

RESOLUTION NO. 2026-20

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF NEWPORT BEACH, CALIFORNIA, AUTHORIZING ACCEPTANCE OF GRANT AGREEMENT C8970324 BETWEEN THE STATE OF CALIFORNIA DEPARTMENT OF PARKS AND RECREATION, DIVISION OF BOATING AND WATERWAYS AND THE CITY OF NEWPORT BEACH FOR REIMBURSEMENT OF COSTS ASSOCIATED WITH REPLACEMENT EQUIPMENT, REFURBISHMENT ITEMS, AND SCHOLARSHIPS FOR THE MARINA PARK BOATING PROGRAM

WHEREAS, the City of Newport Beach ("City") Recreation and Senior Services Department operates and maintains the boating program at Marina Park;

WHEREAS, the State of California, Department of Parks and Recreation, Division of Boating and Waterways ("State") is authorized to provide grants to cities, counties, districts and other public agencies that offer on-the-water training to the general public that enhance boaters' knowledge of boating laws, practical handling of vessels on the water, weather and water conditions, rules of the road, equipment requirements, and environmental stewardship;

WHEREAS, the State grants provide reimbursement funding for the purchase of replacement equipment, refurbishment items, and scholarships for use in boating safety instructional programs;

WHEREAS, the City has submitted a grant application to the State for funds to reimburse the City's cost for replacement equipment, refurbishment items and scholarships for the Marina Park Boating Program;

WHEREAS, the State has approved the City's application and provided Grant Agreement Number C8970324 in the amount of \$51,000 to the City for authorization and execution ("Grant Agreement");

WHEREAS, for all grants of \$30,000 or more, City Council Policy F-3 and F-25 generally require that, prior to the acceptance of a grant, the City Council approve the terms and conditions of the grant, approve budget appropriations for grant expenditures unless previously appropriated through the budget adoption process, and authorize entry in the agreement; and

WHEREAS, the City will maintain and operate the equipment as required by the Grant Agreement.

NOW, THEREFORE, the City Council of the City of Newport Beach resolves as follows:

Section 1: The City Council does hereby accept Grant Agreement Number C8970324, attached hereto and incorporated herein as Exhibit "1," for the reimbursement of the costs for replacement equipment, refurbishment items, and scholarships for the Marina Park Boating Program.

Section 2: The City Manager is authorized to enter into, execute, and deliver on behalf of the City, the Grant Agreement for the amount of \$51,000, and any and all other documents required or deemed necessary or appropriate to evidence and secure the grant, the City's obligation related thereto, and all amendments thereto, which shall be approved as to form by the City Attorney.

Section 3: The recitals provided in this resolution are true and correct and are incorporated into the operative part of this resolution.

Section 4: If any section, subsection, sentence, clause or phrase of this resolution is, for any reason, held to be invalid or unconstitutional, such decision shall not affect the validity or constitutionality of the remaining portions of this resolution. The City Council hereby declares that it would have passed this resolution, and each section, subsection, sentence, clause or phrase hereof, irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared invalid or unconstitutional.

Section 5: The City Council finds the adoption of this resolution is not subject to the California Environmental Quality Act ("CEQA") pursuant to Sections 15060(c)(2) (the activity will not result in a direct or reasonably foreseeable indirect physical change in the environment) and 15060(c)(3) (the activity is not a project as defined in Section 15378) of the CEQA Guidelines, California Code of Regulations, Title 14, Division 6, Chapter 3, because it has no potential for resulting in physical change to the environment, directly or indirectly.

Section 6: This resolution shall take effect immediately upon its adoption by the City Council, and the City Clerk shall certify the vote adopting the resolution.

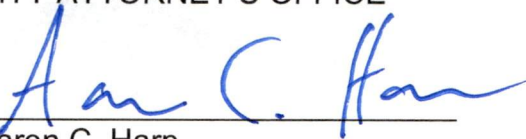
ADOPTED this 14th day of April, 2026.

Lauren Kleiman
Mayor

ATTEST:

Lena Shumway
City Clerk

APPROVED AS TO FORM:
CITY ATTORNEY'S OFFICE



Aaron C. Harp
City Attorney

Attachment(s): Exhibit 1 – Grant Agreement

Exhibit 1
Grant Agreement

State of California – Natural Resources Agency
DEPARTMENT OF PARKS AND RECREATION
DIVISION OF BOATING AND WATERWAYS

GRANT AGREEMENT

GRANTEE: City of Newport Beach
GRANT TITLE: Aquatic Center Grant FY 2025-26
GRANT AMOUNT: \$51,000.00
GRANT NUMBER: C8970324
GRANT TERM: April 1, 2026 or the date signed by the Department (whichever comes later) through May 31, 2041.
GRANT PERFORMANCE PERIOD: April 1, 2026 or the date signed by the Department (whichever comes later) through May 31, 2027.

The Grantee agrees to the terms and conditions of this grant agreement, hereinafter referred to as Agreement, and the State of California, acting through its Director of the Department of Parks and Recreation and pursuant to the State of California agrees to fund the total State grant amount indicated below. The GRANTEE agrees to complete the **SCOPE OF WORK** as defined in **Exhibit A - SCOPE OF WORK**.

The following are attached and made a part of and incorporated into this grant agreement: Exhibit A - Application and Scope of Work / Budget page; Exhibit B - Aquatic Center Grant Special Terms and Conditions; Exhibit C - Aquatic Center Grant General Terms and Conditions; Exhibit D - Aquatic Center Grant Contractor Certification Clauses; Exhibit E - Darfur Contracting Act.

The grant award is funded by the Sport Fish Restoration and Boating Trust Fund, administered by California Department of Parks and Recreation, Division of Boating and Waterways. The Federal FY 25 award, 70Z02325MO0001818 to California; \$5,443,096.00.

Grantee: City of Newport Beach
Address: 100 Civic Center Drive, Newport Beach, CA 92627
Authorized Signature:

Printed Name and Title of
Authorized Representative:

Date:

Agency: Department of Parks and Recreation
Division of Boating and Waterways

ATTN: Amy Rigby

Address: 4940 Lang Ave., Dock H
Administration, Floor 12
McClellan, CA 95652

Authorized Signature:

Printed Name and Title: Keren Dill, Staff Services Manager II

Date:

**APPROVED AS TO FORM:
CITY ATTORNEY'S OFFICE**

Date: 3/30/26

By: Jose Montoya for
Aaron C. Harp, City Attorney

**CERTIFICATE OF FUNDING
(FOR STATE USE ONLY)**

GRANTEE: City of Newport Beach
GRANT TITLE: Aquatic Center Grant FY 2025-26
GRANT AMOUNT: \$51,000.00
P.O NUMBER:
GRANT NUMBER: C8970324
GRANT TERM: April 1, 2026 through May 31, 2041
GRANT PERFORMANCE PERIOD: April 1, 2026 through May 31, 2027.

AGREEMENT NO C8970324	AMENDMENT NO	AMOUNT ENCUMBERED BY THIS DOCUMENT \$51,000.00	PRIOR AMOUNT ENCUMBERED BY THIS DOCUMENT \$0.00	TOTAL AMOUNT ENCUMBERED TO DATE \$51,000.00
FISCAL SUPPLIER ID NO. 0000011771		FEIN NUMBER 95-6000751	UEI NUMBER FPFYQSEFJ8M3	DGS BILLING CODE 053706
CATEGORY 93151505	SHIP TO 37900000208		FUND TITLE Federal Trust Fund	
GL UNIT 3790	APPROP.REF. 101	FUND 890	ENY 2025	ACCOUNT NO. 5432000
PROGRAM 2855015	PC BUS. UNIT 3790	PROJECT NO. 379065600200		ACTIVITY
REPORTING STRUCTURE 37900706		CHAPTER 4	FISCAL YEAR 2025/26	OTHER

General

1. Applicant Information

- a. Applicant Name City of Newport Beach
- b. Organizational Unit
- c. Address 100 Civic Center Drive
- d. Address 2
- e. City Newport Beach State CA Zip 92660
- f. Federal ID Number 95-6000751 Unique Entity Id. FPFYQSEFJ8 M3
- g. Agency Type
 - City County
 - Nonprofit Organization - 501(c)(3) status only District
 - Other Public Agency Community College
 - CSU System UC System
 - Private College

Applicants serving less than 1,200 unique students between October 1, 2024-September 30, 2025 may apply for up to \$42,000 as follows:

- The maximum grant award is \$40,000 per grantee for a combination of equipment, scholarship, and instructor training requests.
- Instructor training requests have a cap of \$5,000.
- An additional \$2,000 in supplemental funding, is available for Safe Boating Events.

Applicants serving 1,200 or more unique students from October 1, 2024-September 30, 2025 may apply for up to \$62,000 as follows:

- The maximum grant award is \$60,000 per grantee for a combination of equipment, scholarship, and instructor training requests.
- Equipment and Scholarships both have a cap of \$40,000 each.
- Instructor training requests have a cap of \$5,000.
- An additional \$2,000 in supplemental funding, is available for Safe Boating Events.

2. Project Information

- a. Project Name Aquatic Center Grant FY 2025-26
- b. Is implementing agency same as Applicant Yes No
- c. Implementing Agency Name
- d. Project Start Date Apr-01-2026 End Date May-31-2027
- e. Amount of Funds Requested \$51,000.00 Project Cost \$51,000.00

3. Contacts

a. Program Director

Name	Gale Pinckney				
Title	Recreation Supervisor				
Mailing Address	1600 West Balboa Boulevard				
City	Newport Beach	State	CA	Zip	92663
Telephone	(949) 270-8160			Fax	
E-mail Address	gpinckney@newportbeachca.gov				

Additional Information

4. Applicant Additional Information

a. Organization's official name to appear on the Grant Agreement: (if different from Applicant Name) City of Newport Beach

b. Payment Address (if different from Applicant Address)

Is the payment address same as the Applicant address? (If NO, enter the payment address below) Yes No

Payment Address:

Payment Address L2

City: State: Zip:

c. Aquatic Center Address (if different from Applicant Address)

Is the aquatic center address same as the Applicant address? (If NO, enter the aquatic center address below) Yes No

Aquatic Center Address: 1600 W. Balboa Blvd.

Aquatic Center Address L2:

City: Newport Beach State: California Zip: 92663

d. Download the Appendix A - Authorized representative Statement form. Complete and have it signed by the organization authorized representative and upload the completed form.

[46601_0_492_Exhibit A_Authorized Representative Statement.pdf](#)

5. Proposal Information

a. Type of Proposal (select one or more)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Equipment | <input checked="" type="checkbox"/> Scholarship |
| <input type="checkbox"/> Instructor Training | <input type="checkbox"/> Boating Safety Events |

6. Aquatic Center Activity

Type(s) of Boating offered by Applicant (Check all that apply)

List all types of boating regardless of whether you are requesting funding for that activity or not.

Paddle/Oar

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Canoeing | <input checked="" type="checkbox"/> Kayaking | <input type="checkbox"/> Rafting |
| <input checked="" type="checkbox"/> Stand Up Paddleboard | <input type="checkbox"/> Rowing | |

Wind

- | | | |
|---|--------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> Sailing | <input type="checkbox"/> Windsurfing | <input type="checkbox"/> Kiteboarding |
|---|--------------------------------------|---------------------------------------|

Power

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Power boating | <input type="checkbox"/> Towed Sports | <input type="checkbox"/> Personal Watercraft |
|--|---------------------------------------|--|

Other

- Other

7. Geographic Political District

7a. Waterbody(s)

Specific Bodies of Water You Operate On Newport Harbor and ocean off Newport Beach

Type of Waterbody(s) Utilized in Programming (check all that apply)

North

Coastal Ocean Coastal Bay Lake River

South

Coastal Ocean Coastal Bay Lake River

7b. Counties

Select one or more of the California counties where the proposed boating safety education activities will occur.

Orange

7c. State Assembly Districts

Select one or more of the California State Assembly districts where the proposed boating safety education activities will occur. Copy and paste the URL

(http://www.legislature.ca.gov/legislators_and_districts/districts/districts.html) in your browser to determine the State Assembly district(s).

State Assembly 74

7d. State Senate Districts

Select one or more of the California State Senate districts where the proposed boating safety education activities will occur. Copy and paste the URL

(http://www.legislature.ca.gov/legislators_and_districts/districts/districts.html) in your browser to determine the State Senate district(s).

State Senate 37

7e. Congressional Districts

Select one or more of the California Congressional districts where the proposed boating safety education activities will occur. Copy and paste the URL

(<https://www.govtrack.us/congress/members/CA>) in your browser to determine the Congressional district(s).

Congressional District 48

Exhibit A - Section I

The Division of Boating & Waterways (DBW) receives funding from the Federal Sport Fish Restoration and Boating Trust Fund to increase boating safety education efforts. One way in which DBW enhances education is through the Aquatic Center Grant Program.

The mission of the Aquatic Center Grant Program is to promote boating safety by providing grant funding to organizations that offer on-the-water training to members of the general public to enhance boaters' knowledge of boating laws, practical handling of vessels on the water, weather and water conditions, rules of the road and equipment requirements.

Programs that most closely meet the purpose and objectives of this mission statement will be given higher priority for funding. Funding decisions will be based on an applications score, demonstration of need, and how closely individual items requested align with program goals.

Section 1 allows DBW to determine if the applicant meets the minimum qualifications for funding eligibility. No points are associated with this section.

1. My agency is a local public agency, nonprofit organization, college or university that Yes No qualifies for aquatic grant funding as specified in Section 668.2 of the Harbors and Navigation Code. (See section 658.2 in the 'Show Documents' area).

2. The boating safety courses offered by my agency consist of on-the-water training. Yes No

List the locations of the on-the-water training: Newport Harbor, Newport Beach; ocean off Newport Beach

3. As a subcontractor for this federal grant award, your agency must be registered in the Federal System of Award Management (<https://www.sam.gov/SAM/pages/public/searchRecords/search.jsf>) Your agency's registration must be current in that system at the time you submit your application.

Attach a screenshot showing your registration is active. (A sample screenshot is available in the 'Show Documents' area)

[46688_0_276_SAM_09-23-2025.pdf](#)

4. I have read all attached grant agreement provisions (Exhibits B, C, D, and E or AB 20 - see exhibits in 'Show Documents') and the insurance requirements that will apply to the grant should I receive funding.

- A. My organization is able to comply with all of these terms and conditions. Yes No

- B. I have provided a copy of my organization's non-discrimination policy. Yes No

(Please upload a copy of your organization's non-discrimination policy)

[38893_0_540_City Non-Discriminatory Policy.pdf](#)

- C. The insurance requirements are attached in Exhibit B located in the Show Documents area of this OLGA application. I have read these requirements and affirm that my organization has all of the required insurance for the programs, people, and equipment identified in this proposal. Yes No

- D. I understand that in order to be reimbursed for scholarship funding, I will forward a course roster that includes the name and date of the course, and names of participants and participant signatures affirming that they attended the course. A Group Leader may sign a roster affirming that the members of the group attended. Yes No

5. By submitting this application, I acknowledge that if any active grant between my agency and the Department of Parks and Recreation is out of compliance, that my agency may be ineligible for funding.

- 6 a. I understand that all funds are distributed through reimbursement only. Yes No

Exhibit A

- 6 b. Do you have a contingency fund that would allow you to cover unforeseen expenses, cash flow shortfalls, or unexpected delays in reimbursement? Yes No
- 6 c. If yes, how many months of operational funding do you keep in the contingency fund? 48
7. The grant requires annual attendance by the grantee at a two-day meeting to share ideas with other aquatic center directors and get grant updates from DBW staff. Training funds may be used to offset meeting/travel/lodging costs for one person approved by DBW staff. My organization shall comply with this attendance. Yes No
8. If awarded funding, my organization shall assist DBW with its boating safety media campaign by doing the following within six weeks of receiving DBW-supplied materials:
- A. Request and display DBW safety message banner(s) or poster(s) at the aquatic center or where classes are held. Yes No
 - B. Request and distribute DBW safety literature at aquatic center events. Yes No
 - C. Request and display DBW logo, safety messages and DBW link on aquatic center website. Yes No
9. If you are an applicant with non-profit status, attach a screenshot dated within 30 days of your OLGA submission date showing that you are currently in good standing with the California Attorney General's Office. (<http://rct.doj.ca.gov/Verification/Web/Search.aspx?facility=Y>). (A sample screenshot is available in the 'Show Documents' area). This requirement does not apply to colleges or universities, government entities, or associated student organizations attached to a university.
10. Is your organization or parent organization currently involved in any of the following:
- A. A loan that is in default Yes No
 - B. Bankruptcy proceedings Yes No
 - C. Grand jury investigation Yes No

If you answered "Yes to any of the following, please describe the situation:

11. Provide information regarding any indirect costs that are related to this grant application. NOTE: All indirect costs must be listed on the Cost Estimate Worksheet of this grant.
- A. Does your organization have a negotiated indirect cost rate with the federal government? Yes No
(Agencies without a negotiated rate are subject to the de minimis of 15% of direct costs.)
 - B. Does your organization plan to utilize indirect costs in this grant? Yes No
 - C. If you plan to claim indirect costs as part of your grant request, you must attach your Negotiated Indirect Cost Rate Agreement below and you must list the costs on the Cost Estimate Worksheet. Otherwise, indirect costs will not be reimbursable should the grant be approved.

Document Name	Attachment

Exhibit A - Section I - Safety Standards

12. The grant-funded courses included in this funding request are led by qualified instructors that are trained in a manner adequate for the circumstances in which they will be teaching. Yes No

13. Instructors involved in grant funded programming are qualified as follows:
- A. All instructors are trained and certified by recognized organizations such as US Sailing, ASA, ACA, US Waterski, etc. Yes No

If you answered "no," please answer B.

- B. Each class lead instructor has been evaluated by a certified instructor who has affirmed in writing that the lead instructor is qualified to conduct the on-the water trainings they teach. Written affirmations will be kept on file and will be available for inspection by DBW staff. Yes No
- C. All class instructors are certified in first aid and CPR. Yes No

Exhibit A - Section II (Program and Financial Overview)

In this section, you will provide information regarding courses, activities, outreach, and staffing that you currently provide in your boating safety program.

Objective 1 - Targeted Boating Safety Education Approach (Page 1)

The organization is specifically set up to enhance boating safety as part of its main mission and has the ability to help DBW provide boating education courses.

1. What is the primary goal of your organization as defined in your mission statement?

MISSION STATEMENT

The City of Newport Beach Sailing and Boating program falls under the Recreation and Senior Services (RSS) Department of the City. The RSS mission statement is "to enhance the quality of life by providing diverse opportunities in safe and well-maintained facilities, open spaces, and parks. We pledge to respond to community needs by creating quality educational, environmental, recreational, cultural, and social programs for people of all ages."

MARINA PARK SAILING AND BOATING – MISSION

The objective of the Marina Park Sailing and Boating Center is to provide boating safety education to the general public and to provide public access for all people to Newport Harbor.

The Sailing and Boating mission is to enhance the quality of life of our community and its visitors by providing safe, cost-effective boating education and public access to boating adventures - for a day of enjoyment or a lifetime of fun.

OUTREACH

The City had been providing sailing lessons for the public on the beach for decades but the Marina Park facility allows the City to increase both public access to Newport Harbor and safe boating educational opportunities.

The City's cost-effective boating classes allow boat owners and people who don't own boats to learn boating safety, from the ground up. Also, Marina Park's waterfront facility, with its park, marina, and restaurant, attracts constant foot traffic past the Sailing and Boating office. Boating staff is speaking daily with passers-by and promoting boating safety.

Marina Park Sailing and Boating staff are committed to sharing sailing and boating through comprehensive sailing classes, as well as sailboat and paddle equipment rentals. Any time staff puts a person on the water, it is done with boating safety as the number one priority.

FACILITY AND STAFF

- All non-instructor Marina Park staff have California Boater's License and are CPR/First Aid

certified

- The two leads of Marina Park boating staff have 90 years combined boating experience
- Several Marina Park boating staff are trained ocean lifeguards
- Marina Park has deployable rescue ladders on the docks as well as throw rings
- Marina Park has three Defibrillator Stations
- Marina Park is also home to the Newport Beach Harbor Department, which serves as backup for the Sailing Center should there be an emergency – with patrol boats on the water at all times during the days

SAILING CLASSES

The City offers beginner, intermediate, and advanced sailing classes to people of all ages, in both dinghies and keelboats, and is open seven days a week, year-round.

Each sailing student, no matter the age or experience is taught with safety as the Number 1 objective.

- All students learn proper fit of Coast Guard-approved lifejacket, explanation of its purpose and must wear one
- Courses are US Sailing curriculum
- All instructors are US Sailing certified, as well as CPR/First Aid certified
- Beginning keelboat classes are taught with the instructor on board
- Instructors teach Man-Overboard drills, and complete control of the boat in all classes
- All classes have coach/safety boats with First Aid kit and rescue equipment aboard

So far this year, the City has offered 180 different sailing sessions, teaching beginning sailors of all ages, as well as intermediate sailors.

SAILING DROP-IN CUSTOMERS

The City perceives its “Sail Pass” sailboat rental program as another opportunity to provide a boating safety message to its customers and their guests.

