine, and watershed organizations, the Coastal Stewardship Pledge, and the "Our Wetlands, Our World" high school science activity guide. For more information, visit

www.coastforyou.org. All items are free of charge and are available on-line or by contacting Public Education staff at coast4u@coastal.ca.gov or (800) COAST-4U.

We also encourage educators to become familiar with and integrate into their projects, as appropriate, the principles and concepts of ocean literacy, the state's Next Generation Science Standards, and the Common Core Standards.

This grants program is separate from the State Coastal Conservancy's "Explore the Coast" funding opportunity, which might also interest applicants. (Deadline is October 7, 2016).

PROGRAM OVERVIEW

- **Size of Grants:** any amount up to $50,000 (25-50% of the funding will be allocated in small grants up to $12,000). A total of $488,150 will be distributed.
- **Categories of Grants:** The Whale Tail® Grants Program will fund projects that fall into any one of the following three categories: 1) Adopt-A-Beach programs; 2) youth programs; 3) programs for the general public. In addition, applicants may request funding under a special subcategory for projects addressing climate change and/or ocean acidification.
- **Format:** Applications must be submitted on the attached application forms with attachments. Please print double-sided and use minimal packaging wherever possible.
- **Deadline for Applications (must be postmarked by): November 1, 2016.** Proposals may not be submitted via fax or e-mail.
- **Project Selection:** Staff will review all proposals and make recommendations to the Coastal Commission, which will vote at its February 2017 meeting (tentative date).
- **Notification:** Applicants will be notified following the Commission vote, most likely by the end of February 2017.

ELIGIBILITY OF APPLICANTS AND PROJECTS

Applicants must be either a non-profit organization or a government entity. For beach operation and maintenance projects, the applicant must be a non-profit organization or *local* government agency. For Adopt-A-Beach proposals, both current and new Adopt-A-Beach managers are eligible.

Grants will not be awarded to provide for an organization's general, ongoing administrative costs, or to fund advocacy work.

Projects funded by Whale Tail Grants must serve audiences in California. Grants cannot be awarded to programs that unlawfully limit participation based on gender, race, color, religion, ancestry, ethnicity, or national origin, disability, medical condition, genetic information, marital status, sexual orientation, citizenship, primary language, immigration status or membership in any other protected group. Grants cannot be awarded for projects that include religious content in their programming. The Whale Tail® Grants Program focuses on education about coastal and marine environment. If a project will take place in an inland area or on a bay, the proposal should address how the project includes coastal and marine educational content, including a

description of how the connections between bays or inland areas and the coast and ocean will be emphasized.

Grant funds will be allocated primarily for projects not yet funded by this program, but repeat grants will also be considered.

QUESTIONS?

We encourage applicants to contact the Commission's Public Education Program in advance of submitting an application. Please contact Sylvie B. Lee at (415) 904-5271 / slee@coastal.ca.gov; or Chris Parry at (415) 904-5208 / cparry@coastal.ca.gov.

Also contact the Coastal Commission Public Education staff if you are interested in starting a new Adopt-A-Beach Program in an area that does not currently have a program. Adopt-A-Beach Managers are designated by the Commission staff to operate the program in a particular geographic area and serve as the liaison with the Commission. Local Adopt-a-Beach Managers have adapted, modified and added to the program to fit their interests and talents.

CRITERIA FOR SELECTING GRANT RECIPIENTS (out of 100 points)

1. Educational Component (25 points): Projects funded under this program should have a strong, high-quality educational component involving the marine and/or coastal environment. We encourage experiential, hands-on learning and incorporation of stewardship, where possible. The project's educational content and mode of delivery should be age-appropriate for the target audience. Projects aiming to improve the quality of beaches or coastal or marine habitats will be considered as well.

2. Need (15 points): Projects will be assessed on the degree to which they address an identified need (educational, ecological, social, etc.). Projects that reach audiences who are underserved, including those from low-income, multicultural, and inland areas, are especially encouraged.

3. Project Concept (30 points): We seek thoughtfully developed ideas, technically sound concepts, and creative, innovative approaches. The degree to which a project could potentially be expanded or continued after the grant ends, and/or build organizational or audience capacity, will be considered. The degree of impact relative to cost will also be evaluated. Up to 5 points of extra credit will be awarded if the project will have a ripple effect beyond itself, by providing tools or knowledge to others in the field, advancing the field into new areas, or building collaborations with other entities.

