Welcome

Implementing Recreational Boating Education and Skills Standards

22nd Annual

International Boating & Water Safety Summit (IBWSS) 2018

Hilton Lexington/Downtown, Lexington, KY

March 4-7, 2018

Presented by

Pam Dillon – National Association of State Boating Law Administrators

Joanne Dorval – The National On-Water Standards (NOWS) Program

K. Brian Dorval – The National On-Water Standards (NOWS) Program

National On-Water Standards Program

YOUR BOATING DOLLARS AT WORK

Produced under a grant from the Sport Fish Restoration and Boating Trust Fund, administered by the U.S. Coast Guard.

NASBLA

Purpose and Agenda

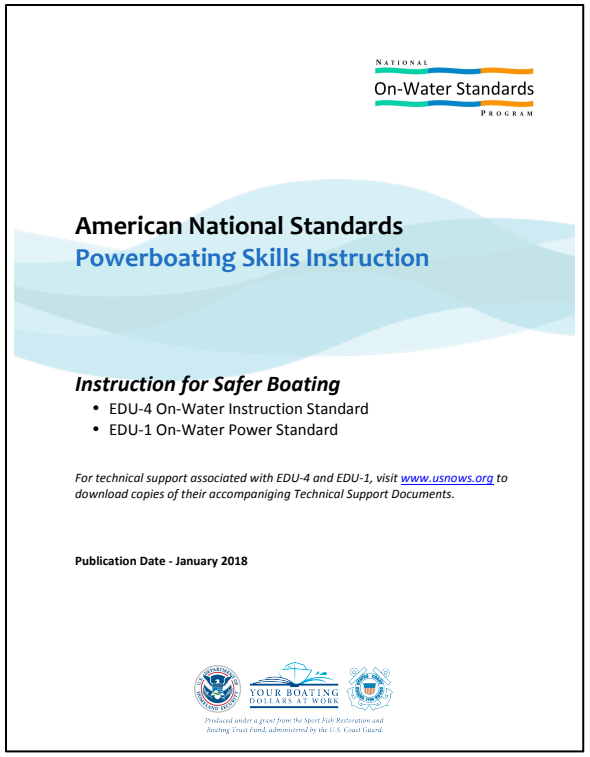
Purpose

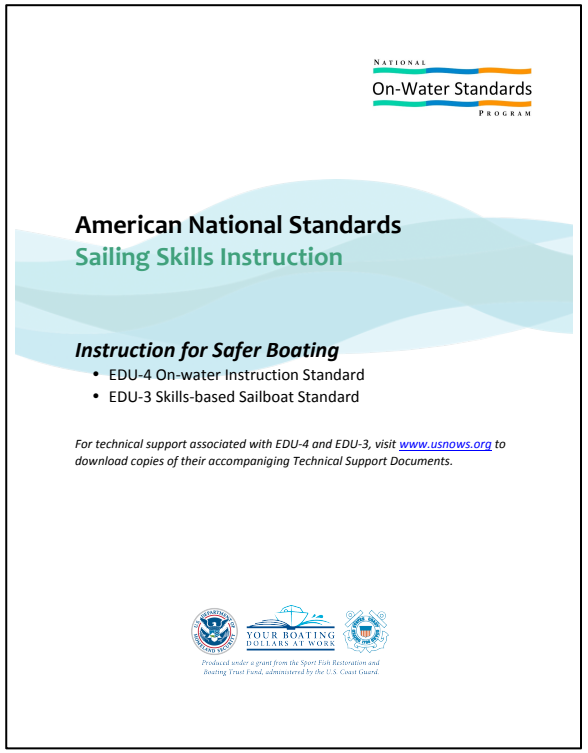
Provide information, tools and next steps for implementing new national standards for On-Water Skills-based instruction

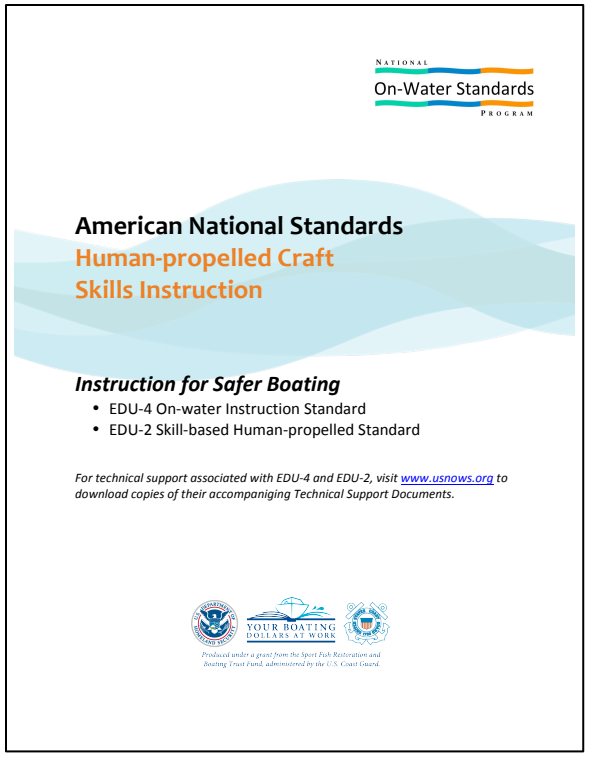
Agenda

- Developing American National Standards
- Tools & Resources
- Following Standards
- Self-Assessment Checklist
- Getting Started