The City does not allow walk-in sailboat renters but instead has an internal written and on-water ratings test system, which is designed to develop the boating safety knowledge of more experienced sailors. Only upon successfully passing this two-part test is a sailor allowed to rent a City sailboat. The sailor may choose between a dinghy or keelboat ratings test but must rate in each if they choose to rent both types of boat. Many of our renters are students who have learned to sail in the City program, and now the Sail Pass allows them access to the bay with their family and friends, safely introducing more people to boating. Staff continues to provide boating safety knowledge to Sail Pass customers upon every visit.

PADDLING DROP-IN CUSTOMERS

With paddle drop-ins, rather than provide a renter with a board and paddle and no education, our experienced and trained City staff take the time to provide a comprehensive orientation to each customer.

Each drop-in paddle rental customer receives a thorough boating safety orientation with discussion of:

- Proper fit of Coast Guard-approved life jacket and explanation of its purpose
- Paddling technique – for full control of the vessel
- Proper stance, hold of paddle
- Balance and proper positioning
- Wind direction and strength, how to read the wind, and how wind will affect the paddler
- Current and tides
- Self-rescue and safety tips

- Local waterway rules and boat traffic patterns
- Boating rules

Staff encourage each of our paddlers to begin their journey paddling upwind, so that they recognize the difference when they are met with a headwind. Although California law states that a PFD only needs to be on board, the City rule is that all our paddlers must wear a properly fitting, City-provided, US Coast Guard approved life jacket. Each paddler must be able to swim 50 yards, must be at least six years of age, and no one under the age of 18 is allowed on the water without an adult. Everyone aged six to 12 must have an adult on the equipment with them.

Staff also review rules of the road and emergency procedures. Paddlers are taught how to climb back onboard, should they fall off. They are taught how to stay with their craft in an emergency, and how to hail other boaters by waving a paddle or using the provided whistle attached to the life jacket. They are also encouraged to be aware of all other boaters on the water, to anticipate developing situations and to stay to the sides of the channel, keeping clear of traffic.

This summer alone, Sailing and Boating staff put more than 2,100 sailing students as well as drop-in sailing and paddling customers of all ages on the water. Each of those customers enjoyed their time on the water, safely, without incident and no rescues – all had received a comprehensive safe boating orientation.

Objective 1 - Targeted Boating Safety Education Approach (Page 2)

2. Describe the strengths of your boating safety program that highlight the value you provide to the public. (Why should someone take a course from your organization rather than from a competitor? What makes your program stellar?). This is an opportunity for you to showcase the strengths and boating safety expertise within your program.

With more than three million residents in Orange County, this is the third most populous county in California and the sixth most populous in the United States. Newport Harbor is the largest recreational boat harbor on the US west coast, and a popular destination for all boating activities, including sailing, fishing, rowing, kayaking and paddle boarding. Now more than ever, there is a significant need for boating safety education here in the harbor.

Marina Park Sailing & Boating is unique because:

Aside from the private yacht clubs, Marina Park is one of only four programs in the bay that provide boating safety curriculum. The community boating center at Marina Park stands out because it's the only program on the bay that provides all of the following: sailing classes for all ages and experience levels, an affordable sailboat rental option for experienced sailors who test in, and drop-in paddle rentals with a comprehensive safety orientation for customers who otherwise would not have access to the bay or boating safety information.

Also, City staff run Sailing and Boating seven days a week, year-round with three full-time and at least 13 part-time employees. The facility, equipment and programming is stellar. Another strength is that the City partners with Orange Coast College School of Sailing and Seamanship as its contracted sailing vendor, arguably one of the world's foremost boating education centers. OCC's fleet of boats and course offerings dovetail well with the boating safety classes the City provides.

Marina Park Strengths:

- The City of Newport Beach has *safely* provided sailing and boating classes for decades.
- The City has an exceptional safety record; never having a serious incident in any of its sailing or paddling programs.
- The Marina Park facility is centrally located, and offers a wide variety of sailing classes, as well as comprehensive boating safety orientations for paddlers.

- Its public, highly trafficked bayfront location, with park and restaurant, draws residents and visitors from all over the world. This provides a unique opportunity to reach “non-boating” segments of the population with a boating safety message. Daily, staff discuss boating safety with the steady traffic flow of people using the park.
- Sailing and Boating has a fleet of 43 sailboats dedicated to learning.
- Sailing and Boating provides cost-effective classes and access to the water for anyone over the age of six who can swim.
- Sailing and Boating offers a variety of sailing classes for all ages and levels of ability; students can choose to learn in five different types of sailboats, including both dinghies and keelboats.
- The City has three safety coach boats.
- The City has staffed three full-time and at least 13 part-time on-shore employees, including trained ocean lifeguards, to run Sailing and Boating seven days a week, year-round.
- The instructor-to-student ratio is low, with 3-4 beginning students per instructor.
- Sailing and Boating offers a Sail Pass program for students to continue their boating adventure by renting the City’s sailboats, upon successful completion of an internal boating safety testing process. Those sailors are welcome to bring family and friends - yet another opportunity to reach additional customers with a boating safety message. Students take a written test as well as an on-water assessment. All tests are reviewed with the student to provide additional safety information.
- The Argyros Girl Scout Leadership Center is located at Marina Park. The City provides boating safety information to the troops that visit the Center, has taught hundreds of Girl Scouts in our paddling program, and offers two weeks of summer sailing programs for the Girl Scouts.
- Sailing and Boating provides Beginning Keelboat lessons to the member veterans of the nearby American Legion Yacht Club. The Legion looks to the City to train its sailors, so they can come back to the Legion qualified to rent the American Legion sailboats.
- The City runs an educational boating program for people with disabilities. All instructors are US Sailing adaptive instructor certified. The City has adaptive gear that suits all levels of disability, and works with people with cognitive and physical disabilities.
- The City runs the only two hoists in the bay dedicated to assisting people with disabilities – one of them is at Marina Park.

Successful History, Safety Track Record, and Lifejackets

The City of Newport Beach has been offering sailing classes, contracting with outside instructors, for decades. The City has provided boating safety knowledge to tens of thousands of people of all ages. There has never been a safety incident (knock on wood) in any of the sailing classes or rentals. Safety is the City’s number one priority in all its classes and rentals, with fun closely ranked behind safety. The City requires that every sailor and every paddler wears a properly-fitted lifejacket while on the water, so the US Coast Guard PFD message is regularly repeated to thousands of City boating customers every year. The City provides the lifejackets, but doesn’t simply hand off a PFD to its customers. Instead, staff works with each boater to properly fit and secure their lifejacket, explaining why a snug fit is mandatory.

The docks at Marina Park all have safety ladders at different locations, as well as life rings and throw bags, ready to be tossed to anyone in the water.

Marina Park has always had three safety boats on the docks, prepared with floating towline, small step ladder, spare lifejackets, as well as a prop guard. The safety boats are on the water during any classes and camps, for more than just instructional purposes. They have been used as a safety

platform, close to the on-water activity and ready to respond, if ever needed. In fact, the safety boat has responded on two separate occasions (NOT related to our boating program), when swimmers off the public bay beach needed rescuing. Our staff responded, even before the beach lifeguard, and pulled struggling swimmers to safety.

The Venue is Unique

The sheer number of visitors to Marina Park every year makes this venue a unique and ideal platform for disseminating boating safety information. Many visitors walking by the Sailing boat bay are drawn in, seeing the City's fleet of sailboats and paddle equipment, curious about our programs and what we provide. This gives us an excellent opportunity to reach people who would not normally be interested in boating – thinking there wasn't a route for them to get involved. This segment of the population might only find themselves, as a guest, on a boat once or twice, with zero knowledge of how to boat safely, leaving them vulnerable on the water. We can pique an interest and provide classes for beginners which, in turn, develops safe boaters out of this previously "non-boating" demographic.

Instructors/Staff

Instructors are always active sailors, certified by US Sailing, with years of coaching and sailing experience. The City staff hired to run Marina Park Sailing and Boating includes several experienced boaters and ocean lifeguards, as well as staff who have been involved since the inception of the Marina Park program.

All the instructors and staff who work at Marina Park have always been CPR/First Aid certified. In addition, all the instructors who have been hired to teach boating safety for the City carry at least a US Sailing certification, if not additional US Sailing certifications - including keelboat, instructor and adaptive instructor certifications.

Sailboat Fleet

The sailboat fleet that the City owns is diversified; from one-person dinghies that appeal to our youth, to bigger keelboats that provide more comfort for our older demographic. The City owns 20 Schock sabots, three Lido 14's, two RS Ventures, six J22s and 12 RS Quests. The fleet is the newest in the bay and purchased specifically because each type of boat is an excellent training platform.

Sailing Classes

The City provides a wide variety of sailing classes that appeal to all ages and levels of ability. Some classes are structured with the instructor onboard to provide an additional comfort level for the uncertain beginner. Classes are designed to try to accommodate people's busy lives, so there's always a class available, whether it's a four-day, two-day, week-long, or solely a few hours of sailing in one day. Private lessons are also available and are one of the City's most popular options. The Parent & Me option that allows a child to sail with their parent is always booked, as well as the variety of camps and classes for youth. All the boating safety classes that the City offers are different than other classes being offered in the bay – whether it's different curriculum, different types of boats or different scheduling.

Sail Pass Program

For the demographic that is already interested in boating, Marina Park is an enticing option because, not only do we provide the classes from beginning through advanced in both dinghies and keelboats, but the City then has the Sail Pass program, which provides access so a City-educated sailor may continue their boating safety journey with family and friends.

To participate in the City Sail Pass program, the sailor must take an internal on-water and written

“ratings” boating safety test in either a dinghy, keelboat or both separately to be able to take out those boats. Once a prospective sailor passes a City-proctored, hour-long, written test, the City’s contracted sailing instructor administers a three-hour, on-water assessment, which is designed to determine if the sailor is a safe and qualified boater, as well as to provide familiarization with our sailboats. The ratings test is also available to experienced sailors, who have not taken City classes. Any experienced sailor must “rate” with us before using City boats to enjoy the water with family and friends. All sailors must be able to swim and wear properly fitted lifejackets, no one under the age of six.

Work with the Girl Scouts

The Argyros Girl Scout Leadership Center is located within Marina Park and, in Orange County alone, there are some 40,000 Girls Scouts. Individual troops earn the opportunity to visit the Center, and we have worked with hundreds of Girl Scouts providing boating safety information when they come to paddle with us. Sailing and Boating has also developed a boating safety sailing program for the Girls Scouts. For two weeks every summer Girl Scouts can register for week-long boating safety camps designed specifically for them.

Adaptive Sailing Program

The City launched its adaptive sailing program for people with disabilities this past year. All instructors are US Sailing Adaptive Instructor certified, and the City is offering private sailing lessons for people with cognitive and physical disabilities. Thanks to the DBW grant, one RS Venture keelboat is outfitted with adaptive gear so that even a person with the highest level of disability can sail comfortably. The City started slowly in order to maintain the highest level of safety standard. This next year, we’ll continue with the private lessons, perhaps try a group event, and cast a wider net of promotion.

Objective 1 - Targeted Boating Safety Education Approach (Page 3)

Organization demonstrates targeted approach to identified boating safety education needs and utilizes curriculum that addresses those needs

- 3.a. List up to three significant boating safety problems affecting boaters at large that you have identified in your general area. (Covid-19 issues, fires, or problems specific to your organization such as staffing shortages or trainings, that do not affect boaters at large are outside the scope of this question). For each safety problem identified in 3.a, how did you determine that the identified problems were significant?

Overcrowding combined with boater inexperience remain the most significant boating safety problems in Newport Harbor.

Overcrowding

Competing uses of our bay between a variety of different types of boaters is a key concern. With more than 9,000 boats docked and moored in Newport Harbor, our bay where we conduct all our classes is overcrowded, particularly in the summer. It doesn’t take a study, but merely observation, to know that overcrowding is a problem. Our typically beautiful Southern California weather draws people to boating activity and, on any given day throughout the year, a boater will encounter the Balboa car ferry, sailboats, powerboats, personally-owned Duffy electric boats, rented electric boats, fishing cruise boats, large charter vessels, rented paddleboards and kayaks, fishermen in floats, gondolas, small party charter boats (hot tubs, pedaling bars), rowers practicing in skulls, and competitive sailors training and racing. There are also anchorages and mooring fields throughout the harbor that reduce operational space.

Inexperience

Couple the crowding with the fact that most of the boaters are inexperienced and, in many cases, inept. Even the bigger powerboaters are obviously not educated. They simply liked a boat, so they bought it, without taking any instructional classes. Fenders out, we see them putting out huge wake, which damages all the boats on docks – not to mention being a menacing force bearing down on other boaters. When faced with a crowded situation or sailboats on the water, instead of slowing down and standing by, these operators gun their boats at increased speed, putting out ocean-sized wake and creating an exceptional safety hazard.

The rental operations around the harbor rent out electric motor Duffy's, as well as a slew of paddleboards, kayaks, and fishing skiffs. No experience is required and, often, this is the first time these renters have ventured out onto Newport Harbor - or even onto the water. We speak from personal experience that our instructors and staff have rescued more rental paddleboards (from other operations) than we can remember. Renters are shoved off the beach by the other concession stands with no instruction, holding the paddles incorrectly, paddling down the middle of the channel oblivious to any other traffic, not wearing lifejackets, and incapable of paddling upwind at the end of the day because no one instructed them on wind and current.

Finally, inexperienced boaters have a problem understanding that the enormous charter boats cruising through federal channels have difficulty maneuvering and can't stop on a dime. These charter boats are professionally captained and travel at slow speeds, however they carry lots of momentum. For inexperienced boaters this poses an added danger as they don't understand that the big boats can't easily avoid obstacles on the water. Inexperienced boaters cut right in front of the charters, or don't give them a wide enough berth.

In all, our bay, which draws so many visitors, has a distinct need for the boater safety education that we provide.

Objective 1 - Targeted Boating Safety Education Approach (Page 4)

- 3.b. How does the material covered in the course curriculums that you offer directly address these identified problems? Provide specific examples of material in your curriculum(s) that directly relate to the issues described in 3.a.

Overcrowding on the bay combined with inexperienced boaters are a bad combination. Most of the overcrowding in the bay is because of powerboats and most of the operator inexperience in the bay is exhibited by power boat operators.

Sailors are generally much more informed and more capable on the water than powerboaters, as there are many more complexities in operating a sailboat, which can then transition into competent powerboat operation.

Despite not teaching powerboat education specifically, the City produces knowledgeable sailors, who are then fully qualified on pleasure outings with friends and families on sailboats or powerboats. The City's sailing classes teach Rules of the Road, absolute control of the sailboat, boat maneuvering, how to avoid congested areas, and how to recognize inexperience in other boaters.

All the City of Newport Beach classes are designed to give sailors the tools to recognize and avoid critical missteps. Our instructors are US Sailing Small Boat Level 1 and Basic Keelboat Instructor Certified, and our curriculum follows US Sailing's suggested teachings, providing extensive information to our students on, but not limited to, the following topics that help our sailors navigate safely in any overcrowded harbor with inexperienced boaters:

Wind direction - the key concept in sailing: Knowing how to read the wind is the first critical step in keeping a boater safe and in control. Being in absolute control of a sailboat at all times, regardless of not having an engine, helps prevent accidents. Knowing precisely how a sailboat or powerboat will react due to wind conditions is an important tool in overcrowded situations. Students learn how to control the wind and thus their boat. They will also begin to understand concepts like "windage" in powerboats and how the wind affects a boater who is docking. Our sailors are taught about how different types of boats maneuver on the water. For example, there are a few large charter boats in our harbor, so students are taught to give wide berth, knowing that these large vessels cannot maneuver easily nor stop quickly.

Returning to and Leaving the Dock - both critical concepts to master in an overcrowded bay of inexperienced boaters. Instructors work with students, especially beginning students, individually, talking them off the dock and onto the course. Students learn how to "shove off" in the proper direction, always aware of the wind direction and the traffic in the channel off the dock. They are taught how to properly balance the boat and gain speed and steerage as they depart. More advanced students are taught how backwinding sails can assist with steering control. Returning to the dock, students are taught how to slow down in the controlled "safety position" so they avoid getting caught in irons, but instead glide slowly into the dock, with the bow just off the wind. Beginners are taught to drop or furl their jibs before they dock for less sail power, while more experienced sailors are taught how backwinding the main and big tiller movements can also slow a boat.

Man Overboard Drill - Instructors practice tossing lifejackets into the water simulating overboard recovery - a good exercise for newer sailors to perfect, helping them to become more familiar with handling a boat in tight circumstances. Instruction includes alerting the crew "man overboard," immediately tossing a lifejacket to the person in the water, how to spot the person in the water and immediately bearing off to circle or figure eight around and approach slowly and in control upwind. Students are also taught how to bring a MOB back on board safely and properly.

Safety Position - how to slow your boat in order to stand-by to avoid a collision or to return to the dock slowly. As mentioned above, students are taught the "safety position." Again, absolute control of the boat at all times is a fundamental pillar of our teachings. If a sailor always has absolute control, this significantly reduces the risk of accidents and injuries. Our students are taught to "stand by" if they are negotiating a crowded situation, rather than accelerating dangerously through tight quarters, as we see many powerboaters do. They are also taught how the safety position prevents them from going into irons, which would leave them without steerage and forward momentum.

"Right of Way" rules - the most important of which is to avoid a collision at all costs. This requires an alert skipper who is aware of traffic and knowledgeable of the rules. Sailors are taught to **maintain a proper lookout**, keeping in mind that most boaters don't know the

rules, so never to force their way on the water. Common sense and courtesy are essential when sailing on our bay. We explain to all our students to never assume the other boater knows what they're doing. We teach our students to always anticipate that the other boater may not react or turn in the manner we are expecting, and to always keep clear, be in control and have a Plan B to avoid collisions.

Speed - stated speed is 5 knots for powerboats. When sailing in Newport Harbor, the **Inland Right of Way Rules** apply. When boats are moving close, we teach our students which boat is "**stand on**" and which is "**give way**". We teach that there are rules that apply between different types of craft on the water, as well as rules that apply when there are commercial boats and large boats in confined waterways (our harbor.) Most of all, we teach our students to never fully trust any other boat operator in our bay. Because we have so many rentals in this bay, we teach students how to identify risky drivers and how best to avoid them.

Our curriculum covers how to make a course change so that another boater is clear regarding your intentions, as well as how to approach another vessel coming head-on. **Overtaking boats** keeping clear is also covered. As mentioned, we have rowers on our bay, and our students are taught that the rowers cannot maneuver or slow down easily, and that often they cannot see well.

Charter Boats - Because Newport Harbor is considered a confined waterway, our students know that they may not impede the passage of large commercial boats, and that the large charter boats have limited abilities to maneuver at low speeds.

Traffic patterns - In Newport, generally boaters should stay to the right, but our sailors are taught to never cross directly in front of another boat. There are mooring fields in Newport, and we teach our sailors and paddlers to stay out of them. We also teach our boaters to keep an eye peeled for rowers, other paddlers, electric boat rentals and the ferry. We also have lots of competitive sailors on the bay, and we teach our boaters how to steer clear.

Motorboats vs. sailboats - Our instructors teach that our sailors should above all keep clear, regardless of whether they have right of way, assuming that the other boater is not knowledgeable. However, we of course teach **starboard, port, leeward, windward**, who has right of way, as well as other rules of the road.

Ferries - Instructors teach that our sailors should always avoid the ferries and plan their passage to accomplish this.

Exhibit A

Objective 2 - Applicant has boating safety education courses and outreach available and accessible to the public (Page 1)

Applicant offers courses focused on boating safety education.

Exhibit A - Section II

Complete the chart, Boating Safety Courses Offered

List all of your on-the-water boating safety courses that occurred between October 1, 2024-September 30, 2025. Only list boating safety course. (Definition is provided in the Definitions document in Show Documents area.)

4. Boating Safety Courses Offered

In the chart below, enter all the boating safety courses you offer that meet the following criteria:

For purposes of this grant application, a boating safety course is defined as a course that includes the following elements:

- At least 50% of the curriculum is based upon elements listed in the boating safety education area of the course curriculum check sheets of this grant application for the following boating activities: sailing, windsurfing, kayak, canoe, powerboats, rafting, SUP, rowing
- Courses must include on-the water boating safety instruction.
- Course goals emphasize non-competitive learning
- Has an established curriculum or lesson plan
- Participants wear life jackets

Name of Course	# of Years offered	Type of Course offered	Length of Course (Days)	Length of Course (Hours)	# of Sessions offered Annually	# of Students Enrolled in each Session	Total students trained in course	# who are first time students	# of students repeating this course	% of time spent on boating safety education	% of time spent on on-the-water instruction
Beginning Dinghy Sailing	16	Intro	4	14.00	7	9	65	65	0	100.00	85.00
Intermediate Dinghy Sailing	16	Intmd	4	14.00	4	6	25	21	0	100.00	90.00
Advanced Dinghy Sailing & Spinnaker Clinic	16	Adv	2	7.00	1	3	3	3	0	100.00	90.00

Exhibit A

Explore the J22	16	Intro	1	3.50	6	3	17	17	0	100.00	95.00	
Beginning Keelboat Sailing	16	Intro	4	14.00	14	3	42	42	0	100.00	85.00	
Intermediate Keelboat Sailing	16	Intmd	3	12.00	13	5	71	71	0	100.00	90.00	
Ocean & Spinnaker Keel Class	16	Intro	1	7.00	16	4	63	53	0	100.00	95.00	
Parent & Me Sailing	16	Intro	1	3.50	11	11	120	94	0	100.00	95.00	
Youth Sailing & Paddling Camp	16	Intro	5	15.00	15	8	114	90	24	100.00	90.00	
Youth Sailing Camp	16	Intro	5	15.00	37	5	165	150	13	100.00	90.00	
ACE After School Sailing	11	Intro	6	18.00	2	4	13	7	0	100.00	90.00	
Private Lesson	16	Intro	1	3.00	43	1	54	50	0	100.00	90.00	
Boating Safety Orientation	11	Intro	1	1.00	2,389	1	2,389	2,314	75	100.00	90.00	
Adaptive Sailing	2	Intro	1	3.00	11	1	11	9	2	100.00	95.00	
	200		Total number of students (may include double counting)				3,152	2,986	114	14.29		

Total number of unique students served: 2,820

of students passing NASBLA-approved exam 0

First Time Student / Repeating Course % 95.00 4.00

Objective 2 - Applicant has boating safety education courses and outreach available and accessible to the public (Page 3)

Applicant's courses are available and open to a wide segment of the general public

5. Identify the segments of the public that can access programming.

Note: *General public means: All or most people have access, especially those not part of a specific group*

Check all that apply.