4. Proposal Content (30 points): The proposal should demonstrate that the concept has been fully thought out and developed into a concrete, feasible project with clearly stated goals, measurable objectives, defined audience, workable project design, and clear plan for implementation. A sensible plan for evaluating the project's success should be included, as should detailed and accurate cost information. The likelihood of the project's successful implementation and completion will be considered, as well as the strength of the organization's track record and capabilities of project personnel.

RULES FOR GRANT AWARDS

Conditions for grant awards will include the following:
- Grantee agrees to put the California Coastal Commission logo on any promotional materials produced for the program.
- Grantee agrees to hold the California Coastal Commission harmless.
- Grantee agrees to use waiver of liability forms developed by the California Coastal Commission (or the equivalent) where appropriate.
- Funds cannot be used to purchase food, beverages, prizes or cash gifts, insurance, or items that will be sold.
- Projects may be of any length as long as funding concludes by April 15, 2019.
- Amount in grant for indirect costs (see page 8 for definition) must be capped at 10% of amount in grant for employee salaries and benefits**.**

OTHER GRANT REQUIREMENTS

1. **Administrative**. The grantee must assume responsibility for administering the project, including: employing any necessary staff or consultants, maintaining complete accounting and time records, and providing fiscal management. In preparing the grant application, applicants should refer to Attachment B (administrative requirements for grant agreements if a grant is awarded).

2. **Payment.** Grant funds will **not** be available in advance of expenditures. Expenses will be **reimbursed** no more than once per month upon submission of an invoice by the grantee. Reimbursement will be dependent upon successful completion of work as set out in the proposal.

3. **Schedule.** Because the funds for these grants were appropriated in state fiscal year 2016/2017, which ends on June 30, 2017, proposals must include work tasks that begin before June 30, 2017.

APPLICATION PROCEDURE

A complete application package will consist of **an original and one copy** of the following materials:

1. **Application Summary** (see attached form).

2. **Background/History** (at least one paragraph). Briefly describe the history of your project. How did it come about? Is it a new or existing project? If it's an existing project, how long has it been operating, how was it funded in the past, and what results have you achieved? Have you previously received a WHALE TAIL® Grant for this project?

3. **Project Description** (2-5 pages for sections a-e, written in at least an 11-point font), including the following information organized under subheadings:

    (a) The **goals and objectives** of your project, how you will accomplish each objective, and how your objectives will accomplish your goals. (Objectives should be simple, understandable and as specific and measurable as possible.)

(b) **Description of the target audience(s) and recruitment plan** – Describe who will be served by your project, including the number of people, ages or grade levels, other demographics including ethnicity and other relevant socioeconomic information, and geographic area served by your project. (Note that your final project evaluation will be required to include detailed information on the audience served.) Describe your plan for recruiting your target audience (or a description of how you recruited your target audience). Explain why you decided to focus on this target audience.

(c) **Project details –** This section is a chance to elaborate on your goals and objectives with a narrative, step-by-step description of how the project will be carried out, including your plans for community outreach, publicity, and/or sharing the results of your project, as applicable. Also clarify it this is a one-time project or one that you intend to continue past the grant period. *Repeat proposals for previously funded projects should include a summary of what was accomplished through the previous grant, how the new proposal builds on the previous work, past evaluation results, and a description of how these results informed or changed the project.*

(d) **Statement of need for the proposed project** – please be as specific as possible as to the need(s) that your project is intended to address and include an explanation as to why *this particular project* is suited to meet the articulated need(s). A demonstration of the specific needs of the target audience can be included here, including the results of any needs assessment work that was used to develop your project plan.

(e) **Statement of need for the requested funding** – including a description of any other resources that are available. If the project is expected to continue beyond the end of this grant, explain the longer-term funding plan.

4. **Evaluation plan** (no page limit) – The WHALE TAIL® Grants Program has recently been putting more emphasis on evaluation. Understanding the effects of a project can help guide future improvements and mid-course corrections, as well as help to evolve the environmental education field as a whole.

The nature and extensiveness of the evaluation will vary depending on the type of grant and size of budget. As a very rough rule of thumb, consider allocating 5 to 15% of the budget on evaluation. Grant recipients will be required to submit evaluation results at the end of the project period as part of their final reporting. If your project has been previously evaluated and you are satisfied with this effort, you may not need to conduct a detailed evaluation at this stage. In that case, let us know about prior evaluations and their results, and how the results apply to the current project.