Find one of these in your box

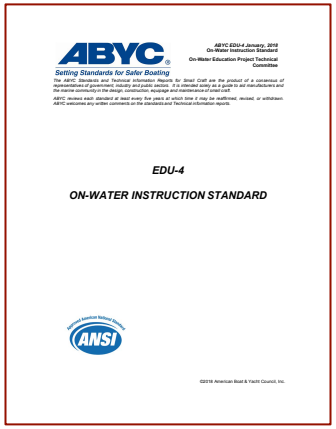




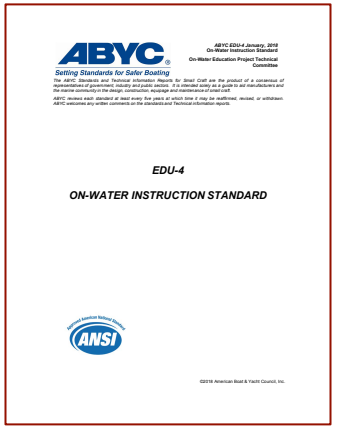


The Standards

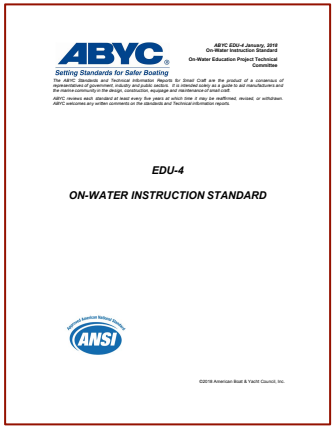
Instructional Approach



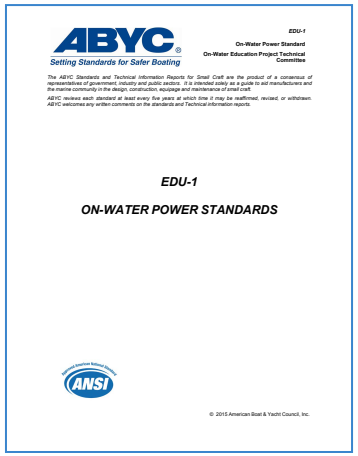
Instructional Approach



Instructional Approach



Power Skills



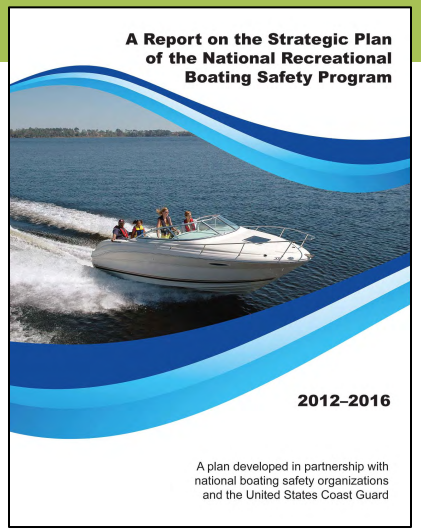
Sail Skills

Human Skills

Developing the American National Standards

for On-Water Skills Instruction

Why American National Standards?



- **US Coast Guard Goal:** *Improve safety and enjoyment during recreational boat operation*

- National Boating Safety Advisory Council 5-year strategic plan:

  "Increase the number of boaters who have completed advanced or on-water, skills-based boating education."

Approach

Objective: "Increase the number of boaters who have completed advanced or on-water, skills-based boating education."

How?

Make consistent, high quality, on-water, skills-based training available across the country

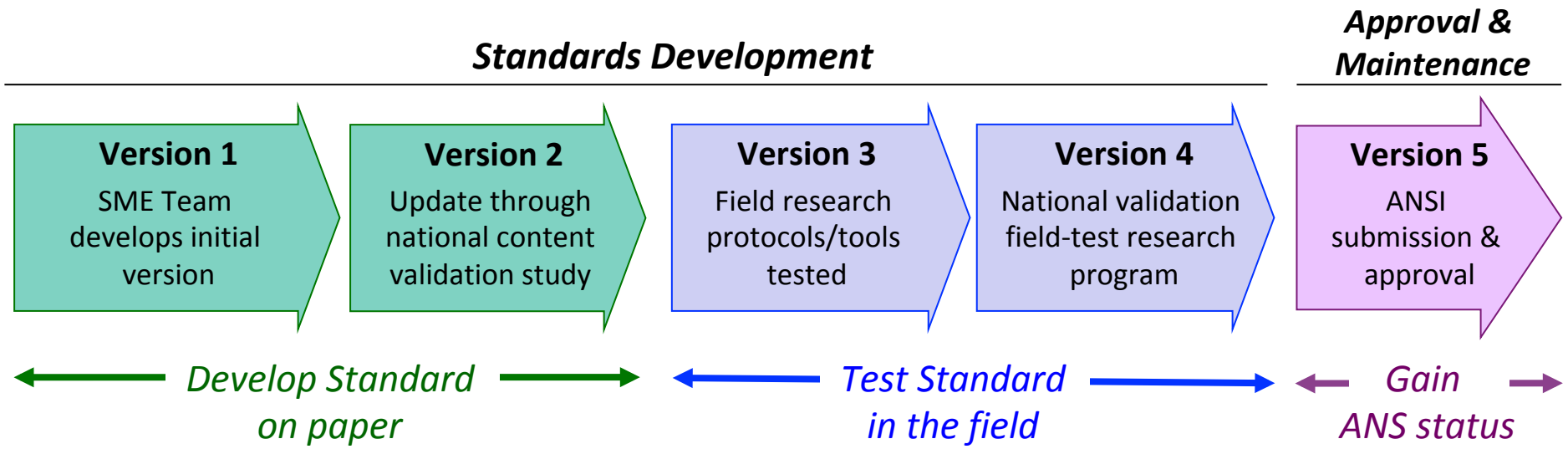
How?

Give education providers powerful, comprehensive resources to help design and deliver the instruction

How?

Identify the core set of fundamental boating safety skills... and define a quality approach to instructing them