- All General Public (anyone can take a course-no restrictions, such as a club membership)
- General Public Youth (under 18)
- General Public Adults only (18 and older)
- Specific group such as college students or alumni, disabled, special groups, (scouts, underserved, club members, etc). Specify group(s)

6. List the methods that a member of the public can use to sign up for a course at your center.

- Online
- Phone
- Walk-in
- Mail-in
- Group Sign-up
- Other

Objective 2 - Applicant has boating safety education courses and outreach available and accessible to the public (Page 4)

7. Exhibit A - Section II

Provide the following information regarding your organization's advertising and outreach efforts related to your boating safety courses in the following table.

Advertising/O utreach Used in the Past 12 Months	Target Audience	Describe How This Method Reaches your Target Audience	Frequency	% of signups attributed to this Outreach
Brochure	general public	The City of Newport Beach Navigator is a glossy magazine with all the City's classes, including sailing and boating. The magazine reaches 45,000 businesses and residents.	Quarterly	25.00
Flyers	general public	Sailing and Boating has flyers for sailing lessons, the Sail Pass, paddle rentals and youth sailing. These are distributed daily to the many people who walk by. We also have a QR code that takes customers directly to class registration.	Daily	10.00
Social Media	general public	The City of NB has an Instagram page that is frequently updated, and the City is active on Facebook, Twitter and Nextdoor. OCC also posts city classes on its social media.	Daily	15.00
Website	general public	The City of NB has a website, with a Marina Park Sailing & Boating-specific website, as well as an electronic Navigator for ease of registration for sailing classes. OCC also posts city classes on its website.	Daily	10.00
Emails	general public	The City has a monthly Recreation newsletter, as well as targeted email blasts. OCC also promotes the city classes through brochures and email blasts.	Monthly	15.00
Events	general public	The City markets and promotes at Camp Expos (OC Family Camp Fair at the Irvine Spectrum), Newport Beach Spirit Run, Jamboree at the Cube, Imaginology at the OC Fairgrounds, Newport Mesa PTA events and school functions. The City also promotes boating safety at its own City events like Concert in the Park, Movie in the Park, or Halloween Spootakular.	Quarterly	10.00
Other (Banners)	general public	Sailing and Boating has received permission to place banners detailing its safe boating classes on different school's fencing, as well as at Marina Park.	Daily	15.00

				100.00
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Objective 2 - Applicant has boating safety education courses and outreach available and accessible to the public (Page 5)

- 8.a What other boating safety education programs exist near you?
- No other boating safety education program within 20 miles
 - There are other boating safety education programs within 20 miles.
- 8.b If multiple programs exist within 20 miles, list the three closest programs and describe how your program is different from each of them.

Orange Coast College Sailing and Seamanship
 Boy Scouts of America Sea Base
 Variety of yacht clubs

These are the main programs within the bay offering boating safety courses. The yacht clubs teach sailing, but their focus is on competition, which the City does not focus upon. The Sea Base provides Boy Scouts merit badge youth camps of all sorts, on and off the water, including youth sailing, however they do not provide any adult sailing classes. Also, the Sea Base uses different types of instructional dinghies than the City offers for its classes. Finally, Orange Coast College offers youth and adult classes, however their boats used for sailing classes are, again, totally different, providing a different learning experience. OCC also offers ocean navigation, engine maintenance and repair, long distance ocean sailing and cruising, and powerboat classes - all outside the realm of what the City of Newport Beach is offering. In fact, we find that OCC is a good complement to the City classes, as we focus upon the strict beginner giving them the skills in either dinghies or keelboats, so that they can become confident skippers within our harbor. For the sailors who then advance to offshore boating, navigation and powerboating, OCC provides the next step of instruction. Both OCC and the City have found great synergy, meshing their programs so that the student has the best of all opportunities.

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 1)

Candidate Conducts Evaluations and Improvements

Candidate has Dedicated, Seasoned Staff

- 9.a. Does your program currently have a permanent program director? Yes No
- 9.b. How long has the current director been in that position?
- Less than 2 years
 - 2 - 5 Years
 - Over 5 Years
- 9.c. Provide the number of paid and volunteer staff and the total hours dedicated per year to your boating safety program:

Staffing

Status	# of Staff	Hours per year in boating program
Paid	13	12,236
Volunteer	5	134
TOTAL	18	12,370

Percentage of paid staff hours 98.92

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 2)

To demonstrate the diversity and stability of your funding sources, list the breakdown of your program's funding from your immediately previous fiscal year. (Income from your program's parent organization is considered a source.)

10. **List your program's funding sources (Percentages will populate upon saving)**

Funding Source	Amount	Percentage of Total Program Funding
Parent Organization / Entity	185,000.00	54.16
Program Fees	100,516.00	29.43
DBW Grant	46,000.00	13.47
Other Grants	0.00	0.00
Endowments/Gifts	0.00	0.00
Fundraisers	0.00	0.00
Equipment Check out Fees	10,054.00	2.94
Boat Storage Fees	0.00	0.00
Other	0.00	0.00
Total	341,570.00	100.00

* Equipment Check-out Fees are fees generated from equipment use outside of classes.

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 4)

11. **Conducting Evaluation & Implementing Improvements**

11.a Identify a program improvement that was implemented in the last calendar year:

Note: improvements can be either boating safety or administrative in nature but should have made your organization safer or more efficient in a measurable way. Do not repeat answers from previous applications unless you have further refined a process mentioned previously.

Over the past year, Marina Park's Sailing & Boating implemented a significant organizational improvement through the creation of the Assistant Recreation Coordinator (ARC) position. The addition of this role, dedicated solely to Sailing & Boating, addressed a key need identified in prior assessments—namely, the need for stronger administrative and on-water support to sustain growth in programs and staffing.

The ARC position has provided critical assistance in overseeing the successful influx of new staff, due to the changes the city made last year to attract and retain staff. The ARC maintains consistency across safety and instructional standards, and supports overall program operations. This role has reduced the administrative burden on the Sailing Recreation Coordinator, ensuring that strategic goals and day-to-day tasks are executed efficiently even when supervisory staff are unavailable. The ARC also bridges the gap between front-line instructors and management, dispensing advanced boating and customer service knowledge while ensuring compliance with safety protocols.

Since the position's creation, the team has seen improved communication, higher staff retention,

and greater operational consistency, particularly in staff training, maintenance coordination, and public engagement.

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 4-1)

- 11.b How did you assess the need for this improvement?
- Quality Control Standards (Participant Exit survey, suggestion box, etc.)
 - Internal Feedback (Employees identify a need)
 - Regulation/law change/industry best practices
 - Other (Identify)

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 4-2)

- 11.c. **What did the assessment identified in 11.b reveal that prompted you to make an improvement?**

What were the measurable benefits since implementation?

The prior year's assessment revealed that while program demand continued to grow, the administrative and safety oversight structure remained too limited to support the expanded staff and program size. The Sailing & Boating team identified that a single coordinator could not sustainably oversee all facets of daily operations, training, and customer service. This gap limited the department's ability to maintain its high safety and instructional standards during periods of high activity or staff turnover.

In response, the City created and filled the Assistant Recreation Coordinator position to ensure continuity of leadership, consistent training, and greater support for both new and returning Sailing & Boating staff.

There have been several measurable benefits since the implementation of the ARC role. Staff confidence and development have improved through hands-on mentorship and structured onboarding led by the ARC. Boating safety culture has been enhanced, as uniform training standards have been applied across all staff positions. There has also been a remarkable increase in efficiency and cleanliness in fleet management, storage, and facility operations due to consistent oversight. And with an ARC, there has been administrative continuity, as key operations and scheduling have operated smoothly and continuously when the Recreation Coordinator is unavailable.

Overall, the ARC position has strengthened both the organizational capacity and safety culture of Marina Park's Sailing & Boating operations, resulting in measurable improvements in staff performance, customer experience, and operational reliability.

Exhibit A

Objective 3 - To fund organization that are efficient, and financially solvent. (Page 5)

12. **Exhibit A - Section II (Equipment Inventory - List)**

NOTE: For this grant cycle, you have the choice to populate the current DBW-funded equipment inventory list below or attach your most updated Annual Report spreadsheet.

12 a. Would you like to enter Inventory Sheet below? Yes No N
A

12 b. If you selected 'No' to Q.14a, please attach a list of all DBW owned equipment [46731_0_31_DBW Equipment Inventory List_FINAL.xlsx](#)

12 c. If you selected 'Yes' to Q.14a, use the Equipment Inventory Worksheet to list all DBW-funded boating equipment in your inventory, and its age and condition (include boats, trailers, PFDs, radios, electronics, etc.)

Contract #	Type of Equipment	Make / Manufacturer	Model	Year	Length	HIN / VIN / Serial #	CF #	If Registered, is Title correctly on file w / DBW?	Purchase Price

12 d. Do you own any non DBW funded equipment? Yes No

12 e. If you selected 'Yes' to Q.15d, please attach a list of all non DBW owned equipment [46744_0_390_Copy of CNB Boats_CF numbers.xlsx](#)

Equipment - Instructions

PLEASE READ THE FOLLOWING CAREFULLY

ENTER INFORMATION IN THIS SECTION ONLY IF YOU SELECTED 'EQUIPMENT' AS A PROPOSAL TYPE

IF YOU DID NOT SELECT 'EQUIPMENT' AS A PROPOSAL TYPE, CLICK ON THE NEXT TAB TO NAVIGATE TO THE NEXT SECTION

In this section, you will identify what equipment your organization would like to purchase with the proposed grant money.

Instructions for Creating Equipment Worksheets

Each of the following items must be entered in separate worksheets. They should not be listed in a combined category such as one of the Supplies categories. Any boats, trailers, engines, modular docking, or storage sheds listed in a combined Supplies category will be disqualified. Additionally, do not create a category called Paddling Equipment and then list SUPs, Kayaks, etc. on a single worksheet. These requests will be disqualified.

Requests Requiring a Separate Worksheet

- **Boats**

All requests for boats must each have a separate worksheet. All boats are subject to this rule including motorized boats, sailboats, and any type of paddle craft.

- If, for example, you are requesting 8 sailboats, you will list them together on a single worksheet. If additionally, you are also requesting 10 kayaks, the kayaks must have their own worksheet. Combining the two requests on a single worksheet will result in a disqualification of both requests.
- If you are requesting a kayak that includes seat backs and paddles as a set, those items can be combined with the kayak in the same line item. However, if you are just requesting several seat backs or paddles to replace worn ones already in your inventory, list those requests in the Supplies-Replacement/Refurbishment Items category.

- **Engines**

- You may combine an engine with boat in a single worksheet if they will be used together as a set. Otherwise, list all engine purchases on a separate worksheet.
- If you are requesting multiple engines of the same type for a similar use, you may combine them into a single worksheet.

- **Trailers**

You may combine a trailer with a boat if they will be used together as a set. Otherwise, trailers belong on a separate worksheet. Note: Trailer does not mean a dolly.

- **Modular Docking**

- Non-permanent modular docking is allowable in this grant. Requests for docking must be on a separate worksheet. Do not combine them in a general request for supplies.

- **Storage Sheds**

- Non-permanent storage sheds are allowed in this grant. Requests for storage sheds must be on a separate worksheet. Do not combine them in a general request for supplies.

Combined Supply Categories

You may combine smaller requests for supplies into a single worksheet if the justification and general use are similar. The following combined supply categories are available to use.

On the cost estimate worksheet, keep the combined items together as a single (e.g.: Supplies-Safety Items) Then, in the notes section, list each individual item and approximate amount and cost per type of item.

Supplies-Replacement/Refurbishment Items.

This category can contain supplies-replacement sails, rudders, masts, paddles, etc. that are being requested to replace worn out items. It should not include an entire boat, or requests to outfit anew boat. If, for example, you are requesting new sailboats and as part of that request, you would be purchasing items such as masts, rudder, sails, that go specifically with that boat or boat fleet purchase, you may combine them in the boat worksheet, as they will have similar use and justification.

Supplies-Safety Items.

This category is for items such as life jackets, flares, radios, first aid items, etc. This category is NOT for listing things like a Safety boat. That item belongs in its own category with its own justification.

Supplies-Miscellaneous Items -

These are supplies that do not fit into the other supply categories. The grouped items should have a similar justification.

If you are unsure whether to separate or group items, contact DBW staff to get clarity and avoid possible disqualification.

Equipment Worksheet (1)

1. Equipment List

PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON THE PREVIOUS PAGE. FAILURE TO COMPLY WITH THE INSTRUCTIONS MAY RESULT IN DISQUALIFICATION OF YOUR REQUEST.

Item:	Supplies - Replacement/Refurbishment Items
	RS Quest Standing Rigging, RS Quest Mast Step Beams, RS Quest seats
Priority	1
Total \$ Amount for all items in worksheet	9,270
Attach Quote(s)	46646_0_1_617_West Coast Quest mast step_seats and standing rigging.pdf

2. Justification for this specific equipment.

Instructions

Please respond to the following questions regarding this specific request.

2. **Justification for use of:** Supplies - Replacement/Refurbishment Items

2 a. Classify this request by choosing one of the following:

- Critical (boating education operations would cease without it)
- Safety (equipment provides safety enhancement)
- Increased Efficiency/Program Expansion (would serve more people or save staff time, etc.)
- Protection (Extends life of equipment)

2 b. Provide a clear justification that explains the above designation and how this request will improve your ability to educate boaters. What are the detriments to not receiving it?

The RS Quests are a mainstay of our boating education program. If we don't replace a few items, we won't be able to use the Quests for instruction. We're requesting the balance of the standing rigging. If we don't replace the wiring that holds up the masts, we risk them coming down due to frayed, unwinding, or stretched out wiring.

The mast step beams that function in conjunction with the stays to provide a secure foundation for the mast, need replacing for safety reasons. The mast step beam is a rectangular aluminum tube that is mounted horizontally from gunwale to gunwale. Water typically drains out, but some water gets trapped and doesn't evaporate. That excess moisture creates corrosion; all twelve of our RS Quests have signs of corrosion.

The RS Quest seats are starting to crack. Four seats cracked on the edge near the midpoint between mounting screws. 11 of the 24 seats have developed cracks around the recessed mounting holes. Each crack has the potential to injure sailors.

2 c. Discuss why this particular type or model works best for your program.

RS Boats, the manufacturer, provides all the rigging and parts for their RS Quests. West Coast Sailing is the distributor for RS Boats and will provide all of these Quest replacement items. There's nowhere else to purchase these items.

2 d. How long do you expect to use this equipment?

We've used the RS Quests for 11 years, so we anticipate that the standing rigging, mast step beams and seats will last for another decade, given the current use patterns.

Exhibit A

- 2 e. If this request is for a replacement item, how old is the equipment you want to replace? (If not applicable, enter N/A.) Yes, the current equipment will be at least 12 years old by the time it's replaced.
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime. Approximately 800 people each year use the RS Quests, so in 12 years, that's at least 9,600 people who will benefit from boating safety lessons and sailing in the RS Quest.

3. Course Titles Using this Equipment

Please complete the equipment detail and population segment charts below listing not only the piece of equipment, but all courses that the equipment will be used. (Example: fleet of vessels) DBW wants to know the total number of hours per year per course each piece of equipment will be used for basic non-competitive boating safety education, how many students and what population segment(s) will benefit.

Course Title(s) Using Supplies - Replacement/Refurbishment Items

Course Title(s) Using this Equipment
Beginning Dinghy Sailing
Intermediate Dinghy Sailing
Advanced Dinghy Sailing & Spinnaker Clinic
Parent & Me Sailing
Youth Sailing & Paddling Camp
Youth Sailing Camp
ACE After School Sailing

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for: Supplies - Replacement/Refurbishment Items

Hours per Year - Beginning	983
Hours per Year - Intermediate	116
Hours per Year - Advanced	7
Total Hours per Year	1,106

5. Hours Using Requested Equipment Per Year by Activity

Instructions:

In the chart below, list the number of hours per year that the equipment requested in this worksheet will be used for each of the activity categories. Grant-funded equipment may be used for purposes other than boating safety education as follows: up to 10% for competitive activities/practices and non-boating safety activities and up to 40% for vessel checkout. Use exceeding these thresholds will result in a prorated cost to the grantee as indicated. Grantees must be able to pay the prorated amount for the item to be considered in the grant award.

Hours Used Per Year by Activity Supplies - Replacement/Refurbishment Items

for:

Boating Safety Courses	1,106
Other Boating Safety Activity/Events	0
Competitions & Practices	0

Exhibit A

Non-Boating Safety Activities	0
Vessel Check-Outs	265
Total Hours	1,371
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	20.29 (Maximum Allowed: 40%)

If the requested item has exceeded the use acceptable use thresholds and is subject to prorating, your organization share will be:

Is your organization able to contribute toward this item as a cost share? Yes No

Equipment Worksheet (2)

1. Equipment List

PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON THE PREVIOUS PAGE. FAILURE TO COMPLY WITH THE INSTRUCTIONS MAY RESULT IN DISQUALIFICATION OF YOUR REQUEST.

Item: Supplies - Replacement/Refurbishment Items
Stand Up Paddleboard Paddles

Priority 1
Total \$ Amount for all items in worksheet 2,648
Attach Quote(s) [46646_0_2_142_Quickblade SUP paddles_quote.pdf](#)

2. Justification for this specific equipment.

Instructions

Please respond to the following questions regarding this specific request.

2. **Justification for use of:** Supplies - Replacement/Refurbishment Items

- 2 a. Classify this request by choosing one of the following:
 - Critical (boating education operations would cease without it)
 - Safety (equipment provides safety enhancement)
 - Increased Efficiency/Program Expansion (would serve more people or save staff time, etc.)
 - Protection (Extends life of equipment)

2 b. Provide a clear justification that explains the above designation and how this request will improve your ability to educate boaters. What are the detriments to not receiving it?

This past year we used our SUP paddling to provide comprehensive boating safety orientations to more than 2,200 people. We also use our paddling equipment to teach boating safety to our Youth Sailing & Paddling campers - 114 campers just this past summer. During the past decade, more than 23,000 people we've put on the water paddling safely. Last grant cycle, we were awarded funding to replace some of our SUP paddles, but we're requesting the remaining balance of paddles be replaced during this cycle. Because we're in a saltwater and sand environment, we take precaution thoroughly rinsing, flushing, waxing, and storing our paddles. Despite excellent care, we see corrosion and signs of weakness. Without these heavily used paddles, paddling will cease, and we won't be able to teach paddling boating safety.

- 2 c. Discuss why this particular type or model works best for your program.
Our original SUP paddles came from a local manufacturer, Quickblade, and they're again providing us with a 40 percent discount on the purchase price of these paddles. No other vendor can match that.
- 2 d. How long do you expect to use this equipment? Our current paddles have lasted for more than 10 years, so we expect to use these paddles for the next decade.
- 2 e. If this request is for a replacement item, how old is the equipment you want to replace? (If not applicable, enter N/A.) 11 years old
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime. 23,000 people will have boating safety orientations

3. Course Titles Using this Equipment

Please complete the equipment detail and population segment charts below listing not only the piece of equipment, but all courses that the equipment will be used. (Example: fleet of vessels) DBW wants to know the total number of hours per year per course each piece of equipment will be used for basic non-competitive boating safety education, how many students and what population segment(s) will benefit.

Course Title(s) Using	Supplies - Replacement/Refurbishment Items
Course Title(s) Using this Equipment	
Youth Sailing & Paddling Camp	
Boating Safety Orientation	

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for:	Supplies - Replacement/Refurbishment Items
Hours per Year - Beginning	2,322
Hours per Year - Intermediate	0
Hours per Year - Advanced	0
Total Hours per Year	2,322

5. Hours Using Requested Equipment Per Year by Activity

Instructions:

In the chart below, list the number of hours per year that the equipment requested in this worksheet will be used for each of the activity categories. Grant-funded equipment may be used for purposes other than boating safety education as follows: up to 10% for competitive activities/practices and non-boating safety activities and up to 40% for vessel checkout. Use exceeding these thresholds will result in a prorated cost to the grantee as indicated. Grantees must be able to pay the prorated amount for the item to be considered in the grant award.

