

COMMUNITY SAILING
PROGRAM HANDBOOK

A Complete Guide Book to Community Sailing Program Development and Management

Contents

I. Introduction	4
Creating Access to Sailing, The Lifelong Recreation	
I. Needs Assessment	5
How to Take a Long Hard Look at Your Community	
The Market	
Sites	
Green (and Red) Lights	
II. Essential Parts	9
The Components of the Program	
Management	
Facilities	
Staff	
Method of Operation	
Financial Considerations	
Equipment Requirements	
Maintenance	
Administration	
IV. Program Options & Format	18
Building Reach at an Affordable Price	
Instruction & Rentals	
Storage & Windsurfing	
Racing & Social	
Programs for People with Disabilities	
Program Format	
V. Mechanics	23
Developing & Executing the Action Plan	
Committee of Directors or Trustees	
Community Partnership	
Staff Selection, Training and Management	
Equipment Selection and Financing	
Storage of Equipment	
Maintenance	
Risk Management	
Insurance	

Forms and Record Keeping
Use of Volunteers
Programs for People with Disabilities
Curriculum Planning
Marketing

VII. Case Histories 44

Cross-Country Success Stories

Community Boating Inc., Boston, MA
Youth Sailing Program, Corpus Christi, TX
Shake-A-Leg Sailing Center, Miami, FL
Milwaukee Community Sailing Center, Milwaukee, WI
Sail Newport, Newport, RI
Lake Merritt Sailboat House, Oakland, CA
Oswego Maritime Foundation, Oswego, NY
City Sail, Philadelphia, PA
St. Petersburg Sailing Center, St. Petersburg, FL
Mission Bay Aquatic Center, San Diego, CA
Community Boating Education Center, Toledo, OH
Longshore Sailing School, Westport, CT
Wilmette Sailing Center, Wilmette, IL

VIII. Program Resources 63

Networking with Other Organizations

Organizations

National Governing Bodies

Public Access Sailing Programs

Conferences (Annual)

IX. Sample Forms 75

Sample Forms

US SAILING Curriculum Standards

Samples of Curriculum Outlines

ACKNOWLEDGEMENTS

The original publication (in 1987) of this definitive handbook on the development of community sailing programs would not have been possible without the dedication of a handful of volunteers who gave their time and talents to create it. Particular thanks is given to Timothea S. Larr who coordinated the entire project for the United States Sailing Association (US SAILING, formerly USYRU). Sincere thanks, too, to those who authored sections of the book: Robert G. Black, Dr. Richard Farkas, Tom Fisher, Robert F. Johnstone, Marion Percell, J. Richard Pfund, George R. Rounds, Don Strobel, Capt. Harold J. Sutphen, and Glo Webel.

Editing of this revised edition was completed thanks to Robert G. Black and US SAILING staff and volunteers. Final editing by Sailing World Magazine's editors; art direction by Jan Goodland-Metz, Diane Cacase and Dianne Boiani; photos courtesy of various community sailing programs and Gall Scott Sleeman. Cover photo by Billy Black.

Published in the United States of America in 1992 by the National Sailing Industry Association (NSIA) of The National Marine Manufacturers Association, 401 N. Michigan Avenue, Suite 1150 Chicago, IL 60611 and U.S. SAILING, P.O. Box 209 Newport, RI 02840. © 1992 by National Sailing Industry Association and U.S. SAILING. All rights reserved.

The reproduction or utilization of this material in any form or by any electronic, mechanical, or other means, including xerography, photocopying~ recording, and in any information storage and retrieval system is forbidden without written permission from the National Sailing Industry Association and US SAILING.

I. Introduction

Creating Access to Sailing, the Lifelong Recreation

Gail Scott Sleemen

Sailing is one of those rare activities whose inherent versatility makes it possible to enrapture everyone. It is a lifelong, wholesome sport with something for all those who try it. This special quality means it can bond generations, sexes, classes or even nations of people -- an asset desperately needed in our complex and fast-paced society. There is no sport which can so excite and thrill at just five or seven miles per hour.

It can just as often be the relaxing, decompressing time that gears us down from our pressurized lives. No other recreation or sport can credibly claim it uses the forces of nature alone -- without the slightest damage to the environment. In these senses, it links man today with his heritage and with the world in which future generations must live.

The challenge many perceive is how to share this opportunity with all those who would enjoy it. The uninitiated think that it is hard to do, costly and exclusive. Knowing, as we do, this does not have to be the case, programs and projects which know how to reach out to people should consider adding sailing to their list of activities.

Park districts, foundations, community groups, schools and other governmental and private agencies and groups need to step forward and assess what sailing can do for their constituencies. Adding sailing to a menu of community accessible sporting activities is practical, viable and valuable.

This manual is a constructive effort by many experienced sailors and leaders in the recreational field to share what has been learned and what can be achieved by those committed to public access sailing.

Along with the annual conference of Community Sailing programs held each winter, it can (1) enable any organization to evaluate the costs and benefits of creating and supporting a sailing program and/or (2) bolster the ease with which any established program can optimize what it is doing.

Our no-frills group represents what is known to, date about making it work! We include managers of on-going programs, instructors, marketing and fund-raising people, manufacturers, training experts, insurance and legal professionals and regulators whose common interest is to expand and nurture ACCESS to new publics.

The Handbook is an on-going project reflecting the dedicated efforts of many individuals and organizations -- the U.S. Sailing Association, The National Sailing Industry Association (of the NMMA), Bob Black & Co. Inc., Sailing World Magazine's editors, and the managers of the programs who have contributed information on their facilities.

Your feedback is especially important to us. We hope you will follow through on your interest in public access sailing and contact the various programs which seem most similar to yours. We are all enthusiastic about helping new programs develop.

Sailing in this special mode is genuinely SAILING of the people, by the people and for the people...

We look forward to having you join us.

Richard R Farkas Chairman
Community Sailing Committee

II. Needs Assessment

How to Take a Long Hard Look at Your Community

To decide whether a boating operation will be a viable addition to your community, first determine your market, the availability of a site, and the approvals and restrictions required by various agencies.

The Market

Studies show up to 50 percent of Americans are attracted to sailing. Investigate whether sailing programs already exist to serve your community. If they do exist, are they open to all, or only to a limited group? Are they fulfilling all the boating needs of the public, and are they doing it properly and safely? Are the users satisfied? Do their facilities, equipment and personnel meet your minimum standards and those of the national authorities (USCG and US SAILING)? Are their fees affordable to the general public, including low and modest income groups?

Many programs provide limited services for a particular clientele. One program may only have rental operations; another may offer private or group sailing lessons in one type of craft while still others may just offer stowage for privately owned boats. Sailing clubs and commercial operations will usually attract higher income families, or may have limitations on who may participate.

Frequently, a new program is viewed as a potential competitor, but with some imagination and coordination it can successfully complement existing programs. To start, you need to conduct a survey of your community to measure the interest in a public sailing facility, and the market potential for it. Your survey should determine:

- What interest or needs does the community have? Is there a demand for waterfront activities? Is there a latent demand for recreational sailing? Is the community aware of the benefits of sailing? What interest is there in boating lessons? What kind of instruction would they like to see: Entry-level skills, intermediate sailing, racing, navigation, windsurfing, canoeing, rowing, kayaking, small powerboat operation, water skiing -- and what about fishing?
- What type(s) of craft are most attractive to potential users: small centerboard sailing dinghies, windsurfers, catamarans, keelboats? Is there a demand for boat and sailboard rentals to satisfy people who don't own boats? Is there a need for land storage or in-water moorings and slips for boat owners? Is there interest in special events, i.e., regattas, water parades, free style windsurfing or funboard events, rowing competitions. Olympic training, lectures by sailing celebrities, hosting "tall ships?" Is there a need for job training in water-related activities, i.e. boat and engine repair, instructors, managers?
- When would the facility be used? Would it be used seasonally or year round? How would usage be distributed among daytime, after school or work hours, evenings, weekends and holidays?

- Who are the potential users and how many are there? What are their age categories: children, adults, senior citizens'? Are they physically fit'? Do they have learning or physical disabilities'? Are they associated with educational institutions, youth groups, charitable institutions, civic organizations, or local businesses'?
- What institutions or organizations will support the program'? In what ways will they participate? Will they provide students, funding, equipment, services'? Will they provide access to existing facilities?

If an area has some sailing activity before the establishment of a community program, activity will increase 50 percent in the first three years of operation with a doubling of the market in five years before leveling off. A cooperative and reliable boat dealer with a long-term business perspective will augment these projections by 25 percent. In areas with no previous sailing activity, projections are difficult because the effectiveness of marketing and public relations efforts will determine public interest.

Clearly, new programs have to place visibility high on their priority list in establishing a position in the community. Groups and organizations you should contact during your assessment of needs and market potential:

- ❖ Government Agencies -- Parks and recreation districts, planning commission, juvenile rehabilitation authorities, Corps of Engineers (if on navigable waters) or state waterway board, zoning commissions and military facilities.
- ❖ Educational Institutions -- Public and private school principals, junior college and college officials (president, recreational/physical education directors, student activity managers), adult education program directors.
- ❖ Youth Groups -- YMCA/YWCA, Boy Scouts, Girl Scouts, Sea Cadets, church leaders (youth group activity directors), Boys Clubs, Girls Clubs, Big Brothers/Big Sisters organizations.
- ❖ Businesses -- Chamber of Commerce, major corporations, (employee recreation programs, community service projects), communications media managers, marine equipment and boat dealers, commercial sailboat operators, waterfront hotels and resorts, health and recreation clubs.
- ❖ Charitable Institutions -- Local American Red Cross chapters, local United Way/Community Service organizations, fraternal organizations (Elk, VFW, American Legion, Moose, Knights of Columbus, Masonic organizations), Salvation Army, special organizations for assisting the disabled.
- ❖ Civic Organizations – JayCees, Junior League, neighborhood association, business service clubs (Lions, Kiwanis, Rotary).
- ❖ Existing Water-Activities Organizations -- yacht racing associations, yacht and sailing clubs, marinas, Coast Guard Auxiliary, U.S. Power Squadron (Coast Guard Auxiliary and U.S. Power Squadron offer only classroom courses, there is no on-the-

water instruction), American Red Cross, maritime museums, boat builders, boat dealers and sailmakers.

There are few organizations within your community that won't provide grist for your mill or sailors for your program. The fields are fertile and there for the farming.

With imagination and coordination, a new program can successfully complement existing programs

Sites

The most important ingredient needed is water. However, the type of site will affect the method of operation, activities, and the types of craft used in the program. If the program is located on a lake or lagoon with three feet of water and sandy beaches, keel-boats will be out of the question: but catamarans, windsurfers, or light-weight centerboard dinghies that can be sailed off the beach will be the answer. If the program is located on a harbor or a major coastline with a rocky beach or a rapid drop of water depth to seven feet or more, then docks and floats will likely be used and your selection of boats is wide open. Another factor is the quality of the water: if it is polluted, you should think twice about using windsurfers and dinghies that can put the sailor in the drink.

Other factors to consider when assessing potential sites:

- Public transportation, parking space, ease of public access.
- Availability of adequate space and facilities for storage, maintenance, and instruction.
- Adequacy of rest rooms, showers, changing and locker rooms.
- Availability of utilities, i.e., electricity and water.
- Beach quality, bottom characteristics, depth gradient of adjacent water.
- Condition and accessibility of piers and ramps.
- Availability of, or space for, in-water moorings.
- Availability of a beach or pool for swimming activities or instruction in other water activities.
- Temperature, tidal currents and nature of the body of water.
- Protection of sailing instruction and launching/docking areas from high wind and waves (especially orientation of facility with respect to prevailing winds and winds producing damaging seas during storms).
- Clear view of sailing area from control center or office.
- Security of area and facilities, ease of protecting boats and equipment.