Approach: 5 successive versions - national consensus

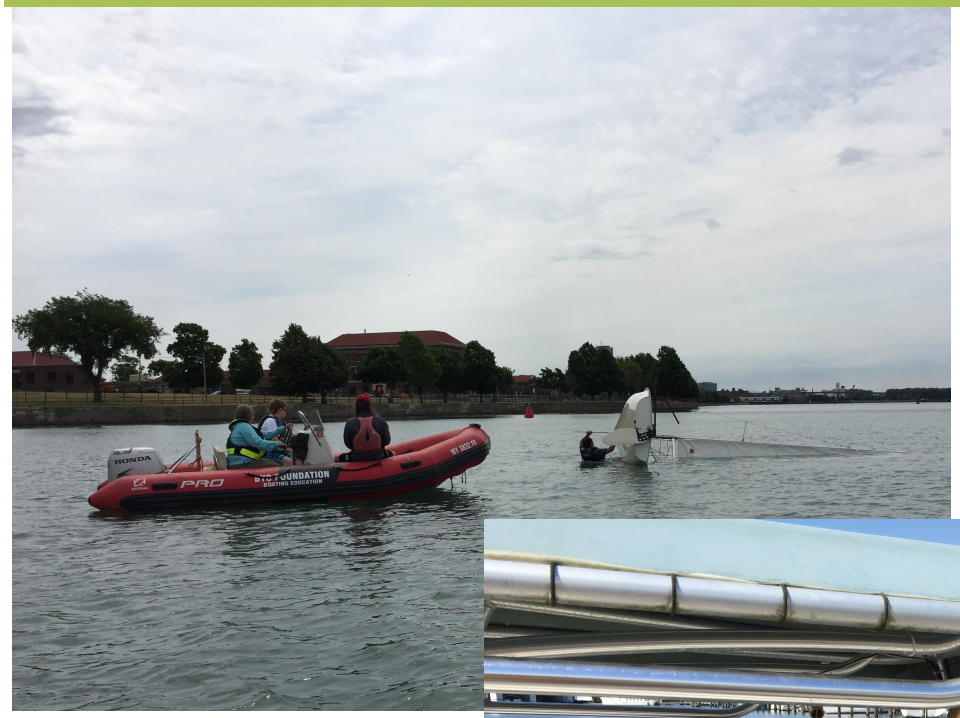


8 national surveys to ensure best content

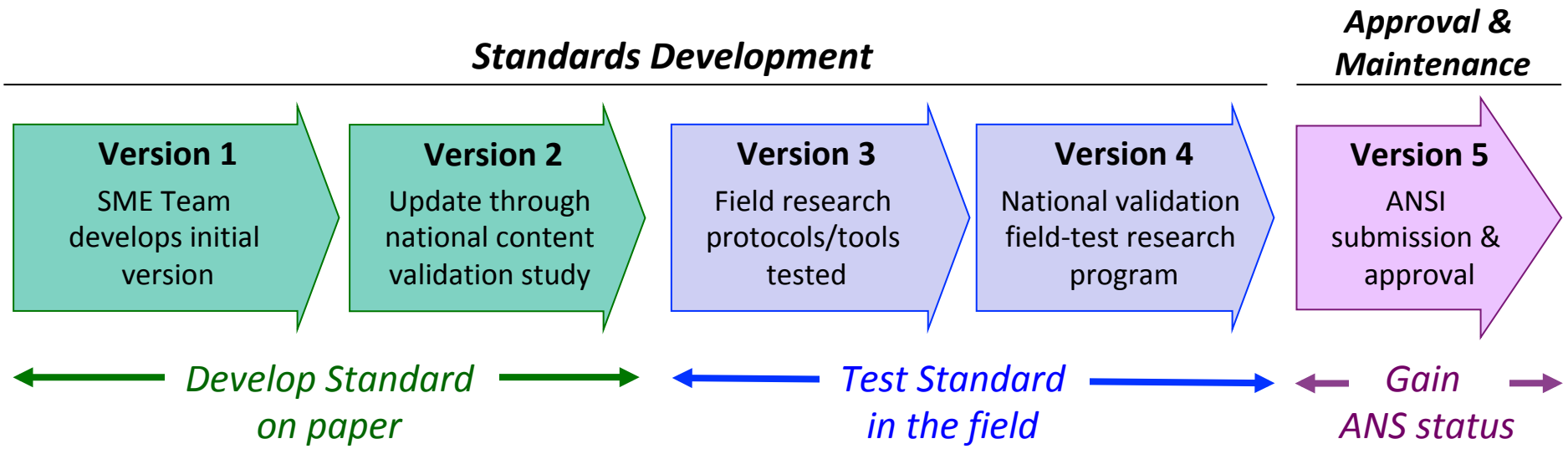
Subject Matter Experts in Field-testing

Field Test: Operation #4 - Open Water

Field-test: Operation # 7 - Safety / emergency



Approach: 5 successive versions - national consensus



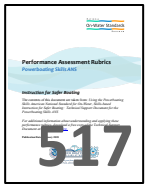
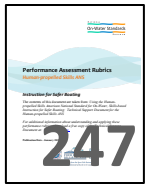
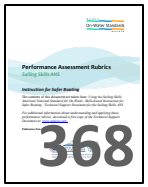
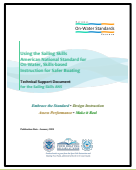
Field-tested effectiveness 610+ times:

- 160+ certified instructors
- 220+ beginner/entry-level boaters
- 27 venues

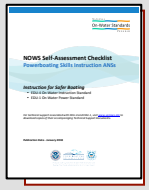
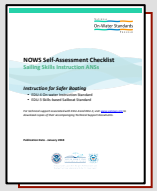
Directly involved over 3,000 people

NOWS Tools & Resources

Results: NOWS *Instruction for Safer Boating* Resources

Purpose	Instructional Approach	Resource
Target characteristics of approach	 14/42	**4 American National Standards** ***Instructional Approach*** • 14 characteristics of approach to on-water boat-based education • 42 approach design and assessment criteria
Target entry-level skills	**Power Skills**  35 **Human Skills**  27 **Sail Skills**  36	***Entry-level Skills*** • 98 specific recreational boat operator skills
Develop and assess safety behavior	 517  247  368	**3 Performance Rubrics** 1,100+ specific boat operator safety-related behaviors
Calibrate instructor assessment	  	**3 Performance Checklists** Tools to calibrate instructor assessment of entry-level boating skills proficiency
Organize design support materials	**Approach**    	**4 Technical Support Documents** Comprehensive *'How-to'* guides to use standards for design/delivery of on-water, entry-level skills instruction

NOWS *Instruction for Safer Boating* Resources

Purpose	POWER	HUMAN	SAIL	Resource
Align skills & knowledge standards				**2 Skills and Knowledge Standards Alignment Matrices** Tools to help integrate knowledge within skills-based instruction
Access expert people support	 **10**	 **8**	 **14**	**3 Registry of Recognized Standard Evaluators** 32 experts available to provide feedback, guidance, coaching on use of NOWS ANSs
Self-assess NOWS within instruction				**3 NOWS Self-Assessment Checklists** Tools for assessing conformity to instructional approach and skills ANSs

Materials freely available on NOWS
Instruction for Safer Boating Resources website

www.usnows.org

NOWS National Marketing and Promotion Support

2018 Spring Campaign: Begins April 15, 2018

Goal: Encourage **boating public** to choose education providers that follow the NOWS in the On-water instructional programs

Activities: A digital campaign involving:

- Press releases, videos, custom articles
- Website display advertising
- Editorial & custom e-Newsletters
- Recreational boating media's boosted social media posts
- Recreational boating associations communication channels
- NOWS email, Facebook, Twitter

Objective: drive traffic to organizations displaying this: NATIONAL On-Water STANDARDS

National Programs already using NOWS

Aligned its Safe Powerboat Handling course to the Powerboating Skills ANS

In process of weaving Human-propelled Skills ANS into all its entry-level canoeing, kayaking and stand up paddleboarding courses

Aligned its *Basic Keelboat course* and its *Youth Program* to the Sailing Skills ANS

Refreshed its ASA 110 Basic Small Boat Sailing Standard using the Sailing Skills ANS

