

ATTACHMENT A

RESOLUTION NO. 2025- 22

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF NEWPORT BEACH, CALIFORNIA, AUTHORIZING ACCEPTANCE OF GRANT AGREEMENT C8969330 BETWEEN THE STATE OF CALIFORNIA DEPARTMENT OF PARKS AND RECREATION, DIVISION OF BOATING AND WATERWAYS AND THE CITY OF NEWPORT BEACH FOR REIMBURSEMENT OF THE COST FOR REPLACEMENT EQUIPMENT, REFURBISHMENT ITEMS, SAFETY EQUIPMENT 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 equipment, scholarship, and/or instructor training 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 items, adaptive sailing equipment, scholarships for the Marina Park Boating Program, and instructor training;

WHEREAS, the State has approved the City's application and provided Grant Agreement Number C8969330 in the amount of \$46,000 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 C8969330, attached hereto and incorporated herein as Exhibit "1", for the reimbursement of the costs for replacement equipment, refurbishment items, safety equipment 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 \$46,000, 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.

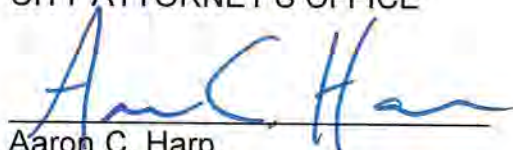
ADOPTED this 13th day of May, 2025.

Joe Stapleton
Mayor

ATTEST:

Leilani I. Brown
City Clerk

APPROVED AS TO FORM:
CITY ATTORNEY'S OFFICE



Aaron C. Harp
City Attorney

Attachment: Exhibit 1 – Grant Agreement

Exhibit 1

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 2024-25
GRANT AMOUNT: \$46,000.00
GRANT NUMBER: C8969330
GRANT TERM: April 12, 2025 or the date signed by the Department (whichever comes later) through May 31, 2040.
GRANT PERFORMANCE PERIOD: April 12, 2025 or the date signed by the Department (whichever comes later) through May 31, 2026.

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 24 award, 70Z02324MO0002706 to California; \$4,920,223.00.

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:

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

GRANTEE: City of Newport Beach
GRANT TITLE: Aquatic Center Grant FY 2024-25
GRANT AMOUNT: \$46,000.00
P.O NUMBER:
GRANT NUMBER: C8969330
GRANT TERM: April 12, 2025 through May 31, 2040
GRANT PERFORMANCE PERIOD: April 12, 2025 through May 31, 2026.

AGREEMENT NO C8969330	AMENDMENT NO	AMOUNT ENCUMBERED BY THIS DOCUMENT \$46,000.00	PRIOR AMOUNT ENCUMBERED BY THIS DOCUMENT \$0.00	TOTAL AMOUNT ENCUMBERED TO DATE \$46,000.00
FISCAL SUPPLIER ID NO. 0000011771		FEIN NUMBER 95-6000751	UEI NUMBER	DGS BILLING CODE 053706
CATEGORY 93151505	SHIP TO 37900000208		FUND TITLE Federal Trust Fund	
GL UNIT 3790	APPROP.REF. 101	FUND 0890	ENY 2024	ACCOUNT NO. 5432000
PROGRAM 2855015	PC BUS. UNIT 3790	PROJECT NO. 379065600200		ACTIVITY
REPORTING STRUCTURE 37900706		CHAPTER 22	FISCAL YEAR 2024/25	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 92627
- f. Federal ID Number 95-6000751 Unique Entity Id.
- 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, 2023-September 30, 2024 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, 2023-September 30, 2024 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 2024-25
- b. Is implementing agency same as Applicant ☒ Yes ☐ No
- c. Implementing Agency Name
- d. Project Start Date Apr-12-2025 End Date May-31-2026
- e. Amount of Funds Requested \$46,000.00 Project Cost \$46,000.00

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@newportbeach.ca.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. [42919_0_696_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.

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)

[43006_0_999_SAM_2024.jpg](#)

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

Exhibit A

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 162 different sailing classes, 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 lifejacket and explanation of its purpose
- Paddling technique – for full control of the vessel
- Proper stance, hold of paddle
- 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 encourages 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 lifejacket. 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 ages six to 12 must have an adult on the equipment with them.

Staff also reviews 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 lifejacket. 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 at least 2,000 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. 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 is discussing 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 has hosted a US Sailing adaptive instructor workshop – the first step in creating a

boating program for people with 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 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. City staff doesn't simply hand over lifejackets but, instead, 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 on the docks, 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 have always carried at least a US Sailing Small Boat Level 1 certification, if not a Basic Keelboat Instructor Certification as well.

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.

Adaptive Sailing Program

The City has just hosted a US Sailing adaptive instructor training workshop and is now offering private sailing lessons for people with disabilities.

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 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.

"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, 2023-September 30, 2024. 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
- 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
Beginning Dinghy Sailing	15	Intro	4	14.00	7	7	50	50	0	100.00
Intermediate Dinghy Sailing	15	Intmtd	3	14.00	2	6	11	11	0	100.00
Advanced Dinghy Sailing & Spinnaker Clinic	15	Adv	2	7.00	1	3	3	3	0	100.00
Explore the J22	15	Intro	1	3.50	5	2	11	11	0	100.00
Beginning Keelboat Sailing	15	Intro	4	14.00	18	3	50	50	0	100.00

Exhibit A

Intermediate Keelboat Sailing	15	Intmd	3	10.50	10	5	51	51	0	100.00
Ocean & Spinnaker Keel Class	15	Intro	1	7.00	13	4	52	52	0	100.00
Parent & Me Sailing	15	Intro	1	3.50	10	10	96	96	0	100.00
Youth Sailing & Paddling Camp	15	Intro	5	15.00	16	8	129	115	14	100.00
Youth Sailing Camp	15	Intro	5	15.00	25	5	116	113	3	100.00
ACE After School Sailing	10	Intro	6	18.00	5	11	53	48	5	100.00
Private Lesson	15	Intro	1	3.00	67	2	129	129	0	100.00
Boating Safety Orientation	10	Intro	1	1.00	2,183	1	2,131	2,081	50	100.00
Adaptive Sailing	1	Intro	1	3.50	0	0	0	0	0	100.00
	186		Total number of students (may include double counting)				2,882	2,810	72	13.29

Total number of unique students served: 2,810

of students passing NASBLA-approved exam 0

First Time Student / Repeating Course % 98.00 2.00

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.	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.	Daily	10.00
Emails	general public	The City has a monthly Recreation newsletter, as well as targeted 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 Spooktakular.	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

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	10,780
Volunteer	5	134
TOTAL	18	10,914

Percentage of paid staff hours 98.77

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	175,000.00	55.96
Program Fees	94,983.00	30.37
DBW Grant	34,181.00	10.93
Other Grants	0.00	0.00
Endowments/Gifts	0.00	0.00
Fundraisers	0.00	0.00
Equipment Check out Fees	8,539.00	2.73
Boat Storage Fees	0.00	0.00
Other	0.00	0.01
Total	312,703.00	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.

Last year's DBW Workshop identified a problem that many of the boating centers were experiencing, including Marina Park: The Mission Bay Aquatic Center presented on "attracting and retaining competent staff."

The City had been experiencing attraction and retention issues with its part-time staff. All the people who work at Marina Park Sailing and Boating are part-time. While we've had the benefit of a boating coordinator and facility maintenance leader who've stayed for years and three other staffers who remained for at least a year, the nature of this entry-level position is that the City promotes good staffers from within, or they leave to attend a four-year college or to take their dream job.

Thus, there's a constant flux of staff, which makes thorough training and retention of institutional knowledge difficult. Running a sailing center is complex with many moving parts and, when the overall focus is to teach safe boating, staff must be well trained and have the benefit of continuity.

We needed more staff for several reasons:

- To adequately provide comprehensive boating safety orientations
- To assist with sailing customers down on the docks
- To speak with the constant stream of Marina Park visitors, providing boating safety information and answers to programming questions
- To work on the equipment, which is a full-time job keeping it safe and in working order

The City of Newport Beach was experiencing the attraction and retention problem throughout the entire Recreation and Senior Services department (RSS), under which the Sailing Center operates. Rather than go to City Council to get a wage increase or additional positions created (which could have taken years), RSS brought back an old position (Assistant Recreation Coordinator), with a higher wage, which instantly attracted qualified candidates. RSS also eliminated the entry-level position, Recreation Leader, and instead posted the next level Senior Recreation Leader, which also attracted candidates due to the higher pay level.

Both of these listings immediately attracted qualified candidates, many of whom were hired. Sailing and Boating had plenty of well-trained staff this summer, hiring on seven additional staffers. This made scheduling much easier and allowed for staff to assist in all areas of our programming, with drop-in customers, sailing classes, sailing renters, youth camps, as well as helping customers on the beach and docks and assisting with maintenance on the equipment.

