

2018/2019
WHALE TAIL[®] Competitive Grants Program
Guidelines and Application Forms

Funded by:



**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
45 Fremont Street, Suite 2000
San Francisco, CA 94105
(415) 904-5200
www.coastal.ca.gov**

2018/2019 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

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 California's WHALE TAIL[®] Specialty License Plate. Proceeds from sales of the license plates also benefit the Coastal Commission's year-round 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 and links to recommended video and audio titles; "California Coastal Voices," a project-based learning guide and online curriculum for middle and high school teachers; "Waves, Wetlands, and Watersheds," a science activity guide for K-8th grade; the Schoolyard Cleanup Program; 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.

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](#).

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 \$370,000 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) shoreline cleanup and enhancement programs (such as Adopt-A-Beach); 2) youth education programs; 3) programs for educating the general public. In addition, applicants have the option to request funding under two special subcategories: a) projects addressing climate change as it relates to the ocean or coastline; and b) grants for organizations with annual operating budgets of \$500,000 or less, that are working with underserved communities. (See examples of underserved communities under selection criterion #2 on page 3.)
- **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 5, 2018.** 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 2019 meeting (tentative date).
- **Notification:** Applicants will be notified following the Commission vote, most likely by the end of February 2019.

ELIGIBILITY OF APPLICANTS AND PROJECTS

Applicants must be either a non-profit organization, school or school district, or a government entity.

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 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 strongly encourage applicants to contact the Commission's Public Education Program in advance of submitting an application. Staff is available to respond to your questions and discuss your project idea with you. Please contact Sylvie B. Lee at (415) 904-5271 / Sylvie.Lee@coastal.ca.gov; or Chris Parry at (415) 904-5208 / Chris.Parry@coastal.ca.gov.

You are also invited to attend a webinar providing extra guidance on completing the grant application on October 10 at 3:30 pm. Sign up at <https://register.gotowebinar.com/register/2479877401102280962>. Alternatively, a recording of the webinar will be posted soon after it ends at <https://www.coastal.ca.gov/publiced/plate/plgrant.html>.

Also contact the Coastal Commission Public Education staff if you are interested in adopting a beach but do not know how, or 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 Impact (and/or Environmental Improvement) (25 points): We are seeking projects with a strong educational impact that feature high-quality education 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 and culturally relevant for the target audience. Community projects improving the quality of beaches or coastal or marine habitats will be also be scored favorably like those emphasizing educational impact.

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 have historically been underserved in terms of marine education, including low-income populations, multicultural communities, and residents of inner city, rural and/or inland areas, are especially encouraged. Proposals for underserved audiences should explain how the target population is underserved in terms of marine education.

3. Project Concept (30 points, potentially up to 35 points): We seek thoughtfully developed ideas, technically sound concepts, and creative, innovative, culturally competent approaches. Project design that reflects [research-based best practices](#) are encouraged. The degree to which a project could potentially be expanded or continued after the grant ends, and/or build organizational capacity, will be considered. The degree of impact relative to cost will also be evaluated. Up to an additional 5 points of extra credit will be awarded if the project will have a ripple effect beyond the project itself, by providing useful tools or knowledge to others in the field, helping to advance the field into new areas, or building fruitful collaborations with other entities.

4. Proposal Content and Project Implementation (30 points): The proposal should demonstrate that the concept has been fully thought out and developed into a concrete, feasible project with clearly stated, realistic goals and measurable objectives; a defined audience; a workable project

design; and a 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, including the likelihood that project objectives and goals will be achieved, as well as the strength of the organization's track record, and the qualifications 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's funding credit logo on any printed or online content produced for the program, including linking from the logo to CCC webpages as appropriate.
- Grantee agrees to hold the California Coastal Commission harmless.
- **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, 2021.
- Amount in grant for indirect costs (see page 9 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 2018/2019, which ends on June 30, 2019, proposals must include work tasks that begin before June 30, 2019.

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** (3-6 pages for sections a-f, written in at least an 11-point font), including the following information organized under subheadings:
- (a) A concise list of the **goals and objectives** of your project. (Specific objectives help accomplish the broader 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. If your project will also *indirectly* reach additional people, please describe that wider audience. (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. Here are some specific points to consider including in your write-up, **as relevant**:
- Details such as the number of days, number of hours per day, and general timing of any public or student programming.
 - If you are using a curriculum, handbook, or other program materials, describe it and include a copy with the application.
 - Describe any new program materials you plan to create.
 - Describe any partnerships that are integral to the project.
 - Describe your plans for community outreach, publicity, and/or sharing the results of your project.
 - Discuss project design considerations such as cultural relevancy, age-appropriateness, inclusivity, and research-based best practices.
 - Clarify if 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, and a description of how past evaluation results informed or changed the proposed project.
- (d) **Key staff** – Describe the staff who will carry out the project, their positions, their specific roles in the project, and their qualifications and experience. If positions are not yet filled, explain the desired qualifications for those positions.
- (e) **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.