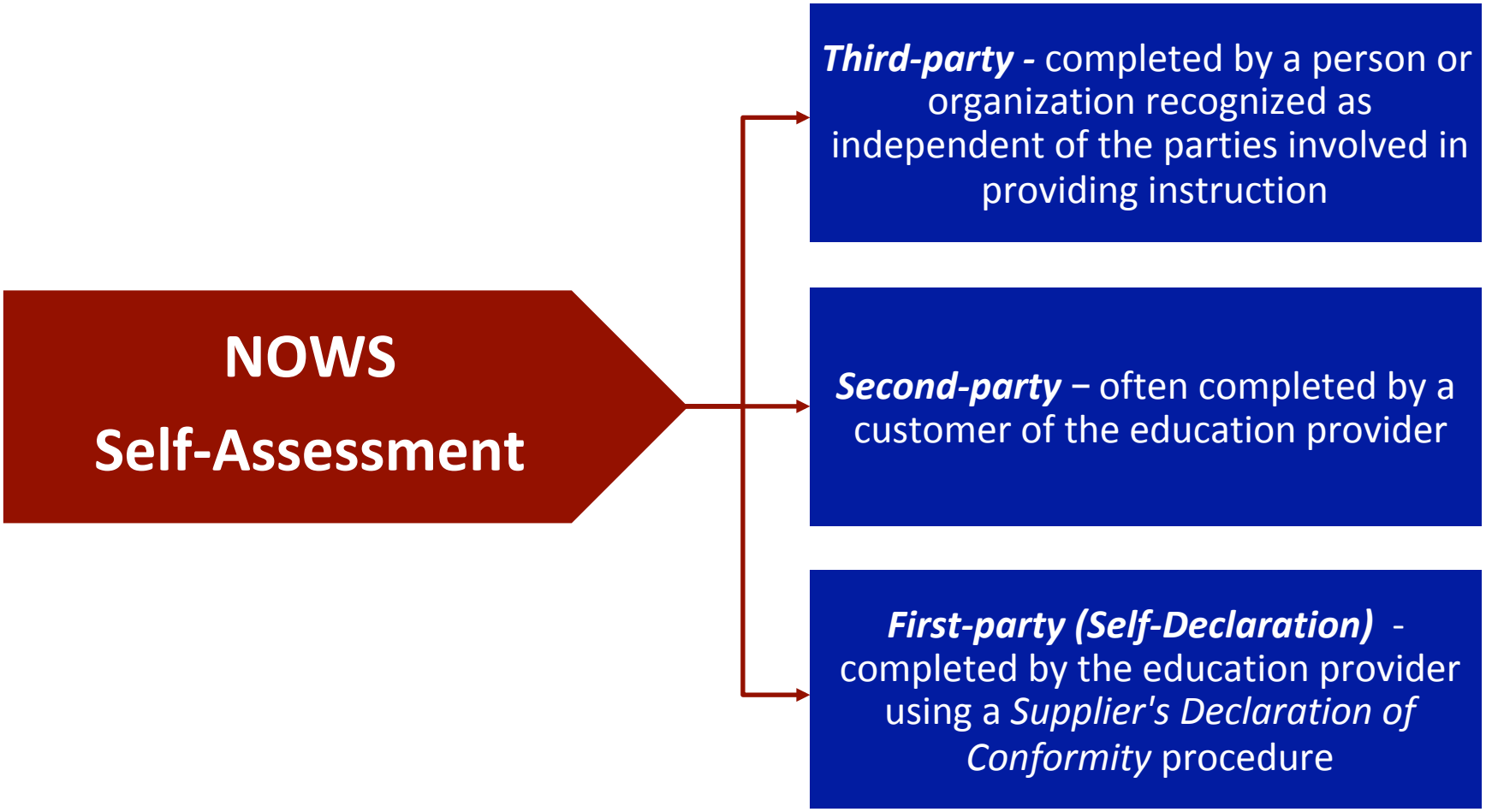
Providing verification services for the three skills ANSs

Developed its powerboat instruction training simulator using Powerboating Skills ANS

Organizations are now using NOWS to apply for US Coast Guard grants to develop and expand instructional support materials

Following Standards

Following Standards: 3 ways to show

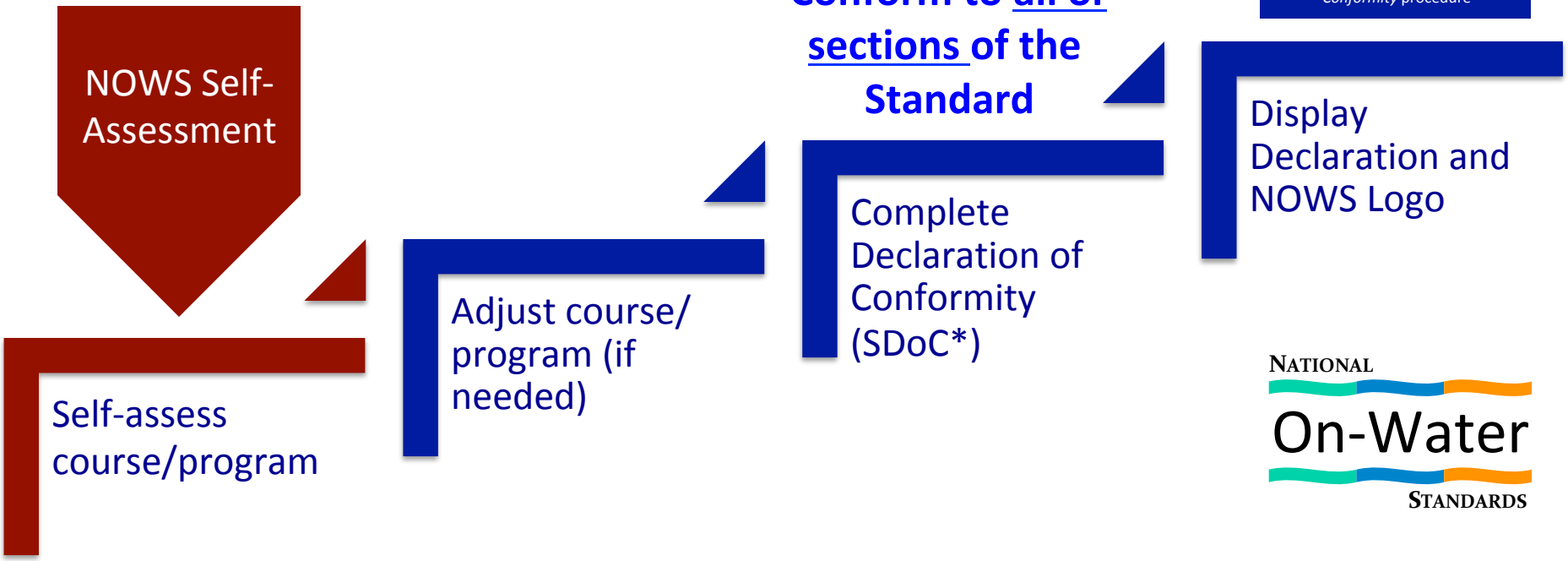


Steps for a Self-Declaration of Conformity

Third-party - completed by a person or organization recognized as independent of the parties involved in providing instruction

Second-party – often completed by a customer of the education provider

First-party (Self-Declaration) - completed by the education provider using a *Supplier's Declaration of Conformity* procedure