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 assessment revealed that Sailing and Boating could serve customers more thoroughly with more staff members. Sailing & Boating has so many moving parts to its operation, and maintaining a fleet of this size also requires relentless effort.

The most measurable benefit of changing the hiring structure was the 100 percent increase in qualified candidates applying for the job. We were able to bring aboard seven new staffers, strictly assigned to Sailing and Boating.

Not being comfortably staffed created many areas for improvement – all of them directly related to adequately providing the best boating safety program. I mentioned in the previous answer the areas for improvement that additional staffing could remedy. I'll elaborate (not repeat!) upon each area, as well as provide the measurable benefit for each.

1. To adequately provide comprehensive boating safety orientations

This past summer, we put more than 1,300 paddling customers on the water, outside of our sailing classes and camps. Each of these people received a comprehensive boating safety orientation, covering everything like lifejacket fit, paddling techniques, self-rescue, wind direction and boating rules of the road. Staff is trained to take their time with everyone, hand holding each customer until they demonstrate competency, whether it's kayaking or stand-up paddling. This busy summer, with the additional staff, customers experienced the red-carpet treatment. No staff was hurried trying to fit lifejackets, carry, set up or clean equipment. There was ample staff to assign a team to work with the steady flow of customers. We maintained our safety record of no incidents and no rescues with paddle outings.

1. To assist with sailing customers down on the docks

This summer we also put hundreds of campers and adults on the water in sailing lessons, as well as our Sail Pass customers. In summer 2023 we had 258 adult sailing class students and youth campers compared with 353 in summer 2024. Also, we were able to safely put more Sail pass customers on the water, 217 in summer 2023 and 244 in summer 2024. With each of these outings, staff can continue providing boating safety information to these customers who are renting.

1. To speak with the constant stream of Marina Park visitors, providing boating safety information and answers to programming questions

While we don't track the number of people walking by Marina Park, having additional staff allows us to take the time answering the multitude of questions we get on a day-to-day basis. It gives staff the time to delve into specifics about sailing classes and our program, hopefully enticing people to take a boating safety class. We have an RS Quest on a dolly right outside our boat bay and office. The boat attracts people walking by and, with additional staff, mini boating safety lessons can be provided while looking at the Quest and reviewing sailing in general.

1. To work on the equipment, which is a full-time job keeping it safe and in working order

Having additional staff allowed us to schedule people specifically to assist with the maintenance and upkeep of our sailing and paddling equipment. Some of the tasks that had been sidelined were accomplished with extra staff:

- Replaced all the running rigging on the J22's
- Fixed coach boats on two occasions during the weekend classes
- Retrieved a skied halyard a handful of times
- Repaired a sabot
- Replaced a dozen J22 tie down lines
- Helped repair a dock light bollard
- Helped keep the coach boats topped up with gas multiple times a week
- Made permanent spring line system for CB #3
- Designed, ordered, and placed small stickers on all SUP and kayak paddles
- Replaced bungee on most of the kayaks
- Helped move the gangway
- Tried fixing VHF radios
- Replaced J22 #6 port side winch
- Kept the boats clean every day

1. Assist with the myriad administrative tasks

The front desk is a busy place, with phone calls and walk-ins. The coordinator always needs assistance keeping all the moving parts of the program in order. Unfortunately, without dedicated long-term staff, the institutional knowledge isn't there and, thus, they aren't able to help with the administrative projects. This summer, we were able to hire four additional staffers who had previous boating and sailing knowledge which helped immeasurably. Rather than train from scratch teaching staff members the very basics of boating, these new staffers were able to hit the ground running, communicating knowledgeably with customers regarding their sailing inquiries and picking up tasks that require knowledge of a boating program. All four will return to the program next year.

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

[43049_0_29_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

[43062_0_93_Copy of CNB
Boats_CF numbers.xlsx](#)

Exhibit A Section III - Equipment

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.

- o 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.
- o 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**

- o 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.
- o 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**

- o 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**

- o 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 - Safety Items	PFDs
Priority	1	
Total \$ Amount for all items in worksheet	4,352	
Attach Quote(s)	42964_0_1_235_Lifejackets_Safety quotes.pdf	

2. Justification for this specific equipment.**Instructions**

Please respond to the following questions regarding this specific request.

2. Justification for use of: Supplies - Safety 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 City relies upon its lifejackets for every aspect of its Sailing and Boating program. Although each PFD is rinsed thoroughly after each use, hung up neatly and cleaned regularly, the sun and salt water combined with repetitive use by thousands of boating students each year, slowly start to degrade the efficacy of the PFDs. Our boating program would cease to exist without lifejackets, as they are the number one safety item we rely upon to keep our customers safe. Although the law doesn't state that all boaters must wear one, we require every customer to wear a properly fitted lifejacket. Our staff informs them that a lifejacket does no good if you're unable to put it on in an emergency.

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

Adult and Youth Lifejackets

The City currently has the Old Town Universal Outfitter for all its adult and youth customers. We find this jacket fits the best and is durable. They outlasted the West Marine PFDs, which we had purchased previously. Our current adult and youth lifejackets were purchased in 2023 and, by the time this grant is approved, and we take new delivery of lifejackets, it will most likely be 2026. So these PFDs will have seen at least three years of thousands of customers each year.

Child Lifejackets

Unfortunately, the Old Town brand does not carry the child lifejackets for our smallest customers. Thus, we've found the West Marine brand to outfit our smallest boaters. We've used these lifejackets in the past and they've held up and are the most cost effective.

Adaptive Lifejackets

We've been working with US Sailing, after the adaptive instructor workshop to determine which brand and type of lifejacket will work best for our customers with disabilities. We've narrowed it down to a few brands and will purchase the one that provides head support for a person with a higher disability, as well as a leg strap, so the jacket can't come off.

- | | |
|---|---|
| 2 d. How long do you expect to use this equipment? | As I mentioned above, these lifejackets are well taken care of, but typically we're on a three year cycle due to the sheer number of people who are using the lifejackets each year. |
| 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 current lifejackets will be 3-4 years old when they are replaced. |
| 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime. | In a year's time, Marina Park sees roughly 4418 customers who will use these lifejackets. In four years of use, that's 17,672 customers and in three years of use, that's 13,254 customers. |

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 - Safety Items

Course Title(s) Using this Equipment
Beginning Dinghy Sailing
Intermediate Dinghy Sailing
Advanced Dinghy Sailing & Spinnaker Clinic

Exhibit A

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
Boating Safety Orientation
Adaptive Sailing

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for: Supplies - Safety Items

Hours per Year - Beginning	3,508
Hours per Year - Intermediate	144
Hours per Year - Advanced	98
Total Hours per Year	3,750

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 - Safety Items
for:

Boating Safety Courses	3,750
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	1,284
Total Hours	5,034

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

Vessel Check-Outs % 29.23 (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
	RS Quest Running Rigging, RS Quest Standing Rigging
Priority	1
Total \$ Amount for all items in worksheet	7,960
Attach Quote(s)	42964_0_2_443_Quest_Running_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 city purchased 12 RS Quests in 2015 when Marina Park was built. Since then, the RS Quests have been a mainstay of our safe boating education program. The RS Quests provide an excellent learning platform for beginning sailors. They're rotomolded, like kayak material, so they're stronger than fiberglass and less easy to damage. We plan to have these boats in service for the duration of this program. They're already 10 years old and have taught approximately 7,000 people the basics of sailing. They are also used for students to practice flipping a dinghy and re-righting it - self-rescue. With hundreds of campers and adults using these boats for safety classes, the Quests have experienced some normal wear and tear, although they are in good condition. For safety reasons, it's time to replace the standing rigging. These are all the wires that keep the mast standing up. With age, those wire "stays" can start to unwind, leaving wires sticking out, which we don't want. Although we release the forestay tensioning after every use, the wire stays do begin to stretch out as well, through the years. So, it's time to lower the rigs and replace all the wiring that allows the masts to function safely and properly.

Also, the running rigging or the lines in the boat need replacement. After 10 years of salt water, sun and repetitive use, the lines shrink and become stiff, not running through the blocks as they should. We do thoroughly rinse the boats, rigging and lines after every use, and remove the lines to more thoroughly deep soak them, however after 10 years, it's time to replace the lines. Replacement lines are needed because they glide easily through the cleats and blocks, keeping sailors safe and able to control the sails properly. We don't want lines getting stuck.

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

RS Boats, the manufacturer, provides all the lines and rigging for its RS Quests.