Some of these factors fall into the "nice to have" category and are not essential for a successful operation. The ideal situation is to have a suitable body of water and the means to build facilities that meet your specifications.

Recently, a number of waterfront redevelopment projects have appeared in several cities that include provisions for recreational water activities. Working with the developers and the city government can result in a modern boating center for the community, and even provide continuing subsidization of the program. However, most often the challenge is to adapt and make do with what is on hand, rather than selecting

one of a number of alternatives.

Without doubt "flexibility" is the credo of Community Sailing!

Green (and Red) Lights

Green lights are approvals or required to operate a community recreational program. Determine the need for licenses required under state and municipal law, and consult with zoning authorities to ensure that planned use of the site is consistent with zoning. If it is not, determine if it is possible to obtain an exception or change of zoning. Consult with the Corps of Engineers and/or state waterways board to ensure that planned use of the waters is legal and permits are available for necessary construction or modifications.

Avoid "red lights" by identifying any groups that may have conflicts with (and hence create opposition to) your plans for a sailing program. Devise compromise solutions to co-opt opposition before it develops: try to make allies out of potential opponents. Examples: Support local sailing clubs by providing entrants to their racing programs rather than establishing a competing racing program: agree to recognize training/qualification given by other organizations and credit that toward qualification for using your boats and facilities; establish operating hours and areas that minimize interference with other activities. Make sure there are no water access problems for the site that you have selected. Some beach operations that have swimming areas prohibit wind-surfing. If it's difficult to find waterfront property that allows public access, a waterfront redevelopment project may be a solution. Early on, establish eligibility for insurance coverage (liability as well as property damage for shore facilities and boats) and get a commitment from an underwriter to provide the desired coverage.

Sailing has one of the best safety records for a recreational activity, but even so some insurers react cautiously. (See Section 5 - Mechanics for tips on improving your insurability.) If yours is a municipal program and is insured through the city, this issue may be moot, but be aware of the insurance coverage guidelines because, unfortunately, accidents do happen.

III. Essential Parts

The Components of the Program

No matter what kind of boating services a community program provides, the essentials of organization, facilities, staff, and equipment are necessary for proper and safe operation.

Management

Whether you're starting, organizing, or operating a program, define the management structure. The structure will differ depending on the goals and type of organization. Is it a for-profit or non-profit organization? Is it a municipal program, youth group, camp, resort, collegiate program, marina, boating center, sailing school, sailing club?

At the top of the structure should be a Board of Directors or Trustees to oversee and be responsible for policy and financial oversight of the organization, program development and evaluation, long range planning, fund raising, public relations, and hiring the Executive Director. The Board of Directors should include individuals with specific expertise that you need for your program

This committee should consist exclusively of volunteers, not staff, or paid directors. Many programs have found the expertise, experience, and support of the committee members to be a very valuable asset. Usually these people are volunteers who generously contribute their time, advice, and services. The number of people appointed to the committee is less important than ensuring they form a group that will work well together. They need to be committed and contribute to the committee. We suggest 4 to 12 people.

Pick individuals who have specific expertise or attributes that you need for your program who can be depended upon to perform tasks. For instance, if the program must maintain equipment include a committee member experienced in boat maintenance who can advise staff.

Among the different skills and capabilities you may want are site selection, boat selection, financial management, equipment maintenance, staff selection and training, public relations, marketing, insurance, risk management, curriculum planning, and fund raising. The committee sets goals and objectives for the program, drawing on information disclosed by a market study. It must ensure staff members understand these goals and appreciate the role each member must play in achieving them. Section 5 has details on organizing and using committees.

Facilities

The primary structure serves as an office and communications center. It may also contain space for storage of loon and parts, and appliances for the staff such as a small refrigerator and microwave oven. This is where staff handles paperwork, money, and appointments for rentals or lessons. There should be at least two telephones, a marine radio (unless the site is on a small lake or lagoon), and a cash register. This structure can be as simple as a 12' x 15' shack or a trailer.

If the program offers lessons, space for a classroom is recommended, including chairs and a writing board. Rest rooms must be provided. They may be portable, workman-type toilets at first. Proper rest rooms with showers, changing areas and lockers can be added later. Don't forget wheelchair access. If small sailing dinghies and windsurfers are part of the program, showers are strongly suggested for health purposes. These can be cold-water, outdoor showers, but if the sailing activities are done in cold weather or cold water, hot showers will be appreciated.

The facilities should have a couple of water outlets located in convenient areas for washing boats, sails, and clothing. A secure indoor storage space needs to be provided for program equipment (life jackets or PFDs, safety equipment, sails, rudders and other boat parts, tools, replacement parts), boat repair and maintenance, and off-season storage. If you plan to make or repair sails for the program, identify a suitable working space for this.

Movable storage racks and cabinets on wheels for boat equipment and tools will speed up boat preparation and repair, and allow multiple uses of available space. Electrical power is needed for lighting and power tools. If a snack bar or store is part of your operations, appropriate space and utilities are recommended. If the program is to be operated as a camp, you need living accommodations and an infirmary. Access to the water and boats will depend on the site and the types of boats used. For off-the-beach operations with small, lightweight craft there is no need for launching ramps and docks. Other operations may require ramps and docks. Docks and floats should have wheelchair access, especially if you plan to have sailing activities for people with physical disabilities.

If space for moorings is limited, consider land storage or "dry-sailing" the boats. This method has the advantages of reducing boat maintenance (and no anti-fouling paint will be needed on the bottom of the boats), increasing boat life, eliminating the expense of maintaining moorings, and reducing damage to boats and moorings when severe weather hits. "Dry-sailing" boats may require a paved storage area, a method for moving the boats by trailers or dollies, and a launching ramp and/or hoists. If hoists are used, at least two are recommended to facilitate launching and to have a back up. The disadvantage is that land is needed for this storage, and waterfront areas sometimes have very little land.

But it's amazing how many boats you can store in a small area by stacking the boats on racks or standing them upright, which can be done with dinghies, catamarans and windsurfers. "Dry-sailing" keelboats up to 30 feet in length can be done without too much effort, but experienced people should be involved when launching and hauling them. Moorings or marina-type docks are a most convenient way for storing keelboats. Docks provide good access to the boats, but they do require large initial capital investment and regular maintenance. In locations that have severe winters, ice damage to permanent docks can be an expensive and chronic problem too. If moorings are used rowboats or powerboats (launches) will be needed to transport people between the shore and the boats.

Note that operators of these power boats probably will need a USCG license. Contact your local USCG office for details on requirements.

Staff

The key element to a successful operation is the dedication, esprit, and stability of knowledgeable staff. These are the people who have direct contact with the public. They determine the public's perception of the program's quality and effectiveness.

Your staff is the first line of public relations and should know it. They make or break the program. Responsibilities should be clearly defined right from the beginning, and staff should have the necessary qualifications and training for their jobs -- to protect both the user and the program. This is particularly true for the program manager who is essential for a sound and smoothly functioning operation. This position should be filled by the same person over a period of several years to produce consistent operations.

This is especially important from the perspective of the staff and the user-public whose contact with the program is sporadic. The public must believe that a system is in place and that it will function in a predictable fashion. If this is accomplished, users become allies instead of critics.

A large measure of management autonomy needs to be given to the experienced manager, who should have broad sailing experience. Special boat-related considerations often will influence decisions. In municipal programs, supervisory authorities who have little sailing experience should:

- Learn to sail and use the facility or, at least, visit the facility often.
- Select an experienced manager in whom they have complete confidence.
- DO not select a manager who lacks a sailing background even if the person has extensive recreational background.

Selecting a staff is like choosing a winning team. The people must work well together and each individual's strengths and weaknesses should complement those of other staff members.

Every member of the staff needs a basic knowledge of sailing, motivation, respect for employer and fellow staff, awareness of the importance of safety, CPR and first aid training, as well as an understanding of the general goals of the program and the need to serve as a positive role model.

You need to decide what skill levels are needed. You may require certain staff members to have special skills in leadership, administration, teaching, racing, operation of powerboats, and maintenance. To pinpoint qualifications desired in prospective staff members, determine the positions and job responsibilities you expect them to perform. Do this by preparing a job description for each position. Staff requirements will depend on the services and activities that are offered by the program, and the quantity of users. Possible positions include:

- Program Manager/Director has direct supervision of the program and its staff, hires/fires staff, has financial responsibilities including preparation of budget and acquisition of equipment, and oversees marketing and public relations. Depending on the management structure of the program, the Manager may be responsible for setting policy, and developing short and long range planning.
- Assistant Manager/Office Manager/ Secretary handles paperwork, bookkeeping and record keeping.

- Instruction Manager/Head Instructor oversees the instructional part of the program; needs organizational skills as well as teaching experience. He or she must be a team player with significant leadership skills.
- Rental Manager/Operator oversees the rental part of the program.
- Maintenance Manager is in charge of repair and maintenance equipment; must be able to identify need for repairs and have the skills to get them done.
- Sailing/windsurfing Instructors give private or group lessons for sailing and windsurfing.
- Boating instructors give private or group lessons for canoeing, rowing, kayaking, powerboats.
- Aquatic Instructors give private or group lessons for swimming, life saving, scuba diving, water skiing.
- Lifeguards provide safety, rescue and life saving services.
- Snack Bar/Store Manager runs snack bar and/or ship's store.

Your program staff is the first line of public relations. They make or break the program.

Method of Operation

Committees can meet, budgets drawn, staff hired, and boats maintained in top condition, but if thought is not given to the operation of the program, you may never know who took what course, whether or not they paid, how many cotter pins you bought, or even why you needed them. And most importantly, was the program successful? Did the students learn what they were taught? Did they have fun? Did you send 30 students out on Monday morning? Did 30 students return at the end of the lesson? Did the 30 rented boats return at the end of the day? And in the same condition, or will repairs have to be made before they are rented again?

Record-keeping systems should be in place for all parts of the program: money transactions, student records, rental records, condition of equipment and facilities, maintenance logs, weather logs. (Refer to Section 5 Mechanics for more information on record keeping and forms.) A sailing program, like any other recreational program, must adopt accident prevention and emergency procedures. Establish proper communication systems, obtain and maintain first aid and safety equipment, follow-up on staff training, and define procedures to follow when an accident, rescue, or emergency occurs. (Refer to Section 5 Mechanics for more information.)

Financial Considerations

There are different ways charging set-of for services rendered: direct fees, membership fees, or a combination.

With direct fees each service has a fixed fee -- paid only when that service is used.

The membership system imposes a seasonal or yearly fee that allows the member full or limited' services for no additional charge or at a discounted price. The Wilmette program (Section 6 Case Histories) uses a direct tee system. The in-season storage fee for privately owned boats generates the bulk of its revenue, \$72,000 (1987 estimate). Non-

residents pay fees from 30% to 50% higher than residents whose taxes include monies for the local Park District.

Sailing lesson fees bring in about \$20,000 a year. When the boats are not being used for lessons, they are available lot rental. This third category of revenue yields \$20,000 in a normal season. Wilmette also allows a limited number of "trail-in" permits for non-residents, and this contributes nearly \$6,000 more. Some other minor revenue categories exist, but are not central to the operation nor significant enough to consider.

In summary, revenue generated annually from direct fees to the user-public is roughly \$130,000 which covers the operating expenses. Community Boating in Boston (Section 6, Case Histories) uses a membership fee system. It requires membership in the program to use the facilities and equipment. There are three membership categories for adults (\$85 for 30-day membership, \$175 for 75-day, and \$215 for year round); the membership fee for youths (16-20 years), disabled and students is half of the adult rate; and the fee for the junior program (10-17 years) is \$1.