(f) **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 nature and extensiveness of an 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 2019 and some work tasks must be scheduled to begin before June 30, 2019.)
7. **Budget and narrative** (using the provided Application Budget Forms or similarly formatted budget pages).
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). *This item only may be submitted after the proposal deadline if need be.* 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 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.
- (c) Brochures from the applicant’s organization.
- (d) Any other supporting material you would like to provide such as newsletters, press clippings, or letters of support from project partners or others (such as schools to be served that are already identified, or landowners where habitat restoration will occur). 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, focusing on WHAT you propose to do): _____

8. Number of people who will be directly served by the project _____.
Number of people indirectly reached by project _____
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⁾	_____	_____
<i>Subtotal Personnel</i>	_____	_____
Operating Expenses		
Postage/Shipping	_____	_____
Supplies/Materials ⁽³⁾	_____	_____
Travel ⁽⁴⁾	_____	_____
Indirect Costs ⁽⁵⁾	_____	_____
Other:	_____	_____
_____	_____	_____
_____	_____	_____
<i>Subtotal Operating Expenses</i>	_____	_____
Total Budget	_____	_____

⁽¹⁾ Include details for each position for which funds are being requested in Budget Narrative on the next page.
⁽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 in Budget Narrative on the next page.
⁽⁴⁾ Personal vehicle travel reimbursement currently paid at the rate of 54.5 cents/mile. Travel to or from outside California is not eligible for funding by this grant.
⁽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."

WHALE TAIL[®] Grant Application Budget Form

NARRATIVE FOR PROPOSED BUDGET

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

Salaries and Wages:

Explanation of rate(s) and hours for each position for which funds are being requested—

Position 1:		\$
<i>Job title</i>	<i>rate</i> <i>x</i> <i>time</i> =	<i>amount requested</i>

Position 2:		\$
<i>Job title</i>	<i>rate</i> <i>x</i> <i>time</i> =	<i>amount requested</i>

Position 3:		\$
<i>Job title</i>	<i>rate</i> <i>x</i> <i>time</i> =	<i>amount requested</i>

Position 4:		\$
<i>Job title</i>	<i>rate</i> <i>x</i> <i>time</i> =	<i>amount requested</i>

(continue as needed)

Total for salaries and wages in grant request budget \$ _____

List of the major supplies and materials and how much they cost:

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

Examples of Past WHALE TAIL[®] Grants

• City of Redding \$8,340

Project Title: ***“Sacramento to Sea”***

Project Location: ***Redding***

The Sacramento to Sea program will serve youth at the Martin Luther King Jr. Multicultural Community Center in a disadvantaged neighborhood of Redding. Some of the youth are in foster care and/or were referred to the Center as an alternative to the juvenile justice system. The program will last six months and uses the Project WET science curriculum to teach about the Sacramento River, its importance in California, its water quality, its watershed, and its connection to the Pacific Ocean. Participants will also help with a river cleanup and habitat restoration projects at the “Redding Riffle” where salmon and steelhead go to spawn.

A WHALE TAIL[®] grant is supporting the travel portion of this program. After completing the lessons and stewardship activities, the youth will be able to take a trip to San Francisco. They will visit the marine biology department at San Francisco State University to learn about career possibilities in conservation and marine sciences. They will also take part in a sea kayaking program led by Environmental Traveling Companions and spend the night on Angel Island.

The majority of the youth at the MLK Center have never left Redding. This program uses the Sacramento River as a metaphor: it moves the youth figuratively and literally out of their neighborhood and into the natural world. Like the salmon, they will “travel downstream” and then return to their inland community, to foster an appreciation for stewardship and conservation.

• Outdoor Outreach \$12,000

Project Title: ***YES San Diego: Youth Environmental Stewardship Project***

Project Location: ***San Diego County***

Outdoor Outreach provides adventure-based recreational learning opportunities to teens who face multiple barriers to accessing outdoor areas surrounding their communities. This grant helped support outdoor environmental education and stewardship outings for 240 teens from urban San Diego areas recruited from low-income schools, social service organizations, and programs for foster youth, homeless youth, and youth in the juvenile justice system.