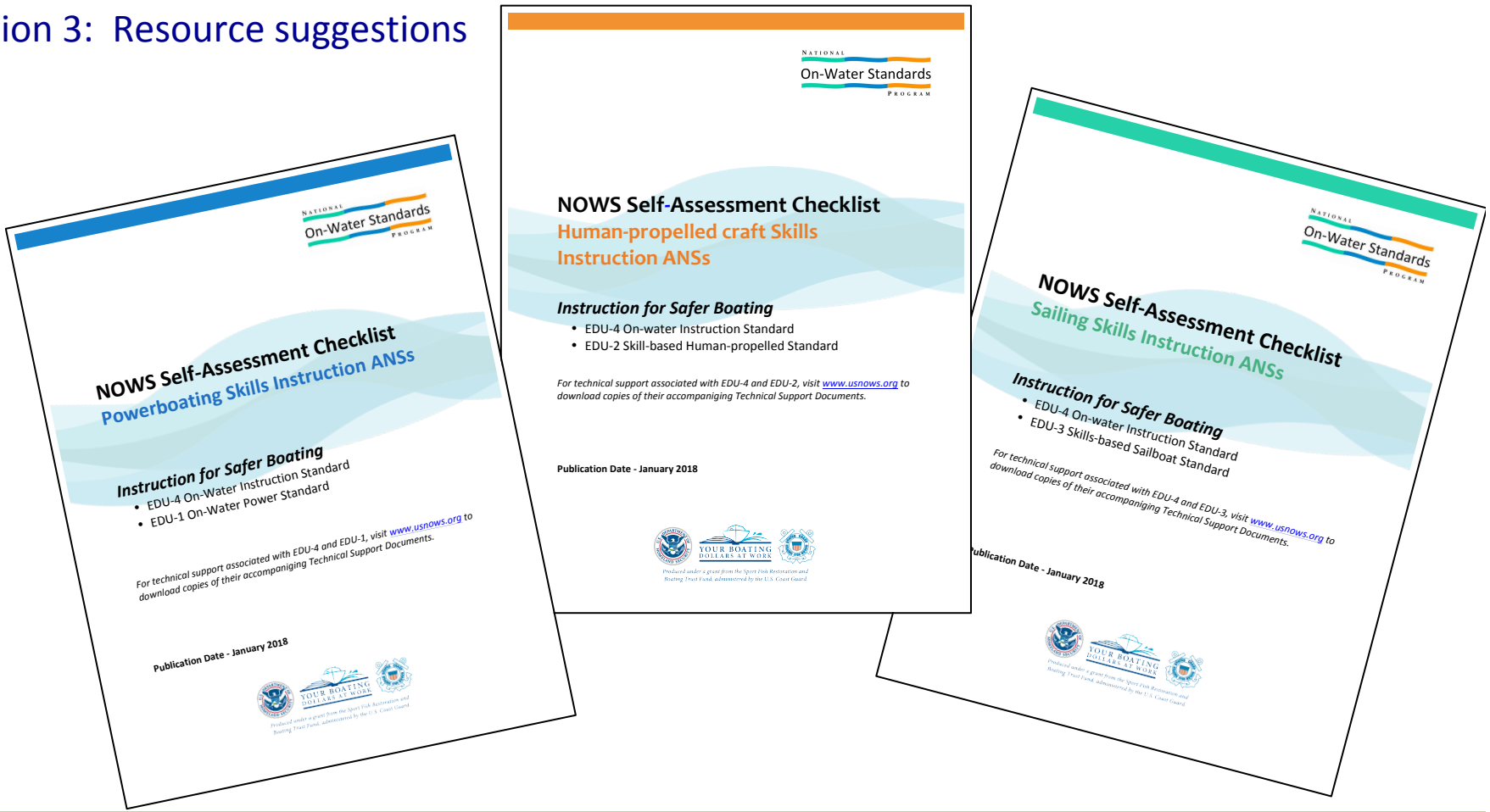
NATIONAL On-Water STANDARDS

*Supplier Declaration of Conformity

NOWS Self-Assessment Checklist

Each Checklist contains:

- Section 1: Instructional approach
- Section 2: Domain-specific skills
- Section 3: Resource suggestions



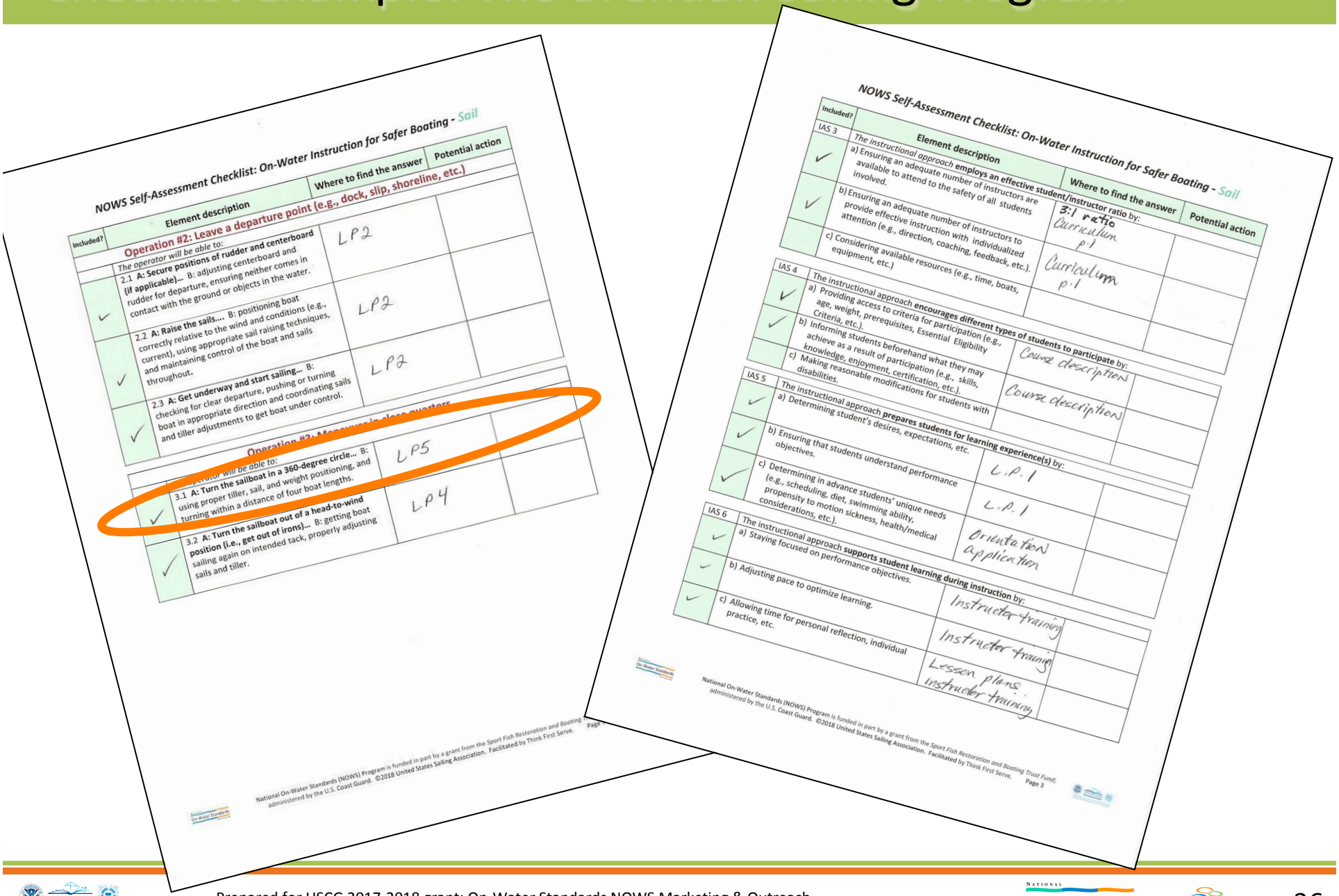
Using a NOWS Self-Assessment Checklist

- Compare your course/program to content of the checklist... one element at a time

- Use NOWS instructional materials to help **decide** if course/program meets the element description
  - Or, where you might need to change, add or modify something to comply with the element

- Make notes in the Checklist to record outcomes of the assessment for continuous improvement