Membership entitles you to free instruction, free use of boats, admission to social events, and guest privileges. Membership fees bring in about \$350,000.

The Oswego program (Section 6 Case Histories) was organized as a foundation in 1980 to coordinate and service the boating needs of several different organizations in the community. They use a partnership budgeting method that can be applied to other programs. Small- to medium-sized programs, which have limited funding and low user fees, may find this method particularly helpful, in-kind services provided by various political entities, community service agencies, institutions, businesses, etc., can greatly reduce funds necessary for major overhead and facility support.

Thus, in-kind income from a modest-sized program can enable the total operation to be self-sustaining. See Section 5 Mechanics for further discussion of the community partnership method. Efficiency of staff is a vital factor in the profitability of your operation. As with most instructional programs, cost per hour of operation is the yardstick. On-the-water instruction, not classroom sessions, is usually the limiting factor because of the need for proper supervision. Cost per hour is a function of the number of students per instructor. If the number of students per instructor falls below four, reconsider boat selection and course programming, or adjust lesson rates to ensure financial viability. The versatility and capacity of the boats will affect the student-instructor ratio and thereby the potential revenue of your program. US SAILING recommends that the appropriate student/instructor ratio should be around 10:1 to properly cover both efficiency and safety considerations. If low instruction fees are a goal of your sailing center, then increase the group size within safety limits.

Equipment Requirements

Sailboats: The essential part of the equipment package for a sailing program is, obviously, the fleet of sailboats. Factors to consider when selecting sailboats: program users, environmental conditions, activities the boats will be used for, versatility of the boat, safety, reliability, ease of maintenance, availability of replacement parts, manufacturer or dealer support, price, and replacement value. (These are discussed in greater detail in Section 5 Mechanics.) Generally, sailboats fall into two basic categories--mono-hull and multihull. But they can be more clearly described by subdividing them into several major groups: centerboard sailboats (monohull), keel-boats (monohull),

windsurfers (monohull), catamaran (multihull), and trimaran (multihull).

Centerboard Sailboats have a single hull with an adjustable underwater appendage, which may be called a centerboard, daggerboard, leeboard, or bilge board. When sailing the centerboard is often in the "down" position. The "up" position allows the boat to be brought into shallow water for launching or docking.

These types of boats are good for children and active adults. They are lightweight, fun and lively to sail. They can capsize and must have secure buoyancy devices to prevent sinking, and should be self-rescuing to allow sailors to right them and continue sailing without outside assistance. There are many different models to choose from. Boats less than 15 feet in length are usually called sailing dinghies, and boats under 8 feet with a square or blunt front end are called prams.

Keelboats have a single hull with a heavy fixed underwater appendage, which is called a keel. Keelboats can be divided into two broad types: open cockpit day sailer which has a large open cockpit with little or no cabin; and cruiser which has a shelter containing accommodations for overnight living.

Keelboats are heavier and require more water depth than centerboard boats, catamarans, and windsurfers. Ballast in the keels makes them more stable than centerboard boats and slows down their responses. They are attractive to people who want to sail a boat that is comfortable, dry and stable. They're also good for people with physical disabilities. However, the initial capital investment and maintenance costs are higher for keelboats than for other boat categories.

Sailboards (Windsurfers) have a single hull with underwater appendages: an adjustable one called a centerboard or daggerboard, and another smaller one, called a skeg, that is normally fixed. Sailboards are very popular, fairly athletic, simple yet challenging. Various sail sizes are available to suit wind conditions and the sailor's strength and experience. Specialized windsurfers are designed for specific use, e.g., entry-level instruction, wave jumping/riding, slalom, racing.

Catamarans have two hulls. Some catamarans have no underwater appendages and their underwater depth is only 6 to 10 inches. Others have centerboards or daggerboards. Catamarans are excellent for sailing off the beach, fun to sail, and more stable than a centerboard boat. They are a popular rental boat, and there are a number of good models to choose from. Catamarans in excess of 20 feet in length are usually not appropriate for community programs. Trimarans have three hulls with or without underwater appendages. They are very stable and easy to handle. Trimarans are seldom used in sailing programs, but a particular model, "Challenger," is designed for people with physical disabilities and has had great success in England in this role.

SPECIFICATIONS	CENTERBOARD CATAMARAN		KEELBOAT SAILBOARD	
	monohull	monohull	monohull	multihull
Hull Type	monohull	monohull	monohull	multihull
Underwater Appendage	adjustable	fixed	adjustable	adjustable or none
Weight Range (lbs.)	50 to 1305	730 to 5500	32 to 46	180 to 450
Length Range (feet)	7 to 20	15 to 29	12 to 13	12 to 20
Width Range (inches)	39 to 84	65 to 133	26 to 27	78 to 120
Depth: Up (inches)	2 to 12	--	1 to 3	4 to 12
Down	14 to 59	29 to 68	6 to 12	18 to 42
Number of Sails	1, 2, or 3	1,2, or 3	I	1 or 2
Capacity (people)	1, 2, 3-5	2-5	1	1, 2, 3-4

Support Boats: These small powerboats perform safety and rescue functions for rental operations, safety and teaching functions for instructional operations, and are sometimes used to transport people to moored boats. Maneuverable outboards are usually preferred. Inboard launches also will give adequate service, but are usually not as maneuverable. (Section 5 Mechanics lists criteria for support (safety) boats.

Personal Water Craft for Other Activities: If your program offers canoeing, kayaking, etc., contact the National Governing Bodies (Section 8 Program Resources) for information on equipment needs and criteria.

Safety Equipment: Safety includes accident prevention, safety equipment, signage, signaling system for program users, proper supervision, emergency procedures, and staff training. (See Risk Management in Section 5 Mechanics.) Essential safety equipment includes:

- U.S. Coast Guard-approved Personal Flotation Devices, (life jackets) for all users of the program's boats.
- U.S. Coast Guard-approved PFDs for all occupants of all power boats in the program.
- Safety support boats, operational and ready for use.
- Telephones: At least two lines should be available to handle emergencies.
- Radios: Radios are an integral part of a boating safety program. They provide communication between your safety support boats, a link between the safety boats and your land base, and direct access to the Coast Guard. They also give up-to-date weather information.
- There are two basic systems to consider, CB and VHF, and both are governed by the Federal Communications Commission (FCC). The pros and cons to each type of radio system are discussed in Section 5 Mechanics.

- Signal flags: (See Risk Management in Section 5 Mechanics,-)
- First aid kits: Well stocked and easily accessible to trained staff.

Check Federal Requirements for Recreational Boats (published by the U.S. Government Printing Office, Washington, DC 20402) and state boating regulations to ensure that your equipment conforms with federal and state requirements.

Other Equipment: In addition to durable training/rental boats, reliable power/safety boats, and basic safety gear, you'll need:

- Whistles -- for on-water communications with students and boat users
- Loud hailers
- Tools
- Spare parts for boats and engines
- Spare line
- Teaching aids -- writing boards, etc
- Portable buoys and anchors for instructional and rental operations
- Anchors and anchor lines for sailboats and power boats
- Tow lines
- Fire Extinguishers

Maintenance

Boats in a public sailing program pile a lot up of usage in a single year -- 1100 hours is not unusual! A privately owned boat often takes three years to equal these hours.

Most boats built for the private market do not stand up as well to "institutional" use. However, modifications can be made to the boats while they are being manufactured or afterwards producing significant reductions in maintenance problems and costs. If possible, these should be discussed with the boat manufacturer before purchasing boats for a community sailing program (Section 5 Mechanics provides further information.). When you consider the number of sailing programs surviving with boats just slightly better than "rebuilt insurance totals," imagine the enormous revenue potential of a quality program. How long would you remain a member of a country club that has uncut greens, pot-holed tennis courts, and filthy washrooms.? Yet the sad state of cleanliness and repair of "institutionalized" sailboats is often overlooked.

This regrettable situation is often caused by indifferent or inexperienced management, or both. Either way, it seriously detracts from the image and success of a sailing program.

Maintenance starts with attitude! This is influenced by the condition of the boats when initially turned over to your staff. If new, they should be kept that way with rubbing compound, wax, teak oil and regular replacement of running rigging. If old and the finish is dull or faded, the gelcoat cracked with corroded or broken hardware, complete restoration is advisable before adding them to the fleet. Good sailors know that cleanliness, organization, and preventive maintenance are daily safety issues at sea. It's called seaman-like behavior, and it starts with your staff who must also teach it to every student. ,,

Frayed lines, corroded masts and hardware, sloppy rigging, scuffed up hulls, stained decks, rusted pulpits, loose tiller/rudder connections, grassy bottoms, oily bilges,

blackened fenders, et al, do not inspire a sense of pride among staffers nor confidence among customers. Durability of construction, ease of repair, blister resistant hull resins, smooth gelcoat finishes, durable coated spars and quality stainless steel rigging and hardware all have tremendous importance. And while not initially apparent, quality becomes evident very quickly. Quality construction and a viable factory warranty keep routine maintenance costs low and resale value high.

Maintenance costs increase sharply with age, so a boat replacement strategy must take priority in your initial boat selection decision, no matter how good the boat or manufacturer is or claims to be or how good the deal seems to be. (See Section 5 Boat Replacement Strategy.)

With all programs, 10-15 percent of the equipment will be out of service at any one time. Take this into account when you purchase equipment so that enough will always be available for customers. The goal of any maintenance program is to keep this percentage to a minimum while maintaining in service equipment at peak condition. Each program has unique maintenance requirements. Seasonal programs allow most major repairs to be performed during the off-sea-son. A year-round program usually requires a rotation system so certain equipment can be serviced without disrupting the daily routine. Whether your program is seasonal or year-round, its success rests on the effectiveness of your maintenance program.

Administration

Establish systems for equipment procurement, in-house modifications to "institutionalize" equipment, boat replacement (a five-year turnover is suggested), routine maintenance checks, maintenance schedules, rental procedures, record keeping for tracking condition of equipment, repairs and maintenance.

Program Options & Format

Building Reach at an Affordable Price

There are several options or services your program can provide --instruction, rentals, boat storage, windsurfing, racing, sailing for people with disabilities, and social functions. Each option has associated costs balanced against the potential revenue and increased public participation. Don't forget the possibility of coordinating with other groups in your community to reduce costs or increase use further.

Group lessons are the most cost effective and allow you to teach more people to sail per instructor in a given time.

Instruction

Many programs offer instruction to bring new people into sailing who in turn make use of the other services provided by the program. Often "rides" are offered to the public to expose them to sailing. Some people come back to sign on for regular instruction. Demand for instruction is greatest at the entry level (basic/beginning sailing). At the intermediate or advance levels, it drops off rapidly. With regard to classroom instruction versus on-water instruction, there is no question that proper and effective teaching of sailing requires on-water instruction.

Sailing combines speed, time, distance, coordination, control, and using wind and water to propel the boat. Basic theory, knots, nomenclature, weather and rules that govern the behavior of boats on the water can be taught in a classroom, but the skill to sail a boat can only be acquired on the water. Instruction can be done through group lessons or private lessons. Group lessons have the advantage of teaching more people to sail per instructor in a given time, and it is also more cost effective. Group lessons work particularly well with people who can be programmed into a fixed schedule. For instance, college and high school students find after school hours convenient, and young school children have time available during their summer vacations. Group lessons are usually at least 2-3 hours long to give adequate instructor-student contact.

Private lessons are more appropriate for people whose schedules require more flexibility. Appointments can be made any day or evening, thus accommodating the student's other obligations. A student can come four days in a row, once a week, once a month, or take two lessons and go off on a business trip and return for the last two lessons. Many programs encourage the student to call before leaving home to verify that the conditions are suitable for the lesson. Private lessons are usually one hour long.