Through this project, Outdoor Outreach took different teens on different outings to coastal locations in San Diego. Some of the programs took place at the San Diego Bay National Wildlife Refuge, where the youth learned about coastal animals and habitats at the Living Coast Discovery Center, kayaked on Sweetwater Marsh, and helped restore native plants in Imperial Beach. Stewardship projects took place at Border Field State Park, including installing native plants, removing invasive species, and removing trash during Tijuana River Action Month. At Cabrillo National Monument, teens hiked down the coast and took part in a guided tidepooling activity. Finally, high schools students from Escondido surfed and learned stand up paddle boarding while also learning about watersheds and how pollutants flow downstream in their watershed.

• **ECOSLO** **\$17,500**

Project Title: *Beach Keepers*
Project Location: *San Luis Obispo County*

To fill a gap in opportunities for volunteers wanting to conduct beach cleanups, the Environmental Center of San Luis Obispo (ECOSLO) received funding to launch “Beach Keepers,” a year-round marine debris education and coastal stewardship program. ECOSLO identified the county’s ten dirtiest and most popular beaches and is rotating among them to host monthly cleanups for community volunteers. ECOSLO also began lending cleanup supplies to additional organizations whose volunteers want to perform cleanups on their own time (after training their group leader).

Additionally, all of the cleanup participants receive an educational presentation— geared for either adults or youth— to raise their awareness about the problem of marine debris. Data on litter items picked up are collected at all ten beaches and reported to Ocean Conservancy and other interested agencies. Through setting up website pages for volunteers to register and check out supplies, developing educational materials, and recruiting community members, ECOSLO aims to establish a program that can continue into the future.

• **Groundswell Coastal Ecology/Social & Environmental Entrepreneurs** **\$25,000**

Project Title: *Healthy Coastal Communities*
Project Location: *Santa Cruz*

Healthy Coastal Communities is a project bringing together at-risk youth, adult community volunteers, and restoration professionals to improve habitat at highly-visited coastal access sites. In this project, students at underserved schools in the Santa Cruz area participate in Groundswell’s five-step science-based restoration curriculum consisting of: lessons on the biodiversity of coastal flora and fauna, native seed harvesting and plant propagation, restoration planting, making scientific illustrations, and monitoring the habitat restoration outcomes. Participating schools have greenhouses on their campuses for growing the native plants.

Community volunteers work with agencies and land managers to prepare the planting areas ahead of time by removing invasive plants at coastal access points in Santa Cruz. Those access points are at Natural Bridges State Beach, Lighthouse Field, and Seabright Beach. Visitors to these spots are also educated about the program through student paintings on wood of native flora and fauna serving as interpretive signs, and by participants explaining the project to visitors during the restoration and monitoring work days.

• **Climate Science Alliance – South Coast** **\$26,600**

Project Title: *Connecting Tribal Youth to Climate Science*

Project Location: *San Diego County*

Climate Science Alliance-South Coast already works with Native American tribes on climate resilience planning, and the Alliance also offers the Climate Kids program providing climate science, art, and storytelling for young people. In order to accommodate all the requests for programs for tribal youth, the Alliance received a grant to developing tribal climate science modules and to train tribal professionals and educators to deliver these programs.

The Alliance will adapt three existing Climate Kids modules with activities and stories that are relevant to tribal communities, such as watershed impacts and ocean acidification and warming. The Alliance will provide trainings for tribal environment staff and educators to help them guide youth activities related to climate science and solutions into the future. The Alliance will also create a “traveling trunk” for these trained staff and educators to borrow and use with the tribal youth that they serve. The trunks will supply lesson plans, PowerPoints, activities and materials for delivering these tribal climate science modules that include hands-on science lessons, visual and performing arts, storytelling to convey messages of environmental stewardship, and field trips to the coast. Finally, the Alliance will conduct educational outreach at community events such as tribal Earth Day fairs.

• **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.

ATTACHMENT B

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.

ANTI-DISCRIMINATION

Applicants should be aware that Government Code Section 11135(a) states in relevant part that no person shall be unlawfully denied full and equal access to the benefits of any program or activity that is funded or receives any financial assistance by the State on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, or sexual orientation.

COMPETITIVE BIDDING

Grantees seeking contractors to perform any services exceeding the cost of \$2,500.00 shall select those contractors pursuant to a process that seeks three competitive quotations or adequate justification for the absence of bidding.

Grantees purchasing any articles, supplies, or equipment exceeding the cost of \$2,500.00 per purchase order shall select those items pursuant to a process that seeks three competitive quotations or adequate justification for the absence of bidding.

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.