Exhibit A

- | | |
|---|--|
| 2 d. How long do you expect to use this equipment? | This standing and running rigging will probably last another 11 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.) | Yes, the current equipment will be 11 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 700 people each year use the RS Quests, so in 11 years, that's at least 7,700 people who will benefit from boating safety lessons 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	838
Hours per Year - Intermediate	21
Hours per Year - Advanced	7
Total Hours per Year	866

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	866
Other Boating Safety Activity/Events	0

Exhibit A

Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	320
Total Hours	1,186
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	26.98 (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
	RS Venture Standing Rigging, RS Venture Running Rigging, RS Venture Sails, RS Venture Bottom Paint
Priority	1
Total \$ Amount for all items in worksheet	8,942
Attach Quote(s)	42964_0_3_862_Worksheet_RS Venture estimates.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 Ventures play a critical role, especially with our beginning students. We use them for our very youngest campers, age 6 - 8, because we can put several students in the boat, accompanied by an instructor. This way students aren't in boats alone, feeling frightened and out of control. We also teach private lessons and adult learn to sail classes in the Venture, for the same reason. When a class has students in a boat alone and the instructor is following in a coach boat, the instructor must shout at students, and this can heighten students' anxiety. Not to mention that being put in a boat alone when you're learning can create lots of anxiety for a student.

The Venture is the perfect boat for multiple students to learn in a relaxed environment with an instructor right there answering questions. For this reason, it is the boat we've chosen to teach our adaptive sailing lessons. Not only can the boat be modified with adaptive equipment, but an instructor can ride along as well as family members. This makes it a fun experience for everyone. The Venture is a keel boat so it's a stable platform for beginning teaching.

Without the Ventures, we'd lose a key component to our beginning boating safety instruction. We'd have to eliminate the camps for the 6-8-year-olds because our other boats don't suit this age group. We've had these city-owned RS Ventures for 10 years, and they've provided hundreds of hours of boating safety lessons. It's time for an overhaul and refurbish of these boats for safety reasons and to prolong longevity. The lines need to be replaced so they run smoothly, and the standing rigging that keeps the mast upright needs to be replaced. As a boat ages, the stays (standing rigging/wires) that keep the mast upright start to stretch and fray. Not replacing the rigging could cause the mast to come down accidentally.

Finally, the Ventures need bottom paint. Any boat that lives in salt water must have this protective bottom paint to prevent growth - at least every three years at longest.

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

The running and standing rigging, as well as the sails are all made by the RS manufacturer, specifically for the RS Venture. For the bottom paint, we've acquired the most cost effective quote from a local shipyard.

I ran out of room in the justification above, so I'm finishing the bottom paint justification in this section. Any boat that lives in salt water must have this protective bottom paint to prevent growth - at least every three years at longest. Without the bottom paint, barnacles and mussels drill holes into the hull and attach themselves, which makes the boat impossible to sail. The hull starts taking on water and turns to soft mush.

If you left the boat in the water for five years with no new bottom paint, the boat would no longer be usable and would have to be junked. However, with the appropriate care of our Ventures, these boats should last well into another 10 years of our program. There will be no need to purchase other boats. The current price of an RS Venture is between \$24,000 and \$26,000. To replace two boats, that's a minimum of \$48,000. The cost of the bottom paint, \$3000, is relatively inexpensive insurance to prolong the longevity of these boats.

- | | | |
|------|--|--|
| 2 d. | How long do you expect to use this equipment? | We'll use this equipment for the next 11 years of the Ventures' lives. |
| 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 equipment will be at least 11 years old in 2026 by the time this equipment is installed. |
| 2 f. | Provide the estimated number of people who will use the equipment during its estimated lifetime. | We plan to use the Ventures more and more for our programming, especially with the start of our adaptive sailing. At the current rate of students, some 2,068 students will benefit from learning in the Ventures. |

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
Youth Sailing Camp
Adaptive Sailing

4. Boating Safety Courses Using Requested Equipment**Boating Safety Courses for:** Supplies - Replacement/Refurbishment Items

Hours per Year - Beginning	192
Hours per Year - Intermediate	0
Hours per Year - Advanced	0
Total Hours per Year	192

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	192
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	10
Total Hours	202
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	4.76 (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 - Safety Items

J22 toe rail

Priority 1**Total \$ Amount for all items in worksheet** 1,639

Attach Quote(s)

42964_0_4_854_Worksheet_J22 toe rail estimate.pdf**2. Justification for this specific equipment.****Instructions****Please respond to the following questions regarding this specific request.****2. Justification for use of: Supplies - Safety 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?

Our J22's are a critical component of our boating safety program and without an overhaul of the J22 fleet we would lose one of our main, most highly utilized platforms for educating boaters. We've scheduled a three-year overhaul of these boats, which included mainsails and jibs, standing rigging and running rigging in the last two year's grants. This year we're focused on finalizing the overhaul by replacing the safety toe rail and hauling the J22s for a bottom paint, which I'll address in a separate worksheet.

This safety toe rail made from a durable plastic material is placed around the bow top deck. Its intent is to prevent anyone working on the bow from slipping overboard. Students work on the bow when rigging or derigging the boat or during sailing for multiple purposes whether it's flying a sail, working the whisker pole or bringing down a jib. The front deck is always slippery especially when it gets wet, which is most of the time. If someone slips this toe rail catches them from going overboard, so it's a critical piece of safety equipment on the J22.

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

We searched for a year to find this product as the original manufacturer had stopped producing it. We checked with every known J22 fleet, and no one had any idea where to purchase this toe rail. Finally, we found it at Vela and are purchasing a portion in order to fix damage that our boats sustained.

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

The J22's are 15 years old, and this is the first time that we've replaced the toe rail. It's tough material but it's beginning to separate in certain spots from the deck, so we'll remove those sections that have been damaged or compromised and replace it with solid toe rail to prevent accidental man overboards. It's expected that this replaced toe rail will last another 15 years, short of any unexpected damage.

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 toe rail is 15 years old as it came with the original purchase of the J22s.

2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime.

As I mentioned the J22s are a key instruction platform for our boating safety program. Approximately 1094 people use the J22s during the course of a year, so in 15 years, that's about 16, 410 people who will learn boating safety on the J22s.

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 - Safety Items**

Course Title(s) Using this Equipment
Explore the J22
Beginning Keelboat Sailing
Intermediate Keelboat Sailing
Ocean & Spinnaker Keel Class
Private Lesson

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for: **Supplies - Safety Items**

Hours per Year - Beginning	453
Hours per Year - Intermediate	123
Hours per Year - Advanced	91
Total Hours per Year	667

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 - Safety Items**
for:

Boating Safety Courses	667
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	351
Total Hours	1,018
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	35.74 (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: Supplies - Replacement/Refurbishment Items
J22 Bottom Paint

Priority 1

Total \$ Amount for all items in worksheet 8,257

Attach Quote(s) [42964_0_5_551_Balboa Boat Yard 4 J22 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're on the third year of a three-year overhaul of the city-owned J22s, which provide a safe boating platform for more than 1000 people every year. So far, thanks to the grant funding, we've purchased new sails, redone all the lines and halyards and are in the process of lowering masts to put in new standing rigging.

The final component of this overhaul is to get the boats bottom painted, which is critical to the longevity of these boats. We are requesting funding for only four of the six boats, as there was some uncertainty within DBW as to whether this would be supported. Bottom paint is a critical item for our program, which supports 11 boats that need bottom paint. We're requesting that DBW split costs on bottom paint for the J22s.

Bottom paint manufacturers say that the paint lasts for one year, but our shipyard Balboa Boat Yard rolls the paint onto the boats, which doubles the film that the manufacturer suggests. Balboa Boat Yard recommends bottom paint every 1.5-2 years. Our J22s were last bottom painted three years ago.

If a boat doesn't get bottom paint, at about three years, more than soft algae, for which we clean every month, starts attaching to the hull of the boat. The bottom paint disappears and hard items like barnacles, mussels and critters attach themselves to the bottom of the boat, drilling little holes into the boat. These roots and holes in the boat create water leaks and make the hull of the boat turn soft, like a pillow. After about five years, we'll have to junk the boats, and we'll be requesting a new fleet of J22s. A new J22 can cost about \$19,000; six new boats will be \$114,000 which is cost prohibitive.

- 2 c. Discuss why this particular type or model works best for your program.
Balboa Boat Yard is our local shipyard and provides the most cost-effective pricing for haul out and bottom paint.
We'd like to keep using this fleet of J22s for at least another 15 years, and bottom paint is relatively cheap insurance. It's critical to prolonging the life of this fleet upon which our program relies. Quite frankly, without being able to offer beginning sailing lessons aboard the J22, there's a good chance our boating safety program would grind to a halt.
- 2 d. How long do you expect to use this equipment? Another 15 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.) The bottom paint is currently three years old, so it has surpassed the life of the current bottom paint.
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime. Approximately 1094 people use the J22s during a year, so in 15 years, that's at least 16,410 people who would be using the boats.