- When planning an instruction program, it is essential to know: Who your students are-- children, adults or both; where they come from; what they expect to get from the course.
- Drawing on these elements, define the instructional program:

What type of lessons to offer--group, private or both? What is the minimum/maximum class size? What schedule will you offer? What type of instruction will you offer: Basics only, a progression from beginner to advanced, a course in coastal piloting, racing, windsurfing, dinghy sailing, catamaran sailing, keelboat sailing.

- The costs for an instructional program include teaching staff, safety boats for on-water instruction, teaching materials (books, writing board, posters, whistles or loud

hailers, buoys with ground tackle, sailboard simulator, etc.), life jackets for instructors and students, registration materials, certificates, and spare parts for equipment. On the income side the rate for private lessons is usually higher than that for group lessons to offset higher per student costs.

Rentals

Rental operations are usually a supplement ~to instruction. It's essential a system be established to minimize conflict between these two operations. Using Wilmette as an example, priority is given to lessons in terms of sailboat usage. Appointments for lessons can be called in at any time. Rental reservations for weekends can be called in **NO MORE THAN 48 HOURS IN ADVANCE**. At that point boats are "released" to the rental trade. Renters call on Thursday for Saturday rentals and on Friday for Sunday. This has the added advantage of renters having some reasonable weather projections for the weekend. It is not uncommon for all of the publicly owned boats to be reserved for a sunnier weekend day.

Wilmette rents boats on an hourly basis. Its rental/lesson schedule is as follows:
Monday and Friday 10:15 11:30 12:45 2:00 3:15 4:30 Tuesday, Wednesday and Thursday 10:15 11:30 12:45 2:00 3:15 4:30 5:45 7:00 Saturday and Sunday 9:00 10:15 11:30 12:45 2:00 3:15 4:30 The 15-minute cushion is essential for rental turnaround and instructor sanity.

To ensure that the renter has the minimum skills to operate the craft, the renter is required to verify his/her skills with a certification card or sailing demonstration. Wilmette uses a rental contract with regulations and restrictions and also reserves the right to judge the match between weather conditions and a renter's skill and experience. It's also good procedure to check the boats for damage after each rental, and if damage has occurred, prepare a repair order. Like your other program options it's important that the rental operation be consistent year after year. Users, especially occasional users, need to know rules and routines will be in place and won't change every time they use a boat. The direct costs associated with a rental operation are staff, forms and repair of equipment.

Storage

Storage of privately owned boats is another service, and another source of revenue. If space is available, storage can be offered in various ways: outdoor or indoor; seasonal or year round. Fees vary depending on the type of storage, and whether the boat owner is a resident or non-resident of the community. The extent of the center's liability for the safety and security of stored boats should be clearly delineated in the storage contract. Costs connected with storage are staff time involved in moving and storing the boats, provisions for boat racks, cradles, dollies, or trailers, insurance and security.

Windsurfing

Windsurfing has great public appeal. It is exciting, attractive to non-sailors, easy to learn and has low start-up costs. Windsurfing instruction and rental operations can be profit centers for the program. Instruction is a service that the public wants and it will feed more new people into rentals. For people who have never done it, an introductory course is an excellent way to introduce them to windsurfing. Guidelines for rentals should

include verifying basic skill proficiency before releasing any equipment, and discouraging any "take-away" rentals. Windsurfers removed from the premises often require major repair.

Boards come in all shapes and sizes (and names) such as "fiat" boards, Div 11 boards, "sinkers," funboards, slalom boards, etc. A good all-purpose board will be best for your windsurfing operation -- a 12- to 13-foot long, flat-bottom board with a volume of at least 220 liters, and preferably 250 liters, and a retractable daggerboard. Two sail sizes, 4 and 5 square meters, are ideal for instruction, and a 6 meter sail is recommended for intermediate lessons and experienced renters.

If children are involved, a kids' rig should be included in your equipment package. Working directly with a manufacturer or establishing a cooperative arrangement with a local dealer can reduce equipment costs significantly, and even lead to donations of equipment or leasing arrangements. Most manufacturers and dealers realize the benefits of helping qualified windsurfing schools.

PFDs should also be part of your inventory. And you may want to consider stocking footwear and wet suits for safety reasons. Safety/rescue craft are a must whether you run a rental or instruction operation. Sails should be battenless.

If your operation offers instruction, include a simulator, buoys with anchors, tether lines, and a catch fence/ line. The tether lines and catch fence/line give beginners a sense of security and help the instructor with on-water control and safety of the class.

The recommended maximum ratio for students per instructor is 6:1, and it usually takes 10 hours to cover the minimum requirements for the basic windsurfing certificate.

Racing

This is a service that can be offered to people who want to test their sailing skills against others in the community or to satisfy their competitive instincts. Racing can range from informal fun races held on weekday evenings or on weekends to formal regattas.

Separate races for children can also be held to fit their time frame. If racing is provided by other organizations in your community, it makes no sense to duplicate their efforts. Better racing can be achieved by coordinating efforts. Equipment for racing usually includes rounding marks (buoys) with ground tackle, a Race Committee boat or station, signal displays, a horn or whistle. And people are needed to run the races.

At best, racing is a break-even operation, assuming it is subsidized by a racing fee or membership fee.

Social

This can be a vital part of the program. It offers people an important way to enjoy the facilities and an opportunity to make friendships. The program gains from these social activities because users feel more involved, dedicated and enthusiastic. This is also a good way to generate and sustain volunteers who often play an important role in the success of the program. Social activities can include: picnics, dinners, lectures, movies, receptions for visiting boats or "tall ships," water parades, concerts, sailing club, etc.

Programs for People with Disabilities

Most individuals desire, and frequently require, a sense of challenge, adventure, and freedom of motion in an outdoor environment. People with disabilities are no different in this respect.

Sailing provides the excitement in which people with disabilities can gain new skills and confidence. Offering programs for the disabled will require special consideration in planning and developing your facility. You must ensure proper access, appropriately selected equipment, and a carefully tailored instruction plan. Access in this case means having a barrier free-environment for mobility-impaired individuals, information for visually impaired persons; communication for hearing-impaired people, and consideration for mentally and emotionally impaired individuals. Equipment must be suitable for use by disabled sailors. Usually this means boats that are more stable, have ample room onboard and have layouts that permit operation by a person whose mobility is limited. There are specially equipped boats available.

The instruction plan should provide for a lower student-instructor ratio and include instructors with special skills (example: American Sign Language competency to work with deaf students). The staff will also require special training to ensure the disabled sailors get proper consideration without being overly protected. See Section 5 Mechanics for a more detailed discussion of programs for disabled sailors.

Program Format

Your program format is shaped by the results of your community-needs assessment, the identification of your market (youth, adult, schools, seniors, disabled, etc.), the facilities and equipment available, and the adequacy of the resources at your control. Each program must be designed to serve a unique market, in a given geographic setting, with given waterfront access, using finite resources and equipment in the best way possible. It is not possible to do everything at the beginning; attempting this will be overwhelming. Prioritize efforts and establish a phased development plan.

Here's where your committee of trustees and directors can be truly valuable; they should have a major part in creating this plan and a sense of responsibility for seeing it implemented. Your plan should provide you with immediate, short, intermediate, and long range goals. By building your program one phase at a time you'll have opportunities to learn as you grow. Mistakes need not be catastrophic, but can be turned into valuable learning experiences making succeeding phases go more smoothly. The material in Section 6 Case Histories should be helpful guides as you develop your own, custom-tailored program. They show approaches that have been taken by other programs.

In addition, here is a hypothetical program format plan illustrating the phased development concept.

- **Givens:** You have substantial public interest from adults, lesser levels of interest from youth groups, disabled organizations; access to small beach-front site with adequate protection, clean water and limited storage space; support from community recreation leaders and one local boat dealer.
- **Immediate Goals:** Get an instruction program started using boats that can be sailed off the beach. Publicize the program in every way possible. Offer rentals on not-to-interfere basis, with special rates for low-demand periods. Establish proper "image" for program: competent instruction, good maintenance, clean boats and facilities, consistent use and operating policies, sound administration.
- **Short-Term Goals (this season):** Add wind-surfing to attract youth, generate revenues. Run at least one youth class. Hold at least one social event for "graduates." Continue to build reputation/public awareness. Plan off-season

- activity: offer instruction, schedule boat repairs, maintenance: upgrade staff qualifications. Plan for site improvements: office/storage structure, workshop, bathrooms. Measure interest in expanding curriculum to include intermediate/advanced sailing, racing.
- Intermediate-Term Goals (next season):
 - Market and build youth instruction program to increase equipment use during hours adult usage is low. Increase size of fleet by adding catamarans, a few higher performance boats for sailors who want to go beyond beginner stage. Add rowing and canoeing (if market survey shows sustained interest). Establish targets: teach twice as many adults as last year, triple youth enrollment. Plan further site development: parking/storage areas; moorings; classroom/sail loft; launch ramp. Expand curriculum in accordance with market survey.
 - Long-Term Goals (2-5 years): Develop program for disabled sailors, acquire appropriate boats and develop staff. Develop social organization to support and encourage growth of safe on-the-water activity. Add small keel boats to fleet, explore "cruises" to neighboring ports. Establish boat replacement program, with 20-25% of craft replaced each year. Affiliate with local schools and colleges to get students into sailing programs for academic credit. Expand facilities to enhance instructional capability and make use of boats and center more enjoyable (e.g., teaching aids, better classrooms, locker rooms, snack bar, equipment store).

Each of these goals, of course, entails the accomplishment of a host of individual actions that will have their own requirements for time phasing. They should also be reviewed periodically and revised or amended as the program develops and the public responds to the initial offerings. If financial support for a disabled program is made available two weeks hence, don't tell the donor to come back in two years! Be flexible. Exploit opportunities!

Mechanics

Developing & Executing the Action Plan

Knitting together the components of a successful sailing program involves a range of activities, from curriculum planning to record-keeping, boat selection to top brass.

Committee of Directors or Trustees

Creating such a committee should be a first step for developing a boating program. Give care to the selection of its members to ensure that they will be willing to **act**, not just give advice. As a body, the committee should include much of the expertise needed to get the program going, so it must be composed of members who are willing to serve and have access to people, equipment, facilities or skills of use to the program in its early stages.

Some suggestions for the committee:

- It should have a distinctive name, such as Community Boating Committee.
Appoint one person as chairman.
Appoint a secretary to record decisions and send out notices of meetings.
Occasionally, the chairman and secretary will be the same person.
Plan meetings at regular intervals and far enough in advance to ensure good attendance. Your particular circumstances guide you as to the length and frequency meetings.
- Have an agenda for each meeting so everyone knows exactly what will be discussed.
- Assign committee members specific tasks responsibilities.
- If you have deadlines, give the committee enough lead time. If the committee members are volunteers, they have other committee and time constraints.
- Don't reinvent the wheel. If you are start a new program from scratch, search out organizations in the local area to help you; and reference Section 6. Case Histories and Section 7, Program Resources.

Whether you are launching a new program or maintaining and enhancing the quality an existing program, give yourself plenty of time to organize. If your program is seasonal, start to plan in the fall for the next summer. If your program is year-round, plan four to five months in advance for the next session.

Community Partnership

A community partnership will vary with the community and type of program, but this concept for organizing a community program was employed most effectively in Oswego.

Here are some of the lessons gained from the experience:

- Lead Organization/Agency: Can be an existing one or one established specifically to coordinate the project. Usually, a "lead" which is not politically connected or obligated to any contributing partners can be most objective and credible with others involved.
- Non-Profit Status is essential for the "lead" organization. This is necessary especially

when "crediting" commercial private partners for their services and contributions.

