



**NATIONAL
MARINE
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FOUNDATION**

**2016 NOAA B-WET
California and Pacific Northwest
Proposal Writing Webinar
Friday, November 13, 2015**

Waiting? Go to Chat and send comment with your name, school or organization, and if you're first time or returning B-WET applicant.



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2016 NOAA B-WET

Bay-Watershed Education and Training

California and Pacific Northwest Proposal Writing Webinar

November 13, 2015

Audrey Milner

Foundation Relations Manager

National Marine Sanctuary Foundation

The Four Disclaimers!

- **Entry-level** grant writing webinar to help you prepare competitive B-WET proposal
- Will not walk through B-WET Federal Funding Opportunity section by section
- B-WET Coordinators available during Q&A
- Based on California B-WET FFO; due 12/16/15. Pacific NW FFO not published; likely due January.

AGENDA

- Introductions
 - Audrey Milner, National Marine Sanctuary Foundation
 - Seaberry Nachbar, California B-WET Program Coordinator
 - Jacqueline Laverdure, Pacific NW B-WET Program Coordinator
 - Attendees?
- 2016 B-WET: A Good Fit for You?
- Grant Writing Fundamentals
- Applying Fundamentals to B-WET
- Questions? Audrey, Seaberry, Jacqueline

NOAA Office of Education's B-WET Program

- B-WET Bay-Watershed Education and Training
- Managed by Office of National Marine Sanctuaries within NOAA, National Oceanic and Atmospheric Administration
- Environmental education program that promotes locally relevant, experiential learning in K-12 environment
- Meaningful Watershed Educational Experiences (MWEE)
- California: Monterey Bay, San Francisco Bay, Santa Barbara Channel Watersheds (see Section IA)
- Pacific Northwest: Oregon and Washington

2016 California B-WET Notice of Funding

Priority Areas

- 1) Meaningful Watershed Educational Experiences (MWEEs) for Students
- 2) Professional Development in the Area of Environmental Education for Teachers
- 3) Meaningful Watershed Education Experiences focused on Climate Change Education for Students or Teachers
- 4) New Applicants and Projects

Proposals must address either Priority Areas (1), (2) or (3); and may include Priority Area (4).

Qualities of Successful B-WET Projects

- Are multi-stage, ongoing vs, “done-in-one,” short-term
- Integrate classroom and field studies
- Reach beyond classroom to families, communities
- Involve multiple, substantive partnerships
- Equity lens: At least 60% of those served represent low-income or underserved student population
- Utilize NOAA products, services or personnel
- Include evaluation and support national evaluation

B-WET Available Funding

- CA: Likely 15-20 awards at \$30-60K
- Pacific Northwest: Likely 8 awards at \$25-\$60K
- Match not required but preferred; may be in-kind match
- No federal matching (cash or in-kind)

New vs. Continued Projects

- Prefer multi-year projects
- Re-apply for funding each year
- May receive B-WET funding up to three years
- Plan ahead to diversify funding

Grant Writing Fundamentals

A good grant proposal:

- Is a technical document with emotional appeal
- Can become an implementation plan
- Pre-empts and answers reader's questions
- Is realistic
- Focuses outward

Applying to multiple funders?

- Write one thorough template and stay true to it
- Templates take 20-30 hours; customizing, 1-5 hours

Ask not about their application format!

Ask, “What is our plan?”

- A grant is just a plan.
- Adapt your plan to any funder’s terminology.

Proposal Components

- I. Statement of Need
- II. Organization Background
- III. Project Description
- IV. Attachments
- V. Abstract/Executive Summary

I. Statement of Need

- The need is not the lack of your program.
- The need is of the community, not your agency.
- Why does your program exist?
- What happens if you do nothing? Who says?

Yes	No
The incidence of Disease A has increased from X to Y over... This increase is due to... Left untreated, Disease A leads to... as documented by... Help us stop Disease A.	We work long hours for little pay. We have trouble retaining staff. We spend our limited agency resources recruiting and training new staff. We need money to hire staff so we can help patients manage Disease A.

II. Organization Background

Establish Credibility

- Mission statement, history, program overview
- Unique niche
- Partnerships

New? Your people are your credibility.

- Founders, Board, staff
- Advisory Board?

Checkered past? Address it.

III. Project Description: General ⇨ Specific

Goal ⇨ Objectives ⇨ Methods ⇨ Outcomes

Goal: Most general, not list of activities, can't be “finished”

Yes	No
To help young adults who are aging out of foster care live independently.	To provide 20 hours of work skills training to young adults in foster care.
To increase access to affordable, convenient primary health care.	To purchase and outfit a mobile health unit to serve immigrant farm workers.
To help teen parent families raise children who are ready to learn.	To enroll 100 children of teen parent families in Early Head Start.

III. Project Description: Objectives

- More specific than goal
- Changes in attitudes, knowledge or behavior
- What participants will do, show, learn, etc.
- **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-limited

Yes	No
To increase the percentage of first generation immigrant students who graduate high school from X to Y over Z time period.	To provide 100 hours of tutoring to 20 first generation immigrant students during X school year.
To decrease the percentage of staff members commuting to work by car from X to Y over Z time period.	To provide information to staff members about city wide ride share resources.