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
Private Lesson

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for: Supplies - Replacement/Refurbishment Items

Hours per Year - Beginning	453
Hours per Year - Intermediate	123
Hours per Year - Advanced	91
Total Hours per Year	667

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:

Exhibit A

Boating Safety Courses	667
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	351
Total Hours	1,018
Competitions & Practices and Non-Boating Safety Activities %	0.00 (Maximum Allowed: 10%)
Vessel Check-Outs %	35.35 (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 (6)

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	2
Total \$ Amount for all items in worksheet	3,919
Attach Quote(s)	42964_0_6_912_Worksheet_SUP_paddle_estimate.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 have operated SUP paddling for 15 years at Marina Park. With each SUP drop-in outing, staff provides a comprehensive boating safety orientation, as is explained in the Course Check Sheet. This past year we provided 2,131 boating safety orientations. We also use this paddling equipment for our Youth Sailing & Paddling Camp. This past year, that camp had 129 registrants. Over the

course of the past 10 years since we bought the SUP paddles, that's approximately 22,600 people we've put on the water paddling safely. Because we're a saltwater and sand environment, we take precautions in rinsing paddles immediately and storing them neatly out of the sun. We also periodically separate, flush and wax the paddles so there's no residual salt or sand inside the paddle. However, with normal wear and tear, some of the paddles are beginning to show signs of corrosion and weakness. It's time to begin trading out the heavily used paddles, so they don't break during an outing, leaving a paddler stranded. Without these 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 this local manufacturer, Quickblade, and they're giving us a 50 percent discount on the purchase of these paddles. No other vendor can match that.
- 2 d. How long do you expect to use this equipment?
Our current SUP paddles have lasted for 10 years, so we plan to keep this next set of paddles at least for the next 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 current SUP paddles are 10 years old.
- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime.
Each year we put at least 2131 paddlers on the water, some of these are kayakers. Add to that more than 100 paddlers in our sailing and paddling camps each year. In ten years' time, that's 22,600 paddlers using this equipment.

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	2,260
Hours per Year - Intermediate	0
Hours per Year - Advanced	0
Total Hours per Year	2,260

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

Exhibit A

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	2,260
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	0
Total Hours	2,260

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 (7)

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 2

Total \$ Amount for all items in worksheet 4,931

Attach Quote(s) [42964_0_7_267_Worksheet_Candock estimate.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

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 docks. We also keep all 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 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 our dock consists of these cubes made by this 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 have last 10 years, so we expect that we can extend the use of the entire dock by at least another 10 years by replacing just these specific, damaged 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 10 years old.

- 2 f. Provide the estimated number of people who will use the equipment during its estimated lifetime.

In a year, our docks see at least 1,957 sailing students. Over the course of another 10 years, that's at least 19,570 people.

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
Adaptive Sailing

4. Boating Safety Courses Using Requested Equipment

Boating Safety Courses for:	Modular Docking
Hours per Year - Beginning	1,325
Hours per Year - Intermediate	144
Hours per Year - Advanced	98
Total Hours per Year	1,567

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:

Boating Safety Courses	1,567
Other Boating Safety Activity/Events	0
Competitions & Practices	0
Non-Boating Safety Activities	0
Vessel Check-Outs	320
Total Hours	1,887

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

Vessel Check-Outs % 16.96 (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	
	\$225-\$450
If there is a cost range of scholarship awards, list the range in the "Additional Information"	\$225-\$450
Total Amount Requested	4,500.00
If applicable, list the cost range of scholarships, indirect cost rates, or other explanatory information	Range: \$225-\$450 For each adaptive class, because of the complexity of teaching people with disabilities, we will provide two instructors. That increases the cost of the class for a demographic that is sometimes already financially challenged. For those students who are able to pay a portion of a \$450 class, we'll award a partial scholarship, for others, we'll award close to the full amount.

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	15
Specific School/ Youth Groups	0
Other Specific Population	0
Total Students	15

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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3. 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 is intent upon providing boating safety education for the public in an inclusive manner. To date, we've had a handful of students with disabilities in our able-bodied sailing classes. But these classes aren't equipped specifically for people with disabilities, nor are the classes staffed with instructors who have specific adaptive training. This year, thanks to grant funding, the City hosted a US Sailing Adaptive Instructor Workshop here at Marina Park. Five of our instructors participated in the comprehensive three-day training.

The take-away from this training is that we want to start slowly with the adaptive classes we offer. There are many complexities teaching people with disabilities how to sail, so we've decided to start with offering private lessons for people with any kind of disability, cognitive or physical. Two instructors will be needed for each lesson, making the price for a three-hour class about \$450. These lessons will be designed to include families and loved ones, so the person with the disability doesn't have to participate alone. No one wants to pursue a boating activity alone, as this is an adventure to be enjoyed with friends.

The City intentionally prices all its boating safety classes so that they're attainable for the general public, and people aren't priced out. However, for a person with a disability, there are other mitigating factors which can impede their financial ability to participate. Many people with disabilities are unable to work so their income is limited. Wheelchairs, prosthetics, medical care, support staff, transportation complexities all add to the expense of their daily lives. Add to that, the desire to participate surrounded by family and friends, and that adds an additional cost to exploring a boating safety educational adventure.

In conversations with groups that have a history of providing adaptive sports, including sailing, the over-riding message is to be inclusive with programming, making any adaptive boating safety class

open to anyone – not just the person with a disability. Each organization, in our research, agreed with the premise that you should charge something for each class to add value, but to not charge regular pricing, as it would drive participants away. USARC, Achieve Tahoe, and the US Sailing Center in Long Beach all agreed that the City should charge a nominal fee, but to make access as simple and cost-effective as possible – which requires a scholarship.

While the City won't check 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. And, every adaptive organization we spoke with said the person with the disability won't participate alone, but they'll want their family and friends participating with them – which adds additional cost that the City wants to help defray.

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.

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	\$75-\$150
If there is a cost range of scholarship awards, list the range in the "Additional Information"	\$75-\$150
Total Amount Requested	1,500.00
If applicable, list the cost range of scholarships, indirect cost rates, or other explanatory information	Cost Range: \$75-\$150 The City teaches an after school sailing class for the elementary school across the street. We've had several requests for scholarship funding. These "ACE" classes are 5-6-week, three-hour sessions that cost about \$365 - \$440. We'll provide assistance based upon need.

2. Population Segment Receiving Scholarships

Population Segment Receiving Scholarships for:	ACE After School Sailing
General public over 18	0
General public under 18	0

Exhibit A

College Students/ Alumni	0
Disabled	0
Specific School/ Youth Groups	20
Other Specific Population	0
Total Students	20

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

3. 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 provides many different "ACE" (After Class Enrichment) classes throughout our Newport-Mesa School District. We work closely with the local school Newport Elementary, whose students register for the ACE After School Sailing class at Marina Park. We'll let the school administrators know that we have some scholarship funding for those that are in need, and we'll take directive from the school. They know, through their verification methods, which students could benefit from financial assistance.

This school is on the beach - actually. It's campus is on the ocean front with a blacktop on top of the sand. It's safe to say that the majority of these students who attend this school will find themselves on boats with family and friends. Our after school sailing class is a convenient way for these children to gain boating safety knowledge for their future outings. We pick up students after school and walk them two blocks to Marina Park - easy for parents as they don't have to deliver students to Marina Park. It would be a shame that any student missed out on this boating safety opportunity because they couldn't afford it. We'd like to mitigate that.

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:

☐ 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. 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	1.50 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: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
B.	If no NASBLA-Approved Testing, please answer the following:	
	<input type="checkbox"/> We conduct a test that includes both a written exam and on-the-water skill evaluation.	
	<input type="checkbox"/> We use another comprehensive written test to determine course pass/fail and/or advancement to next level.	

class, sometimes in a different boat, so that they're continuously broadening their boating safety knowledge.

Students who go from knowing nothing about boating safety have learned a new sailing language, know the importance of a properly-fitted lifejacket, and can carry all this introductory safety information to future boating experiences.

Through classroom instruction and on-the-water practice in the RS Quest instructors teach all items listed in 9 A-C. The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Swimming ability is required. Life jackets are provided and are worn at all times on the docks and on the water.

COURSE OBJECTIVE

To rig, down rig, and safely sail a 12 to 16' dinghy. 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.

COURSE OUTLINE

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.
2. Review sailing theory. Introduce points of sail, upwind and downwind sailing. Docking practice and knot tying.
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 and pre-review of final exam.
4. Final exam, course evaluations, Q & A. Wind shifts, sailing a long course.

Aquatic Grant Curriculum Check Sheet (2)

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

<input type="checkbox"/> Lake - Calm	<input type="checkbox"/> Lake - Choppy	<input checked="" type="checkbox"/> Coastal Waters - Protected Harbor, Calm Water
<input type="checkbox"/> Coastal Waters - Some Waves, or Rough	<input type="checkbox"/> River - Class 1-2	<input type="checkbox"/> 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: 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): 3 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

- | | |
|---|---|
| <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**

0.75 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 checked="" type="checkbox"/> Local Rules | <input checked="" type="checkbox"/> Safe Speed |
| <input type="checkbox"/> Other: | |

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

12.00 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 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 |

☐ 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
- 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

This class is the next step for students who've successfully completed Beginning Dinghy Sailing. They take their skills to the next level, building on basic sailing skills and working to improve boat handling, refining sail trim, skipper and crew teamwork, and problem solving while afloat. Sailing a 14' RS Quest students practice rigging, docking, sail trim, sail controls, crew work and communication, reefing and knots.