- Leadership has to be strong, tactful and unrelenting.
- Community Involvement (broad people-base) is essential for long-term success.
- Communications: Everyone involved must be kept informed at all times. Only informed parties can make meaningful contributions.
- Optimum Use of Available Resources: Do everything possible with what you have before requesting more.
- Reward and Recognition: Everyone involved must feel important, because they are! Be sure the type of recognition is appropriate -- not every individual wants his/her name in the paper.
- Be Diplomatic: Don't "step on toes." Whether you like it or not, you're dealing in "politics." Think before speaking!
- Have a Good Plan, both short and long range. Programs should meet essential community needs. Generate a "shopping list" containing something everyone can plug into.
- Don't be in a hurry: Progress is often agonizingly slow, frustrating and exasperating. Use your imagination! One of the objectives of the partnership is to obtain operations and services by means other than "cash purchase."

Who Are the Partners? Almost anyone who can offer materials or services. Participants may include:

- City Departments
- Building Supply Houses
- County Departments
- Contractors
- College/School District.
- Local Industries
- Chamber of Commerce
- Small Businesses
- Port Authority
- Naval ROTC Unit
- Marinas
- Military Reserve Unit
- Marine Dealers
- Youth Agencies
- Vocational Schools

Make a list for your own community. You may be surprised at the wealth of resources available. If you can arrange to have most of the "big ticket" items donated, the cost of services to your community residents will be reasonable, more people will be able to participate, which in turn will generate the cash flow to sustain the program.

Don't overlook private donations of money, boats, supplies and other tangibles that can be used directly or turned into ready cash.

Oswego's "lead" organization is the Oswego Maritime Foundation, and participating "partners" are:

- Port of Oswego Authority: waterfront location, (\$1 per year lease) and free inside winter storage of foundation-owned vessels.

- Oswego: main office space (with utilities, m building near waterfront.
- Oswego County: personnel. Legislative Intern Program provides two full-time summer employees at no cost to the Foundation (assistant sailing instructor and office/maintenance person). Also provided is liability insurance coverage for annual Sport Fishing Expo.
- School District: meeting space for large gatherings (public seminars and programs)
- Power Company: daily classroom/meeting space
- College: Academic intern program provides two or three part-time persons for special projects, i.e., Sport Fishing Expo publicity, the Foundation's membership campaign, computer sciences. Has provided facilities for Sport Fishing Expo and boating safety courses,
- Community in General: More than 100 volunteers actively serve on working committees that conduct service programs.
- U.S. Army Reserve: major excavation project and relocation of donated building
- Vocational school: Built original docks.
- County Highway Department: grading, fencing. hauling
- College technology classes: construction and maintenance of waterfront buildings.
- Contractors: electrical installation, dredging
- Manufacturing firms: materials, labor services
- Local businesses: all kinds of support (door prizes, lumber, cement, printing, copying, grass seed, etc.
- Marine dealers: boats and equipment at cost

In total, nearly 100 agencies, organizations, businesses and industries have been involved with helping the Foundation since its beginning. The success of this involvement is attributed to community spirit and applying the basic principles listed earlier.

Typical gifts to the Foundation have included:

- | | |
|--------------------------------|-----------------------|
| ▪ Office furniture | ▪ topsoil |
| ▪ boats of all types | ▪ horns |
| ▪ copy machines | ▪ flag pole |
| ▪ engines | ▪ fishing equipment |
| ▪ computer system | ▪ coffee urn |
| ▪ boat racks | ▪ carpet |
| ▪ files and cabinets | ▪ trees |
| ▪ boat lift (two-ton capacity) | ▪ radios |
| ▪ chalkboards | ▪ VHF |
| ▪ masts | ▪ RDF |
| ▪ clock | ▪ fencing |
| ▪ sails | ▪ building materials. |
| ▪ sand | |
| ▪ depth sounders | |

Nearly 100 partner agencies, organizations, businesses and industries have helped Oswego since it began operation.

Staff Selection, Training & Management

Staff Selection: A competent staff is the cornerstone to a successful program. Staff is ultimately the benchmark by which the program will be measured. It is the front line, and interacts with users every day. Their effectiveness as leaders, friends, teachers, problem solvers, and role models will determine whether your program is worthwhile and memorable.

Herewith the basic criteria to consider when selecting staff: □

- ❖ **Stability of staff:** This factor warrants high priority at the time of initial hiring. Give special consideration to bringing younger staff along and ensuring that in any year there is a good mix of staff at various levels of their education. The average worker is involved in the operation for three years, though there are many examples of those with five years. The ages of the staff can range from 16 to 65.
- ❖ **Compatibility of the staff:** Consider at the time of selection the likelihood that staff members will get along with each other. There is no substitute for telling a new candidate for a job the "whole truth." They should be told any and all "down-side" circumstances of the job. Staff members should understand that they are making a very serious commitment.
- ❖ **Instructional staff.** The number you hire will depend on the number of students you plan to teach at any one time, and their level of ability. Beginners will need more attention than advanced sailors so the teacher-to-student ratio should be higher for a beginner class. Your staff should be qualified to teach the level of skill you want your students to attain. Match your instructional staff to the goals and objectives of your program. When selecting your instructors determine what kind of sailing and teaching certificates they have. If you have classes for children, you need to hire instructors who like to work with children.
- ❖ **Rental staff:** Select people who are patient, personable, organized, know how to sail, know the boats, and can give sailing skills tests for renters who do not have certificates. If their responsibilities also include watching the renters in case they need on-water assistance or rescue, they should know how to operate the rescue/safety boats and have CPR, life saving and first aid training.
- ❖ **Maintenance staff:** Determine whether their working experience is appropriate to your program needs. They should have experience in fiberglass repairs, working in wood, repairing aluminum extrusions, using Nicro-press and swaging tools, the latest painting and sanding methods, and possibly repairing sails. Because it is so important to keep the equipment in working order, your staff must be able to work under pressure and deadlines, and remain innovative.

Interviews

Schedule a personal interview with each candidate. If your program has an interview committee, only two to four people should do the interviewing. At least one or two committee members and your manager/director should be present for all interviews. This will give the interview process continuity and enable you to assemble a team. The interviewer(s) should prepare for the session by reviewing the candidate's resume or letter

and know the position for which the individual is applying. Prepare several relevant questions to ask each candidate. Every individual who applies for a position or participates in an interview deserves the courtesy of a written response even if they are not offered a position. For those selected, draw up a contract or formal letter outlining the terms of employment:

- Compensation
- Time Commitment
- General Responsibilities
- Start and Stop Dates
- Miscellaneous (room and board, other benefits)

Chain of Command

The staff must understand the chain of command of your organization. Hired staff and volunteers need a clear understanding of their responsibilities and authority. To whom does each member report? To whom do they speak if they have a problem with a user or another member of the staff? If a user or user's parent has a problem with a staff member, with whom should they speak?

Staff Meetings

Staff satisfaction and retention is largely a function of communication. Management should explain why decisions are made, and should hold regular meetings on a day when all members of the staff are present. At these meetings each staff member should be given a brief opportunity to say whatever is on his/her mind about the activities just ahead of those recently completed.

Schedules

Staff schedules should be designed to deliver the services expected by the public. Since peak demands usually occur on weekends and school holidays, schedules focus on these time periods. For instance, Wilmette's staff has a schedule that commits them to six days per week, two of which are always Saturday and Sunday, but with one weekend off per season. Many programs supplement their regular staff with volunteers to satisfy this demand. Remember, that if private lessons are scheduled for the convenience of the student, it will require that an instructor be available a substantial portion of every week. Another factor to consider are days of "bad" weather when a low level of activity is assured. Staff members who teach or rent equipment may have time on their hands. Do you give them the day off, have them do other jobs, or let them wait? These are policy decisions, but be consistent in whatever the policy is.

Division of Labor

This is both organizational and functional. Decide if you will have ranks of staff responsible for clearly delineated tasks. Opting for relatively little division of labor (i.e. assigning specific tasks only to specific people) is the management practice currently in vogue.

Staff can be divided into three categories.

- Office staff handles telephones, appointments, cash, contracts and general

questions.

- Senior instructors, usually the veterans of the operation, give the bulk of private lessons and are respected for their expertise and experience.
- Junior instructors might be relatively new, might require polishing their technical sailing skills, or might be younger; as a result they spend more of their time in group lesson settings or dealing with renters.

The critical point is that job descriptions do not relegate any task exclusively to one person or a group of people. Wilmette advocates a minimum division of labor. Its staff is told the more jobs they perform the more valuable they become. Garbage collection is done by whoever is not busy, "regardless of experience or sailing skill. Participating in rescue operations is a collective responsibility, as are the vast bulk of tasks on the waterfront. This produces a strong sense of esprit. All staff members are accountable if work is left undone.

At the end of the season each staff member completes a confidential peer evaluation in which he or she ranks all peers according to their "overall value to the operation." This is one criteria (along with the supervisor's evaluation) used to determine whether the staff member is rehired and at what hourly wage.

Social Activities for the Staff

Social activities in the off-season help maintain commitment and loyalty between seasons. During the height of the season at least one "blow-out" event should be planned to relieve the workers of feeling "burnt-out" -- a common experience that even the best workers will have if they have been doing their jobs intensively.

Staff Uniforms

The issue is not whether staff should have uniforms, but rather what the uniform should consist of. Conditions vary so dramatically that any inflexible rule would be ludicrous. In the span of one hour, conditions can change from a six-knot southwest breeze with haze and 85 degrees to a north wind at 30 knots, 8 to 10 foot waves and 60 degrees. Staff members will usually buy and use their own wet and dry suits. It's a good idea for management to provide two shirts, two pairs of shorts and a jacket in suitable colors and appropriate logos. A reasonable rule is to require the staff to wear any one piece of their choosing at any given time. There shouldn't be a problem if there's a reasonable uniform policy

Staff Training

A well-trained staff is vital to the success of any operation. Routine training will be an on-going responsibility for the program director to ensure operations are safe, consistent and efficient. Different water activities will require specific training and certification to meet the standards set forth by the National Governing Body (NGB) for that particular activity. Refer to Section 7 Program Resources for a list of the NGBs. Specific training requirements that should be built into your staffing plan are

Safety training: All operating personnel (and office staff if possible) should

have CPR and first-aid qualifications and be thoroughly conversant with internal safety regulations and procedures.

Instructor training: Instructors should hold certification reflecting formal instruction in the techniques of teaching and managing classes, as recognized by the National Governing Body for that sport. For sailing, these certifications are offered by US SAILING for dinghy, keelboat and windsurfing. The associated insurance programs sponsored by US SAILING require US SAIL-ING-certified instructors as part of the risk management package.

Office staff training: Local training required as appropriate to ensure staff members are conversant with rules, regulations, operating procedures and use of office equipment.

Maintenance training: The maintenance staff must be taught how to accomplish repairs effectively and safely. Proper precautions with resins, paints, and other potentially hazardous materials need special attention. The program director should be required to verify the training and qualifications of staff members and to arrange extra training whenever it is necessary.

Your staff's effectiveness as leaders, friends, teachers, problem solvers, and role models will determine whether your program is worthwhile and memorable.

Equipment Selection and Financing

Sailboat Selection - The First Step

Your initial task is to prepare a forecast of revenues and expenses. Boat selection decisions will logically follow the development of your **Comprehensive Five-Year Plan**. This five-year financial forecast of revenues, expenses, and replacement costs should be the first step. Remember, it's up to you to get the most for the money. The forecast is nothing more than a description of the entire program, outlining initial costs, projected revenues, and maintenance numbers. It's nothing that a little spreadsheet analysis software can't handle.