Hours Used Per Year by Activity for:	Supplies - Replacement/Refurbishment Items
Boating Safety Courses	2,322
Other Boating Safety Activity/Events	0
Competitions & Practices	0

Exhibit A

Non-Boating Safety Activities	0
Vessel Check-Outs	0
Total Hours	2,322
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	0.00 (Maximum Allowed: 40%)

If the requested item has exceeded the use acceptable use thresholds and is subject to prorating, your organization share will be:

Is your organization able to contribute toward this item as a cost share? Yes No

Equipment Worksheet (3)

1. Equipment List

PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON THE PREVIOUS PAGE. FAILURE TO COMPLY WITH THE INSTRUCTIONS MAY RESULT IN DISQUALIFICATION OF YOUR REQUEST.

Item: Supplies - Replacement/Refurbishment Items
J22 bow fenders, J22 mains and jibs

Priority 1

Total \$ Amount for all items in worksheet 22,094

Attach Quote(s) [46646_0_3_462_Triton_Ullman J22.pdf](#)

2. Justification for this specific equipment.

Instructions

Please respond to the following questions regarding this specific request.

2. **Justification for use of:** Supplies - Replacement/Refurbishment Items

2 a. Classify this request by choosing one of the following:

- Critical (boating education operations would cease without it)
- Safety (equipment provides safety enhancement)
- Increased Efficiency/Program Expansion (would serve more people or save staff time, etc.)
- Protection (Extends life of equipment)

2 b. Provide a clear justification that explains the above designation and how this request will improve your ability to educate boaters. What are the detriments to not receiving it?

This past year we used the J22s for 1000+ hours of instruction and sailing and the number of people we teach is increasing. A basic woven polyester cruising sail is typically considered ruined after 1,500-2,000 hours of use. UV rays, flogging, chafe, salt, mildew and weather also contribute. The shape deteriorates, causing more heel and weather helm, making the boat harder to control. And the structural life deteriorates, risking tears. These sails were purchased in 2024 so, by the time we buy new sails, it will be 2027, three full years of constant use and thousands of additional hours.

Many students are taking their first sailing lessons in the J22 and, although instructors are onboard for the beginners, there are still bumps that happen. These boats are fiberglass so, if the bow

touches anything, it will crack, causing expensive repairs. We attach thick plastic fenders to the bow of each J22. Our current custom fenders show wear and tear and have chunks taken out of them.

- 2 c. Discuss why this particular type or model works best for your program.
We've priced out sails from other vendors and Ullman Sails gives us the best cost and quality. And there are only a couple of vendors who make this kind of bow/stern fender. We went with the vendor who made our current fenders as they've lasted.
- 2 d. How long do you expect to use this equipment?
These sails are lasting about three years with thousands of hours of use. We expect at least 10 years.
- 2 e. If this request is for a replacement item, how old is the equipment you want to replace? (If not applicable, enter N/A.)
Our old J22 mains and jibs were purchased in 2024, so by the time we replace these, it will be late 2026 or even 2027, depending on production time. The fenders have been on the bows for at least 10 years.
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime.
Approximately 1000 people use the J22s during the course of a year, so that's 3,000 people during the lifetime of these sails. And 10,000 people during the course of the fender lifetime.

3. Course Titles Using this Equipment

Please complete the equipment detail and population segment charts below listing not only the piece of equipment, but all courses that the equipment will be used. (Example: fleet of vessels) DBW wants to know the total number of hours per year per course each piece of equipment will be used for basic non-competitive boating safety education, how many students and what population segment(s) will benefit.

Course Title(s) Using	Supplies - Replacement/Refurbishment Items
Course Title(s) Using this Equipment	
Explore the J22	
Beginning Keelboat Sailing	
Intermediate Keelboat Sailing	
Ocean & Spinnaker Keel Class	
Youth Sailing Camp	
Private Lesson	

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for:	Supplies - Replacement/Refurbishment Items
Hours per Year - Beginning	510
Hours per Year - Intermediate	177
Hours per Year - Advanced	112
Total Hours per Year	799

5. Hours Using Requested Equipment Per Year by Activity

Instructions:

In the chart below, list the number of hours per year that the equipment requested in this worksheet will be used for each of the activity categories. Grant-funded equipment may be used for purposes other than boating safety education as follows: up to 10% for competitive activities/practices and non-boating safety activities and up to 40% for vessel checkout. Use exceeding these thresholds will result in a prorated cost to the grantee as indicated. Grantees must be able to pay the prorated amount for the item to be considered in the grant award.

Hours Used Per Year by Activity for:	Supplies - Replacement/Refurbishment Items	
Boating Safety Courses	799	
Other Boating Safety Activity/Events	0	
Competitions & Practices	0	
Non-Boating Safety Activities	0	
Vessel Check-Outs	395	
Total Hours	1,194	
Competitions & Practices and Non-Boating Safety Activities %	0.00	(Maximum Allowed: 10%)
Vessel Check-Outs %	33.08	(Maximum Allowed: 40%)

If the requested item has exceeded the use acceptable use thresholds and is subject to prorating, your organization share will be:

Is your organization able to contribute toward this item as a cost share? Yes No

Equipment Worksheet (4)

1. Equipment List

PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON THE PREVIOUS PAGE. FAILURE TO COMPLY WITH THE INSTRUCTIONS MAY RESULT IN DISQUALIFICATION OF YOUR REQUEST.

Item:	Supplies - Replacement/Refurbishment Items
	Engine Cowling
Priority	2
Total \$ Amount for all items in worksheet	569
Attach Quote(s)	46646_0_4_691_Tradewind Inflatables cowling_quote.pdf

2. Justification for this specific equipment.

Instructions

Please respond to the following questions regarding this specific request.

2. **Justification for use of:** Supplies - Replacement/Refurbishment Items
- 2 a. Classify this request by choosing one of the following:
- Critical (boating education operations would cease without it)
 - Safety (equipment provides safety enhancement)
 - Increased Efficiency/Program Expansion (would serve more people or save staff time, etc.)
 - Protection (Extends life of equipment)
- 2 b. Provide a clear justification that explains the above designation and how this request will improve your ability to educate boaters. What are the detriments to not receiving it?
- We rely upon our coach boats to provide instruction during our sailing classes. Students in most

Total Hours per Year 1,644

5. Hours Using Requested Equipment Per Year by Activity

Instructions:

In the chart below, list the number of hours per year that the equipment requested in this worksheet will be used for each of the activity categories. Grant-funded equipment may be used for purposes other than boating safety education as follows: up to 10% for competitive activities/practices and non-boating safety activities and up to 40% for vessel checkout. Use exceeding these thresholds will result in a prorated cost to the grantee as indicated. Grantees must be able to pay the prorated amount for the item to be considered in the grant award.

Hours Used Per Year by Activity Supplies - Replacement/Refurbishment Items
for:

Boating Safety Courses	1,644
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	0
Total Hours	1,644

Competitions & Practices and Non-Boating Safety Activities % (Maximum Allowed: 10%)

Vessel Check-Outs % (Maximum Allowed: 40%)

If the requested item has exceeded the use acceptable use thresholds and is subject to prorating, your organization share will be:

Is your organization able to contribute toward this item as a cost share? Yes No

Equipment Worksheet (5)

1. Equipment List

PLEASE MAKE SURE THAT YOU HAVE READ THE INSTRUCTIONS ON THE PREVIOUS PAGE. FAILURE TO COMPLY WITH THE INSTRUCTIONS MAY RESULT IN DISQUALIFICATION OF YOUR REQUEST.

Item:	Modular Docking
	40 cubes of CanDOCK
Priority	1
Total \$ Amount for all items in worksheet	5,419
Attach Quote(s)	46646_0_5_341_CanDock replacement cubes_quote.pdf

2. Justification for this specific equipment.

Instructions

Please respond to the following questions regarding this specific request.

2. **Justification for use of:** Modular Docking

Exhibit A

- 2 a. Classify this request by choosing one of the following:
- Critical (boating education operations would cease without it)
 - Safety (equipment provides safety enhancement)
 - Increased Efficiency/Program Expansion (would serve more people or save staff time, etc.)
 - Protection (Extends life of equipment)
- 2 b. Provide a clear justification that explains the above designation and how this request will improve your ability to educate boaters. What are the detriments to not receiving it?
- Marina Park and its docks were built in 2015. Since then, we've served thousands of people learning about boating safety. We use the docks for the sailing instruction in all our classes, with practicals and demonstrations. Students practice rigging and derigging, steering, and they roll and fold sails - all on our Candocks. We also keep our dinghies hauled on to the Candock and, through the course of the years, there's been normal wear and tear destroying a handful of these modular docking cubes. Some have slices in them, others are growing weak, so for safety purposes, we'd like to trade out an additional 40 of these cubes. This will preserve the dock and prevent customers from stepping through holes, injuring themselves.
- 2 c. Discuss why this particular type or model works best for your program.
- We have to use this model because a large portion of the dock consists of these cubes made by a specific manufacturer. We can preserve the remainder of the dock by inserting these cubes into the more highly trafficked areas of the dock.
- 2 d. How long do you expect to use this equipment? These cubes are 11 years old, so we expect that we can extend the use of the entire dock by at least another 10 years by replacing these cubes.
- 2 e. If this request is for a replacement item, how old is the equipment you want to replace? (If not applicable, enter N/A.) The cubes are going on 11 years old.
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime. In a year our docks will see almost 1,000 sailing students, so in another 11 years, that's 11,000 sailing students.

3. Course Titles Using this Equipment

Please complete the equipment detail and population segment charts below listing not only the piece of equipment, but all courses that the equipment will be used. (Example: fleet of vessels) DBW wants to know the total number of hours per year per course each piece of equipment will be used for basic non-competitive boating safety education, how many students and what population segment(s) will benefit.

Course Title(s) Using	Modular Docking
Course Title(s) Using this Equipment	
Beginning Dinghy Sailing	
Intermediate Dinghy Sailing	
Advanced Dinghy Sailing & Spinnaker Clinic	
Explore the J22	
Beginning Keelboat Sailing	
Intermediate Keelboat Sailing	
Ocean & Spinnaker Keel Class	
Parent & Me Sailing	
Youth Sailing & Paddling Camp	

Youth Sailing Camp
ACE After School Sailing
Private Lesson

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for:	Modular Docking
Hours per Year - Beginning	1,278
Hours per Year - Intermediate	233
Hours per Year - Advanced	119
Total Hours per Year	1,630

5. Hours Using Requested Equipment Per Year by Activity

Instructions:

In the chart below, list the number of hours per year that the equipment requested in this worksheet will be used for each of the activity categories. Grant-funded equipment may be used for purposes other than boating safety education as follows: up to 10% for competitive activities/practices and non-boating safety activities and up to 40% for vessel checkout. Use exceeding these thresholds will result in a prorated cost to the grantee as indicated. Grantees must be able to pay the prorated amount for the item to be considered in the grant award.

Hours Used Per Year by Activity Modular Docking
for:

Boating Safety Courses	1,630
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	265
Total Hours	1,895

Competitions & Practices and Non-Boating Safety Activities % 0.00 (Maximum Allowed: 10%)

Vessel Check-Outs % 16.26 (Maximum Allowed: 40%)

If the requested item has exceeded the use acceptable use thresholds and is subject to prorating, your organization share will be:

Is your organization able to contribute toward this item as a cost share? Yes No

Exhibit A Section III - Scholarship

Scholarship - Instructions

PLEASE READ THE FOLLOWING CAREFULLY

ENTER INFORMATION IN THIS SECTION ONLY IF YOU SELECTED 'SCHOLARSHIP' AS A PROPOSAL TYPE

IF YOU DID NOT SELECT 'SCHOLARSHIP' AS A PROPOSAL TYPE, CLICK ON THE NEXT TAB TO NAVIGATE TO THE NEXT SECTION

1. Scholarship Request - Worksheet (1)

1. Scholarship Request - Worksheet

Provide the following information for each course in your scholarship request.

In the chart below, list the course title, and the number of students you will serve. If there is a cost range of scholarship awards, list the range in the "Additional Information" column.

Scholarship Courses Requested

Course Title	Adaptive Sailing
	\$200 - \$1,050

If there is a cost range of scholarship awards, list the range in the "Additional Information"

Total Amount Requested 5,000.00

If applicable, list the cost range of scholarships, indirect cost rates, or other explanatory information

The cost for each class will start at approximately \$200 per person if there's more than one student. Under the Adaptive Sailing class, we're allowing students to take 1-3 private sessions. We've been charging \$300 for each private session per person. Some people with a disability like to use the first session as an experience rather than a lesson, until they acclimate to the boat and being on the water. Also, the private lesson fee might go up a bit this next year, so I've allotted for more than \$300 or \$900 for 3 sessions.

2. Population Segment Receiving Scholarships

Population Segment Receiving Scholarships for:	Adaptive Sailing
General public over 18	0
General public under 18	0
College Students/ Alumni	0
Disabled	25
Specific School/ Youth Groups	0
Other Specific Population	0
Total Students	25

3. Instructional Level of Course Requested

In the chart below, list the percentage of time spent in each learning level

Boating Safety Courses for:	Adaptive Sailing
Percentage of Time per Single Course - Beginning	100.00
Percentage of Time per Single Course - Intermediate %	0.00
Percentage of Time per Single Course - Advanced %	0.00
Total Percentage of Time per Single Course	100.00

4. Method(s) used to establish financial need

Method(s) used to establish financial need	Adaptive Sailing
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4. What methods do you use to establish either the financial or safety need for scholarship requests?

Financial: List the methods that you use to determine needs for awarding scholarships. Financial examples might include using the free lunch program, Title One schools, income tax verification, etc.

Safety Need: If you are awarding scholarships based on safety, explain why lowering the cost of a particular course or courses at your center benefits boating safety education. Is a particular type of boating causing accidents, etc. Use supporting documentation, such as accident statistics or other safety information to further establish need.

The City of Newport Beach has experienced success with the launch of its adaptive sailing program. We've made inroads with the local hospital, Hoag Hospital, speaking to and working with some of the people in the hospital's stroke survivor's program. From speaking with the leaders at Hoag as well as with other professionals who work with people with disabilities, there's consensus that everyone with a disability faces extraordinary financial challenges. Transportation, hospital, rehab, physical therapy, occupational therapy, caregiving, modifications for everyday life, loss of independence, loss of work - the list goes on. These are financial challenges an able bodied person does not face. We base our award on these assumed financial burdens this community faces.

We started our adaptive program assigning two instructors to each private lesson. We are still learning and there are so many complexities to teaching sailing to someone with a disability. These lessons are designed to also include family, so the person doesn't have to be on the water alone; this adventure should be enjoyed with friends. These factors drive up the cost of the adaptive class, which makes it expensive for anyone, let alone a person rising above the challenges of a disability.

Our goal is to make this opportunity inclusive and available to anyone. While the City won't check the financial records of participants, the fact is that a person with a disability has many more barriers than an able-bodied person to taking a boating safety class. This doesn't mean that they won't be boaters, enjoying friends' boats and time on the water. But the City wants to make it as accessible as possible for someone with financial barriers to take a boating safety class, preparing them for the day they find themselves on the water. The City does provide an onboarding form for the participant to fill out prior to the class. This form helps instructors understand the individual's disability, hindrances, lifestyle, as well as motivation and goals for taking the class.

It goes without saying that people with disabilities are no different than able-bodied people and want to enjoy all the same activities. So, they will access the water with friends in boating activities. This is our opportunity to provide boating safety education - without any financial barriers - so that they are well prepared for the days that they venture onto the water in their personal boating outings.

5. How have you determined there is sufficient demand to use all the scholarship funding you are requesting?

Our first year using funds we started small, not promoting to any organizations and we used every dime of grant funding. We based our initial lessons solely upon word of mouth, which is how Hoag Hospital found our program. We'd like to now slowly build by reaching out and promoting to a few more organizations. We are confident, based upon this prior year's demands, that we'll be able to apply all the scholarship funding in this request. We are only requesting a bit more funding so as to not tax our ability to provide a safe and valuable experience. Already this year, we've heard from another local organization wanting to schedule a group adaptive lesson, so we'll build upon our private lesson format to potentially include a larger group.

6. Percentage of the course that involves on-the-water boating safety education as opposed to classroom based or other non-boating safety elements such as environmental education, ecology, etc. 95.00

Demonstrate establishment of total cost per student

- 7 a. Complete the chart to demonstrate how you established the total cost per student for this course. (This should add up to total cost, not the amount of scholarship funding you are requesting.)

NOTE: Itemize the expenses that were used to calculate the cost of this course. Not all categories in the chart below maybe relevant to your program costs. If a particular category does not apply, please leave it blank. If you have additional cost categories not listed, please list them in the "Other" category.

Type of Expense	Cost
Personnel	225.00
Overhead (facility/location related)	75.00
Insurance	0.00
Training	0.00
Marketing	0.00
Other (None)	0.00
Total Cost Per Student	300.00

- 7 b. Provide any explanation of costs as needed.

This past year we provided private lessons for an individual at \$300 per person/lesson. The cost for a private will likely increase, although at writing time, we're not certain of that cost. We've found that everyone who sailed wanted more than one lesson. Sometimes the student just wanted to get used to the boat and did not want instruction until the end of the first lesson. Then, they were eager to take another lesson to really learn, once they gained confidence. Thus, we structured Adaptive Sailing with the option of one lesson, two or three sessions - all at \$300 per outing. This way the student received three, two-hour sessions - much like an able-bodied class scheduled over multiple days.

As I mentioned the main cost is the instructor cost, and with two instructors for every private initially,

the cost grows. We have found that we probably don't need two instructors for every lesson - really only for a person with a high level of disability. We are limited in the number of lessons we can provide because we've only trained and certified a handful of instructors. But, already, we've had a request for a group event so we're currently examining if and how we can accommodate more than one student with family at a time. If we conduct a group lesson, we could place multiple students (with lower disabilities) in a boat together, which would reduce the cost for the individual, as we'd only use one instructor per boat.

1. Scholarship Request - Worksheet (2)

1. Scholarship Request - Worksheet

Provide the following information for each course in your scholarship request.

In the chart below, list the course title, and the number of students you will serve. If there is a cost range of scholarship awards, list the range in the "Additional Information" column.

Scholarship Courses Requested

Course Title	ACE After School Sailing
	\$88-\$1050

If there is a cost range of scholarship awards, list the range in the "Additional Information"

Total Amount Requested 6,000.00

If applicable, list the cost range of scholarships, indirect cost rates, or other explanatory information

\$88-\$1050 Class for ACE this past year ran at \$440 per session. Five-six classes per the first session and the same for the second session during a quarter. This is cost-prohibitive for some families, especially when they have multiple children who want to sail. So these families cannot sign up for class. In this trial year, we awarded different percentages based upon the number of children, with 25% off for one child and 35% off for the second child. However, we found other families needed even more assistance. In one case we awarded 60% off. Much like adaptive sailing, we may choose to fund the entire class with scholarship dollars.

2. Population Segment Receiving Scholarships

Population Segment Receiving Scholarships for:	ACE After School Sailing
General public over 18	0
General public under 18	0
College Students/ Alumni	0
Disabled	0
Specific School/ Youth Groups	25
Other Specific Population	0
Total Students	25

3. Instructional Level of Course Requested

In the chart below, list the percentage of time spent in each learning level

Boating Safety Courses for:	ACE After School Sailing
Percentage of Time per Single Course - Beginning	100.00
Percentage of Time per Single Course - Intermediate %	0.00
Percentage of Time per Single Course - Advanced %	0.00
Total Percentage of Time per Single Course	100.00

4. Method(s) used to establish financial need

Method(s) used to establish financial need ACE After School Sailing

4. What methods do you use to establish either the financial or safety need for scholarship requests?

Financial: List the methods that you use to determine needs for awarding scholarships. Financial examples might include using the free lunch program, Title One schools, income tax verification, etc.

Safety Need: If you are awarding scholarships based on safety, explain why lowering the cost of a particular course or courses at your center benefits boating safety education. Is a particular type of boating causing accidents, etc. Use supporting documentation, such as accident statistics or other safety information to further establish need.

Because this was the first year of ACE Sailing scholarship awards, we started with a small circle of families. We reached out to Newport Elementary (local school) families who had taken a class with us before, and we had an immediate response. In this first session that we're offering scholarship funding, we have six students who are now sailing because the funding made it possible for them to join. There is a definite need as we quickly found out. We're not asking for financial records, but prospective families do fill out a document explaining why they're requesting funding. This funding has already made a difference in the lives of six families who'd like their children to gain as much boating safety instruction as possible.

5. How have you determined there is sufficient demand to use all the scholarship funding you are requesting?

We are requesting \$6,000 for ACE Sailing scholarship funding. Classes for this after school sailing session are not as cost friendly as some of the adult classes. This is because, with children, we have a higher student to teacher ratio for safety purposes. The students are sailing alone on their first day and it takes more instructors to ensure everyone is safe and understanding basic concepts. Because of the expense of the class, it becomes cost-prohibitive for the families in this area who attend the local public school that this class targets. Because we only reached out to a few families for this pilot year and had such a tremendous response, we're confident that there are more families out there who'd opt for boating safety classes if they could afford it. Also, the funding we used this year was at small percentages when, in reality, more families would participate if more of the tuition costs were covered.