As with all our other classes, the topics in A-C are covered. In the Intermediate Class, any students who've taken our classes should have a firm grasp on everything on those checklists. In the Intermediate Class, it's time to delve into more intricacy. Students are introduced to the jib and sailing with two sails. Students are taught more advanced techniques and maneuvers, learning how to rapidly stop their dinghies by standing up and backwinding the main. Students are challenged to learn how to sail backward - a favorite skill, as it rapidly increases a sailor's control over the boat and builds tremendous confidence. Instructors cover right of way rules in much more depth, particularly for sailors. After Beginning Dinghy, students are familiar with port and starboard, but they build upon that by learning that the leeward boat has right of way over the windward boat, and

that overtaking yacht must stay clear. Capsizing becomes more fun when you're a more confident sailor, and instructors teach students how to do a "dry flip" escaping getting wet. By now, though, our intermediate sailors have been taught so well that there is little chance of an accidental flip. Instructors build upon the student's knowledge of the buoys in the bay and what purpose they all serve. They look more closely at current within the bay, how to spot current lines, where it runs stronger and why. Sailors at this level begin to realize how "STEM" concepts tie into sailing and boating. For example, they begin to understand the math components of sailing, with geometric angles, and the science of wind, with apparent wind and forecasts. They also learn how to read wind from looking at the ripples on the water.

The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Successful completion of Beginning Sailing or equivalent experience. Swimming ability is required. Life jackets are provided and must be worn at all times on the docks and on the water. Minimum age is 14.

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. 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. The written exam for rental must be scheduled directly with Marina Park and a passing grade is required for final certification.

COURSE OUTLINE

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.

By the end of this class, the Intermediate Dinghy student should be able to safely sail the bay on their own.

Aquatic Grant Curriculum Check Sheet (3)

1. Course Title Advanced Dinghy Sailing & Spinnaker Clinic
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:

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: Successful completion of Intermediate 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): 2 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) ☒ Proper Clothing / Sunscreen / Hydration
☒ Swim / Water Comfort Check ☒ Communication Methods
☒ Emergency Procedures ☐ Weather Conditions
☒ Hypothermia Precautions ☐ Water Conditions and Hazards
☒ Accident Reporting ☒ Float Plans
☒ Boating Safety Related STEM / STEAM ☒ Boating Under the Influence
☐ Other:

B. **NAVIGATIONAL RULES & AIDS**

0.50 Total Time Allotment: (Hours)

Check all that apply

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

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

5.75 Total Time Allotment: (Hours)

Check all that apply

- ☒ Equipment Orientation ☒ Care of Equipment
☒ Practical Application Skills ☒ MOB/Capsize Drills

- ☒ Technique & Maneuvers
☒ Rigging
☐ Other:

- ☒ 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

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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

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. 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.

The students who take this class should already have a good foundation in 9 A – C. Instructors build upon all aspects of safety by adding the complexities of successfully flying a third sail, the

spinnaker, into the sailing equation. Sailors must have good steering capability, wind knowledge and control of the boat before attempting to set a spinnaker. This class builds upon all those skills learned in beginning and intermediate classes, while emphasizing how critical safety measures become with the added speed of a third sail. Students hone rapid decision-making skills, as well as self-rescue techniques.

This two-day course introduces the asymmetrical spinnaker aboard the 14' Quest. The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Successful completion of Intermediate Dinghy Sailing or equivalent experience. Participants must be 14 years of age or older on the first day of class and able to swim 50 yards. This course is for sailors with strong intermediate level sailing skills able to comfortably sail a Quest or similar sized vessel on all points of sail. Students are expected to know the basic Rules of the Road, terminology, and rigging/down rigging procedures. This course requires students be physically active and in good physical condition.

COURSE OBJECTIVES

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.

COURSE OUTLINE

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.

Course wrap-up, questions and answers.

Aquatic Grant Curriculum Check Sheet (4)

1. Course Title Explore the J22
2. Course Location (Body of Water): Newport Harbor
3. Type of Water:

<input type="checkbox"/> Lake - Calm	<input type="checkbox"/> Lake - Choppy	<input checked="" type="checkbox"/> Coastal Waters - Protected Harbor, Calm Water
<input type="checkbox"/> Coastal Waters - Some Waves, or Rough	<input type="checkbox"/> River - Class 1-2	<input type="checkbox"/> 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

Exhibit A

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

- | | |
|--|---|
| <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 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 |
| <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 |
|--|---|

Exhibit A

- | | |
|---|---|
| <input type="checkbox"/> Non-Boating Related Learning Games
<input type="checkbox"/> Toxic Products
<input type="checkbox"/> Other: | <input checked="" type="checkbox"/> Cultural / Historic Education
<input type="checkbox"/> 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 J/22 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.

12. Describe how this specific course advances boating safety education. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

The popularity of the J/22 really drives this class, often with a waitlist of students. OCC has kept the class size small to provide almost one-on-one instruction for these students. Students come to class with some sailing knowledge and specific interest in learning more about the J/22. All of the topics in 9 A-C are covered, with the focus on how to operate a J/22 keelboat safely. Instructors provide rigging techniques and an explanation of details that are specific to the J/22, like being aware of the dangers of sailing by the lee and how to use the backstay for optimal sail trim and ability to depower the boat in breeze. Students learn that sailing by the lee can be dangerous in a keelboat because it might cause an accidental jibe. Students are taught to watch the masthead fly as well as the leech of their mainsail, to prevent an accidental jibe. Sailors also learn about weather helm, and how the sails really drive the boat, like rounding down in a breeze by solely using the mainsail, rather than relying upon the tiller. This allows the sailor to always maintain full control of the boat, building upon basic sailing knowledge. Sailors in this class also learn more about right of way rules and being aware on the water.

This 3.5-hour class consists of 20% lecture and 80% on the water practice.

COURSE PREREQUISITE

Sailors must have intermediate sailing skills and be able to safely sail a J/22 or similar sized sloop on all points of sail and leave and return to the dock without auxiliary power. No prior experience sailing a J/22 keelboat required.

COURSE OBJECTIVE

Review rigging, docking, crew work, points of sail, sail trim, rules of the road, crew overboard and more, preparing sailors for the advanced class.

COURSE OUTLINE

Lecture: Introduction to the J/22 Keelboat. Review leaving and returning to the dock, preparation to sail, weather sources, safety gear, emergency procedures and crew overboard.

Dockside: Inspect running rigging, standing rigging and hull integrity, check inventory, location and operation of required safety equipment. Rig boats.

On the water practice: Practice starting, stopping, speed control, tacking, jibing, steering control, sail luffing, the No-Go-zone, getting out of irons, backing the jib, crew coordination and communication.

Students must demonstrate sailing a predetermined closed course maneuvering around obstacles.

Practice figure 8 crew overboard recovery and heave-to maneuver.

Aquatic Grant Curriculum Check Sheet (5)

1. Course Title Beginning Keelboat 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; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification

Exhibit A

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

☒ 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

1.50 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

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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

Beginning Keelboat Sailing is a four-session, 14-hour beginning sailing class. Instead of learning to sail in a dinghy, these beginner sailors are learning to sail in the J22. Because these keelboats are bigger than the dinghies, more students can be placed onboard at a time, so a beginning student doesn't have to manage everything onboard at once. Students, under the supervision of an onboard instructor, split duties learning to trim the main separately from steering, and eventually learning to trim the jib. Coaches provide in-depth chalk talks and dockside instruction long before students venture onto the water on that first day. Sailors learn all the parts of the boat and sails, as well as how to rig and de-rig properly. Rules of the road as well as all the safety topics in A – C are covered repeatedly.

The goal of this course is to create new, properly educated entry-level sailors, who are provided a sound base of boater safety information. The hope is that these sailors will return to further their education and build upon skills. Many beginning students leave this keelboat class prepared for the intermediate keel class, and the instructors provide input to the students about what classes to take next.

The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Swimming ability is required. Life jackets are provided and must be worn at all times when on the water.

COURSE OBJECTIVE

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.

COURSE OUTLINE

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.

Aquatic Grant Curriculum Check Sheet (6)

1. Course Title Intermediate Keelboat 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 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 10.50
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

0.50 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

This is the next class for students after completing the Beginning Keelboat class. In this class students build on basic skills and learn the finer points of boat handling and sail theory while learning to work as part of a team on the J/22. Students build confidence rigging, docking, and learning sail trim, sail controls, crew work and communication and anchoring.