Factors to Consider

But before you spend members' or taxpayers' dollars on what locals swear is the only proper vessel afloat, you should be aware there are a great number of boats out there, each with its own positive and negative attributes. What may be perfect for one area simply won't work in another due to local conditions. Serious thought must be given to the proper selection of the type of boats to use.

A great number of factors come into play. The sailboats you choose for use in your program should be:

- Designed for sailors of all age/skill/strength levels.
- Equipped to economically and effectively teach at all levels of competence.
- Commercially marketable at replacement time.
- Warranted by a responsible factory/dealer network.
- Safe enough to minimize safety boat/personnel/insurance costs.
- Popular or profitable as a rental boat.
- Suitable for extended season programming.
- A good financial risk for program funding sources.

The importance of boat selection in the overall picture of your program cannot be emphasized strongly enough. It is critical!

The physical limitations of your sailing center location may play a big part in your selection. Depth and size of the body of water, water temperature, pollution levels, strength of breezes, are all vital. Consideration must also be given to whether slips, moorings, dry storage, hoists, a beach, or boat ramps are available, because these determine the type craft you purchase and use. Then there's the question of seasons. Very few communities can offer sailing year-round, but it's no longer just a "summer" sport either. If there's snow, skiers will ski. So, too, will sailors if there's no ice. 'Frostbite' sailing is extremely popular in many parts of the nation. Planning should address the financial opportunities afforded by such an extended season. Also bear in mind initial boat selection may "lock in" the types of operations you can offer for as long as you own the boats. Carefully consider who you'll be teaching to sail, and how, and who you'll be renting to. Not everyone is comfortable alone aboard a Sunfish. Conversely, the adventurous types can't wait to challenge the wind and even suffer a knockdown or two.

Marketing:

In marketing any product, the primary task is to build awareness. Draw attention to what you are trying to sell. Ultimate success is a function of conversion rates from there. If, out of every 100 people aware of your program, 10 write for information, and if, out of those 10, three sign up, the math is simple. Double awareness and you'll double sign ups. How do you double awareness?

Create Excitement & Challenge (either real or imagined):

In 1975 a program with a successful track record adopted this approach and selected four exciting craft available at the time: Windsurfers, Sunfish, Hobie 16s and Olympic 470s. The dramatic shots of each boat under high-speed sailing conditions with women and children aboard were used in program literature and press releases to convey that this was a fun, challenging, exciting, and even 'dangerous' sport that anyone could master. These boats worked because most of the sailing was done off-the-beach except for the 470s, which functioned as the boats for weekday evening advanced racing courses out of the local yacht club. This is a two-month program because the water is cold, and these are "wet" boats to sail, good for bathing suit sailing.

Recent analysis shows that a program using exciting, modern 20-24 foot keelboats, which call carry 1 instructor per 4 students, can be very profitable. Such boats can justify higher lesson and day rental fees, for longer periods in the sailing season. Customers can wear normal street clothes, just adding boat shoes and proper weather protection. However, remember keelboats will require greater depth of water for operation, more storage space and maintenance, and a greater outlay of capital. Fortunately for sailing as a sport as well as for community sailing programs, the best performing boats have the most staying power in the market because they are in great demand, both new and used. These are the boats which not only deliver performance, but are also the ones purchased by experienced sailors for their own, personal recreation.

Include Everyone

Don't let your boat selection "turn off" major segments of your potential market. Not everyone wants to learn sailing on a windsurfer or in a bathing suit on a catamaran or dinghy. Nor will there be universal enthusiasm for hanging over the windward side attached only by their ankles.

Most community sailing programs have come to the realization that the primary market for optimizing instruction and day rental revenue is the adult male and female age group between 25 and 50. On the other hand, youngsters can't be ignored, either. They're the Olympic sailors of tomorrow.

Keep in mind there is a strong interest among people exposed to the sport to sail, charter, or own boats outside the organized club or community sailing program. Their love of sailing is expressed by their desire to spend day after day just sailing.

If your program's boats aren't the same as the ones people want to sail, your revenues will suffer in two important ways: Fewer people will be attracted to join at the front end,

and fewer people will stick around for rentals and to bolster the "club atmosphere" at the other.

Let's bracket the range of options and develop within each extreme a method to further define which boats tire right for your community sailing program.

Youngsters Sailing Alone

Traditionalists in the sailing world believe that sailing instruction programs are only for children. That's because sailing club courses are aimed primarily at the children of people who already know how to sail.

Community sailing programs, on the other hand, reach out to people who never learned as youngsters. While adults are a top priority, a comprehensive program should include the 8-12 set.

More and more programs are switching to lightweight singlehanded boats for their young beginners because they learn both crew and helmsman skills more quickly. Several off the beach operations run successful group instruction using the Sunfish. If cold water and too much wind are problems in your area, the International Optimist Dinghy works very well in these conditions. This is a stable "sit-in" pram type of boat that has been the mainstay of Florida youth sailing programs and has spread to other areas of the country.

Unless youngsters get singlehanded experience, there's some question whether they've really learned. The same is true of adults, so some of these same boats can be used for initial adult instruction as well. Even in winter, YMCA sailing and boating programs have used Sunfish at indoor pool sessions.

Family Daysailing

At the other end of the spectrum are boats that can be rented for family day cruising throughout the full sailing season. Requirements of safety, toilet facilities, and protection below decks are added to boat selection criteria. Some idea of what seems to work best can be determined by taking a traffic census on weekday evenings and on weekends. Count the boats out sailing in your area with family or crew configurations that generally fit your program's needs. Consider one of the higher-scoring boats as a cornerstone type for your sailing center. After all, why try to out-think the consumer who's clearly demonstrating the type boat he's willing to spend money on'?

Economically Equip Your Boats

Are you planning to instruct your students in the fine points of mainsail trim and mast bend adjustment'? Use of a jib? Hoisting the spinnaker? What about reefing and heavy weather survival? Racing? If you are, the boat(s) you select should be equipped accordingly. Otherwise, the courses you offer will be limited to elementary instruction. On the one hand, with basically equipped craft, you may be missing (Jut on "continuing education" opportunities and advanced skills classes. On the other hand, it would be foolish to spend extra dollars to properly

equip a heavy-weather vessel if you're never going to offer instruction on that subject or your body of water never "kicks up." Keeping the equipment simple will reduce hazards for the casual sailor and make it easier to sail the boat.

"Institutionalizing" Your Boats

Experience has shown that sailboats are not usually designed and built for the heavy and sometimes insensitive use they will encounter in public programs. By modifying or "institutionalizing" them you can achieve significant improvements on extending the life cycle and reducing maintenance expenses. Some modifications should be done when the boats are built, and others can be done in-house.

Before you place your order with the manufacturers or their representatives, let them know how the boats will be used and maintained, the number of years you expect to use them, and discuss what cost-effective modifications can be made to "institutionalize" the boats. When going through this process also include modifications that will either identify the boats with your program or make it easier for the casual sailor to sail the boats. Your relationship with the manufacturer and dealer is a key element in making your program a success.

Consider some of the following modifications working for other programs:

- 1) For boats that will operate from docks, reinforcing parts of the hull that will make contact with the dock during "crash" landings or when the boat is tied will help reduce fiberglass repairs. Rubber fender strips will help reduce damage to the hull.
- 2) For boats that operate off beaches reinforce the fiberglass bottoms, and possibly add some runners or skids that will take most of the wear when launching or moving the boats on the beach.
- 3) To increase the life of your sails have them made from heavyweight Dacron (1 oz. heavier than normal for the class) with extra reinforcement. It's also a good idea to have the battens sewn into the sail pockets to avoid losing them. For self-rescuing dinghy types, consider adding buoyancy to the head of the sails to prevent "turtling" of the boat in a capsized.
- 4) For many casual sailors, the sail is the only aesthetically significant part. Using sails that have a unique and highly visible color will identify your boats to the public and will make it easier for your staff to keep track of them on the water. If two types of boats are used in the operation, they should have different colored sails. For instance, Wilmette uses bright orange (solid) sails for its Sunfish fleet, and bright green sails (solid) for its Hobie 16 fleet. Visually tracking boats is only possible with this sail system. Once a color has been selected, you should stay with that color. In this way old sails serve as backup for new ones. To insure that ONLY your program owned boats are the ones with your chosen sail color on the water don't sell old sails to someone in your area. Be sure to check the manufacturer's current and future sail colors. Reasonable rates are often available from makers who specialize in commercial operations.

- 5) When new boats are purchased and will be used with special colored sails, it is still a good idea to include the regular stock sails with the order. The added cost is marginal and the resale value of the boats will be higher if you can offer them with new, unused sails.
- 6) Successful modifications to Hobie 16s include having the mainsails cut shorter to provide more headroom and the leech of the jibs cut hollow and made without battens (but with heavy tabling or edging). These alterations make tacking easier for the casual sailor and will allow lessons and rentals in heavier weather.
- 7) Consider removing the boom vang to eliminate a hazard to the casual sailor.
- 8) Make modifications that will prevent boats from turtling. Recovering a turtled boat can take significant staff time and puts added strain and wear on the boat. Install a flotation panel (1/2" to 3/4" thick closed-cell foam) at the top of the sail or an 8" float at the top of the mast. Masts filled with foam also prevent turtling and are much faster to right after a capsizes because the masts won't fill up with water.
- 9) For off the beach operations, ball-bearing travelers tend to clog with sand; this won't happen to old-fashion sliding travelers, although they do have a shorter life.
- 10) Add retaining clips to the rudders to prevent them from falling off and getting lost.
- 11) Fittings that attach the rudder to the hull and the area of the hull in way of the fittings are common failure points on most boats. Use high quality, heavy duty gudgeons and pintles, and reinforce the hull in way of these fittings. Use a system that allows you to replace the damaged fittings quickly.
- 12) Hiking sticks are another common failure. No matter how strong they are or how sophisticated their universal fittings may be, they are guaranteed to break. Some programs think that cheap (under \$2), simple wooden hiking sticks are the way to go. They are easy to replace and the price is right. Keep a ready supply on hand.
- 13) Use quality heavy duty fittings; it usually doesn't pay to use cheap ones. And make sure the backing plates are extra strong.
- 14) Keep the mechanical advantages low on any systems that need them to reduce the strain on the boat and its fittings.
- 15) When purchasing fiberglass boats, bear in mind that white hulls (including decks) require less maintenance, repairs are easier and faster, and the boats will look better in service and for resale with white-on-white repairs. Color matching is difficult, costly and sometimes impossible.
- 16) Although boat covers seem like a luxury item, they help keep the boats looking like new with less maintenance.
- 17) You may want to identify your program's boats with numbers on the hull or by using special stripes on the hull or deck.
- 18) If your boats have wood rudders or centerboards, covering them with fiberglass and/or epoxy resin will help to reduce maintenance.
- 19) Paint the bottoms and rudders of your dinghies with a unique, highly visible color to

make it easier to track them if they capsize or turtle.

- 20) Put marks on halyards to indicate the full) hoisted position so they will not be hoisted too high and damage the fittings.
- 21) To prevent fiberglass rudders from sinking build them with closed-cell foam. If using stock rudders (such as Lasers) install 3/8' wetsuit material on the heads to make them buoyant.
- 22) Add continuous fenders on piers and docks.
- 23) To prevent stopper knots on halyards, down hauls, vang, etc. from coming undone, put whip the bitter end to the standing line after the knot has been tied.
- 24) Tape cotter pins and rings to prevent damage to sails or coming undone.
- 25) On keelboats store the mainsail on the boom inside a large cover to minimize wear.