6. Percentage of the course that involves on-the-water boating safety education as opposed to classroom based or other non-boating safety elements such as 95.00

environmental education, ecology, etc.

Demonstrate establishment of total cost per student

- 7 a. Complete the chart to demonstrate how you established the total cost per student for this course. (This should add up to total cost, not the amount of scholarship funding you are requesting.)

NOTE: Itemize the expenses that were used to calculate the cost of this course. Not all categories in the chart below maybe relevant to your program costs. If a particular category does not apply, please leave it blank. If you have additional cost categories not listed, please list them in the "Other" category.

Type of Expense	Cost
Personnel	345.00
Overhead (facility/location related)	115.00
Insurance	0.00
Training	0.00
Marketing	0.00
Other (None)	0.00
Total Cost Per Student	460.00

- 7 b. Provide any explanation of costs as needed.

The primary cost is associated with the instructor fees. Because this youth class requires more instructors for a higher student/teacher ratio, the class price is more expensive. The remaining balance goes to overhead costs, like the facility, city staff time, boat usage and maintenance.

Curriculum Check Sheets

Aquatic Grant Curriculum Check Sheets - Instructions

You may use the "Copy" button to duplicate Year-One information and then make any change, if needed.

PLEASE READ THE FOLLOWING CAREFULLY

ENTER INFORMATION IN THIS SECTION ONLY IF YOU SELECTED 'EQUIPMENT' AND/OR 'SCHOLARSHIP' AS A PROPOSAL TYPE

Create a course curriculum check sheet for any course that is listed either in Section 2 of your Equipment Worksheet or Section 1 of the Scholarship Worksheet.

IF YOU DID NOT SELECT 'EQUIPMENT' AND/OR 'SCHOLARSHIP' AS A PROPOSAL TYPE, CLICK ON THE NEXT TAB TO NAVIGATE TO THE NEXT SECTION

Aquatic Grant Curriculum Check Sheet (1)

1. Course Title Beginning Dinghy Sailing
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:

<input type="radio"/> Lake - Calm	<input type="radio"/> Lake - Choppy	<input checked="" type="radio"/> Coastal Waters - Protected Harbor, Calm Water
<input type="radio"/> Coastal Waters - Some Waves, or Rough	<input type="radio"/> River - Class 1-2	<input type="radio"/> River - Class 3 and Above
4. Type of Activity:

<input checked="" type="checkbox"/> Sailing	<input type="checkbox"/> Windsurfing	<input type="checkbox"/> Motorboat	<input type="checkbox"/> PWC	<input type="checkbox"/> Tow Sport	<input type="checkbox"/> Rowing
<input type="checkbox"/> Kayak-Sea	<input type="checkbox"/> Kayak-WW	<input type="checkbox"/> Kayak-S on T	<input type="checkbox"/> Canoe	<input type="checkbox"/> SUP	<input type="checkbox"/> Rafting
5. Course developed by

<input checked="" type="checkbox"/> Aquatic Center	<input type="checkbox"/> ACA	<input checked="" type="checkbox"/> US Sailing / ASA
<input type="checkbox"/> US Sailing / ASA Powerboating	<input type="checkbox"/> NASBLA Approved	<input type="checkbox"/> Other
6. Course Prerequisites: No prior sailing experience needed. Participants must be able to swim 50 yards. Sufficient agility needed to move about the safely in the boat.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification
8. Length that a single student spends in this Course (Days): 4 Total Hours 14.00
9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

- A. **GENERAL EDUCATION** 1.50 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

- B. **NAVIGATIONAL RULES & AIDS** 1.75 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

- C. **VESSEL OPERATION/ HANDS-ON TRAINING** 10.50 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

- 10 **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.25 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 14.00

11. **EVALUATION:**

- A. NASBLA approved test: Yes No
- B. If no NASBLA-Approved Testing, please answer the following:
- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.

- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
 - We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
 - We have no evaluation methods.
- C. If you selected 11 B, 1-4, describe the test or skills evaluation This class is unique because it can be taken at least a couple of times and, in fact, instructors often recommend that students retake this class before they move along to Intermediate Dinghy. Students move at different paces learning how to sail and some don't catch on as quickly as others. Instructors will determine on the water if students have mastered all the basics of sailing, watching as students sail on all points of sail, looking for demonstration of critical knowledge, like wind direction, docking, rigging, tacking, jibing, boat handling, rules of the road, control of the boat and steering. If a student does not have the basics down, the instructor will recommend that they repeat the Beginner class.
12. Describe how this specific course advances boating safety education by providing the following information:
- A. **Target Audience:** Clearly describe the target audience for this course.
This is a beginner class, so the target audience is people who have never sailed before or have little previous boating knowledge. We ask that these students are agile enough to move about in the smaller, weight-sensitive dinghies.
 - B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
These people will most likely be a guest on a powerboat or sailboat at some point in the future, and this Beginning Dinghy class will provide many of the boating safety basics that apply in powerboats as well as sailboats. After this class they will be educated boaters with enough information to keep them (and possibly their friends) safe for future boating outings. In addition, sailing requires much more information and understanding than powerboating in order to be a safe boater.
 - C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
Through classroom instruction and on-the-water practice students learn the fundamentals of how to rig and safely sail a small 12-16' dinghy. The class is also a great refresher for those who have not sailed recently. Students learn: boating safety, knots, rigging, sailing theory, boat handling, docking, sail trim and capsize recovery.
 - D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
 - 1.) Introduction to dinghy sailing. Basic sailing theory, parts of the boat, terminology, rigging and down rigging procedures, wind direction, tacking and gybing, docking skills and safety procedures. All boaters should be familiar with their boats and how they operate.
 - 2.) Review sailing theory. Introduce points of sail, upwind and downwind sailing. Docking practice and knot tying. These skills allow a student to sail and dock properly.
 - 3.) Introduce the jib, review points of sail, heading up and falling off, and sail trim. Capsize lecture, controlled gybes, boat balance and trim. Right of Way rules. These skills allow a sailor to self rescue, if needed, and provide them with total control of the boat so they never have to capsize!
 - E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
By the end of this course, students should know basic sailing terminology, Rules of the Road, safety procedures, and have elementary sailing and boat handling skills including tacking, gybing, heading up, falling off, docking, sailing a course, appropriate sail trim, and understanding the basic principles

of sailing a small boat. These all are important for future boating safety.

- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

Aquatic Grant Curriculum Check Sheet (2)

1. Course Title Intermediate Dinghy Sailing
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:
 - Lake - Calm
 - Lake - Choppy
 - Coastal Waters - Protected Harbor, Calm Water
 - Coastal Waters - Some Waves, or Rough
 - River - Class 1-2
 - River - Class 3 and Above
4. Type of Activity:
 - Sailing
 - Windsurfing
 - Motorboat
 - PWC
 - Tow Sport
 - Rowing
 - Kayak-Sea
 - Kayak-WW
 - Kayak-S on T
 - Canoe
 - SUP
 - Rafting
5. Course developed by
 - Aquatic Center
 - ACA
 - US Sailing / ASA
 - US Sailing / ASA Powerboating
 - NASBLA Approved
 - Other
6. Course Prerequisites: Successful completion of Beginning Dinghy Sailing or equivalent dinghy sailing experience. Participants must be able to swim 50 yards. Sufficient agility needed to move about safely in the boat.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification

8. Length that a single student spends in this Course (Days): 4 Total Hours 14.00

9. BOATING SAFETY EDUCATION ELEMENTS

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

- A. **GENERAL EDUCATION** 1.00 Total Time Allotment: (Hours)

Check all that apply

- PFDs (types and fitting)
- Proper Clothing / Sunscreen / Hydration
- Swim / Water Comfort Check
- Communication Methods
- Emergency Procedures
- Weather Conditions

- Hypothermia Precautions
- Accident Reporting
- Boating Safety Related STEM / STEAM
- Other:
- Water Conditions and Hazards
- Float Plans
- Boating Under the Influence

B. **NAVIGATIONAL RULES & AIDS**

0.75 Total Time Allotment:
(Hours)

Check all that apply

- Right of Way
- Buoy/Channel Markers
- Local Rules
- Other:
- Signals/Signs/Lights
- Collision Avoidance
- Safe Speed

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

12.00 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:
- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.25 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 14.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation The Intermediate Dinghy class appeals to a wide ability of sailor, but typically upon successful completion of this class, the sailor will

take our on-water skill evaluation and written test. A good rule of thumb for our instructors is for them to ask themselves, "Would I want this person hopping in my personal sailboat by themselves and going for a sail?" If the answer is no, then the student repeats the Intermediate class. Clearly, there is a checklist of minimum standards that an instructor looks for in an intermediate sailor: complete control of the boat, ability to maneuver and slow down, docking prowess, rigging and right of way knowledge, ability to sail on all points of the wind, ability to read the wind from flags and ripples - to name a few areas.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

This is for the sailor who has Beginning Dinghy experience or equivalent sailing knowledge.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

Beginning Dinghy introduces a sailor to the basic concepts, but this class builds upon that understanding. Not only do they repeat skills, but they understand increasingly more about how sailing and a sailboat work. Beginning Sailing gives people the basics, but Intermediate Dinghy really cements core boating safety skills: lifejackets, control of the vessel, self rescue, right of way - all addressed.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

Course Objective: To spend significant time mastering the skills of dinghy sailing. Upon successful completion of the course, students should have a solid understanding of dinghy sailing, be familiar with basic sailing theory and be able to demonstrate intermediate level dinghy sailing skills.

D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

1. Review of the Quest dinghy: parts, terminology, knot tying, rigging and down rigging procedures, docking, wind, wind direction and wind shifts, basic sailing theory, boat balance, sail trim, righting a capsized dinghy, accident reporting and responsibility.

2. Right of Way Rules, local wind conditions, wind direction, wind shifts, headers and lifts. How to use jib tell tales. Weather helm and lee helm, effect of sails on steerage (rudderless sailing), sail shape, single-handed sailing weather permitting.

3. General review, true and apparent wind, wind shifts, sail shape, accident reporting and responsibility, rules of the road and aids to navigation. Q & A. Sailing a long course - ocean sailing weather permitting.

E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

Students who successfully complete this course are now capable of independently sailing a small dinghy by themselves around the harbor. They've learned how to sail on all points of sail, how to trim the sails properly, how to balance the boat, how to read the wind, how to self rescue, how to dock and how to rig and derig correctly. They've become independent sailors. Instructors may sign students off for the Marina Park Dinghy Sail Pass upon successful completion of this course and a passing grade on the Marina Park written rental exam.

F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

This course builds upon the Beginning Dinghy course, which takes novice students and introduces them to the basics of sailing. In this class, students put into practice everything they learned in

Other:

B. NAVIGATIONAL RULES & AIDS

0.50 Total Time Allotment:
(Hours)

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

C. VESSEL OPERATION/ HANDS-ON TRAINING

5.75 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10 NON-BOATING SAFETY EDUCATION ELEMENTS

0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 7.00

11. EVALUATION:

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation

At this point, the Advanced Dinghy Sailing & Spinnaker Clinic is the highest level of dinghy instruction our facility offers. The students are properly vetted for prior sailing experience before participating in the class. There is no testing structure in place, however instructors are constantly assessing each student's skill, and working with each student individually to advance their

knowledge. Our Sail Pass program does not currently offer a spinnaker rating, so this class is the only opportunity for our community boaters to fly a dinghy spinnaker.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

This course is for sailors (ages 14+) with strong intermediate sailing skills able to comfortably sail a Quest or similar sized vessel on all points of sail. Students must know basic Rules of the Road, terminology, and rigging/derigging procedures.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

The intent is to provide an outlet for the community boater who has more advanced skills. Some of our students crew on bigger boats, so having this class allows them to learn advanced sailing techniques that will help them to be more well-informed and safe aboard larger boats. They learn about what happens when you fly a spinnaker, all the extra lines that are used, as well as how to control the boat and additional force from the extra sail.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

Course Objective: To rig and safely sail a Quest with a spinnaker in light to moderate winds. Students learn how to rig, set, trim, gybe, and take down the asymmetrical spinnaker, advanced sail trim and shape, crew work, true and apparent wind and helm control.

D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

Day 1

Introduction to spinnakers: purpose, types, theory and how to prepare, rig, hoist, and douse. Crew positions and trimming. Dockside demonstration. First sets on the bay. Steering and sheet handling.

Day 2

Review of set and takedown methods: steering, foredeck work, trimming the spinnaker, and spinnaker problems. Introduction to jibing. Dockside demonstration. On the water practice setting, dousing and jibing the spinnaker.

E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

This class makes sailors better at controlling their vessel. With a third sail, there's more power, and a sailor needs to react more quickly and more effectively. What's important about this class and the Intermediate Dinghy class is that it entices students to take more classes. Sometimes, if students get the basics down, they don't realize there's so much more to learn about boating safety. Perhaps the most important thing they learn in this class is that things happen quickly on the water and to never assume that they know everything to stay safe on the water. There is always something more to learn.

F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

This course takes everything a student has practiced in the Intermediate Dinghy class and hones those skills. In addition, it introduces a third sail, the spinnaker. In order to fly a spinnaker, a sailor needs to have pretty solid sailing skills and absolute control over the boat. Tiller time and repetition is critical in building safe boaters. Just as someone thinks they're getting good at sailing, something will happen that they have to figure out. Many community boaters take a Beginning and Intermediate class and think they know everything. The more advanced classes teach students that they're only beginning to know what they don't know - and that sailing provides a lifetime of learning.

Aquatic Grant Curriculum Check Sheet (4)

1. Course Title Explore the J22
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:
 - Lake - Calm
 - Lake - Choppy
 - Coastal Waters - Protected Harbor, Calm Water
 - Coastal Waters - Some Waves, or Rough
 - River - Class 1-2
 - River - Class 3 and Above
4. Type of Activity:
 - Sailing
 - Windsurfing
 - Motorboat
 - PWC
 - Tow Sport
 - Rowing
 - Kayak-Sea
 - Kayak-WW
 - Kayak-S on T
 - Canoe
 - SUP
 - Rafting
5. Course developed by
 - Aquatic Center
 - ACA
 - US Sailing / ASA
 - US Sailing / ASA Powerboating
 - NASBLA Approved
 - Other
6. Course Prerequisites: Intermediate sailing skills. Must be able to swim 50 yards.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification

8. Length that a single student spends in this Course (Days): 1 Total Hours 3.50
9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION** 0.25 Total Time Allotment: (Hours)

Check all that apply

- PFDs (types and fitting)
- Swim / Water Comfort Check
- Emergency Procedures
- Hypothermia Precautions
- Accident Reporting
- Boating Safety Related STEM / STEAM
- Other:
- Proper Clothing / Sunscreen / Hydration
- Communication Methods
- Weather Conditions
- Water Conditions and Hazards
- Float Plans
- Boating Under the Influence

B. **NAVIGATIONAL RULES & AIDS** 0.25 Total Time Allotment: (Hours)

Check all that apply

- Right of Way
- Buoys/Channel Markers
- Local Rules
- Other:
- Signals/Signs/Lights
- Collision Avoidance
- Safe Speed

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

2.75 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:
- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.25 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 3.50

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation

This class was originally designed as a hybrid, for students with some sailing experience who were interested in familiarizing themselves with the J22 as well as serving as a "rating" class for sailors who were interested in renting the J/22 keelboats at Marina Park. Instructors found it was too difficult to test some students while trying to instruct other students, so the ratings test was broken out into a separate class. The Explore class is now purely instructional, but also serves as a good one-day trial to see if sailors are ready to go through the ratings process.

- Buoy/Channel Markers
- Local Rules
- Other:
- Collision Avoidance
- Safe Speed

C. **VESSEL OPERATION/ HANDS-ON TRAINING** 10.50 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:
- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.50 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 14.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation

Beginning Keelboat Sailing is like Beginning Dinghy Sailing in terms of what we expect from a student before they are recommended to move on. This class is unique because it can be taken at least a couple of times and, in fact, instructors often recommend that students re-take this class before they move along to Intermediate Keelboat. Students move at different paces learning how to sail and some don't catch on as quickly as others. Instructors will determine on the water if students have mastered all the basics of sailing, watching as students sail on all points of sail, looking for demonstration of critical knowledge, like wind direction, docking, rigging, rules of the road, control of the boat and steering. If a student does not have the basics down, the instructor will recommend that they repeat this class.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

This class is for the beginning sailor. It is also for someone who's taken dinghy classes before but hasn't sailed in a keelboat. Because it uses the more stable and less athletic keelboat, this class is good for an older, less agile student.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

Because this is a beginning sailing class, everything a student learns opens up an entire new world of boating safety. Everything they learn is geared toward making them competent on the water and safe. All skills are transferable to any boat they might board in the future.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

To rig, down rig, and safely sail a small keelboat. By the end of this course, students should understand the basic principles of sailing, know basic sailing terminology, Rules of the Road, safety procedures, and have elementary sailing and boat handling skills including tacking, jibing, heading up, falling off, appropriate sail trim, leaving and returning to the dock, and sailing a course.

D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

1. Introduction to the small keelboat. Basic sailing theory, parts of the boat, terminology, knots, rigging and down rigging procedures, no-go zone, wind direction, tacking and jibing, docking skills and safety procedures.
2. Review sailing theory, rigging and docking. Introduce points of sail, tell tales, upwind and downwind sailing. Docking practice and knots.
3. Review points of sail and upwind/downwind sailing. Introduce heading up, falling off, controlled gybes, and right of way rules. Reefing lecture and demonstration. Course evaluations, question and answer. Sail a longer course in the harbor maximizing sail shape and trim.

E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

The Beginning Keel student walks away with an entirely new toolkit; they've begun their journey into the world of boating safety. Boating has its own language, terms they've never heard before. From day one in this class, they're steering the boat and working the sails and lines. They understand concepts like the counter-intuitive steering aboard a sailboat. They've learned why it's critical to balance a boat. They've learned how to maintain control and why that's critical. They've learned about wind, how to fill their sails effectively, and how to dock a boat properly under sail. This is one of our most popular classes and is special because we restrict the class to three students so they get in-depth, one-on-one real time instruction.

F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

Aquatic Grant Curriculum Check Sheet (6)

- | | | |
|----|-----------------------------------|---|
| 1. | Course Title | Intermediate Keelboat Sailing |
| 2. | Course Location (Body of Water): | Newport Harbor |
| 3. | Type of Water: | |
| | <input type="radio"/> Lake - Calm | <input type="radio"/> Lake - Choppy <input checked="" type="radio"/> Coastal Waters - Protected |

- Harbor, Calm Water
- Coastal Waters - Some Waves, or Rough
 River - Class 1-2
 River - Class 3 and Above
4. Type of Activity:
- Sailing
 Windsurfing
 Motorboat
 PWC
 Tow Sport
 Rowing
 Kayak-Sea
 Kayak-WW
 Kayak-S on T
 Canoe
 SUP
 Rafting
5. Course developed by
- Aquatic Center
 ACA
 US Sailing / ASA
 US Sailing / ASA Powerboating
 NASBLA Approved
 Other
6. Course Prerequisites: Successful completion of Beginning Keelboat Sailing or equivalent keelboat experience. Participants must be able to swim 50 yards.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification

8. Length that a single student spends in this Course (Days): 3 Total Hours 12.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION**

0.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

B. **NAVIGATIONAL RULES & AIDS**

0.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

C. **VESSEL OPERATION/ HANDS-ON TRAINING** 9.00 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10 **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 10.50

11. **EVALUATION:**

- A. NASBLA approved test: Yes No
- B. If no NASBLA-Approved Testing, please answer the following:
- We conduct a test that includes both a written exam and on-the-water skill evaluation.
 - We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
 - We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
 - We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
 - We have no evaluation methods.

- C. If you selected 11 B, 1-4, describe the test or skills evaluation
- Intermediate Keelboat is the class that students must successfully complete before they're allowed to take a ratings test to qualify to rent our keelboats. Students from Intermediate Keelboat will move on to take the on-water skill evaluation and written test. So, instructors are asking themselves, "Would I let this student use my personal boat to go sailing alone?" Instructors will be looking for the following skills on the water: rigging and de-rigging excellence, complete understanding of each piece of equipment on the boat and its purpose, knowledge of all the lines on the boat, proper sail trim, ability to sail in breeze by feathering and appropriate sail trim to heeling angle, thorough understanding of rules of the road, ability to perform rescue within three boat lengths and 30 seconds, safe approach to leaving and returning to the dock, all boating safety material covered in the class and overall sense of competence and confidence on the water.