Students come to the Intermediate Keelboat Sailing class from the outside as sailors with some sailing experience, or they work their way through the City sailing classes to achieve participation in this class. 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 safe boat handling.

This three-day course is intended to further develop the sailing skills learned in the Beginning Keelboat Course or other sailing course. The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Successful completion of Beginning Keelboat Sailing or equivalent skills as a skipper. Sailors must know the points of sail, sailing terminology, general sail handling and be able to exhibit knowledge of the right of way rules. Swimming ability is required. Life jackets are provided and must be worn at all times when on the water.

COURSE OBJECTIVE

To rig, down rig, and safely sail a small keelboat in protected waters. Be able to leave and return safely to the dock without an engine and perform a successful crew overboard recovery. Exhibit knowledge of the right-of-way rules, terminology, and general sail handling.

COURSE OUTLINE

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.

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
- | | |
|---|---|
| <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** 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 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
- 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

This class provides an opportunity to sail in the ocean outside the calm harbor and learn to use a spinnaker. Curriculum focuses on building sailing and seamanship skills as you sail down the harbor and enter the Pacific Ocean. Skills taught include 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.

Weather permitting, these students venture into the ocean for lessons on outside conditions, how to sail in waves, emergency options including anchoring, communication and safety offshore. Spinnaker use is focused upon, giving experience flying the chute and foredeck work. Students are taught how to safely and courteously navigate a bay that might be crowded, especially when using a spinnaker. The overall goal of this class is to add to the boating safety skillset of already independent sailors. This boating safety knowledge will translate into any kind of boat, sail or power.

This is one-day class for intermediate sailors to learn skills and best practices for sailing in the ocean off Newport Beach. The class also introduces the spinnaker aboard the 22-foot J/22 class sloop. The class consists of 25% lecture and 75% on the water practice.

COURSE PREREQUISITE

Successful completion of Intermediate Keelboat Sailing or equivalent skills as a skipper. Participants must be 14 years of age or older on the first day of class and able to swim 50 yards. This course will require you to be physically active and you should be in good physical condition. Students must know the points of sail, sailing terminology, general sail handling, right of way rules and be able to demonstrate seamanlike departure and docking. Swimming ability is required. Life jackets are provided and must be worn at all times when on the water.

COURSE OBJECTIVE

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. The course also teaches how to rig, set, trim, gybe, and take down a spinnaker using a single sheet and guy, advanced sail trim and

shape, crew work, true and apparent wind and helm control.

Spinnaker:

PART 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.

PART 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.

COURSE OUTLINE

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
 - a. Check the weather and tides
 - b. Prepare a Float Plan
 - c. Bring radio, food & water.
 3. Plot your course
 - a. Local chart and aids to navigation
 - b. Outside the harbor – heading north or south?
 - c. Harbor Entrance – Right of Way Rules
 - d. Avoiding shoal areas like jetties and beaches
 4. Sailing in the ocean
 - a. Boat and sail set-up for various wind and wave conditions
 - b. Tacking in the ocean
 - c. Heavy weather sailing, sailing without the jib
 5. Overboard Rescue drill
 6. Anchoring – time permitting
- Course wrap-up, questions and answers.

Aquatic Grant Curriculum Check Sheet (8)

1. Course Title Parent & Me 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

Exhibit A

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 |
| <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 |
|--|---|

Exhibit A

- | | |
|---|---|
| <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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

Parent & Me continues to be one of the City's most popular sailing classes. it is perfect for any adult who wants to explore sailing with their child in a relaxed and safe environment. Students learn in the RS Quest or RS Venture. This is an introductory class, and a great platform for conveying boating safety information.

A comprehensive onshore chalk talk and instructional rigging session give students the skills to get in a dinghy on their own for the first time. Instructors are either on board with students or, most likely, in coach boats, providing constant communication about boating safety tips. Students do all the work on their own in the boats. They are tasked with driving and trimming the sheets, learning the entire time about sailing, the bay, our environment, our sea creatures, our birds, right of way, other boats, steering, and understanding the overall dynamics of sailing. And all the teaching is disguised by the fun of being on the water! The instructors teach to the level of the children, so that they can understand, but provide more advanced information to the parents, so that they leave the class having learned a lot as well.

Students leave this class with a considerable amount of new information and the knowledge that they've safely sailed their own boat. For any future boating endeavors, they've learned about the importance of lifejackets, wind direction, control of the vessel, avoiding other vessels, and knowing the basic rules of the road.

Aquatic Grant Curriculum Check Sheet (9)

1. Course Title Youth Sailing & Paddling Camp
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 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): 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

- ☒ PFDs (types and fitting)
☒ Swim / Water Comfort Check
☒ Emergency Procedures
☒ Hypothermia Precautions
☒ Accident Reporting
☒ Boating Safety Related STEM / STEAM

☒ Proper Clothing / Sunscreen / Hydration
☒ Communication Methods
☒ Weather Conditions
☒ Water Conditions and Hazards
☒ Float Plans
☒ Boating Under the Influence

☐ Other:

B. NAVIGATIONAL RULES & AIDS

1.25 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

11.50 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

0.75 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: 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

This week-long summer camp, morning or afternoon, teaches children, ages 6 -16, how to sail, stand up paddle 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 to have campers sailing and paddling comfortably on their own. The other goal is that these campers will pass down their boating safety knowledge, like the importance of PFDs, to any adults who may accompany them on future boating excursions.

Campers learn to sail in a variety of different sailboats, including 8' Sabots, 14' RS Quests, RS Ventures, and 22' J22s. Campers also learn to paddle in kayaks and stand-up paddleboards. Campers are split between age groups, with ages 6-8 sailing as a group in the 16' RS Ventures, accompanied by an instructor. When not sailing, campers learn how to paddle in kayaks. The SUP instruction is provided only to campers at least eight years of age, because SUPs are more difficult to control. Ages eight and above learn to sail in the sabots, Quests and J22s, paired in groups, with coaches instructing from coach boats. This age group learns to paddle in both the kayaks and on the SUPs.

Campers are taught according to their individual level of boating knowledge. Most campers are absolute beginners, but we do see some returning campers. All campers are provided with information prior to camp on what to wear, how to protect themselves with closed-toe shoes and sun protection. Campers learn sailing fundamentals, respect for the water and other boaters, the basics of boating safety, how to navigate Newport Harbor, wind and current directions, rules of the road, and the importance of lifejackets.

We let our campers come up with their list of rules at the beginning of camp and, invariably, they all decide upon "safety" as the number one rule, closely followed by "fun." Under safety, the children come up with wearing lifejackets, listening to instructors, respecting the environment including the sea creatures, always being aware of surrounding boats, keeping clear of other boats but waving in a friendly manner, being aware of weather and current conditions, and always wearing proper sailing gear.

Games are played that teach water and boating safety. Our swim assessment is not called that but, instead, we create a relay race, so that kids on their first day of class aren't terrified of a swim assessment. Instead, we have a fun swim relay race, in lifejackets of course, out to instructors who are standing by in kayaks. Because it's a game, the students don't realize they're being assessed for their individual water safety, but instructors are watching closely and quickly determine which students might not be equally as comfortable or capable in the water. We don't push any campers who are timid but let them ease into the water at their own speed.

Later in the camp, one of the most popular learning exercises is the flip test. We have a safety boat standing by, only place a couple of children at a time in a Quest, position the Quest in the lee of a remote area away from traffic, and slowly the instructor rolls the boat over. Children are seated on the leeward side and gently "slip" into the water, while the coach climbs over the dry side to the centerboard and rights the boat. This exercise is the most popular thing by the end of camp, with children, sometimes the most timid, knowing precisely how to self-rescue in the event a sailboat capsizes.

We do not teach boating safety by putting children in sabots alone without an instructor. Our philosophy is that it can be overwhelming, even for adults, to learn alone, let alone a child. We believe that's why so many children wind up leaving sailing - because of frustration and fear. They're shoved off the dock, alone and without the proper knowledge, get stuck in irons, get hit in the head with the boom, and then never want to venture out again. So, our students learn to sail in a boat with an instructor or other students. As they become comfortable and qualified, they are rewarded with getting to sail in a sabot alone - which becomes a huge motivator to learning and is viewed as the ultimate reward in camp. And by planting that desire in the children to sail independently, we have succeeded in creating sailors who have been trained in all aspects of boating and who will continue their adventure while positively influencing others on the water.

By the end of camp, students know 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 their boat, always in control. They learn tacking and jibing and sail trim, so the boat doesn't heel. They know how to dock and tie proper knots. And very importantly, 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 boating safety influencers for adults.