Built-In Safety Factors:

- a) The importance of safety must always be emphasized. It strongly influences your staff's time, your ability to obtain reasonable insurance coverage, the program's future image, and your sleep at night. Basically, safe boats (a) stay together, (b) can be easily operated by youngsters in high wind conditions, (c) have good stability or can be quickly righted by even the smallest sailor and (d) have primary and secondary defenses against sinking.

The selection of boats that compromise any of these important safety factors leads to the imposition of strict operational limits, increases in safety boats and rescue personnel, and a marked reduction in rental revenues. After all, no one wants to stay within sight of the lifeguard. Sailing is the great "freedom" sport. It "takes you away," sings Christopher Cross.

If the manufacturer cannot document safety and stability tests, conduct your own. Pull the boat over its side in the water (90 degrees of heel). Ideally it will try to right itself. If so, how many pounds of effort does it take at the top of the mast to keep the boat down?

Conversely, some boats due to their open cockpit, will try to "turn turtle." In these cases, how many pounds of effort does it take to keep the boat up?

It really does not matter what boat you are testing. Simply multiply the effort by the length of the mast to obtain the "foot-pounds of righting moment." The numbers you obtain from different boats is a way of comparing stability and righting ease.

Did the boat take on water when it was pulled over to 90 degrees?

If so, how difficult was it to bail out and continue to sail? Did it start to sink or does it have flotation chambers?

Turn the boat upside down in deep water. Will it stay upside down or does it try to right itself? Does the centerboard slide out of its trunk? How much more difficult is it to right the boat when the sail is full of water? Can a 10-year-old do it?

Thoroughly cover all the emergency procedures likely to affect your students, and make sure the boat meets all your safety criteria.

Ask the manufacturer for a certified listing of all known capsizes, sinkings, and loss-of-life cases associated with the boat you are considering for your program. Find out what preventive steps might have been taken to avoid the accident(s). This is useful

background material for your courses. Making people aware of the inherent dangers is the first step in boating safety.

Keelboats, apart from better stability, may have two other important safety features: (1) a self-bailing cockpit design with no openings below deck level in the cockpit and centerline openings in the deck that do not fill when the boat is knocked down, and (2) built-in buoyancy tanks or flotation devices to prevent sinking if hatches are left open.

For multi-sail vessels, determine the ability of the boat to sail under complete control with the mainsail only, jib only, or with main and jib reefs in heavy weather.

The protection and warmth of a cabin may prove critical in preventing hypothermia in wind and rain. Yes, even in summer it happens to day-rental people who leave port with light clothes and no foul weather gear. You may also want to consider the use of VHF radios or other communication devices. The U.S.C.G. will provide you with a list of required safety equipment, as well as additional recommended safety equipment for rentals and charters.

Safety should be your foremost consideration in the purchase of any boat you will use in your community sailing program. Remember the people operating those boats are not experienced sailors accustomed to coping with emergency situations.

Financing Your Selection

There are five basic methods for acquiring the craft you select for your program. Each has advantages and disadvantages.

Purchase -- The obvious approach is to buy the boats outright. That way, they are yours to do with as you please. They belong to your program. Short of plunking down several thousand dollars, there are various financing packages available through banks, municipal credit unions (especially if you're working through a Parks and Rec program), and independent financial institutions. A few short phone calls should answer all your questions on interest, terms and insurance requirements.

One other consideration is to seek financing assistance through your dealer or manufacturer. Most manufacturers and virtually all dealerships have access to credit programs of one sort or another, including such industry giants as GMAC, GECC and HFC.

After all, you're spending a lot of money, so they should be more than anxious to assist you in any way they can. It is even possible the manufacturer can secure more favorable terms than you could on your own.

The drawbacks are obvious. The boats depreciate over a period of time. You must maintain them in like-new condition. You must provide the insurance coverage. And you have to worry about replacing them when the time comes. Outright ownership is not all it seems.

Lease -- Another option is a straight lease or lease/buyback arrangement, although programs of that nature are not always available through every dealership. As with cars, office equipment, or home furnishings, you lease the boats for a specific period of time, and when the term has expired, the equipment is either replaced, or, for a predetermined buyout figure, becomes your property. Period.

Built-in safety factors are critical to an operation's success on the water, not to mention its ability to obtain reasonable insurance coverage.

Highly visible sail and boat colors -- including bottom paint -- will help staff safely track your fleet.

By modifying your sailboats you can extend their life cycle and reduce maintenance expenses.

Depreciation, "normal" wear and tear, and/or repairs are generally covered by a lease, as is insurance. On the other hand, routine maintenance, adequate protection, and what is defined as "reasonable" usage are still your responsibility.

Student Purchase/Leaseback or Dealer Demo -- These two acquisition methods are quite a bit more palatable than the former pair of options. Both a student purchase/leaseback plan and a dealer demo program offer many more benefits than they do drawbacks.

Under the student purchase program, the aspiring sailor purchases the boat from his or her favorite dealer outright, then leases it back to your community sailing program at a rate favorable to both of you. The benefits are enormous.

First, the student (generally an intermediate or advanced sailor) has his own boat, which he'll be understandably proud of. And while it's true other students will be sailing his pride and joy, they will be doing so under close supervision so his investment is reasonably well protected.

You should have virtually no maintenance to worry about with the boat unless your students have an accident. The owner will take care of the maintenance. And the owner will be able to take his own boat out at night or on weekends when it isn't scheduled for classes. Best of all, your owner is in effect getting one heck of a discount on his purchase. You're making nearly all his first year's payments!

Yes, you do have to carry insurance for his boat, and make sure your other students show the proper respect for someone else's property, but in the long run it is an excellent way to keep your fleet in "almost new" condition at a minimum of program expense.

The second favorable option, the dealer demo program, is probably the most desirable way of acquiring boats available to community sailing programs. Cost is very near zero! Approach your local dealer, or go direct to the manufacturer and propose that they "lease" you a fleet of boats for one year to use in your sailing program. The "lease" is for the staggering sum of \$5-\$10 per year-per boat, or less!

At the end of the year, the dealer gets his boats back, which he in turn can sell as "demonstrators" for under list but over cost. You, of course, must maintain and insure the craft, but you'd have to do that in most cases anyway.

Under this plan, the dealer's making money and you're bringing more people into the sport who will very possibly buy one of his boats after graduation. If he's smart, he is using his "contribution" to your program to get his name in front of the prospective buyer through his own promotional efforts. It is a viable commercial alternative for everyone involved. (There's more on the student purchase/leaseback and dealer demo programs in Boat Replacement Strategy.)

Donations -- Finally, there are boats donated to your program by former students who are moving up in size, or individuals who simply no longer need the boat for one reason or another, or as a write-off. With the new tax laws, however, that type of donation is probably less attractive than it was. Donations may or may not be good for your program. You certainly do not need a broken-down Laser that's more trouble to keep afloat than it's worth.

Donated boats can be a huge headache. "Let the buyer beware" applies here.

Factories and Their Warranties: Factory warranties are no better than the people who offer them. Their validity can be readily obtained by talking to existing owners of the brand you are considering.

The best remedy for warranty headaches is to purchase a known, proven boat from a reputable builder who's been in business for a number of years. Otherwise, you had better consider other means of protecting yourself from design and manufacturing defects. Lloyd's may write such an insurance policy, but don't bet on it!

It doesn't do any good to file a lawsuit against a small backyard boatbuilder whose total assets consist of several barrels of unpaid resin and a handful of mounting screws. The larger manufacturers generally acknowledge defects in their products and make good on repairs even after the expiration of the "official" warranty period.

These boatbuilders also usually maintain a substantial inventory of proprietary or custom equipment and hardware (not available at the retail level) and a customer service department that operates from 9 to 5 and can ship a replacement part "next day air" if necessary. Either demand this from the manufacturer or find a dealer who will commit to inventor3, backup of any critical parts.

Otherwise, it may take quite a while to find or custom make a new mast, rudder, stem-head fitting, or whatever.

All reputable boatbuilders and dealers can and will tell you what is most likely to go wrong with their product and what they are prepared to do to correct the problem. Go in with your eyes wide open and ask pertinent questions. Don't allow yourself to be "swayed" by a smooth talking salesman.

Relationship with the Dealer: This relationship is a mutually dependent one. The

program's ability to "turn over" its fleet is dependent on the wholesale pricing and support it gets from the local dealer. And without a first-rate dealer nearby, a program is faced with carrying inventories of parts and materials, which makes the financial and administrative management much more difficult.

The community program is able to present clear and reasonable boat options to the sailors without any hint of collusion or profiteering. It makes the new sailor aware of the advantages of selecting a boat that is common to the area and for which there is strong dealer support.

The dealer, for his part, can offer prices that reflect his heavy volume and his concern for repeat business. The dealer's facility is also a good place for communicating with the sailing community at large. A few key recommendations:

- Work with the dealer to insure the timing of purchases is ideal from both the dealer's and the program's perspective. Prices range so dramatically that decisions should be adjusted to this factor.
- Avoid inventories as much as possible, but stock the "most vulnerable" parts which can put a boat out of service. Consider including a parts order when you purchase your new boats. Experience can guide these decisions, but special expertise is necessary with each class of sailboats. Access to spare parts on weekends is essential.
- If a local dealer with a well-developed inventory and hours on weekends is not within 15
- minutes, cultivate a special relationship with the manufacturer's rep in the area. Some of the pressing emergencies may be handled through this avenue. He should value your business because the visibility of his product (especially among new enthusiasts) is dependent on your program.
- Assuming the dealer has earned your support, be sure your staff directs new patrons to the dealer in a responsible and guarded fashion. This is best done by promoting the reasons for keeping the number of boat types limited rather than appearing to act as an agent for the dealer.
- If more than one class of sailboat is used in the program be sure that one dealer carries them. Playing one dealer against another is fraught with problems and is ill advised. Boat Replacement Strategy: Everything so
- far leads to this point: updating your fleet. Have your replacement plan firmly developed before you invest in anything. Be wary of gifts. Go commercial, or your entire community sailing program can fail.

It is important a program uses boats with immediate market demand. To get this demand started in Wilmette in 1975 (its infancy), the local dealer provided two Hobie 16s and four Sunfish for the annual rental fee of \$1.00. But there was a "catch." A small sticker inside each boat said "Courtesy X Sports" with a phone number. Instructors were asked to send referrals to the dealer when the students wanted to buy their own boats. Presto. The Wilmette Park District had new boats every year and the local dealer tripled sales.

That's a replacement strategy that virtually eliminates maintenance. You can bet the

dealer had a spare parts inventory with priority for the Park District. Nobody is going to buy boats that fall apart.

The real key is to avoid "odd ball" boats with little or no market value. Market demand is what sustains resale value.

Seek ways to cycle boats through your program at a frequency of better than once every three seasons. Five-year lease programs with premature buyout incentives are another way for program participants to stay ahead of the game. But it will only work if people want to own the boats you have selected.

An arrangement that has worked well in a number of programs is an advance sale/school leaseback plan with the buyer/student owning the boat at season's end for well under list price. These "advance" owners tend to have more interest in how the boat is maintained, particularly if they are given the chance to participate in the Wednesday night regattas or sail weekends when the boat is not needed for instruction. More often than not, the student/owner does volunteer maintenance on his/her boat to assure that it will be in "like-new" condition at season's end.

Good manufacturers are aware of the commercial value community sailing programs present in creating "consumer trial horses" for their products. Participants, having gained confidence in a specific brand or type of boat, are more likely to buy one from the same company in the future.

The business-oriented program administrator will take advantage of marketplace realities by contacting manufacturers and dealers in advance for their proposals and guarantees about replacement plans. If they know that in 3 to 5 years you will be back for another fleet, they will be more inclined to offer you a highly competitive purchase/replacement program.