For this section, describe your evaluation plan; that is, how you will measure and document the outcomes and impacts of your project on your audience(s). Organize your evaluation plan using the goals and objectives articulated in your project description; in other words, describe the techniques that will be used to evaluate project outcomes and success relative to each goal and objective. Examples of possible indicators of outcomes are audience satisfaction with the project experience; changes in their knowledge, skills, attitudes and/or behaviors; and changes to the environment. Also, describe the logistics of your evaluation - how and when you will gather evaluation data? How will you use the evaluation results (beyond the reporting requirements for this grant)?

In planning your evaluation, consider whether quantitative methods such as pre-post tests and surveys; qualitative methods such as interviews, focus groups, and observation; or a combination of methods is most appropriate for learning about your program and its impacts. If available, please include in your supporting documents any evaluation tools that you will be using. (Our online resource to assist you with the evaluation process is available at http://www.coastal.ca.gov/publiced/plate/wtevaluation.pdf.)

5. **Permits required** (if any).

6. **Tasklist and timeline** for the project. (Bear in mind that funds will not be available until March of 2017 and some work tasks must be scheduled to begin before June 30, 2017.)

7. **Budget** (using the provided Application Budget Form or a similarly formatted budget page).

8. **A resolution from the applicant's governing body** that contains the following authorizations: authority to submit the proposal, authority to enter into a contract with the California Coastal Commission if the grant is awarded, and designation of the applicant's authorized representative (name and title). If the authority to perform such tasks has already been delegated by the governing body, a letter from the person who has that delegated authority is sufficient.

9. **Description of the applicant's organization**, including:
   - the year it was founded;
   - its qualifications for undertaking the proposed project, including its track record with any similar undertakings;
   - the qualifications and capabilities of key staff assigned to the project, including a description of their roles;
   - the organization's current annual budget including sources of funds (budget information is not necessary for public schools or government agencies); and
   - the names and occupations of board members or organization leaders.

10. **The following attachments**:
   (a) For non-profits, proof of non-profit status in the form of an exemption letter from the IRS or California Franchise Tax Board.
   (b) A project site list and/or map, if applicable.
   (c) Brochures from the applicant's organization, plus any other supporting material you would like to provide such as newsletters, press clippings, or letters of support from project partners or others. Any letters of support may be addressed to "California Coastal Commission" or "Whale Tail Grants Review Panel."

Submit complete application packages to: WHALE TAIL *Grants Program*
California Coastal Commission
45 Fremont Street, Suite 2000
San Francisco, CA 94105

WHALE TAIL® Grants Program

APPLICATION SUMMARY

1. Applicant Organization:_____

2. Name and Title of Contact Person _____

3. Address:

   _____

   _____

4. Telephone:_____Fax:_____Email:_____

5. Website: _____

6. Project Title: _____

7. Brief Project Summary (please complete in a few sentences):

   _____

   _____

   _____

   _____

8. Number of people who will be directly served by the project (estimated)_____

9. Requested Amount: $_____

10. Total Project Budget: $_____

11. Number of Months Required to Complete Project: _____

    Start date: _____ End date: _____

12. Is your organization a ☐ non-profit corporation? ☐ government agency? ☐ school?

13. How did you find out about this grants program? _____

14. Proposal Prepared by: _____ Title: _____

    Signature: _____ Date: _____

WHALE TAIL® Grant Application Budget Form

PROPOSED BUDGET

(The applicant does not need to use this form, but should follow the general structure.)

Organization Name: _____

Project Title: _____

Requested Amount *($50,000 maximum)*: $_____

	Grant Request Budget	**Total Project Budget (if different)**
Personnel:		
Salaries and Wages [1]	_____	_____
Benefits [2]	_____	_____
Subtotal Personnel	_____	_____
Operating Expenses		
Postage/Shipping	_____	_____
Supplies/Materials [3]	_____	_____
Travel [4]	_____	_____
Indirect Costs [5]	_____	_____
Other:		
_____	_____	_____
_____	_____	_____
Subtotal Operating Expenses	_____	_____
Total Budget	_____	_____

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[1] *Attach an explanation of rate(s) and hours for each position for which funds are being requested.*
[2] *Amount requested for benefits should reflect actual costs, not to exceed 46.5% of amount requested for salaries.*
[3] *Include a list of the major supplies and materials and how much they cost.*
[4] *Personal vehicle travel reimbursement currently paid at the rate of 54 cents/mile. Travel to or from outside California is not eligible for inclusion in the grant request budget.*
[5] *Indirect costs include, for example, a pro rata share of rent, utilities, and salaries for certain positions indirectly supporting the proposed project but not directly staffing it. Amount requested for indirect costs should be capped at 10% of amount requested for "Total Personnel."*