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="checkbox"/> Lake - Calm	<input type="checkbox"/> Lake - Choppy	<input checked="" type="checkbox"/> Coastal Waters - Protected Harbor, Calm Water
<input type="checkbox"/> Coastal Waters - Some Waves, or Rough	<input type="checkbox"/> River - Class 1-2	<input type="checkbox"/> 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 50 yards. 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 |

☐ 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
- This class often is the steppingstone 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

These sailing camps, ages 8-16, do not include paddling, but are strictly sailing-focused, with week-long summer camps, morning and afternoon. The summer camps include a sailing camp taught in the RS Quest for ages 8-16, a single-handed sailing camp taught in sabots for ages 9-16, and an introduction to keelboat sailing for teens taught in the J22 for ages 13-17. All of these camps are introductory camps.

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.

We let our campers come up with their list of rules at the beginning of camp and, invariably, they all decide upon "safety" as the number one rule, closely followed by "fun." Under safety, the children come up with wearing lifejackets, listening to instructors, respecting the environment including the sea creatures, always being aware of surrounding boats, keeping clear of other boats but waving in a friendly manner, being aware of weather and current conditions, and always wearing proper sailing gear.

Games are played that teach water and boating safety. Our swim assessment is not called that but, instead, we create a relay race, so that kids on their first day of class aren't terrified of a swim assessment. Instead, we have a fun swim relay race, in lifejackets of course, out to instructors who are standing by in kayaks. Because it's a game, the students don't realize they're being assessed for their individual water safety, but instructors are watching closely and quickly determine which students might not be equally as comfortable or capable in the water. We don't push any campers who are timid but let them ease into the water at their own speed.

Later in the camp, one of the most popular learning exercises is the flip test. We have a safety boat standing by, only place a couple of children at a time in a Quest, position the Quest in the lee of a remote area away from traffic, and slowly the instructor rolls the boat over. Children are seated on the leeward side and gently "slip" into the water, while the coach climbs over the dry side to the centerboard and rights the boat. This exercise is the most popular thing by the end of camp, with children, sometimes the most timid, knowing precisely what to do in the event a sailboat capsizes.

By the end of camps, students have been introduced to the new language used in boating and sailing. They can name parts of the boat and the sail. They understand what the different lines do on the boat, how to trim sails according to different points of sail, and the basics of how to safely steer a sailboat. The goal is that they take this boating safety knowledge and use it in the future when boating with other adults, effectively becoming ambassadors for proper lifejacket use and safe boating.

Aquatic Grant Curriculum Check Sheet (11)

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	
	<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	1.00 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	15.75 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:	18.00
11	EVALUATION:	
	A. NASBLA approved test: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	B. If no NASBLA-Approved Testing, please answer the following:	
	<input type="checkbox"/> We conduct a test that includes both a written exam and on-the-water skill evaluation.	
	<input type="checkbox"/> 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
- 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

Our ACE after-school sailing classes run in 5 or 6-week sessions, by the quarter, throughout the year. Instructors walk to the school down the street to pick up the students and walk them back to Marina Park. It's a phenomenal opportunity for us to reach local school children, with minimum effort required of the parent, as any child in after school care gets walked back to the elementary school after sailing.

This class is for students in grade two and up. Students are paired in RS Quests and sailing on the first day. Course objectives closely align with all the educational topics in 9 A-C, with emphasis on the importance of lifejackets and an introduction to boating and water safety. This class runs similarly to summer camp, with on shore instruction as well hands-on learning. Children are taught about wind direction, boating traffic patterns, parts of the boat and sail, how to steer, how to trim the sails, points of sail, how to rig and derig, docking and self-rescue. They learn about the bay and its creatures, as well as about tides and basic rules of the road.

By the end of the class, we see quite a few of the older students really comprehend the basics of sailing. They're able to steer the boat on all points of sail and understand how the mainsheet controls the boat as well as the tiller. For the younger students, the goal is that they learn about basic water safety, and that their confidence around boats grows. Most children who live in this area will find themselves on boating outings, so our goal is that they can be a knowledgeable example of well-trained boaters.

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 |

Exhibit A

- ☐ 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 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; 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

- ☒ 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

2.50 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

Private lessons remain popular at Marina Park. We offer three-hour private lessons in the J22, RS Quest or RS Venture, even the sabot. Sometimes the instructor is on board with the student, and at other times, the instructor coaches from a coach boat. No sailing experience is necessary, and we welcome all levels of ability and ages. Students vary from one person interested in finessing a particular skill to a family with two children just wanting to experience time on the water.

As with all our classes, the safe boating topics in 9 A – C are addressed during the class. Instructors incorporate all of these topics into the curriculum for all of our sailing classes. All students learn to properly fit a lifejacket and why to wear one. Instructors teach wind, current and tides. Students are shown buoys around the bay and what they mean. They are taught control of the boat, so they can safely maneuver. By the end of class students know how to rig and derig, steer the boat, trim the sails according to wind direction, dock properly and tie the boat up correctly.

One-on-one instruction is invaluable, as a student can progress quickly. Sometimes, the sensory input from a larger sailing class can be overwhelming for a student. You're typically put in a boat by yourself, the sails are luffing, the coach is shouting at you from another boat and you're feeling out of control. Instead, in a private lesson, that atmosphere is calmed down, allowing the brain to take in more information, as the student is no longer stressed by these environmental and teaching factors.

The beauty of the private lesson is it allows an individual to schedule a class, virtually based on their own convenience, rather than having to wait for a regularly scheduled class. As instructors are available, these private lessons are scheduled.

Topics covered in the private lesson:

ABC's of California Boating; Right-of-Way Rules

Sound Signals

Aids to Navigation

Accident Reporting

Weather Conditions

Parts of the boat

Nomenclature

Emergency Procedures & Safety Issues

Rigging

Points of Sail & Sailing

Know the weather report for the day

Appropriate attire and shoes for a day of sailing and the conditions expected

Understand responsibilities in case of an accident (ABC's of CA Boating pages 22-23)

Know location of harbor hazards (mooring fields, bridges, anchorages, shoal areas, Balboa Island ferry crossing, narrow channels, swim areas, other sailing restrictions.)

Preparation to Sail – Rigging

1. Check condition of rigging

2. Check safety gear

3. Check life jackets – one per person MUST BE WORN

4. Ready the boat for sailing

5. Proper Rigging – bow into the wind

6. Know when and where to use the appropriate knot (figure 8, square knot, cleat hitch, bowline, two half-hitches, clove hitch, sheet bend)

7. Know how to safely launch in ALL wind conditions.

8. Know correct halyard tensions and stowage

9. Crew orientation – Be able to brief novice sailors on boarding, safety and any tasks i.e. winch, mainsheet, trim, etc.

Leaving the Dock - Check for traffic - Correct push off and boat handling

1. Knowledge of wind direction and be in control of the boat the entire time.
2. Proficiency in sailing on all points of sail
3. Controlled jibing and complete understanding of jibing verses tacking and sailing by the lee.
4. Sail trim and handling
5. Reefing - sometimes, depending on experience level
6. Anchoring (sometimes) – J/22 only
7. Capsize comprehension – Quest only
8. Sail a figure eight course
9. Right of way rules: Anticipation traffic, working knowledge of which are the give way and burdened vessels, etc.
10. Jury rigging- know what to do if there is a breakage.
11. Explanation of crew overboard and successful completion of M.O.B. simulation
12. Returning to the dock – correct docking
13. De-rigging procedures – gear stowed and cleaned.

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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

Because Marina Park is a public facility and attracts tens of thousands of customers every year, Sailing and Boating has a phenomenal opportunity to reach "non boaters" with a boating safety message. Sailing and Boating offers paddle rentals for drop-in customers, no experience necessary. While some customers plan to come to Marina Park to paddle, for others the decision is spur of the moment. For many customers, this is their first paddling adventure, with no other boating experience. This introduction is the ideal time for City staff to provide boating safety information, as well as to plant the seed for a love of future boating.

For every person who rents our single and double kayaks or stand-up paddleboards, City staff provides a comprehensive boating safety orientation that starts immediately upon the customer's arrival, with an immediate assessment of the customer and their abilities. The City requires that each paddler be at least six years of age and be a competent swimmer. It's surprising that there are people who do not understand the importance of being able to swim while on the water. Although California law requires the PFD to be on the equipment (for adults), the City requires every paddler to wear a PFD at all times.

Our staff selects an appropriate PFD for each customer and supervises each customer as they secure the PFD to ensure that they are snugly fit. The staff explains to each customer that the lifejacket needs to fit securely, or it will float over their head if they wind up in the water. We also explain that, if we should need to pull them from the water, we would grab the shoulder handles and lift. If the jacket is not snug, we would pull the lifejacket right off them and they would remain in the water.

The prevailing breeze is a Southwest at Marina Park. Our bigger breeze is typically a Westerly and lighter breeze, a Southerly. We teach each paddler how to read the wind and why it's critical to the safety of their paddling experience. We ask that each customer paddles upwind first, so they can determine if they're able to paddle against the wind. We make sure the customer knows that paddling downwind is a breeze, so to speak. If there is a wind shift or if the wind is forecast to build, we let the customer know, and we give them tips for staying out of the breeze or modified paddling

techniques, if the wind becomes a factor. We'll also cease paddling if the wind picks up past the point of a comfortable paddle. Because of these precautions, we always have our paddlers return, having had an enjoyable experience with no issues.