Safety Boats: These are the powerboats to be used by the instructors during on-the-water instruction and also for rescue operations. Generally speaking, small maneuverable outboards provide the best service and performance. Other types of power boats, such as inboard launches, will give adequate service.

Key criteria for safety boats:

- Adequate quantity. For on-the-water instruction, figure on one powerboat for every 8-10 sailboats.
- Durability and reliability.
- Low freeboard to make it easy to reach into the water and bring people aboard from the water.
- Stability to handle people working over the side and off-center loading.
- Maneuverability.
- Able to perform in adverse conditions.
- Adequate towing power and a strong point to fasten tow line.
- Lined with fenders on sides and bow.
- Hull and engine should be easy to maintain.
- Enough power for towing, speed, economy, and emergency (should have a carrying capacity for operating crew and several people). Stress reliability. During the course of a sea-
- son, your safety boat will occasionally be out of service so have a contingency plan ready.
-

Other Equipment: Radios -- A radio system is an integral part of a sailing program. Radios provide a means of communication between safety boats and a link between them and your land base. Train your staff in the procedures for proper use of this equipment. Establish specific guidelines governing the use of radios and be sure staff members follow them.

There are pros and cons to each type of radio system. Cost and licensing are just two considerations. Choose a system enabling you to communicate with other water-based organizations in your area: police, Coast Guard, harbor patrol, marina, clubs, etc.

There are two basic systems to consider, CB and VHF. Both are governed by the Federal Communications Commission (FCC).

- CB: You can use Citizens Band (CB) radios without a radio operator's license or permit. The FCC rules for CB operation are covered in the FCC Rules, which can be purchased from the U.S. Government Printing Office, Washington, DC 20402. You do not have to give call letters or keep records of your transmissions. Channels are often crowded with poorly disciplined operators.
- VHF: A better alternative is a Very High Frequency (VHF) marine radio. Most boats, sailing clubs, boat yards and harbor masters use VHF radios. Every VHF radio transmitter must have a station license which is obtained using FCC Form 506 and renewed every five years using FCC Form 405-B.
 - Hand-held VHF two-way radios are usually operated as mobile units of a boat or shore based VHF station license. To operate a VHF radio legally you must be at least 14 years old and have an PCC restricted radiotelephone operator permit (RP). No test is required, and the RP is issued for your lifetime. All of the FCC rules for operating marine VHF radios are contained in FCC Rules and Regulations, Volume IV.
 - The holder of the license for a boat radio station must keep a log. You cannot transmit from a boat station if your boat is on land or on a trailer. You must give the FCC call sign of the station you are transmitting from at the beginning and end of each message. Entries for the log should include date, time, unit or station contacted, nature of call, and time call was completed.

Storage of Equipment

Give careful consideration to how you store your equipment. Store it so damage and loss is minimized, and the gear is readily available when needed. Large open storage areas with movable racks, cabinets, and trailers are preferable to permanent storage facilities.

Store large equipment items, such as boats and vehicles, so their storage position corresponds to their use. Items used the most need to be stored in a convenient location. When possible, store boats on roll-around racks to eliminate trailer congestion.

Store loose equipment and small items, which are part of the equipment described above, on racks close to where the equipment will be used, or on portable racks.

Construct these racks so they can withstand considerable wear and tear as well as protect the gear.

Store valuable equipment in secure cabinets or lockers. Access to these items should be limited to chosen personnel by a system of prioritized locks.

Have a separate storage facility off site for equipment used seasonally or infrequently.

Maintenance

Most programs find that 10-15 percent of their equipment will be out of service at any one time. The goal of any maintenance program is to keep this percentage to a minimum while maintaining in-service equipment at its peak of condition. The maintenance schedule will be influenced by your mode of operation (seasonal versus year-round, and length of season), and the intensity of use the boats experience.

Routine Maintenance: Routine maintenance ensures general cleanliness and identifies potential problems. Institute a regularly scheduled maintenance check of facilities and equipment.

Weekly -- general wash and scrubbing of equipment. Clean dirt and sand from moving parts. Inspect for sign of wear and damage.

Monthly- Polish and wax fiberglass surfaces. Clean, oil or varnish wood surfaces
Lubricate moving parts.

Yearly -- Replace parts that are wearing excessively. Major rebuild of moving parts. Any major paint, gelcoat or varnish work.

Maintenance Log: Create a log listing the facilities and equipment. In the log, track the condition of each item, its maintenance schedule, and what type of work was done. Not only will a detailed log provide a record of what was done and what needs to be done, but it will help you defend yourself should anyone question the condition of your equipment. Certain equipment, including every sailboat and power boat, should be monitored daily throughout the season. Daily status reports should be part of your master log.

Examples of Items in the Log

- Building and grounds
- Docks and floats
- Ramps
- Hoists
- Training/Rental boats
- Power/Safety boats
- Teaching aids
- Radios

Repairs: Develop a system which fixes unusable equipment quickly and gets it back into service with the least possible down time.

1. First priority -- Repairs that render an item useless should be tagged by the person who detects the problem, and then documented and repaired by the Maintenance Manager.
2. Projects- Repairs affecting the quality of use of a piece of equipment, but which do not render it useless, should be documented and prioritized according to availability of spare parts and funds.
3. Parts: To facilitate quick repairs, parts must be readily available in-house

or through local dealers/manufacturers. The initial budgeting for an item should include an initial parts stock as well as a yearly figure for maintaining the stock.

4. Tools: Proper tools are a basic part of the basic equipment package for a boating program. These tools, in the hands of an experienced person, will ensure repairs are made correctly and quickly. Tool supplies should be centrally located and controlled. Convenient storage of the tools will facilitate quick deployment and return of the tools (reducing the amount of supervision for their return, and funding for replacement of lost tools).
5. Equipment Design: Ease of repair and maintenance depends on the design of the equipment. A higher quality, more expensive item may cost more initially, but it often lasts longer, requires less maintenance, and proves to be cheaper in the long run.

Risk Management

Safety is an integral part any program. Even the most organized program faces the inevitable risk of an accident. Accident management must be discussed and reviewed periodically. Draw up a set of accident procedures and reactions for the staff to follow. Protect your program from liability, because it is best for the students and for you.

Equipment: As discussed in the maintenance section, all boats should be checked after each class and rental, and again at the end of the day. If a boat is determined to be unsafe, it must be taken out of use immediately and fixed before it returns to service. All repairs should be entered in a log book.

Injury: Establish a procedure to deal with any injury before the season starts. Your staff must know how to react to different situations and who to contact. Keep a medical form for every student and staff member on file, with appropriate emergency phone numbers. Your staff should be trained to administer to minor cuts and bruises. If the injury is serious, the individual with his/her medical form should be taken to the local emergency room. Maintain a first aid/injury log.

Accident Report: Establish and enforce a procedure for reporting any accident, minor or major. An accident report form must be filled out and delivered to all concerned parties. The report will establish the facts as they occurred and the actions taken by your staff while dealing with the accident.

Suggested Procedures:

- Post emergency numbers next to all phones.
- File student medical forms in central location.
- Check all equipment daily, and record results.
- Keep maintenance, first aid/injury, weather

VI. Case Histories

Cross Country Success Stories

COMMUNITY BOATING, INC.

Boston, MA

I. Basics

Although its ties to the Boston community go back as far as 1936, Community Boating, Inc., began in 1941. CBI is a privately owned 501(c)3 community sailing program, which operates on a relatively large scale still serving the Greater Boston area.

Initially, founder Joseph Lee received a contribution from the Boston Metropolitan District Commission to institute a summer sailing program for teenagers on property leased from the State of Massachusetts.

With the assistance of volunteer instructors and promoters, and without a capital budget, 30 sailboats were purchased through individual donations. Buildings on the leased site were donated to the program by the State of Massachusetts. It is the oldest continuously operating community sailing program in the nation.

Growth has been steady since the school's inception. Community Boating currently owns 150 sailboats, windsurfers, multihulls, rowboats and powered safety vessels.

II. Locale

CBI has a one-acre parcel of land that is located on the Charles River diagonally across from the MIT sailing club. This places the facilities close to the geographic center of the Boston metropolitan area. Parking is at a minimum, but public access is readily available through the venerable MBTA.

III. Market

Due to its location, Community Boating's facilities are available to over 3.5 million people throughout the Greater Boston Metropolitan area, including portions of Massachusetts, New Hampshire, and Vermont. The program operates through memberships only, and offers a wide variety of courses at the high school and adult education levels.

IV. Financial Information

The non-profit organization is self-sustaining and derives approximately 75 percent of its income from membership fees. Contributions to CBI account for a bit more than 13 percent while revenue from the snack bar and other resale items account for the last 12 percent.

Of its planned \$500,000 operating budget for 1992, salaries (nine full-time and 50 part-time) and maintenance account for 88 percent of Community Boating's expenses.

Approximately 5300 CBI members pay a varying range of membership fees. Junior (ages 10-16) and senior members (ages 17 to 65) pay \$215 for a full season, \$175 for a 75-day membership and \$85 for 30 days. Disabled students pay half price for their corresponding course. CBI also has special rates for student youths (ages 16-21) and full-time student-- \$155 for the full season, \$120 for 75 days and \$60 for 30 days. A senior

citizen can purchase a season membership for \$40 while a lifetime membership can be purchased for \$2250. Memberships include free instruction, free use of boats, admission to social events and guest privileges.

V. Program Format

Due to New England weather patterns, the on-the-water program operates only from April through November, although some classroom instruction is offered from October through January. Spring, summer and fall courses are a combination of twice-weekly classroom sessions of two hours each and unlimited on-water instruction which is available at any time. Winter courses are two hours weekly.

Approximately 25 students are enrolled in the spring and fall courses, while summer classes may have as many as 75 members, although on-the-water instruction is limited to one instructor per one or two students. Participants receive a membership card which is marked with the most recent course completed.

VI. Facilities and Storage

On-site facilities for Community Boating, Inc., include a large two-story building which houses the offices, classrooms, repair and maintenance rooms, equipment storage areas, restrooms, lockers and changing rooms. A snack bar, boat hoist, ramps and over 400 linear feet of dock space complete the package.

ee, as are the head instructor, two sailing instructors and maintenance workers. The clerical staff and 40 other sailing instructors are part-time employees. Community Boating, Inc., also has a part-time volunteer executive director and numerous volunteer sailing instructors.

CBI has a procedures manual for new instructors, some of whom are USYRU trained, while the majority are CBI-certified to teach.

VII. Fleet

Community Boating owns 85 Cape Cod Mercurys, 12 Lasers, four Cape Dory Typhoons, three 470s, two Sonars that are handicap accessible, one Barnegat, one Soling, 25 windsurfers, nine rowboats and six powered safety boats.

X. Rentals

Community Boating does not offer equipment on a rental basis to members or to the general public. Members have free access to all operable vessels at all times via membership fees.

VIII. Courses Offered

With growth in membership Community Boating, Inc., has increased its course offerings to include numerous other marine educational and recreational activities. It now offers boardsailing, navigation and racing courses, social activities and regattas in addition to its basic, intermediate and advanced sailing programs. Participants must be members, at least 11-years-old, and able to swim 75 yards. Special courses are offered in meteorology and piloting, while CBI also runs lecture series.

IX. Staff

The program director is a full-time employee

XI. Promotional Activities

Community Boating, Inc., uses a number of methods to promote its activities, including a members' newsletter, press releases and brochures, public service announcements, newspaper advertisements, boat show and shopping mall displays and live slide shows and lectures.

Program directors have indicated a desire to develop a sailing program for the physically disabled and are interested in furthering the sport of sailing through accelerated promotional activities. A history of Community Boating, Inc., in brochure form, is available upon request.