III. Project Description: Methods, Timeline

Methods, Activities, Calendar, Timeline – most specific

- Who will do what when where with whom
- Target population identified in Statement of Need
- Recruiting participants
- Divide into quarters, e.g., and plan it out
- Identify staffing needs and other expenses
- Rationale for specific curricula, methods
- Partnerships

III. Project Description: Outcomes

- Measurable units of service you deliver
- Objectives are participants' change in knowledge, attitude, behavior; Outcomes are what you will do.

Yes	No
Provide 100 hours of tutoring to 20 algebra students this school year.	20 students will pass algebra class.
Produce three hour-long fiction writing workshops led by Northwest writers.	Portlanders will become better writers.
Provide food baskets to 100 households in November/December.	We will decrease hunger in Oregon.

III. Project Description: Evaluation

Process Evaluation

Did you achieve your outcomes, your deliverables?

Impact Evaluation

Did you achieve your objectives? Changes in knowledge, attitude, behavior of target population?

What data will you collect, when and how?

...again about terminology...

Once you identify your

- **Big picture** (Goal),
- Changes in attitudes, knowledge, behavior **among participants**, toward goal (Objectives), and
- What **you will deliver** to accomplish change among participants (Outcomes)...

... you can adapt to any funder's terminology.

III. Project Description: Budget

Expenses

- Realistic; budget enough for a successful project
- Inclusive: All expenses necessary, even if in kind
- Watch funders' rules re: equipment (non-consumable)

Revenue and Support

- Balance in-kind services above the line (support)
- Multiple funders

Make sure you have capacity to track budget as written

IV. Attachments: Keep On Hand

- Current FY Board of Directors List
- IRS 501(c)(3) Determination Letter
- Current FY Organization Budget
- Audited financial statements for most recent FY
- Financial statements for current FY within two months
- Most recent IRS 990 (tax return)
- Bios of agency leadership and/or key project staff

V. Abstract/Executive Summary

- Write it last.
- One-two paragraphs at the beginning of proposal
- Basic info about project, budget and other funding

We request (\$) to support (program) for FY (#). Our goal is... In order to achieve this goal we will... (abbreviated objectives). The total budget of (program) is (\$) for FY (#), of which (agency) has already identified or received (\$/%). We will raise the remaining (\$/%) from...

GRANTS-SPEAK: Perhaps you've heard...

“We do not provide ongoing operating support.”

“We don't fill gaps created by
decreased government funding.”

“Please describe your plan for self-sufficiency.”

- The myth of self-sufficiency
- Diversity is necessary for a healthy ecosystem...

Less is More

Readability

- HS writing class: start with outline and don't diverge
- Use headers and bullets
- Use funder's terminology, headings, formatting
- Never use tiny font and narrow margins to accommodate page limits
- Never keep writing just to reach maximum page limit

I would have written a shorter letter, but I did not have the time.

Blaise Pascal, 1656



Logic Models

Graphic representation of goals, objectives, objectives, outcomes, etc.

For example, NOAA CA B-WET Logic Model Template:

Overall Goal: to improve...					
Objectives (what your audience will be able to do/say/feel, etc. after the project)	Resources (what you have or need to do your project)	Activities (what you do to make project happen)	Outputs (what you produce or deliver as part of the project)	Short-term Outcomes (audience changes immediately after or within 1 to 2 years)	Mid- to Long-term Outcomes/Impacts (audience changes after a longer time — 2+ years)
Audience will show they know more about the local watershed by...	•	•	•	•	•
Audience will	•	•	•	•	•

Objectives, Resources, Activities, Outputs, Outcomes, Impacts

B-WET Proposal Outline

1. Project summary
2. Project description
 - a) Need
 - b) Target audience
 - c) Participant recruitment
 - d) Objectives
 - e) What
 - f) Where
3. Who
 - a) Organization leads
 - b) Partners/collaborators
4. Project timeline
5. Project evaluation (local and national)

Resources

National B-WET Program website

<http://www.oesd.noaa.gov/grants/bwet.html>

How to Apply for a NOAA B-WET Grant

<http://sanctuaries.noaa.gov/news/bwet/howtoapply.html>

NOAA Assets, including Education Resources and Programs

http://www.oesd.noaa.gov/grants/NOAA_assets.html#education

Meaningful Watershed Educational Experience (MWEE)

http://www.oesd.noaa.gov/grants/docs/MWEE_Definition-final2015-7-29v3.pdf

Priority Area (3) (Climate Change): Align with NOAA Climate Literacy Principles

http://oceanservice.noaa.gov/education/literacy/climate_literacy.pdf

Basic Logic Model Template

<http://sanctuaries.noaa.gov/education/evaluation/logic.pdf>

NOAA B-WET Evaluation Resources

http://www.oesd.noaa.gov/grants/bwet_eval.php#page=page-1

Questions?