ATTACHMENT A

Examples of Past WHALE TAIL® Grants

- **The Ocean Foundation**   **$8,000**

Project Title: *Ocean Connectors*
Project Location: *National City (south San Diego County)*

Ocean Connectors is a project of the Ocean Foundation that focuses on teaching low-income Latino students in National City about migratory marine life and conservation topics over the course of three years. In the fourth grade, students study the endangered sea turtles that live in San Diego Bay while learning about waste management, the problems with single-use disposable plastics, and the "3 R's" (reduce, reuse, recycle). They also visit the Living Coast Discovery Center in Chula Vista to see the green sea turtle exhibit and other animal life. In the fifth grade, students learn about the migrating California gray whale as well as the issues of sustainable seafood and bycatch, and they go on a narrated whale-watching trip. And in the sixth grade, they study migrating birds and their habitats and also learn about the impacts of pollution and coastal development on the ecosystem. The six-graders' outdoor experience is to go bird-watching and help restore habitat in the South San Diego Bay National Wildlife Refuge.

Ocean Connectors also includes a bilingual, cross-border "knowledge exchange" component in which students share artwork, writing, or short videos about their animals with other students who live in Nayarit, Mexico, near where the animals migrate. Migration of the animals illustrates the connection between different parts of the same ocean.

- **Community Action Partnership of Kern**   **$8,932**

Project Title: *After-School Marine Studies Program*
Project Location: *Bakersfield*

The nonprofit Community Action Partnership of Kern (CAPK) operates a variety of programs serving at-risk families in Kern County, including after-school programs at two centers, Friendship House Community Center and Shafter Youth Center. CAPK received funding to implement a marine studies program at these two centers for underserved, land-locked youth.

The marine studies program began with the implementation of free science lesson plans and worksheets available online from the Aquarium of the Pacific in Long Beach, covering topics such as marine animals, ocean ecosystems, and the impact of ocean currents on the Earth's climate. In a second component, the Buena Vista Museum of Natural History & Science brought their "Museum in a Box" program to the youth to share fossils and casts of bones and teeth from "Shark Tooth Hill," a prominent marine mammal fossil location near Bakersfield in a former arm of the Pacific Ocean. In a third component, the youth took a day-long field trip to the Aquarium of the Pacific.

- **Pacifica Beach Coalition**   **$20,000**

Project Title: ***Adopt-A-Beach and Public Education Programs***
Project Location: ***San Mateo County***

Pacifica Beach Coalition (PBC) has been an Adopt-A-Beach coordinator in Pacifica for many years, organizing beach cleanups and recruiting community volunteers to participate. PBC received funding to support an expanded Adopt-A-Beach program to include three additional beaches in San Mateo County which would greatly benefit from regular community cleanups. PBC also hosts corporate volunteers for beach cleanup and restoration events, where they learn about harmful impacts of litter and issues facing the coastal environment.

A WHALE TAIL® grant also helped support a number of other environmental public education events hosted by Pacifica Beach Coalition. One was Earth Day of Action, when over 7,000 volunteers helped clean up the community. At the end of Earth Week, PBC hosted a large "EcoFest" with 45 environmental booths and family activities to raise awareness about the impact everyone has on the oceans and the broader environment. Another activity was a booth and a parade float at the "Fog Fest" to educate and recruit volunteers for future beach cleanups. Lastly, PBC hosted a lecture series at Sharp Park Library with speakers from local marine education organizations.

- **Return of the Natives**   **$20,500**

Project Title: ***Flows to the Ocean***
Project Location: ***Salinas***

Return of the Natives (RON) is the education and outreach program of the Watershed Institute at CSU Monterey Bay. RON worked with 700 children in grades 3-6, as well as some of their parents, in the city of Salinas, which is the source of the most polluted water flowing to Monterey Bay. RON provided three types of "Flows to the Ocean" watershed stewardship experiences for the students. The first was schoolyard activities including a litter survey and using a watershed model to illustrate their connection to the ocean. The second activity was a creek cleanup in Salinas, and the third was a trip to the coast to survey litter, conduct a beach cleanup, and conduct habitat restoration by planting native dune plants at Salinas River State Beach. The parents chaperoning the students were pulled aside for a 30-60 minute ocean stewardship lesson in Spanish and English, including simple nature activities they could do with their children. Also, CSU Monterey Bay students helped lead activities and gain ocean education leadership experience in the process.