12. Describe how this specific course advances boating safety education by providing the following information:

Exhibit A

- A. **Target Audience:** Clearly describe the target audience for this course.
Must know basics of keelboat sailing. Some advanced dinghy sailors could be qualified to take this class. Students must already know points of sail, sailing terms, general sail handling and be able to exhibit knowledge of the right of way rules.
- B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
This class builds upon all the skills and knowledge students have learned previously, really honing much more qualified boaters. Instructors delve much more deeply into specific techniques and philosophies, teaching more advanced concepts of reading the wind, speed and control of the boat, and overall boat handling. Students are encouraged to repeat classes because instructors work with each student individually, increasing each student's knowledge based on their personal level of experience.
- C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
Students will know how to rig, down rig, and safely sail a small keelboat in protected waters. They'll be able to leave and return safely to the dock without an engine and perform a successful crew overboard recovery. They'll also exhibit knowledge of the right-of-way rules, terminology, and general sail handling.
- D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
1. Review the J/22 keelboat: parts, terminology, rigging and down rigging procedures, knots, points of sail, how to use tell tales, tacking, gybing and crew communication. Review knots.
2. Right of Way Rules, crew overboard, local wind conditions, wind direction, wind shifts, headers and lifts. Crew overboard - basic techniques, stopping at a mark and figure eight COB drill. Aids to navigation and charts, weather and lee helm, sail shape/twist, tell tails, sailing emergencies, jury rigging, and crew communication.
3. Review rigging, docking procedures and controlled gybes. Heavy weather sailing, sailing without the jib, damage control and repair. Rules and steps to follow if accident/collision occurs. Sail a longer course in the harbor maximizing sail shape and trim. Ocean sail if possible.
- E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
Practicing control of the boat and docking are critical skills that are honed in this class. Sail trim, learning how to power up or depower sails, how to slow the boat, stop the boat, perform a man overboard - all critical to boating safety.
- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.
A student completing a Beginning Keel class has just entered the world of sailing and boating safety. They learn all the basics, but now it's time to put those basics into practice. Tiller time really develops safe boaters - the more time spent on the water, the more skills are developed. This class uses all the skills that a beginner learns, but then introduces more advanced concepts to increase overall boating safety knowledge. This is a cerebral sport that sailors will never perfect. This class introduces the notion that a student can study for the remainder of their lives, but they still won't never everything about boating.

Aquatic Grant Curriculum Check Sheet (7)

- | | | |
|----|----------------------------------|------------------------------|
| 1. | Course Title | Ocean & Spinnaker Keel Class |
| 2. | Course Location (Body of Water): | Newport Harbor |

3. Type of Water:
- Lake - Calm Lake - Choppy Coastal Waters - Protected Harbor, Calm Water
- Coastal Waters - Some Waves, or Rough River - Class 1-2 River - Class 3 and Above

4. Type of Activity:
- Sailing Windsurfing Motorboat PWC Tow Sport Rowing
- Kayak-Sea Kayak-WW Kayak-S on T Canoe SUP Rafting

5. Course developed by
- Aquatic Center ACA US Sailing / ASA
- US Sailing / ASA Powerboating NASBLA Approved Other

6. Course Prerequisites: Successful completion of Intermediate Keelboat Sailing or equivalent experience. Participants must be able to swim 50 yards.

7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification

8. Length that a single student spends in this Course (Days): 1 Total Hours 7.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION** 0.50 Total Time Allotment: (Hours)

- Check all that apply
- PFDs (types and fitting)
 - Swim / Water Comfort Check
 - Emergency Procedures
 - Hypothermia Precautions
 - Accident Reporting
 - Boating Safety Related STEM / STEAM
 - Other:
 - Proper Clothing / Sunscreen / Hydration
 - Communication Methods
 - Weather Conditions
 - Water Conditions and Hazards
 - Float Plans
 - Boating Under the Influence

B. **NAVIGATIONAL RULES & AIDS** 0.50 Total Time Allotment: (Hours)

- Check all that apply
- Right of Way
 - Buoy/Channel Markers
 - Local Rules
 - Signals/Signs/Lights
 - Collision Avoidance
 - Safe Speed

Other:

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

5.75 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:

- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.25 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 7.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation
This class is the most advanced class that Sailing and Boating offers. It is an opportunity to sail in the ocean and learn to use a spinnaker. There is not a formal testing protocol, but instructors are always aware of any individual sailor's ability. This class draws from experienced sailors, some of whom have already passed through the Sail Pass assessment process and are renting the Marina Park keelboats.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

Sailors with intermediate to advanced sailing skills ready to explore sailing outside the harbor and fly a spinnaker. Sailors must know points of sail, sailing terms, sail handling, right of way rules and demonstrate seamanlike departure and docking.

- B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
 Ocean sailing skills are critical for any sailor who wants to emerge from the bay. Sailing with waves and swell, plus other concepts like using a compass and self rescue at sea are all important for any boater - power or sail - to know.
- C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
 This course is intended to build student confidence on a small keelboat while sailing outside the harbor. Specific topics include preparation to sail, sailing a small keelboat in waves, heavy weather techniques, anchoring, sailing emergencies, and basic navigation.
- D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
 1. Review the J/22 keelboat: parts, terminology, rigging and down rigging procedures, safety equipment and leaving and returning to the dock
 2. Develop your plan for a day in the ocean: Check the weather and tides, Prepare a Float Plan, Bring radio, food & water.
 3. Plot your course: Local chart and aids to navigation, Outside the harbor - heading north or south?, Harbor Entrance - Right of Way Rules, Avoiding shoal areas like jetties and beaches
 4. Sailing in the ocean: Boat and sail set-up for various wind and wave conditions, Tacking in the ocean, Heavy weather sailing, sailing without the jib, Overboard Rescue drill, Anchoring, spinnaker use
- E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
 Sailors learn about offshore sailing and how to fly a spinnaker. They've learned advanced sail trim, wing 'n wing, the jib using the spinnaker pole, jury-rigging techniques, running aground, towing, anchoring, tide and currents, aids to navigation and ocean sailing. If they ever find themselves offshore on a friend's boat to Catalina, they are now able to assist with keeping all passengers safe or assisting with rescue in an emergency.
- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.
 In Intermediate Keel, students are focused on building upon the rudimentary skills they've learned in Beginning Keel. Once they perfect all the skills that are prerequisites, they can focus on learning offshore skills. Many people in Southern California spend time cruising to our local island, Catalina. Chances are these advanced students will find themselves offshore one day and they'll understand radio communication, current, and self rescue techniques for the ocean.

Aquatic Grant Curriculum Check Sheet (8)

1. Course Title Parent & Me Sailing
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:

<input type="radio"/> Lake - Calm	<input type="radio"/> Lake - Choppy	<input checked="" type="radio"/> Coastal Waters - Protected Harbor, Calm Water
<input type="radio"/> Coastal Waters - Some Waves, or Rough	<input type="radio"/> River - Class 1-2	<input type="radio"/> River - Class 3 and Above
4. Type of Activity:

Exhibit A

- Sailing Windsurfing Motorboat PWC Tow Sport Rowing
 Kayak-Sea Kayak-WW Kayak-S on T Canoe SUP Rafting

5. Course developed by

- Aquatic Center ACA US Sailing / ASA
 US Sailing / ASA Powerboating NASBLA Approved Other

6. Course Prerequisites: No prior sailing experience needed. Participants must be able to swim 50 yards. Youth participants must be accompanied by an adult 18 or older.

7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification

8. Length that a single student spends in this Course (Days): 1 Total Hours 3.50

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION**

0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

B. **NAVIGATIONAL RULES & AIDS**

0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

2.75 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |

- Rigging
- Other:

Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 3.50

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation

Because the Parent and Me Class is for adults and their children, there is no assessment in terms of moving a student up to the next class. This class is designed around safety and fun. It's a simple introduction to sailing or an opportunity for a parent who sails to share the sport with their children. There is no class that follows this class, and in fact, many participants repeat this class just because it is so much fun and there's always something to learn about boating safety.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

This class continues to be one of our most popular classes. The target is the family who's interested in learning to sail together. No experience is necessary; just swimming ability as with all our classes.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

With thousands of boats in our harbor and the millions of people who live along the coast of Southern California, residents here will wind up boating at some point in their lives. Also, a lot of locals go to the Colorado River for vacations. The Parent & Me class teaches parents and their children the basics of boating safety that can be carried with them for future boating adventures. It's also a great class to plant the love of sailing so that participants continue their learning.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

Principles of sailing, parts of the boat, boat rigging, water safety, steering, tacking, jibing and knot tying. Students in this class sail independently, with coaches in coach boats. Students drive and trim

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION**

1.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

B. **NAVIGATIONAL RULES & AIDS**

1.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

11.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10. **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.75 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 15.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

We conduct a test that includes both a written exam and on-the-water skill evaluation.

- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

- C. If you selected 11 B, 1-4, describe the test or skills evaluation
- Our youth camps are our most popular class, with hundreds of children registering during the summer. These camps run five days a week, and children are taught all the basics of boating safety. They know that they don't go on the water or even on the docks without wearing a properly fitted lifejacket. It becomes second nature, and they leave class knowing that's the way it's supposed to be for everyone. They become good influencers for adults. While there has been no official evaluation in this class, the campers do get a certificate of completion at the end of camp, signed by the instructors. Clearly the instructors are constantly assessing their campers' ability in order to best group them in the types of activities, based on their ability.

12. Describe how this specific course advances boating safety education by providing the following information:

- A. **Target Audience:** Clearly describe the target audience for this course.

This class is for youth, ages 6 -16. No experience is necessary, however this camp and its instructors will work with any level of sailor, building upon any existing skills.

- B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

This young demographic has a lifetime of boating experiences ahead of them. This week-long camp (am & pm) teaches children how to sail, stand up paddleboard and kayak. Instructors work with campers to build confidence around boats and to develop safe sailing and paddling skills. One of the ultimate goals is independence. The other goal is that these campers will pass down their boating safety knowledge to any adults who may accompany them on future boating excursions.

- C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

By the end of camp, students know about PFDs, the parts of the boat and sail, how to rig and derig, how to read the wind and apply that to sailing. They know the points of sail and how to steer with control. They learn tacking, jibing and sail trim, so the boat doesn't heel. They know how to dock and tie proper knots. They've also learned how to kayak and paddleboard with proper technique, aware of tide, wind and current. They become good boating safety influencers for adults.

- D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

Campers are taught according to their own individual level of boating knowledge. Most campers are absolute beginners, but we do see some returning campers. That's no problem, as there's always room to work on skills.

Nomenclature /Parts of the boat, Figure 8, Safety, steering, seating position, today's course (reaching course), docking

Cleat hitch knot, figure 8, review nomenclature/ parts of the boat, sheeting-in vs sheeting out, tacking vs gybing, docking

Points of sail & sail trim, review sailing upwind, capsizing - kayaking and paddling technique, wind, current, tides and boating traffic

- E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

From the first day of camp to the last the improvement is exponential. Kids pick up things so quickly and they've learned how to drive the boat and trim the sails. They've learned the nomenclature for the basic parts of the boat, they've learned how to spot wind direction and why it's important, and they know how to self-rescue should they need to. They go from a short buoy to buoy course to sailing almost the way to the harbor entrance. They've also learned how kayak and paddleboard with proper technique, and how to adjust for wind and tide conditions so that they're safe. If they ever rent paddle equipment, they'll have all the basic safe boating techniques to apply.

- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

Aquatic Grant Curriculum Check Sheet (10)

1. Course Title Youth Sailing Camp
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:

<input type="radio"/> Lake - Calm	<input type="radio"/> Lake - Choppy	<input checked="" type="radio"/> Coastal Waters - Protected Harbor, Calm Water
<input type="radio"/> Coastal Waters - Some Waves, or Rough	<input type="radio"/> River - Class 1-2	<input type="radio"/> River - Class 3 and Above
4. Type of Activity:

<input checked="" type="checkbox"/> Sailing	<input type="checkbox"/> Windsurfing	<input type="checkbox"/> Motorboat	<input type="checkbox"/> PWC	<input type="checkbox"/> Tow Sport	<input type="checkbox"/> Rowing
<input type="checkbox"/> Kayak-Sea	<input type="checkbox"/> Kayak-WW	<input type="checkbox"/> Kayak-S on T	<input type="checkbox"/> Canoe	<input type="checkbox"/> SUP	<input type="checkbox"/> Rafting
5. Course developed by

<input checked="" type="checkbox"/> Aquatic Center	<input type="checkbox"/> ACA	<input checked="" type="checkbox"/> US Sailing / ASA
<input type="checkbox"/> US Sailing / ASA Powerboating	<input type="checkbox"/> NASBLA Approved	<input type="checkbox"/> Other
6. Course Prerequisites: Must be able to swim. No one under age 6. No experience necessary.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification

8. Length that a single student spends in this Course (Days): 5 Total Hours 15.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

- A. **GENERAL EDUCATION** 1.50 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

- B. **NAVIGATIONAL RULES & AIDS** 1.25 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

- C. **VESSEL OPERATION/ HANDS-ON TRAINING** 11.50 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|---|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input type="checkbox"/> Rigging | <input type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10. **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.75 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|---|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input checked="" type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input checked="" type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 15.00

11. **EVALUATION:**

- A. NASBLA approved test: Yes No
- B. If no NASBLA-Approved Testing, please answer the following:
- We conduct a test that includes both a written exam and on-the-water skill evaluation.
 - We use another comprehensive written test to determine course pass/fail and/or advancement to next level.

Exhibit A

- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
 - We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
 - We have no evaluation methods.
- C. If you selected 11 B, 1-4, describe the test or skills evaluation This class often is the stepping stone for students taking a more advanced sailing class. Instructors are constantly assessing ability both on and off the water.
12. Describe how this specific course advances boating safety education by providing the following information:
- A. **Target Audience:** Clearly describe the target audience for this course.
This week-long camp is for ages 6 -16. No experience is necessary, however this camp and its instructors will work with any level of sailor. These sailing camps do not include paddling, but are strictly sailing-focused.
 - B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
This young demographic has a lifetime of boating experiences ahead of them. What better way to start their journey than with a solid foundation of boating safety through learning how to sail. This camp builds confidence around boats and develops safe sailing skills. One of the ultimate goals is to have the campers sailing comfortably on their own. The other goal is that these campers will pass down their boating safety knowledge to any adults who may accompany them on future boating excursions.
 - C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
Campers learn sailing fundamentals, boating safety, and respect for the water and other boaters. They learn how to navigate Newport Harbor, how to identify wind and current directions, rules of the road, and the importance of lifejackets.
 - D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
Parts of the boat, Rigging, Knot Tying & Safety Lessons, Sailing Maneuvers, Steering, Rigging & First Sail. Sail a reach course
Terminology, Wind Direction, No-go-Zone, Points of Sail, Steering, Sail an upwind hot dog course, follow the leader (up wind/ close hauled)
Introduce the jib, sitting positions, safety position. Capsize drill (no sails). Upwind/downwind sailing with jib.
 - E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
These campers start with no prior knowledge and by the final day they're sailing independently all the way to the seal buoy, which is just outside the harbor entrance. This camp provides all the basics on boating safety knowledge. They can sail upwind and downwind, trim sails according to wind direction, steer and control the boat, avoid capsizing, but know how to self rescue should they need to.
 - F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.
N/A

Aquatic Grant Curriculum Check Sheet (11)

Exhibit A

1. Course Title ACE After School Sailing
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:
 - Lake - Calm
 - Lake - Choppy
 - Coastal Waters - Protected Harbor, Calm Water
 - Coastal Waters - Some Waves, or Rough
 - River - Class 1-2
 - River - Class 3 and Above
4. Type of Activity:
 - Sailing
 - Windsurfing
 - Motorboat
 - PWC
 - Tow Sport
 - Rowing
 - Kayak-Sea
 - Kayak-WW
 - Kayak-S on T
 - Canoe
 - SUP
 - Rafting
5. Course developed by
 - Aquatic Center
 - ACA
 - US Sailing / ASA
 - US Sailing / ASA Powerboating
 - NASBLA Approved
 - Other
6. Course Prerequisites: No prior sailing experience needed. Participants must be able to swim 50 yards.

7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification

8. Length that a single student spends in this Course (Days): 6 Total Hours 18.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION** 1.00 Total Time Allotment: (Hours)

Check all that apply

- PFDs (types and fitting)
- Swim / Water Comfort Check
- Emergency Procedures
- Hypothermia Precautions
- Accident Reporting
- Boating Safety Related STEM / STEAM
- Other:
- Proper Clothing / Sunscreen / Hydration
- Communication Methods
- Weather Conditions
- Water Conditions and Hazards
- Float Plans
- Boating Under the Influence

B. **NAVIGATIONAL RULES & AIDS** 1.00 Total Time Allotment: (Hours)

Check all that apply

- Right of Way
- Signals/Signs/Lights

- Buoy/Channel Markers
- Local Rules
- Other:
- Collision Avoidance
- Safe Speed

C. **VESSEL OPERATION/ HANDS-ON TRAINING** 15.75 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:
- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10 **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.25 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 18.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation Instructors monitor a student's ability, both on and off the water, so that they can best provide information. Many students in this class are interested in learning to sail single-handed, so once they've achieved the basics sailing with a group, the instructor will move them to sailing alone.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

The ACE class is for youth and is an after school sailing class. The majority of the students come from the neighborhood school across the street, but the class is open to any student, grade 2-6.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

The children in this class live on a peninsula surrounded by water. They spend their time on the water or in the water swimming in the ocean or the bay. This class provides them critical boating safety skills that they'll put to use during their future boating experiences. The start of the ACE scholarship program had an immediate response from families in need. Without the scholarship, these children would have not received any boating safety education, making this class particularly valuable.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

These students learn how to sail. Even if the child repeats the course, they are still at the beginning level, as sailing is a cerebral sport. Repetition is key. They start with classroom basics, learning the parts of the boat, sail, and basic terminology. After the first hour of class, they're rigging the boat and then sailing, with the coach instructing from a coach boat. By the end of five weeks, they're sailing all the way to the harbor entrance.

D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

Lifejackets are key. Safety is key. The children learn about the wind and the weather. They learn how to self rescue, if the boat capsizes, but most importantly they learn how to hike out, feather the boat and ease the sails, if they are heeling too much. They learn how to be respectful and follow the rules of the road. They learn they cannot just jump into a boat on the water, and that one person at a time boards or disembarks - not everyone standing up in the boat at once.

E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

These students spend their time participating in Jr Lifeguards and swimming in the ocean. They learn, though, that any boating outing demands that they wear a lifejacket. These little ambassadors sometimes leave the class accidentally wearing their lifejacket - and we're confident that they trumpet PFD importance to any adults in their lives. They also walk away with confidence, because they've learned how to control the boat. They've learned to respect the water and that things can unwind quickly while boating if they're not always vigilant. They also practice capsizing so they understand that, even if this happens, they know how to respond and stay safe.

F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

Aquatic Grant Curriculum Check Sheet (12)

1. Course Title Private Lesson
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:

<input type="radio"/> Lake - Calm	<input type="radio"/> Lake - Choppy	<input checked="" type="radio"/> Coastal Waters - Protected Harbor, Calm Water
<input type="radio"/> Coastal Waters - Some Waves, or Rough	<input type="radio"/> River - Class 1-2	<input type="radio"/> River - Class 3 and Above
4. Type of Activity:

<input checked="" type="checkbox"/> Sailing	<input type="checkbox"/> Windsurfing	<input type="checkbox"/> Motorboat	<input type="checkbox"/> PWC	<input type="checkbox"/> Tow Sport	<input type="checkbox"/> Rowing
<input type="checkbox"/> Kayak-Sea	<input type="checkbox"/> Kayak-WW	<input type="checkbox"/> Kayak-S on	<input type="checkbox"/> Canoe	<input type="checkbox"/> SUP	<input type="checkbox"/> Rafting

T

Exhibit A

5. Course developed by
- Aquatic Center ACA US Sailing / ASA
- US Sailing / ASA Powerboating NASBLA Approved Other

6. Course Prerequisites: No experience necessary. Must be able to swim.

7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification

8. Length that a single student spends in this Course (Days): 1 Total Hours 3.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

A. **GENERAL EDUCATION** 0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

B. **NAVIGATIONAL RULES & AIDS** 0.25 Total Time Allotment: (Hours)

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

C. **VESSEL OPERATION/ HANDS-ON TRAINING** 2.50 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10 **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.00 Total Time Allotment: (Hours)

Check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 3.00

11. **EVALUATION:**

A. NASBLA approved test: Yes No

B. If no NASBLA-Approved Testing, please answer the following:

- We conduct a test that includes both a written exam and on-the-water skill evaluation.
- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
- We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
- We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
- We have no evaluation methods.

C. If you selected 11 B, 1-4, describe the test or skills evaluation People are busy and sometimes the scheduled four-week beginning session doesn't work for someone. The private lesson is intended to give a person(s) one-on-one instruction. Often students ask which classes they should take after the private lesson, so instructors are always aware of their ability, watching them on the water and assessing how quickly they learn.

12. Describe how this specific course advances boating safety education by providing the following information:

A. **Target Audience:** Clearly describe the target audience for this course.

This class is designed for the student (youth or adult) who wants one-on-one attention. Most are beginning sailors, but a handful are building upon existing experience.

B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?

The student who takes a private lesson, either in the keelboat or dinghy, is really serious about learning. They pay a bit more for the one-on-one instruction, but this student gets special attention really honing boating safety skills. The instructor is able to repeat drills to work toward mastery. The instructor is also able to see areas for improvement, and can work on a curriculum that's designed specifically for this student. A student taking a private class grows exponentially.

C. **Course Objectives:** Upon completion of this course, what new skills will the student have?

This depends completely upon what the student wants to glean from the course. For the beginning sailor, all the basics of sailing will be covered. Another student with some experience might want to tailor the lesson toward mastery of a particular skill. Certainly, with one-on-one instruction the student is going to have the opportunity to repeat skills, ask more questions until they feel certain

D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.

Exhibit A

All students are taught lessons with safety as the number one priority. Instructors teach control of the boat, how to steer in varying conditions, how to trim sails for optimum performance, how to board a boat safely, and how to leave and return to the dock properly using just the wind.

