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May 8, 2023

Cecilia Moreno
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RE: Port of LA Community Investment Grants FY 2023/2024



Dear Cecilia,

We are extremely proud to submit Los Angeles Maritime Institute's proposal to the Port of Los Angeles and our community for the Community Investment Grants Program for FY 2023-24. Having just completed our 30th year in March 2023 we are so pleased that we've been able to partner with the Port and surrounding communities as we move into our 31st year. We congratulate the port on continuing to grow and for providing leadership as we all navigated going into the pandemic and coming out of the pandemic. We continue to focus our mission on insuring that area youth are ready and able to step up and fill the 1:9 jobs created by the Port ecosystem. While the pandemic disrupted our five-year strategic plan, we are well on our way to rejoining that plan.

We could never have grown from serving 2600 students in 2011 to well over 7,000 in both 2018 and 2019 without the support and partnership of the Port of Los Angeles and the close working relationship with so many Port professionals. The last three years have certainly been a tumultuous time for youth education. The pandemic resulted in extremely disappointing setbacks for youth academic progress. We are so thankful that with our partnership with the Port of Los Angeles and our strategy to keep the vessels fully staffed and operational so that we were ready for the reopening of experiential learning. Because team POLA-LAMI were ready we were able to fulfill first the directives from the Principal of Harry Bridges Span School and then the Principal of Wilmington Middle School that 100% of the Middle School Students (6th, 7th & 8th grade) would participate in LAMI's TopSail program. All of these students were out on the Port waters in September, October and November. Together we are working to catch these students up!

In the mid-Nineties, when we outgrew the *Swift of Ipswich* and the *Bill of Rights*, it was the Port of Los Angeles that was shoulder to shoulder with us as we co-built the Official Tall Ships and Maritime Ambassadors of the City of Los Angeles, *Irving Johnson* and *Exy Johnson* in what is now the Downtown Harbor Cut. We hope you will double down during our 31th year and help us on our path to 15,000 youth per year by restoring our annual funding level to \$400,000 which will provide a minimum of 154 experiential school sailing days per year for area youth.

Since the riots that began in the summer of 2020 LAMI has been working with several members of the African American community here in San Pedro and Wilmington. For the last couple of years every Monday morning at 9:00 AM we've met with Justice for Murdered Children's Executive Director and one of the Founders of the Wilmington and San Pedro NAACP's Joe Gatlin. The result is a new LAMI program targeted to marginalized youth of color called Maritime Youth Leadership Ambassadors, MYLA. We've included this program description, budget and deliverables in Appendix 11. We piloted the program with our funding from Councilman Joe Buscaino and have discussed the program with Executive Director Gene Seroka, Deputy Executive Director & Port of LA CFO Marla Blevins and David Libatique, Deputy Executive Director, Stakeholder Engagement. Please consider helping us scale up this initiative.

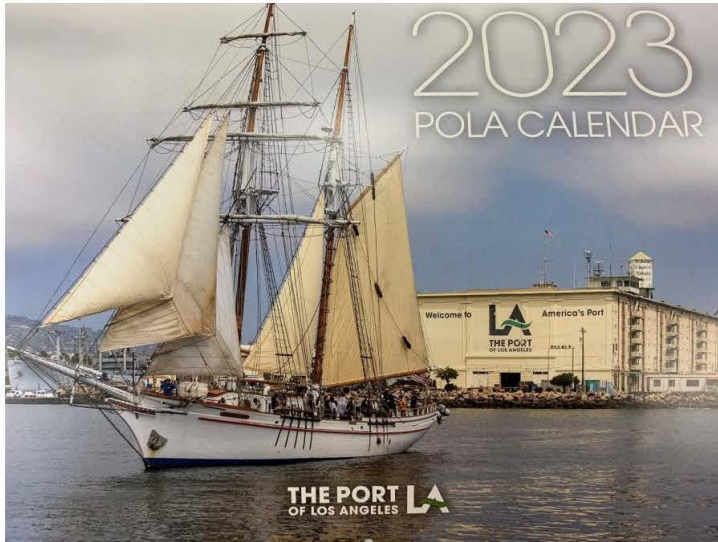


Our commitment to the community, its youth, and the Port of Los Angeles will continue to be at the highest level. In light of our far-reaching programs and ongoing mission here at the LA Waterfront, we trust that POLA will choose to maintain its outstanding support of our efforts.