All participating teachers were required to teach at least two lessons from RON's "Flows to the Bay" curriculum, develop an ocean stewardship calendar for their school, have their students give short presentations to other classrooms, and ensure that their students take turns picking up schoolyard litter and tallying the data, with the goal of reducing the amount of litter during the year.

- **Vida Verde Nature Education** $30,000

Project Title: *Multi-Day Coastal Environmental Education*
Project Location: *San Francisco Bay Area*

Vida Verde Nature Center is located in the hills of coastal San Mateo County and hosts underserved, urban Bay Area students in grades 4-6 for a free, three-day, two-night environmental education experience. Vida Verde serves at least 750 children per year, one group each week. Close to 100% of the participants are low-income minority students and they are only eligible to attend if their schools don't offer any other outdoor, overnight experiences. Activities include guided explorations through coastal beaches and tidepools, Pescadero Marsh, and a nearby redwood grove. Many of the children visit the ocean for the first time through this program.

Through a highly structured, activity-packed program featuring positive behavior management and many new but achievable challenges, students who are new to this type of environment learn science and environmental stewardship along with confidence and trust-building. They learn about topics such as tides, animal adaptations, beach ecology, and how a watershed connects their home with the ocean. Vida Verde has also developed a related curriculum for teachers to use once they are back in the classroom in order to increase the program's impact.

- **Santa Barbara Museum of Natural History** $40,708

Project Title: *Carbon Counts: Living on Thin Ice*
Project Location: *Santa Barbara*

The Santa Barbara Museum of Natural History serves visitors at its main museum facility and at the Sea Center it operates at Stearns Wharf. The Museum received a grant to present climate change science and solutions to visitors at both facilities through a variety of public programming, featuring interactive, hands-on activities and the visual teaching tool called the "Magic Planet," a projection globe with a display that can help people visually understand complex oceanic and climate data. Topics covered included weather events at the ocean and coastline, sea level rise, changing ocean chemistry, and changing habitat ranges of indicator plant and animal species.

As part of preparing to present this programming, the Museum staff, docents, and volunteers received special training on the principles and concepts of ocean and climate literacy, how to communicate about these issues, and how people can decrease their impact on the planet. A summer-long training in ocean and climate literacy was provided to a group of teens (who have committed to working with the Museum for three years), including a four-day trip to the Channel Islands National Marine Sanctuary. Afterward, the teens worked with Museum educators to develop a lesson plan and deliver it to approximately 1,000 8th-grade students in the Santa Barbara Unified School District, as well as to the general public at local community events such as Earth Day and World Oceans Day.

Administrative Requirements

LOCAL ASSISTANCE AGREEMENT SUMMARY (STD 215)

A. The Grant Agreement transmittal form for cost-reimbursement types of local assistance grants must:

1. Advise whether the awarding agency, with the advice of the State Personnel Board, has determined that the reimbursable salaries do not exceed salaries payable to State personnel for similar classifications; and

2. Identify the classifications and rates involved if the reimbursable salaries exceed State rates, and state the reason for such higher rates, and how the agency's interests are served by the agreement.

FISCAL CONTROL PROVISIONS

A. Payment provisions shall be on a cost-reimbursement basis with a ceiling specifying the maximum dollar amount payable by the agency. Grant agreements must set forth in detail the reimbursable items, unit rates, and extended total amounts for each line item. Among other matters, the following information should be documented:

1. Identify and justify direct costs and overhead costs, including employee fringe benefits;
2. Monthly, weekly or hourly rates as appropriate and personnel classifications should be specified, together with the percentage of personnel time to be charged to the contract, when salaries and wages are a reimbursable item;
3. Rental reimbursement items should specify the unit rate, such as the rate per square foot; and
4. If travel is to be reimbursable, the contract must specify that the rates of reimbursement for necessary traveling expenses and per diem shall be set in accordance with the rates of CalHR for comparable classes and that no travel outside the State of California shall be reimbursed unless prior written authorization is obtained from the agency.

TERMS AND CONDITIONS

Grant awards will include Standard Conditions and Special Conditions. Standard Conditions include items such as an indemnification requirement, an agreement to be audited, and a non-discrimination clause. Special Conditions include items such as an agreement to provide funding credit and responsibilities of Adopt-A-Beach coordinators.

GRANTEE CERTIFICATION CLAUSES

All grantees must sign GCC 1015, which includes clauses such as a drug-free workplace requirement and compliance with the Americans with Disabilities Act.