- E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?

Because private lessons have only one-two registrants, students are able to really identify what they need to learn. For a beginning student, they learn about the importance of wearing a lifejacket, they learn how quickly things can unwind on the water and how to prevent these things from happening. They learn the parts of the boat and sail, how to rig and derig, and all about the no-go zone and points of sail. They learn how to trim sails, how to balance the boat, and how to read the wind. For the more experienced sailor, they build upon all of these skills.

- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

Aquatic Grant Curriculum Check Sheet (13)

1. Course Title Boating Safety Orientation
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:
 - Lake - Calm
 - Lake - Choppy
 - Coastal Waters - Protected Harbor, Calm Water
 - Coastal Waters - Some Waves, or Rough
 - River - Class 1-2
 - River - Class 3 and Above
4. Type of Activity:
 - Sailing
 - Windsurfing
 - Motorboat
 - PWC
 - Tow Sport
 - Rowing
 - Kayak-Sea
 - Kayak-WW
 - Kayak-S on T
 - Canoe
 - SUP
 - Rafting
5. Course developed by
 - Aquatic Center
 - ACA
 - US Sailing / ASA
 - US Sailing / ASA Powerboating
 - NASBLA Approved
 - Other
6. Course Prerequisites: Must be six and able to swim 50 yards.
7. **Instructor Certifications:** List the qualifications/certifications that the lead and assistant instructors must have to teach this course.

Instructor Type	Certifications of Lead Instructor and Other Instructors
Lead Instructor Certifications	CPR First Aid Certified
Other Instructor Certifications	CPR First Aid Certified

8. Length that a single student spends in this Course (Days): 1 Total Hours 1.00

9. **BOATING SAFETY EDUCATION ELEMENTS**

COURSE OBJECTIVES (Enter the time spent of each segment of the course for sections 9 and 10. Do not include time spent on meals or travel)

- A. **GENERAL EDUCATION** 0.15 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|---|
| <input checked="" type="checkbox"/> PFDs (types and fitting) | <input checked="" type="checkbox"/> Proper Clothing / Sunscreen / Hydration |
| <input checked="" type="checkbox"/> Swim / Water Comfort Check | <input checked="" type="checkbox"/> Communication Methods |
| <input checked="" type="checkbox"/> Emergency Procedures | <input checked="" type="checkbox"/> Weather Conditions |
| <input checked="" type="checkbox"/> Hypothermia Precautions | <input checked="" type="checkbox"/> Water Conditions and Hazards |
| <input checked="" type="checkbox"/> Accident Reporting | <input checked="" type="checkbox"/> Float Plans |
| <input checked="" type="checkbox"/> Boating Safety Related STEM / STEAM | <input checked="" type="checkbox"/> Boating Under the Influence |
| <input type="checkbox"/> Other: | |

- B. **NAVIGATIONAL RULES & AIDS** 0.15 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|---|--|
| <input checked="" type="checkbox"/> Right of Way | <input checked="" type="checkbox"/> Signals/Signs/Lights |
| <input checked="" type="checkbox"/> Buoys/Channel Markers | <input checked="" type="checkbox"/> Collision Avoidance |
| <input checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

- C. **VESSEL OPERATION/ HANDS-ON TRAINING** 0.70 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|--|
| <input checked="" type="checkbox"/> Equipment Orientation | <input checked="" type="checkbox"/> Care of Equipment |
| <input checked="" type="checkbox"/> Practical Application Skills | <input checked="" type="checkbox"/> MOB/Capsize Drills |
| <input checked="" type="checkbox"/> Technique & Maneuvers | <input checked="" type="checkbox"/> Boarding / Disembarking |
| <input checked="" type="checkbox"/> Rigging | <input checked="" type="checkbox"/> Boating Related Learning Games |
| <input type="checkbox"/> Other: | |

10. **NON-BOATING SAFETY EDUCATION ELEMENTS** 0.00 Total Time Allotment: (Hours)
- Check all that apply
- | | |
|--|--|
| <input type="checkbox"/> Non-Boating Safety Related STEM/STEAM | <input type="checkbox"/> All Environmental Education |
| <input type="checkbox"/> Non-Boating Related Learning Games | <input type="checkbox"/> Cultural / Historic Education |
| <input type="checkbox"/> Toxic Products | <input type="checkbox"/> Other Education |
| <input type="checkbox"/> Other: | |

Total Course hours not including Meals / Travel: 1.00

11. **EVALUATION:**

- A. NASBLA approved test: Yes No
- B. If no NASBLA-Approved Testing, please answer the following:
- We conduct a test that includes both a written exam and on-the-water skill evaluation.

- We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
 - We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
 - We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
 - We have no evaluation methods.
- C. If you selected 11 B, 1-4, describe the test or skills evaluation
- In these boating safety orientations, we are focused on paddling. After we have provided our orientation, we coach paddlers, hanging on to the equipment, as they take practice strokes. Once they've exhibited control, we then provide coaching as they paddle within a designated swim area. After they demonstrate proficiency, they are allowed to move into the bay. We don't let anyone out unless they show they are capable.
12. Describe how this specific course advances boating safety education by providing the following information:
- A. **Target Audience:** Clearly describe the target audience for this course.
This is a drop-in class and our greatest opportunity to reach the general public with a boating safety message. Our target audience is the person who wants to enjoy some time on the water by paddling or kayaking. The city makes paddling affordable.
 - B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
Because drop-in customers aren't sailors & we don't know what boating safety knowledge they have, it is critical that we provide them with boating safety tools before we put them on the water. We require that everyone be able to swim, and then we give customers a thorough boating safety orientation. These people might never get any other boating safety knowledge, so we look at this as a huge opportunity to make people aware of how to protect themselves and others while they're on the water.
 - C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
When these customers head out on the water after our orientation, they have been taught proper paddling technique, balance, right of way, self rescue, wind direction, tide, how to steer and control the kayak or SUP, and how to navigate the bay and other boaters. We NEVER have to go out on the water to rescue any of our paddlers (unlike the other paddle rental operations in our bay.) Our comprehensive orientation develops safe boaters, who know enough to venture onto the water and return safely.
 - D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
One key lesson this orientation teaches is wind direction and strength. It is critical that these paddlers know how the wind affects their time on the water. There are so many paddlers from other rental agencies that hop on the boat with no instruction, go down wind barely paddling, and then can't get back because they're fighting a breeze.
It's also critical that paddlers know proper technique and how to control and steer the kayak or SUP all the time.
We also give these paddlers the tools to know how to self rescue, if needed, and to be respectful knowledgeable boaters recognizing rules of the road and traffic patterns.
 - E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
All the skills listed above will carry these students into their next boating adventure. Knowing how to read the wind will save a paddler one day. Understanding how to turn and steer paddle equipment is

- Emergency Procedures
- Hypothermia Precautions
- Accident Reporting
- Boating Safety Related STEM / STEAM
- Other:
- Weather Conditions
- Water Conditions and Hazards
- Float Plans
- Boating Under the Influence

B. **NAVIGATIONAL RULES & AIDS**

0.25 Total Time Allotment:
(Hours)

Check all that apply

- Right of Way
- Buoy/Channel Markers
- Local Rules
- Other:
- Signals/Signs/Lights
- Collision Avoidance
- Safe Speed

C. **VESSEL OPERATION/ HANDS-ON TRAINING**

2.50 Total Time Allotment: (Hours)

Check all that apply

- Equipment Orientation
- Practical Application Skills
- Technique & Maneuvers
- Rigging
- Other:
- Care of Equipment
- MOB/Capsize Drills
- Boarding / Disembarking
- Boating Related Learning Games

10. **NON-BOATING SAFETY EDUCATION ELEMENTS**

0.00 Total Time Allotment: (Hours)

Check all that apply

- Non-Boating Safety Related STEM/STEAM
- Non-Boating Related Learning Games
- Toxic Products
- Other:
- All Environmental Education
- Cultural / Historic Education
- Other Education

Total Course hours not including Meals / Travel: 3.00

11. **EVALUATION:**

- A. NASBLA approved test: Yes No
- B. If no NASBLA-Approved Testing, please answer the following:
 - We conduct a test that includes both a written exam and on-the-water skill evaluation.
 - We use another comprehensive written test to determine course pass/fail and/or advancement to next level.
 - We don't offer a written test, but there is an on-the-water skills based test given to determine course pass/fail and/or advancement to next level.
 - We have an informal type of on-the-water skills assessment, but it is not used to advance the student or determine a pass/fail grade.
 - We have no evaluation methods.

- C. If you selected 11 B, 1-4, describe the test or skills evaluation
- This class is intended to provide boating safety education to a segment of population who don't have much opportunity to learn here in Newport Harbor. People with disabilities will access the water on boats with friends, but this class is designed to prepare them for when those occasions arrive, so that they are already safe boaters and can pass safe boating messages along to family and friends, setting an example. While there is no formal testing process, instructors will constantly be aware of the exact level of a student's knowledge and capability, in order to maintain the level of safety in the class.

12. Describe how this specific course advances boating safety education by providing the following information:

- A. **Target Audience:** Clearly describe the target audience for this course.
- This new class is geared to the person with any disability, cognitive or physical. No experience is necessary, but we want the student to be able to swim and stay afloat while wearing a lifejacket.
- B. **Target Audience:** Why is it important that this audience receives this specific boating safety instruction?
- People with disabilities want to go on boating adventures and learn to sail - just like able-bodied people. But sometimes it is more cost-prohibitive because of a disability or sometimes that person needs adaptive equipment which is not available. This class opens an avenue for these people to enjoy boating and to learn valuable lessons that will translate into future boating opportunities.
- C. **Course Objectives:** Upon completion of this course, what new skills will the student have?
- The adaptive sailor will learn the basics of sailing and boating safety. The student will learn how to adapt a boat to suit their needs. They'll learn what kind of transfer works most safely for them when boarding and disembarking. They'll learn how their bodies respond to being on the water. Most importantly, they'll learn that, yes, boating is something they can enjoy and participate in safely.
- D. **Curriculum Examples:** Give 2-3 examples of how you incorporate the items you checked in 9 a-c into your curriculum and their importance.
- Typically this class is for the beginner sailor, so we incorporate all the beginning sailing lesson curriculum: wind direction, how to read the wind. how to steer and control the boat, the no go zone, the points of sail, how to leave the dock, how to safely return to the dock, only using the wind. We talk about hypothermia, weather conditions, and rules of the road, as well.
- E. **Best Takeaways:** What are the most important skills a student learns in this course to enhance their safety in the local environment or elsewhere?
- The most important skill this adaptive student learns is that they can be a boater and a sailor. They learn that they can steer a boat and trim the sails. They learn that they're in control and in charge. Sailing provides a sense of freedom. Students learn that wearing a lifejacket and knowing how to control a boat will keep them safe on the water. They also learn valuable transferring skills and about potential adaptations they can create in order to enjoy future boating outings.
- F. **Courses with prerequisites or are not the beginning course in a series:** How does this course build upon the skills learned in previous, less advanced courses in the series and how does this specific learning improve boating safety? If course is a beginning course without a prerequisite, write N/A. as your response.

N/A

DBW Funding

DBW Prior Funding

1. Did this organization receive funding in one of the Yes No last three grant cycles with completed performance periods? (21-22, 22-23, 23-24)

Project Cost Estimate - Budget Detail

Line Item	Qty	Rate	Units	UOM	Extension	Total	Cost Share
DIRECT EXPENSES							
Program Expenses							
1 Equipment							
Supplies - Replacement/Refurbishment Items Notes : RS Quest Mast Step Beams: 12 @ \$318.58 for total of \$3,823.09 RS Quest Seats: 6 pairs @ \$673.17 for total of \$4,039.35 RS Quest Standing Rigging 5 @ \$281.58 for total of \$1,407.92	0.0000	0.000	0.000		9,270.00	9,270.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 12 Quickblade paddles @ \$220.67 for a total of \$2648.08	0.0000	0.000	0.000		2,648.00	2,648.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 6 Triton bow & stern fenders @ \$364.11 for a total of \$4369.38 6 J22 mainsails and jibs @ \$17,724.44	0.0000	0.000	0.000		22,094.00	22,094.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 1 Engine Cowling for RIB @ \$569.19	0.0000	0.000	0.000		569.00	569.00	0.00
Modular Docking Notes : 40 replacement modular dock cubes @ \$135.48 for a total of \$5419	0.0000	0.000	0.000		5,419.00	5,419.00	0.00

Exhibit A - SCOPE OF WORK

Line Item	Qty	Rate	Units	UOM	Extension	Total	Cost Share
Total for Equipment					40,000.00	40,000.00	0.00
2 Scholarships							
Adaptive Sailing Notes : 7-25 students at a cost range of \$200-\$1050 per student	0.0000	0.000	0.000		5,000.00	5,000.00	0.00
ACE After School Sailing Notes : 7-25 students at a cost range of \$\$88-\$1050 per student	0.0000	0.000	0.000		6,000.00	6,000.00	0.00
Total for Scholarships					11,000.00	11,000.00	0.00
3 Instructor Training							
4 Boating Safety Events							
Total Program Expenses					51,000.00	51,000.00	0.00
TOTAL DIRECT EXPENSES					51,000.00	51,000.00	0.00
INDIRECT EXPENSES							
Indirect Costs							
1 Indirect Costs							
Total Indirect Costs					0.00	0.00	0.00
TOTAL INDIRECT EXPENSES					0.00	0.00	0.00
TOTAL EXPENDITURES					51,000.00	51,000.00	0.00

Category	Extension	Total	Cost Share	Narrative
DIRECT EXPENSES				
Program Expenses				
1 Equipment	40,000.00	40,000.00	0.00	
2 Scholarships	11,000.00	11,000.00	0.00	
3 Instructor Training	0.00	0.00	0.00	
4 Boating Safety Events	0.00	0.00	0.00	
Total Program Expenses	51,000.00	51,000.00	0.00	
TOTAL DIRECT EXPENSES	51,000.00	51,000.00	0.00	
INDIRECT EXPENSES				
Indirect Costs				
1 Indirect Costs	0.00	0.00	0.00	

Exhibit A - SCOPE OF WORK

	Category	Extension	Total	Cost Share	Narrative
	Total Indirect Costs	0.00	0.00	0.00	
	TOTAL INDIRECT EXPENSES	0.00	0.00	0.00	
	TOTAL EXPENDITURES	51,000.00	51,000.00	0.00	

EXHIBIT B

Aquatic Center Grant Special Terms and Conditions

References to "Division" shall refer to Department of Parks and Recreation, Division of Boating and Waterways.

The Grantee is responsible for complying with these provisions for the entire term of the Agreement listed on the grant agreement cover page.

1. The Division shall provide the Grantee a sum not to exceed the amount specified in this Agreement for the purchase of equipment, scholarships, and/or instructor training for boating safety instructional programs in accordance with all Attachments incorporated herein.
2. This agreement is of no force or effect until signed by both parties. No reimbursement will be provided for work completed prior to the date the agreement is fully executed.
3. **Administrative Overhead**
The grantee will only be reimbursed for administrative overhead costs as specified on the approved budget page of the grant agreement. Reimbursement requests for administrative overhead costs will not exceed the Grantee's current federally negotiated rate or a de minimus of 10 percent of direct costs identified in the grant application.
4. **Grant Expenditures and Requesting Payments**
The Grantee shall complete purchases of vessels and equipment, conduct all classes, trainings and events specified on the budget page of Exhibit A no later than May 31 2027. Completed requests for reimbursement must be received by the Division on or before July 15, 2027.
Expenses accrued under this agreement shall be computed in accordance with the Generally Accepted Accounting Principles. The State will reimburse direct and indirect costs in accordance with the Budget Page of this agreement.
5. **Changes to the Budget Page**
The Grantee will only be reimbursed for items specified on the approved budget page of the grant agreement. Any modifications to the budget page(s) must be approved by the Division. The Grantee must submit a letter to the Division stating the reasons for the requested modification accompanied by a modified budget page. The Division must approve the modifications in writing before any reimbursement for expenditures reflected on the modified budget page is processed. Nothing herein shall require the Division to give their approval or to reimburse the Grantee for unapproved expenditures.
6. **Invoicing Requirements**
All invoices from the Grantee must be submitted with the appropriate reimbursement claim form supplied by the Division. Items listed on the claim form must match a corresponding line item on the Grantee's budget page(s). The entire invoice including all applicable additional documentation listed in subsections A-D must be submitted to the Division. Acceptable documentation to show proof of payment includes:
 1. Cancelled checks
 2. Bank or credit card statement showing payment was provided to the vendor
 3. Zero balance invoice for the vendor
 4. Proof of Accounting Clearing House (ACH) or electronic transfer showing date, amount, and transaction confirmation number

Additional Documentation

A. Equipment Reimbursement Payment Request

Reimbursement requests for purchased equipment shall include:

1. Equipment reimbursement claim form
2. Manufacturer/dealer invoices.
3. Proof of payment

B. Scholarship Reimbursement Payment Request

Reimbursement requests for scholarship expenses shall include:

1. Scholarship reimbursement claim form
2. Student Rosters showing scholarship distributions that include either:

Sign-in sheet that includes the name, date, and cost of the course, participant names, email or phone number, and signature of attendee. The Division agrees not to release the names of minor students.

or

Group Scholarship Roster that includes the name and date of the course, participant names, group name, leader/coordinator contact information that includes contact name, phone or email address, and signature of group leader certifying that the students attended the course.

Grant funding shall not be used to reimburse scholarships for the same student repeating an identical course more than twice unless it is pre-approved in writing by the Division.

If contact information of the students or groups is not available or cannot be released, the contractor shall request alternate submittal instructions from the Division.

C. Instructor Training Reimbursement Payment Request

Reimbursement requests for instructor training shall include:

1. Instructor training reimbursement claim form
2. Receipts from the organization teaching the course that show the course name, student name, date conducted, and cost of the course.
3. Proof of payment.
4. Certificate of course completion.

D. National Safe Boating Week Reimbursement Payment Request

Reimbursement requests for National Safe Boating Week shall include:

1. National Safe Boating Week reimbursement claim form
2. Receipts for allowable expenses as described on the National Safe Boating Week information sheet.
3. Proof of payment
4. Documentation for staff hours worked will include the name of the employee, hourly rate, amount of pay, date worked, the name of the event, and signatures of both the staff member and the supervisor. If the grantee cannot produce a signed timesheet with this information, they shall request alternate instructions from the Division prior to the event.

7. Reimbursements

Reimbursements may be withheld by the Division if the Grantee has outstanding issues, for example: breach of any other contract with the Division, an unresolved audit exception, or failure to provide the information listed in Paragraph 6, A-D of this Exhibit.

8. For-Hire Operation Requirements

Teaching boating safety for a fee, or offsetting that cost by using scholarship funds, is considered to be carrying passengers for hire or for consideration. The Grantee shall comply with both federal requirements (Title 46 United States Code and specified in Titles 33 and 46 Code of Federal Regulations) and state requirements (Harbor and Navigation Code, Chapter 5, Article 3; California Code of Regulations, Title 14, Article 7) regarding for-hire vessel operation and will comply with those licensing requirements when applicable before utilizing any equipment or scholarship funding associated with this Agreement.

9. Meeting Requirement

The Grantee shall send a representative (boating program director, or other representative approved by the Division) to all days of one Aquatic Center Directors' Meeting annually during the term of the Agreement. Should the Grantee or representative be unable to attend the meeting, the Grantee must forward a letter to the Division stating the reason why they cannot attend and commit to attend the next meeting. The Division must grant approval in writing for the Grantee not to be in breach of this Agreement for failure to attend. Nothing herein shall require the Division to give its approval.

10. Performance Reports

Unless other dates are designated by the Division, the Grantee shall submit annual reports to the Division due no later than December 5th each year for the prior federal fiscal year (October 1-September 30) of the Agreement term. The report shall include program activities and enhancements, the number and demographics of the population served by the Grantee's program during the previous calendar year, photographs or pictures from the year's activities, equipment inventory of items on the Division's Inventory Form purchased with grant money if applicable. The Annual Report template will be available on the Division's website by October 31st each year.

11. Equipment Titling, Use, and Disposition

The Grantee agrees to use the equipment for the purposes authorized in the grant agreement for the entire term of the agreement or until the property is no longer needed. Title shall be vested with the Grantee.

The grantee shall not sell or dispose of any equipment purchased in the agreement without prior written approval from the Division. The Grantee shall request disposition instructions from the Division for equipment no longer needed in the Grantee's boating education program or that is no longer seaworthy. Selling or disposing of items purchased under this agreement without obtaining written approval from the Division may render the grantee ineligible in the future for grants under this program, as well as liable for repayment to the Division for the value of those items, or the sale price, whichever is higher.

Physical possession of all items associated with or purchased under this agreement shall revert to the Division if the grantee defaults on any portion of this agreement. In such case of grantee's default, grantee is liable for all costs incurred by the Division in regaining physical possession of those items, including but not limited to court costs, attorney fees, and delivery costs.

12. Equipment Maintenance and Property Loss

The Grantee shall be responsible for the costs of operating and maintaining grant-funded equipment;

the Division is not liable for such costs. The Grantee agrees to repair or replace any equipment purchased under this Agreement if lost, stolen, or damaged.