Staff provides paddlers with local knowledge, including traffic patterns, how to stay out of traffic (collision avoidance), wildlife and beaches to look for, and suggestions for routes to take depending on the day's weather, wind, tide and traffic conditions. Staff requests a return time from customers, and we track departure and return times, as well as the party's specific information, as part of the float plan. We know specifically when a paddler is due back, so we anticipate their arrival.

Once a customer is fitted in a lifejacket, staff will then fit the customer with a paddle. For the SUP customer, we measure height, comfortable fit, and note that the paddles are carbon fiber, requesting that they do not touch paddles to the cement, nor lay them down to be stepped on. Staff reviews proper paddling grip and technique, with specific strokes to maneuver. Along with demonstrating proper stance or positioning on the equipment, staff reviews balance, proper weight distribution, boarding and disembarking. We review how to reboard, should they fall out of or off the equipment, as well as what to do if, for some reason, they are unable to reboard. We instruct paddlers to stay with their equipment, swim it back to the beach or a dock, if they can't reboard. We suggest waving a paddle to notify another boater in the case they need assistance. All our lifejackets have whistles attached for an emergency.

With any customers new to paddling, staff will hold on to the equipment while they practice their strokes. Once a customer has demonstrated proficiency, we'll let go of the piece of equipment and allow them to paddle within the swim line, until they show they have mastered directional paddling. Providing this comprehensive boating safety information is a critical operational procedure for any paddling customer. It allows the City to reach a broad audience of new boaters with a comprehensive boating safety message.

Aquatic Grant Curriculum Check Sheet (14)

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

<input type="checkbox"/> Lake - Calm	<input type="checkbox"/> Lake - Choppy	<input checked="" type="checkbox"/> Coastal Waters - Protected Harbor, Calm Water
<input type="checkbox"/> Coastal Waters - Some Waves, or Rough	<input type="checkbox"/> River - Class 1-2	<input type="checkbox"/> 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 six years of age. Must be comfortable floating in water in lifejacket.

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 Adaptive Sailing Certification; US Sailing Small Boat Level 1 Certification; US Sailing Basic Keelboat Instructor Certification
Other Instructor Certifications	US Sailing Adaptive Sailing Certification; 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 |

☐ Toxic Products☐ Other Education☐ 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
- 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. In your answer, discuss course objectives, examples of how the items checked in 9 A-C are integrated into the course, and the best takeaways for students that support improvements to boating safety.

Who is the target audience and how is boating safety improved by educating them?

If this is an intermediate or advanced course, how does it build on the skills learned in previous, less advanced courses in the series, and how does this course improve boating safety?

The Adaptive Sailing programming is intended to expand the limited boating safety educational opportunities for people with disabilities in the Southern California area. The overall course objective is to provide boating safety lessons to people with disabilities, showing them how to be ambassadors for the sport, passing along the boating safety message.

People with disabilities access the bay and ocean with family and friends, but there are limited boating safety courses available to them in Newport Harbor. There is one "experiential" outfit that offers a few "rides" for individuals several times a year, the American Legion brings in visually impaired sailors to give rides on another occasion, but there are no official boating safety courses for people with disabilities, taught by highly qualified and US Sailing-certified instructors. This is the City's opportunity to create programming that addresses safe boating for people with even high levels of disability, whether physical, emotional, or cognitive.

Just recently, the City hosted a comprehensive three-day US Sailing Adaptive Sailing Instructor Workshop. US Sailing sent an instructor who was the actual author of the standardized book on adaptive sailing in the United States. Our instructors learned everything from how to develop and

implement a program, to working with a wide variety of disabilities, to adapting boats.

Based on what we learned during this US Sailing training, the City and OCC have decided to start providing adaptive sailing through a private lesson platform. This allows us to learn in a methodical fashion how to teach adaptive sailing to one person, rather than opening up instruction to groups at this point. Teaching adaptive sailing is complex.

We are currently developing the curriculum for this adaptive private lesson format. The course will cover all the topics in Questions 9 A-C, general education, navigational rules and aids, non-boating safety education elements and, of course, comprehensive vessel operation and hands-on training. These lessons will cover the same topics of the City's Beginning Keelboat class, introducing sailors to proper boarding (or transferring), rigging (using specific techniques), wind direction, points of sail and sail trim, proper steering, proper lookout, emergency protocols, rules of the road – all with a US Sailing adaptive sailing endorsed instructor on board with the student. Family and friends will be welcome to take the class, increasing the reach of the boating safety message. Chase boats will accompany the class for an added safety measure.

But, more than simple instruction, each class will consider the myriad of nuances and ever-evolving techniques that teach people with disabilities how to approach boating in the safest manner possible, according to their unique needs.

The course will be taught in the City's RS Ventures as well as in the City-owned J22 keelboats. One RS Venture has been modified with adaptive equipment made by RS (thanks to the DBW grant), and instructors will modify the remaining boats according to each disability.

In the initial year, the City will offer some scholarship funding as, often, it's difficult and cost prohibitive for people with disabilities to participate in extracurricular programming.

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? (20-21, 21-22, 22-23)

Project Cost Estimate - Budget Detail

Line Item	Qty	Rate	Units	UOM	Extension	Total	Cost Share
DIRECT EXPENSES							
Program Expenses							
1 Equipment							
Supplies - Safety Items Notes : 15 Child PFD - \$307 30 Youth PFD - \$1560 30 Adult PFD - \$1092 Adaptive PFD - \$1000 Plus tax & shipping	0.0000	0.000	0.000		4,352.00	4,352.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 12 RS Quest Running Rigging - \$1353 12 RS Quest Standing Rigging - \$6607	0.0000	0.000	0.000		7,960.00	7,960.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 2 RS Venture Standing Rigging - \$942.47 2 RS Venture Running Rigging - \$622.60 2 RS Venture Sails - \$4315.90 2 RS Venture Bottom Paint - \$3061.50	0.0000	0.000	0.000		8,942.00	8,942.00	0.00
Supplies - Safety Items Notes : 6 J22 Toe Rail - \$1638.88	0.0000	0.000	0.000		1,639.00	1,639.00	0.00
Supplies - Replacement/Refurbishment Items Notes : 4 J22 Bottom Paint - \$8257.59	0.0000	0.000	0.000		8,257.00	8,257.00	0.00
Supplies - Replacement/Refurbishment Items	0.0000	0.000	0.000		3,919.00	3,919.00	0.00

Exhibit A - SCOPE OF WORK

	Line Item	Qty	Rate	Units	UOM	Extension	Total	Cost Share
	Notes : 25 SUP paddles - \$3919.41							
	Modular Docking Notes : 40 CanDOCK modular cubes - \$4930.84	0.0000	0.000	0.000		4,931.00	4,931.00	0.00
Total for Equipment						40,000.00	40,000.00	0.00
2	Scholarships							
	Adaptive Sailing Notes : Range: \$225-\$450 10-20 students	0.0000	0.000	0.000		4,500.00	4,500.00	0.00
	ACE After School Sailing Notes : Range: \$75-\$150 5-20 students	0.0000	0.000	0.000		1,500.00	1,500.00	0.00
Total for Scholarships						6,000.00	6,000.00	0.00
3	Instructor Training							
4	Boating Safety Events							
Total Program Expenses						46,000.00	46,000.00	0.00
TOTAL DIRECT EXPENSES						46,000.00	46,000.00	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						46,000.00	46,000.00	0.00
	Category	Extension	Total	Cost Share	Narrative			
DIRECT EXPENSES								
Program Expenses								
1	Equipment	40,000.00	40,000.00	0.00				
2	Scholarships	6,000.00	6,000.00	0.00				
3	Instructor Training	0.00	0.00	0.00				
4	Boating Safety Events	0.00	0.00	0.00				
Total Program Expenses		46,000.00	46,000.00	0.00				
TOTAL DIRECT EXPENSES		46,000.00	46,000.00	0.00				

Exhibit A - SCOPE OF WORK

	Category	Extension	Total	Cost Share	Narrative
INDIRECT EXPENSES					
Indirect Costs					
1	Indirect Costs	0.00	0.00	0.00	
Total Indirect Costs		0.00	0.00	0.00	
TOTAL INDIRECT EXPENSES		0.00	0.00	0.00	
TOTAL EXPENDITURES		46,000.00	46,000.00	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 2026. Completed requests for reimbursement must be received by the Division on or before July 15, 2026.

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	70Z02324MO0002706
Federal Award Date	03/01/2023
Catalog of Federal Domestic Assistance (CFDA) Number and Name	97.012
Amount Awarded to State Agency	4,920,223.00

Effective Dates for State Agency	10/01/2023
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**