Checklist Example: The Brendan Sailing Program



NOWS Self-Assessment Checklist: On-Water Instruction for Safer Boating - Sail

Included?	Element description	Where to find the answer	Potential action
	Operation #2: Leave a departure point (e.g., dock, slip, shoreline, etc.)		
	The operator will be able to:		
✓	2.1 **A: Secure positions of rudder and centerboard (if applicable)…** B: adjusting centerboard and rudder for departure, ensuring neither comes in contact with the ground or objects in the water.	LP2	
✓	2.2 **A: Raise the sails….** B: positioning boat correctly relative to the wind and conditions (e.g., current), using appropriate sail raising techniques, and maintaining control of the boat and sails throughout.	LP2	
✓	2.3 **A: Get underway and start sailing…** B: checking for clear departure, pushing or turning boat in appropriate direction and coordinating sails and tiller adjustments to get boat under control.	LP2	
	Operation #3: Maneuvering close quarters		
	The operator will be able to:		
✓	3.1 **A: Turn the sailboat in a 360-degree circle…** B: using proper tiller, sail, and weight positioning, and turning within a distance of four boat lengths.	LP5	
✓	3.2 **A: Turn the sailboat out of a head-to-wind position (i.e., get out of irons)…** B: getting boat sailing again on intended tack, properly adjusting sails and tiller.	LP4	

NOWS Self-Assessment Checklist: On-Water Instruction for Safer Boating - Sail

Included?	Element description	Where to find the answer	Potential action
IAS 3	*The instructional approach* **employs an effective student/instructor ratio by:**		
✓	a) Ensuring an adequate number of instructors are available to attend to the safety of all students involved.	3:1 ratio Curriculum p.1	
✓	b) Ensuring an adequate number of instructors to provide effective instruction with individualized attention (e.g., direction, coaching, feedback, etc.).	Curriculum p.1	
	c) Considering available resources (e.g., time, boats, equipment, etc.)		
IAS 4	The instructional approach **encourages different types of students to participate by:**		
✓	a) Providing access to criteria for participation (e.g., age, weight, prerequisites, Essential Eligibility Criteria, etc.).	Course description	
✓	b) Informing students beforehand what they may achieve as a result of participation (e.g., skills, knowledge, enjoyment, certification, etc.).	Course description	
	c) Making reasonable modifications for students with disabilities.		
IAS 5	The instructional approach **prepares students for learning experience(s) by:**		
✓	a) Determining student's desires, expectations, etc.	L.P.1	
✓	b) Ensuring that students understand performance objectives.	L.P.1	
✓	c) Determining in advance students' unique needs (e.g., scheduling, diet, swimming ability, propensity to motion sickness, health/medical considerations, etc.).	Orientation application	
IAS 6	The instructional approach **supports student learning during instruction by:**		
✓	a) Staying focused on performance objectives.	Instructor training	
✓	b) Adjusting pace to optimize learning.	Instructor training	
✓	c) Allowing time for personal reflection, individual practice, etc.	Lesson plans. Instructor training	

Visit the Technical Support Document to learn more

Operation #3: Maneuver in close quarters

Element # 3.1: The operator will be able to: **A: Turn the sailboat in a 360-degree circle…** B: using proper tiller, sail, and weight positioning, and turning within a distance of four boat lengths.

Understanding the Element

- This maneuver can be useful in a close quarters situation; e.g., to help avoid collisions.
- The skill in this element is foundational to many other maneuvers, including man overboard.
- Improper turning creates several hazards to crew, boat and sails.
- This element requires smoothly and promptly passing through all four turning maneuvers (heading up, bearing away, tacking and jibing) and all points of sail (close haul, close reach, beam reach, run) on both tacks (port and starboard).
- During tacking and jibing, crew weight should be shifted appropriately

Designing Instruction

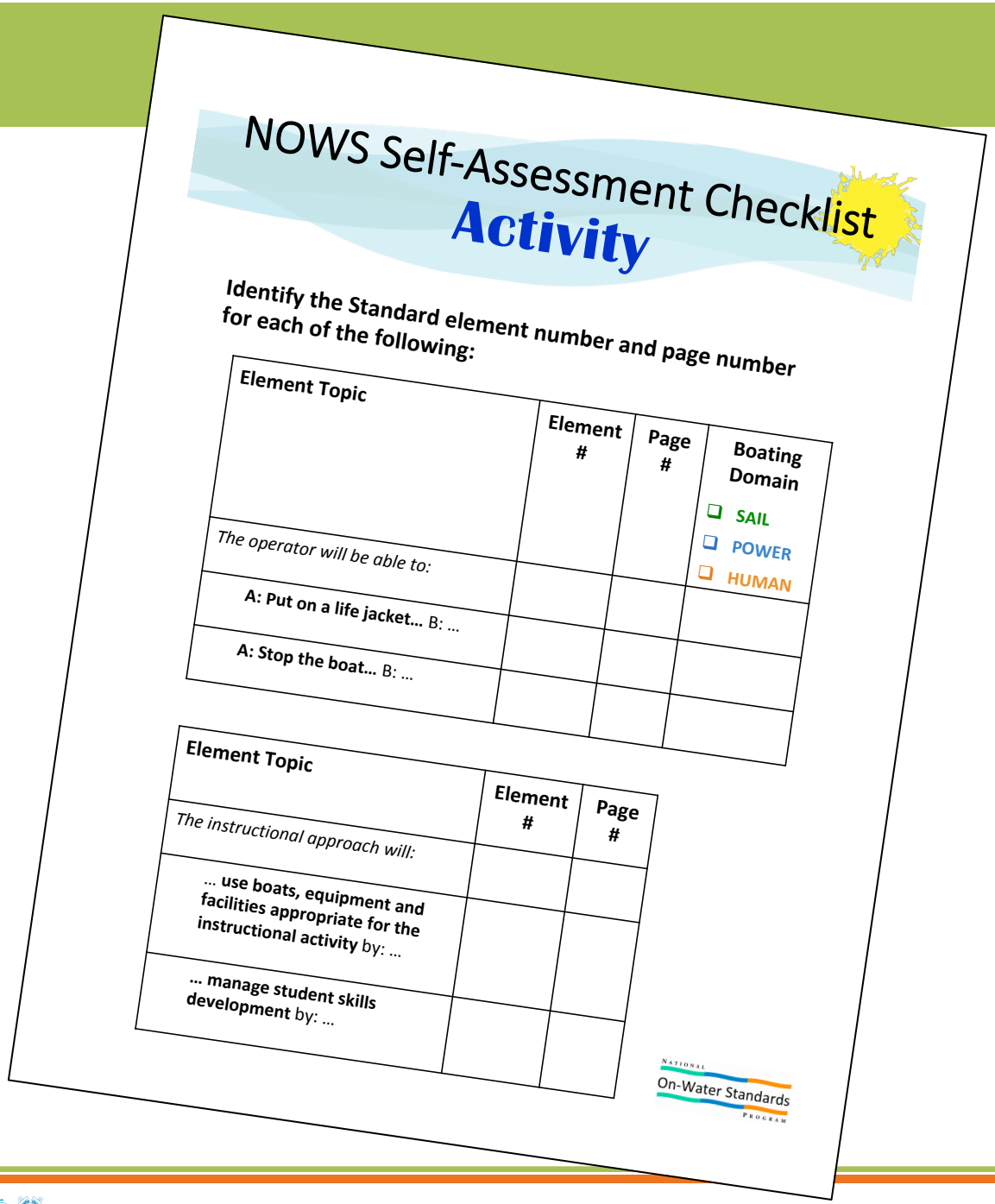
- Safety for this element includes awareness of the boom during jibing (boom crossing centerline) and tacking (luffing sail).
- Sail trim will be dynamic through the entire maneuver to keep sails driving the boat to provide it speed and control: Sails trimmed in as the boat heads up and sails eased out as the boat bears away.
- During jibing, sails should be controlled according to the specific boat (e.g., for a J24, trim mainsail to centerline before jibe, then ease quickly after wind gets on other side of mainsail; for a sailing dinghy, leave the mainsail eased during the maneuver, particularly in lighter winds).
- Anticipate that a student might be confused by how to use a tiller and have drills ready to help them develop the skill.
- Before practicing this maneuver, ensure there is a sufficient area clear of traffic.