13. Equipment Inventory

The Grantee shall perform a physical inventory of all equipment purchased under this Agreement and reconcile the inventory with the property records at least annually to verify the existence, current utilization, and continued need for the equipment.

Property records shall be maintained by the Grantee and submitted as part of the Grantee's annual performance report required in Paragraph 9 of this Exhibit using the Aquatic Grants Program's inventory report form titled Equipment Inventory List that accurately provides:

- a. Description of the property, including the manufacturer, model, serial number or other identification number
- b. Property location, use, and condition.
- c. Cost of the property, and the percentage of the property that was part of the grant award.

14. Use of the Equipment

Equipment purchased with funding granted under this Agreement shall be prioritized for use in the following order: 1) by students officially enrolled in the courses of instruction taught or provided by the Grantee; 2) by the Grantee for community/outreach events; 3) by members of the public through a DBW-approved equipment check-out program managed by the Grantee.

- A. The Grantee shall ensure that if making grant-funded equipment available to be checked out, whether for free or for a fee, by a student enrolled in, or who has previously been enrolled in one of the Grantee's boating safety courses, or checked out for use in competition as approved by DBW, that all such users have either, 1) successfully completed a boating safety course for that type of equipment through the Grantee's organization, or 2) demonstrated sufficient knowledge of applicable boating safety and navigational rules and laws and demonstrated safe and practical handling of the specific vessel being check-out before taking it on the water, or 3) received a basic boating safety check-out lesson and boating demonstration from qualified instructors including on-the-water guidance. The Grantee shall have a DBW-approved equipment check-out policy on file with DBW. The Grantee shall require the person checking out the vessel to sign a waiver stating that they have complied with one of the three safety requirements listed in this paragraph.
- B. All proceeds from the above-specified uses of equipment purchased in this Agreement shall stay vested within the Grantee's boating safety education program, and shall be used only to fund enhancements of and additions to the Grantee's boating education program. The Grantee shall keep specific and accurate records of all uses of equipment purchased with funds granted under this Agreement, and all fees collected for uses of equipment purchased in this Agreement as specified in subdivision (a), above.
- C. DBW shall have discretion to disapprove any course, course outline, or boating safety lesson plan of a Grantee before the Grantee proceeds with an equipment check-out program. The Grantee shall make any and all necessary changes to meet the DBW request. Approval shall not be unreasonably withheld.
- D. On no occasion shall the Grantee lend or sub-lease DBW grant-funded equipment to another person or entity for any purpose without prior approval from the Division.

15. Procurement

When purchasing equipment and supplies, the Grantee shall ensure that they are in compliance with

the purchasing requirements of 2 CFR200.320.

A. Requirements for micro-purchases (items under \$10,000)

To the extent practical, the Grantee must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Grantee considers the price to be reasonable.

B. Requirements for small purchases (items between \$10,000 to \$250,000)

Price quotes must be obtained from 2-3 qualified sources.

C. Procurement by noncompetitive proposals

Procurement of items from a single source may be used when one of the following circumstances apply:

1. The item is only available from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals.
4. After solicitation of a number of sources, competition is determined inadequate.

All estimates or documentation shall be retained by the Grantee. The Grantee agrees to maintain such records for possible audit for a minimum of 15 years from the commencement of this Agreement.

16. Record Keeping

The Grantee agrees that the California Department of Parks and Recreation, the Division of Boating and Waterways, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement.

The Grantee shall keep a record of all paperwork connected with this Agreement including, but not limited to, request for changes to the budget page, invoices from manufacturers or dealers for equipment and supplies purchased, proof of payment, scholarship class lists, requests for reimbursement and payments received from the Division regarding those requests and records of operation and maintenance of grant-funded vessels.

Such records shall be available and open to the Division at all reasonable times for inspection and audit by any authorized representative of the Division. The Grantee agrees to maintain such records for possible audit for a minimum of 15 years from the commencement of this Agreement.

17. Termination

In addition to the requirements listed in GTC (Exhibit C, Paragraph 7, *Termination for Cause*), The State reserves the right to terminate this Agreement subject to thirty (30) days written notice to the Grantee. In the event the Agreement is terminated prior to the expiration of the full term of the Agreement, ownership of all property purchased with funds from active agreements shall revert to the Division.

Failure by the Grantee to comply with any of the terms of this agreement or any other grant contracts that the Grantee has entered into with the State may be cause for suspension of all obligations of the State and may jeopardize the grantee's ability to be awarded funding in future grant opportunities offered by the Department of Parks and Recreation.

In the event the agreement is terminated, the grantee will take the following steps:

- A. Within 15 days of receiving a notice of termination, the grantee shall forward an inventory list of all equipment purchased in this agreement and still retained by the grantee for inspection by the Division. The Division shall have 15 days to confirm its accuracy in writing.
 - B. Within 30 days of receiving an inventory confirmation from the Division, the grantee shall have all vessels and equipment purchased in this agreement and currently retained by the grantee inspected by a licensed independent mechanic. The mechanic will certify in writing as to the condition of any equipment, noting any defects as well as the seaworthiness of vessels and equipment. The grantee will be responsible for expenses associated with equipment inspection activities.
 - C. The grantee shall provide the written inspection detailed in 1.a. to the Division within 15 days of the inspection and request disposition instructions. The Division will respond within 30 days of receiving information detailed in 1.c. with instructions for disposition which may include but is not limited to, the selling of vessels and equipment and returning proceeds to the Division, properly disposing of vessels and equipment in unsafe or unusable condition, or facilitating the transfer of usable equipment to other grantees in contract with the Division. The grantee will be responsible for all expenses associated with equipment disposition activities.
18. **Amendment for Additional Time**
- Subject to available funding and satisfactory performance, the Division shall have the option of extending the term and expenditure dates of the grant, if requested. The Grantee shall submit a written request and justification for extension to the Division. If the proposal is satisfactory, the Division may award the Grantee additional time.
19. **Release of copyrighted material pursuant to Public Records Act request**
- Any and all information, writings, reports, maps or materials generated or produced pursuant to this Agreement, whether in electronic, written, or any other format, are subject to disclosure by the California Department of Parks and Recreation, Division of Boating and Waterways (Division) pursuant to the requirements of the California Public Records Act (PRA), Government Code section 6250 et seq., notwithstanding any copyright claims that may attach to such information, writings, reports, maps or materials. Any disclosure of such copyrighted material by the Division pursuant to the PRA shall not give the person or persons receiving such copyrighted information, license to violate the copyright, and any PRA requester who receives copyrighted material pursuant to PRA disclosure by the Division shall be informed of that fact. The Grantee understands and agrees that it shall not be entitled to any additional compensation from the Division if any of the information, writings, reports, maps or materials generated or produced pursuant to this Agreement, whether in electronic, written, or any other format, are released by the Division pursuant to a demand for such information pursuant to the PRA.
- The Grantee hereby indemnifies and holds the California Department of Parks and Recreation, Division of Boating and Waterways harmless for any and all violations of copyright perpetrated by any persons who receive such copyrighted information, writings, reports, maps or materials generated or produced pursuant to this Agreement, whether in electronic, written, or any other format, that is released by the California Department of Parks and Recreation, Division of Boating and Waterways pursuant to a demand for such information pursuant to the PRA."
20. **Use of Name and Publicity**
- Neither Party will use the name of the other Party or its employees in any advertisement, press release, or publicity with reference to this agreement or any product or service resulting from this

agreement, without prior written approval of the other Party except in the following manner:

- A. The State may publish a list of grant award recipients and amounts that include the grantee.
- B. The State may list the grantee on the Division's website in order to direct members of the public to boating courses given by the grantee.
- C. The State may publicize events given by the grantee associated with this grant award or related boating safety events.
- D. The grantee shall list a link on their website directing people back to the Division for other boating safety information.
- E. The State may list the grantee's name or information from annual reports on reports to the Legislature, the United States Coast Guard, or other internal reports within the CA Department of Parks and Recreation.
- F. The grantee shall obtain model releases or other releases when appropriate for any photos submitted with reports required by this agreement. The Division may use submitted photos on their website, in brochures, or in other information.

21. **Liability Waiver**

The grantee will require and keep on file a signed liability waiver for each student who uses grant-funded equipment or receives a grant-funded scholarship.

22. **Proof of Tax-Exempt Status**

All grantees with non-profit status shall do the following:

- A. Submit a copy of their IRS letter recognizing their organization as tax exempt annually to the Division.
- B. Keep in good standing with the California Attorney General's Office.

23. **Travel Expenses**

Travel costs will comply with the requirements listed in 2 CFR 200.474. The grantee will include a copy of their travel policy with all reimbursement requests for travel. If no policy exists, reimbursement thresholds will default to the Federal reimbursement rates.

24. **Federal Funding Requirements**

This agreement is subject to the requirements listed in 2 CFR Part 200 (Uniform Administrative requirements, Cost Principles, and Audit Requirements for Federal Awards) unless otherwise superseded by state or programmatic statute. The name of the federal agency, the prime award number, and the Catalog of Federal Domestic Assistance (CFDA) program number are listed herein:

State Agency to Complete (Required for Federal Funding Source):

Federal Agency	United States Coast Guard
Federal Award Identification Number	70Z02325MO0001818
Federal Award Date	03/01/2024
Catalog of Federal Domestic Assistance (CFDA) Number and Name	97.012
Amount Awarded to State Agency	5,443,096.00

Effective Dates for State Agency	
Federal Award to State Agency is Research & Development (Yes/No)	No

The Department of Parks and Recreation, Division of Boating and Waterways and its agent may, at any and all reasonable times during the term of this Agreement, enter the project area for purposes of inspecting any activities or equipment funded by this grant.

INSURANCE REQUIREMENTS

25. General insurance requirements applying to all policies

A. Coverage Term

Coverage needs to be in force for the complete term of the Agreement. If insurance expires during the term of the grant, a new certificate must be received by the Division at least ten (10) days prior to the expiration of this insurance. Any new insurance must comply with the original terms of the grant.

B. Policy cancellation or termination & notice of non-renewal

Insurance policies shall contain a provision stating coverage will not be cancelled without 30 days prior written notice to the Division. In the event The Grantee fails to keep in effect at all times the specified insurance coverage, the Division may, in addition to any other remedies, terminate this Agreement upon the occurrence of such event, subject to the provisions of this Agreement.

C. Deductible

The Grantee is responsible for any deductible or self-insured retention contained within their insurance program.

D. Primary clause

Any required insurance contained in this Agreement shall be primary, and not excess or contributory, to any other insurance carried by the State.

E. Insurance carrier required rating

All insurance companies must carry a rating acceptable to the Office of Risk and Insurance Management. If the Grantee is self-insured for a portion or all of its insurance, review of financial information including a letter of credit may be required.

F. Endorsements

Any required endorsements requested by the Division must be physically attached to all requested certificates of insurance and not substituted by referring to such coverage on the certificate of insurance.

All policies or letters of self-insurance must use the CG-2010-1185 form or equivalent and include the following clause:

The California Department of Parks and Recreation, Division of Boating and Waterways and the State of California, its officers, agents, employees, and servants are named as additional insured.

In the case of the Grantee's utilization of subcontractors to complete the scope of work, the Grantee shall include all subcontractors as insured's under the Grantee's insurance or supply evidence of insurance to the Division equal to policies, coverages, clauses and limits

required of the Grantee.

Any proposed change in this status shall be reported to the Division prior to the change and may result in restrictions being imposed on the usage of the monies or equipment.

G. Inadequate Insurance –

- Inadequate or lack of insurance does not negate the Grantee's obligations under the Agreement.

26. Insurance Coverage Requirements

A. Commercial General Liability

The Grantee shall maintain general liability with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent contractors, products, completed operations, personal and advertising injury, and liability assumed under an insured contract. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Grantee's limit of liability.

B. Vessel Insurance

The Grantee shall maintain the necessary insurance for all vessels bought with the grant money and all vessels used in boating programs funded by grant money.

C. Automobile Liability

The Grantee must provide either (1) or (2) below:

1. If automobiles are used in the transportation of vessels or people involved in aquatic programs then the following coverage is needed:

The Grantee shall maintain motor vehicle liability with limits required by State and Federal statute but shall not be less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles.

2. If automobiles are not used in the transportation of vessels or of people when carrying out the activities covered by this grant award, then the *Non Use of Automobiles Proof of Insurance Waiver* must be submitted.

D. Watercraft Liability

The Grantee shall maintain watercraft liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of the maintenance and use of any watercraft.

E. Workers Compensation and Employers Liability

The Grantee must provide either (1) or (2) below:

1. The Grantee shall maintain statutory worker's compensation and employer's liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer's liability limits of \$1,000,000 are required.

In addition, the Grantee shall forward a Waiver of Subrogation.

2. If paid employees are not used to carry out the activities covered by this Agreement, then the Exemption of Workers Compensation must be submitted.

27. Self-Insurance

The Grantee shall provide evidence of self-insurance. The Division reserves the right to request information concerning the grantee's ability to adequately self-insure.

EXHIBIT C
Aquatic Center Grant General Terms and Conditions
GTC 04-2017

1. APPROVAL:

This Agreement is of no force or effect until signed by both parties and approved by the Department of General Services, if required. Contractor may not commence performance until such approval has been obtained.

2. AMENDMENT:

No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.

3. ASSIGNMENT:

This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.

4. AUDIT:

Contractor agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896).

5. INDEMNIFICATION:

Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.

6. DISPUTES:

Contractor shall continue with the responsibilities under this Agreement during any dispute.

7. TERMINATION FOR CAUSE:

The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

8. INDEPENDENT CONTRACTOR:

Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. RECYCLING CERTIFICATION:

The Contractor shall certify in writing under penalty of perjury, the minimum, if not exact, percentage of post consumer material as defined in the Public Contract Code Section 12200, in products, materials, goods, or supplies offered or sold to the State regardless of whether the product meets the requirements of Public Contract Code Section 12209. With respect to printer or duplication cartridges that comply with the requirements of Section 12156(e), the certification required by this subdivision shall specify that the cartridges so comply (Pub. Contract Code §12205).

10. NON-DISCRIMINATION CLAUSE:

During the performance of this Agreement, Contractor and its subcontractors shall not deny the contract's benefits to any person on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. Contractor shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12900 et seq.), the regulations promulgated thereunder (Cal. Code Regs., tit. 2, §11000 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Gov. Code §§11135-11139.5), and the regulations or standards adopted by the awarding state agency to implement such article. Contractor shall permit access by representatives of the Department of Fair Employment and Housing and the awarding state agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours' notice, to such of its books, records, accounts, and all other sources of information and its facilities as said Department or Agency shall require to ascertain compliance with this clause. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement. (See Cal. Code Regs., tit. 2, §11105.)

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

11. CERTIFICATION CLAUSES:

The CONTRACTOR CERTIFICATION CLAUSES contained in the document CCC 04/2017 are hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

12. TIMELINESS:

Time is of the essence in this Agreement.

13. COMPENSATION:

The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.

14. GOVERNING LAW:

This contract is governed by and shall be interpreted in accordance with the laws of the State of California.

15. ANTITRUST CLAIMS:

The Contractor by signing this agreement hereby certifies that if these services or goods are obtained by means of a competitive bid, the Contractor shall comply with the requirements of the Government Codes Sections set out below.

- a. The Government Code Chapter on Antitrust claims contains the following definitions:
 - 1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the Business and Professions Code.
 - 2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.
- b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.
- c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.
- d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.

16. CHILD SUPPORT COMPLIANCE ACT:

For any Agreement in excess of \$100,000, the contractor acknowledges in accordance with Public Contract Code 7110, that:

- a. The contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and
- b. The contractor, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

17. UNENFORCEABLE PROVISION:

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

18. PRIORITY HIRING CONSIDERATIONS:

If this Contract includes services in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the Contract to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.

19. SMALL BUSINESS PARTICIPATION AND DVBE PARTICIPATION REPORTING REQUIREMENTS:

a. If for this Contract Contractor made a commitment to achieve small business participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) report to the awarding department the actual percentage of small business participation that was achieved. (Govt. Code § 14841.)

b. If for this Contract Contractor made a commitment to achieve disabled veteran business enterprise (DVBE) participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) certify in a report to the awarding department: (1) the total amount the prime Contractor received under the Contract; (2) the name and address of the DVBE(s) that participated in the performance of the Contract; (3) the amount each DVBE received from the prime Contractor; (4) that all payments under the Contract have been made to the DVBE; and (5) the actual percentage of DVBE participation that was achieved. A person or entity that knowingly provides false information shall be subject to a civil penalty for each violation. (Mil. & Vets. Code § 999.5(d); Govt. Code § 14841.)

20. LOSS LEADER:

If this contract involves the furnishing of equipment, materials, or supplies then the following statement is incorporated: It is unlawful for any person engaged in business within this state to sell or use any article or product as a "loss leader" as defined in Section 17030 of the Business and Professions Code. (PCC 10344(e).)

EXHIBIT D

Aquatic Center Grant Contractor Certification Clauses-CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Grantee to the clause(s) listed below. This certification is made under the laws of the State of California.

Grantee Agency Name (Printed): City of Newport Beach

Federal ID Number: 95-6000751

By (Authorized Signature):

Printed Name and Title of Person ,

Signing:

Date Executed: Executed in the County of: Orange

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE:

Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS:

Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Grantee may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Grantee has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION:

Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Grantee within the immediately preceding two-year period because of Grantee's failure to comply with an order of a Federal court, which orders Grantee to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT:

Contractor hereby certifies that Grantee will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the agreement equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its agreement with the State.

Failure to make a good faith effort may be cause for non-renewal of a state agreement for legal services, and may be taken into account when determining the award of future contracts/agreements with the State for legal services.

5. EXPATRIATE CORPORATIONS:

Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The Grantee further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The Contractor agrees to cooperate fully in providing reasonable access to the Grantee's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS:

For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that Grantee is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY:

For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST:

Contractor needs to be aware of the following provisions regarding current or former state employees. If Grantee has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (PCC 10410):

- 1) No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2) No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (PCC 10411):

- 1) For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2) For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Grantee violates any provisions of above paragraphs, such action by Grantee shall render this Agreement void. (PCC 10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (PCC 10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION:

Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Grantee affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT:

Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. **CONTRACTOR NAME CHANGE:**

An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. **CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:**

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. **RESOLUTION:**

A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. **AIR OR WATER POLLUTION VIOLATION:**

Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. **PAYEE DATA RECORD FORM STD. 204:**

This form must be completed by all contractors that are not another state agency or other governmental entity.

EXHIBIT E

Bid/Proposal Attachment regarding the Darfur Contracting Act of 2008

Effective January 1, 2009, all Invitations for Bids (IFB) or Requests for Proposals (RFP) for goods or services must address the requirements of the Darfur Contracting Act of 2008 (Act). (Public Contract Code sections 10475, et seq.; Stats. 2008, Ch. 272). The Act was passed by the California Legislature and signed into law by the Governor to preclude State agencies generally from contracting with "scrutinized" companies that do business in the African nation of Sudan (of which the Darfur region is a part), for the reasons described in Public Contract Code section 10475.

A scrutinized company is a company doing business in Sudan as defined in Public Contract Code section 10476. Scrutinized companies are ineligible to, and cannot, bid on or submit a proposal for a contract with a State agency for goods or services. (Public Contract Code section 10477(a)).

Therefore, Public Contract Code section 10478 (a) requires a company that currently has (or within the previous three years has had) business activities or other operations outside of the United States to certify that it is not a "scrutinized" company when it submits a bid or proposal to a State agency. (See # 1 on the sample Attachment).

A scrutinized company may still, however, submit a bid or proposal for a contract with a State agency for goods or services if the company first obtains permission from the Department of General Services (DGS) according to the criteria set forth in Public Contract Code section 10477(b). (See # 2 on the sample Attachment).

The following sample Attachment may be included in an IFB or RFP to satisfy the Act's certification requirements of bidders and proposers.

Pursuant to Public Contract Code section 10478, if a bidder or proposer currently or within the previous three years has had business activities or other operations outside of the United States, it must certify that it is not a "scrutinized" company as defined in Public Contract Code section 10476.

Therefore, to be eligible to submit a bid or proposal, please complete only one of the following three paragraphs (via initials for Paragraph # 1 or Paragraph # 2, or via initials and certification for Paragraph # 3):

1. _____ We do not currently have, or we have not had within the previous three years, business activities or other operations outside of the United States.

OR

2. _____ We are a scrutinized company as defined in Public Contract Code section 10476, but we have received written permission from the Department of General Services (DGS) to submit a bid or proposal pursuant to Public Contract Code section 10477(b). A copy of the written permission from DGS is included with our bid or proposal.

OR

3. _____ We currently have, or we have had within the previous three years, business activities or other operations outside of the United States, but we certify below that we are not a scrutinized company as defined in Public Contract Code section 10476.

CERTIFICATION For # 3.

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective proposer/bidder to the clause listed above in # 3. This certification is made under the laws of the State of California.

Grantee Agency Name (Printed): City of Newport Beach

Federal ID Number: 95-6000751

By (Authorized Signature):

Printed Name and Title of Person ,

Signing:

Date Executed: Executed in the County of: Orange

**YOUR BID OR PROPOSAL WILL BE DISQUALIFIED UNLESS YOUR BID OR PROPOSAL
INCLUDES THIS FORM WITH EITHER PARAGRAPH #1 OR #2 INITIALED OR PARAGRAPH #3
INITIALED AND CERTIFIED**