Assessing Performance

Level	Proficiency Description
3 **Successful Performance**	The operator: 3.1a Turns boat through one tack and one jibe and returns to initial point of sail. 3.1b Completes circle within a distance of four boat lengths. 3.1c Consistently uses tiller properly to turn boat. 3.1d Consistently adjusts sails to proper trim. 3.1e Consistently positions body weight properly.
2 **Needs Improvement**	The operator: 3.1a Turns boat through one tack and one jibe but does not return to the initial point of sail. 3.1b Completes the circle within a distance of six boat lengths. 3.1c Inconsistently uses tiller properly to turn boat. 3.1d Inconsistently adjusts sails to proper trim. 3.1e Inconsistently positions body weight.
1 **Unacceptable (unsuccessful) Performance**	The operator: 3.1a Does not complete a full circle turn. 3.1b Does not complete the turn within six boat lengths. 3.1c Does not use tiller properly. 3.1d Does not adjust sails to correct trim. 3.1e Does not adjust body weight.

NOWS Self-Assessment Checklist Activity

Getting into a Checklist



NOWS Self-Assessment Checklist
Activity

Identify the Standard element number and page number for each of the following:

Element Topic	Element #	Page #	Boating Domain ❑ SAIL ❑ POWER ❑ HUMAN
The operator will be able to:			
A: Put on a life jacket… B: …			
A: Stop the boat… B: …			

Element Topic	Element #	Page #
The instructional approach will:		
… use boats, equipment and facilities appropriate for the instructional activity by: …		
… manage student skills development by: …		

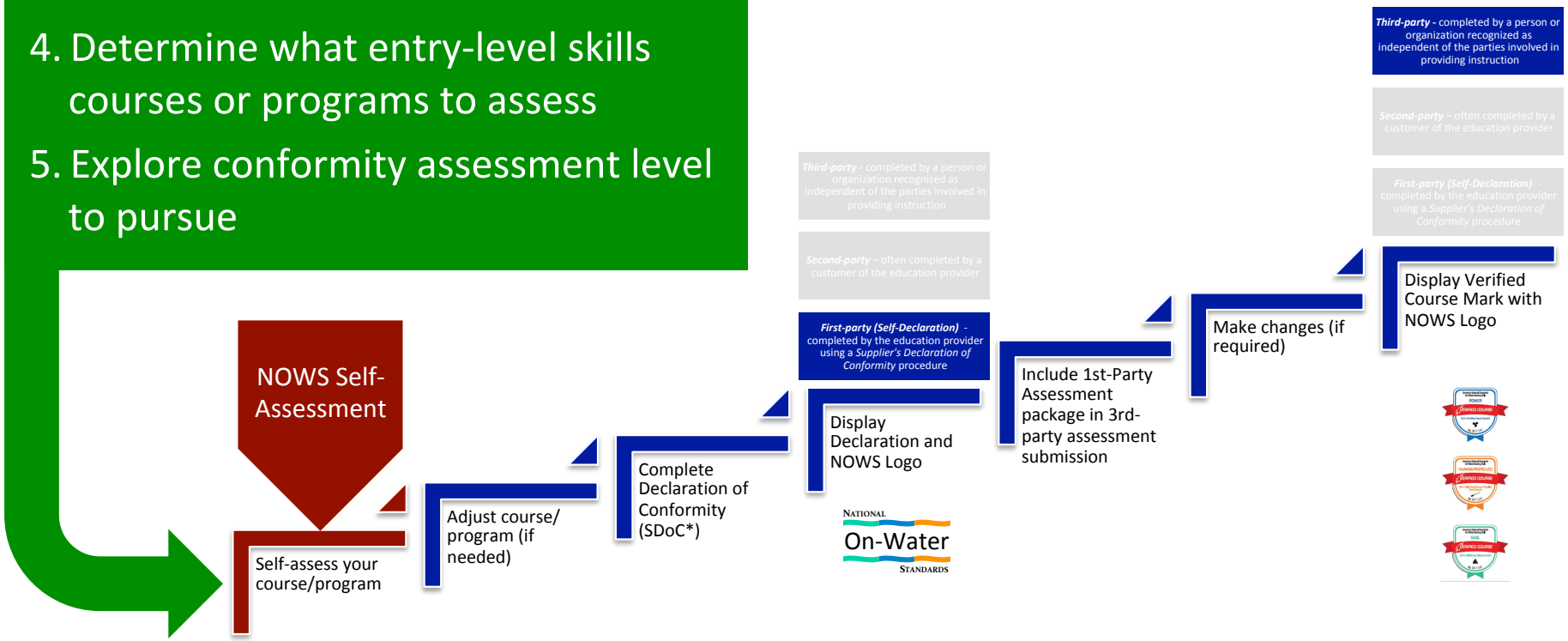
National On-Water Standards Program

When finished...

Help a neighbor
or
Raise your hand
if you have a
question

Getting Started: Preparing for action

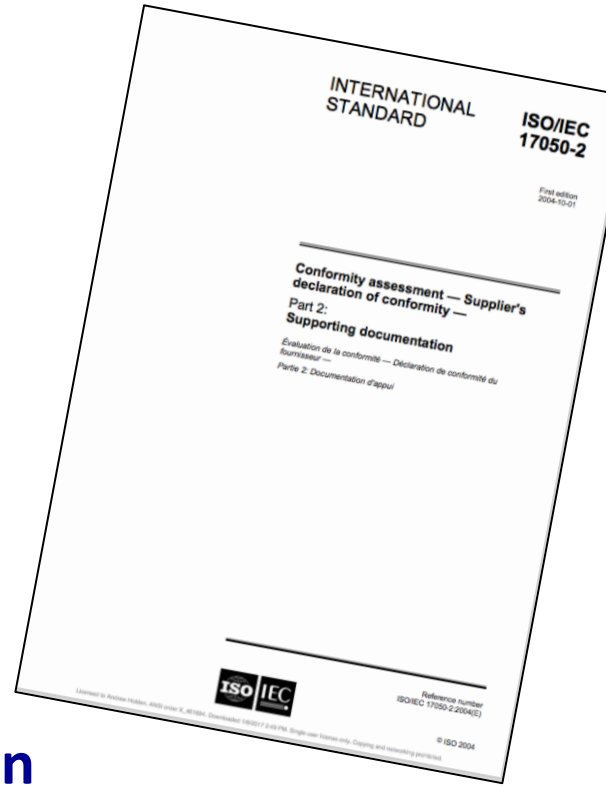
1. Choose to follow National Standards
2. Assign people
3. Download Conformity Assessment information documents
4. Determine what entry-level skills courses or programs to assess
5. Explore conformity assessment level to pursue



Declaration of Conformity - *How to...* documents

International Standard Organization (ISO) documents describe approach to complete Self-(Supplier) Declaration of Conformity (1st-Party)

- **General requirements**
- **Content and form of Declaration**
- **Information accessibility**
- **Promoting compliance**
- **Ensuring Declaration remains current**
- **Supporting Documentation**



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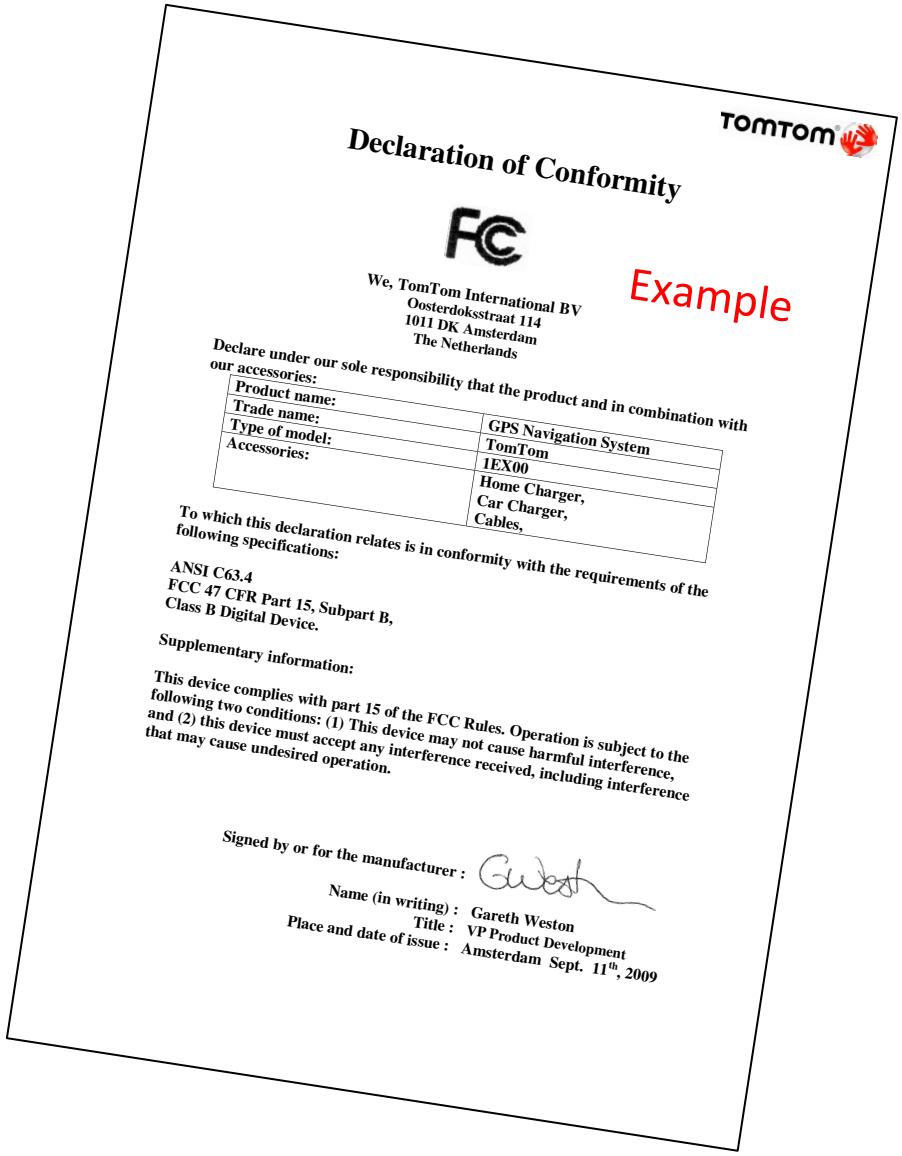
Typical Self-Declaration of Conformity content

- Number of the Declaration
- Education Provider (issuers') name(s) and address
- Title of instructional approach (course or program) under declaration
- Statement of Declaration
  - Names of American National Standards conformed to
  - Reference to sections or complete standards
- Description of person/people involved in conformity assessment
- Description of methods used to conduct conformity assessment
- Who is signing on behalf of education provider (name and title)
- Place and date of issue
- Signature(s)



TOMTOM

Declaration of Conformity

FC

Example

We, TomTom International BV
Oosterdoksstraat 114
1011 DK Amsterdam
The Netherlands

Declare under our sole responsibility that the product and in combination with our accessories:

Product name:	GPS Navigation System
Trade name:	TomTom
Type of model:	IEX00
Accessories:	Home Charger, Car Charger, Cables,

To which this declaration relates is in conformity with the requirements of the following specifications:

ANSI C63.4
FCC 47 CFR Part 15, Subpart B,
Class B Digital Device.

Supplementary information:

This device complies with part 15 of the FCC Rules. Operation is subject to the following two conditions: (1) This device may not cause harmful interference, and (2) this device must accept any interference received, including interference that may cause undesired operation.

Signed by or for the manufacturer :

Name (in writing) : Gareth Weston
Title : VP Product Development
Place and date of issue : Amsterdam Sept. 11th, 2009

Remember! Actively promote NOWS Conformity

- Capitalize on Spring 2018 NOWS national marketing campaign. <u>Complete process and display NOWS Logo **by April 15, 2018**</u>

- Include a statement in promotional materials. For example:

  "The instructional approach used in this course (or program) conforms to the following American National Standards for on-water, skills-based instruction in entry-level recreational boat operation:"

  – *List the standards or elements within standards.*

Additional steps for 3rd-Party Conformity Assessment

Third-party:
Independent Organization

Second-party:
Your Customer

First-party:
Self-Declaration

Typically conforms to entire Standard

Include 1st-Party Assessment package in 3rd-party assessment submission

Make changes and resubmit if required

Display Verified Course Mark with NOWS Logo

*Supplier Declaration of Conformity

3rd-party Conformity Assessment documents

Third-Party Verification details at
https://www.nasbla.org/education/verified

1. 2018 Flow Chart – Verified Course Review Process
2. 2018 On-Water Skills Course Verification Process (Includes Appendices A – E)

   2018 On-Water Skills Course Verification Process (fillable form)
   - Appendix D – Power Outline (Excel)
   - Appendix D – Human Propelled Outline (Excel)
   - Appendix D – Sail Outline (Excel)
3. 2018 Verified Course Application
4. 2018 USCG Grant Funding Fee Waiver (Optional) or 2018

Fee Schedule for Skills Course Verification Review

Moving forward

Have more questions?

- Visit the NOWS Exhibit Booths

Use NOWS to help advocate for *safer boating*

- Business cards with NOWS resources website address
- A cool blinking light!

Get one additional raffle ticket for every person you refer to the NOWS booth that stops by

Spring Campaign begins April 15, 2018

First steps!

- Decide who you will ask to be involved in a NOWS Self-Assessment
- Help use help you
- Follow the action plan in your toolkit
- Get your Certificate of Attendance signed by a NOWS Presentation Team
  - Brian, Jeff, Joanne, Mark, Pam

Thank you!

Stay safe and enjoy!

www.USNOWS.org

www.NASBLA.org