Respectfully submitted,

Eric Johnson
Board Chairman

Bruce Heyman
Executive Director



The Los Angeles Maritime Institute (LAMI) is a non-profit organization dedicated to empowering youth to discover their greater potential through extraordinary at-sea experiences aboard educational sailing vessels built to train and equip young people with 21st century leadership skills, and inspire maritime and STEM career paths. We envision a thriving community where every young person can look to the future with confidence and navigate successfully and responsibly in life.

**Port of Los Angeles
Community Investment Grant Program
APPLICATION - Fiscal Year 2023-24**

Please include additional pages, if necessary, for any of the responses

Applicant Information	
Organization Name <small>(include electronic file with logo)</small>	Los Angeles Maritime Institute
Tax Exempt Non-Profit Entity §501(c)(3) Status	ATTACHED – Please see Appendix 1: 501(c)(3) IRS Designation
City of L.A. Business Tax Registration Certificate (BTRC) Number	0000594943-0001-4 ATTACHED - Appendix 2: City of Los Angeles Business Tax Registration Certificate
Event/Program/Project Name	TopSail Youth Program
Date(s)	July 1, 2023 through June 30, 2024 & July 1, 2024 through June 30, 2025
Location(s)	Departures and Arrivals will be from: our dock (Berth 78) or from the Long Dock, both of which are in West Harbor, or from the Downtown Harbor Cut, or from the Wilmington Waterfront Dock at Banning's Landing in Wilmington. The programs will be executed throughout the Port of Los Angeles and near coastal waters.
Brief Description (more detailed information to be included on next page)	LAMI provides transformational character and workforce development and Science, Technology, Engineering, and Math (STEM) experiential education through its TopSail Youth Program. We serve youth from our predominantly under-resourced communities. Program academic offerings follow the Next Generation Science Standards and other California Board of Education school expectations.
Estimated Attendance	Expect to serve 4,620 students and 462 teachers/chaperones on 154 sails.
Free or Ticketed Event? Anticipated ticket price?	LAMI TopSail Youth Program comes at no cost to POLA-sponsored School and Community groups, with maybe the exception of the cost of incidentals such as provisions. LAMI will work to raise funds to cover all shortfalls between full cost of program execution and this sponsorship.
Budget	ATTACH Please see Appendix 3: Proposed FY 2023/2024 LAMI Budget
Contact Name	Bruce Heyman, Executive Director
Contact Address	Berth 73, Suite 2 San Pedro, CA 90731
Contact Phone	o: (310) 833-6055 c: (949) 289-8400
Contact E-Mail	Director@LAMITopSail.org

Amount of Funding Applicant currently receives from the Harbor Department (for any and all programs/projects)	2022/23: \$260,000
Funding Request for Fiscal Year 2023 – 2024 (July 1, 2023 – June 30, 2024)	
<p>List the exact amount of funding being requested: \$ <u>\$400,000</u></p>	
<p>Note: funding will be awarded on an annual basis based on the budget allocated by the Los Angeles Board of Harbor Commissioners. Fund award in prior years does not represent what will be awarded in Fiscal Year 2023-2024. The right is reserved to fund up to the amount requested.</p>	

**Port of Los Angeles
Community Investment Grant Program
APPLICATION - Fiscal Year 2023-24**

Event/Program/Project Information

Event/Program/Project History:
 The TopSail Youth Program was conceived in the late 1980's when Jim Gladson, a local LAUSD science teacher and sailor, witnessed the positive effect that the experience of sailing at sea had upon even his most challenged alternative school students. In 1992, Captain Gladson and a circle of passionate associates formalized the experiential education TopSail Youth Program and founded the Los Angeles Maritime Institute, LAMI, a 501(c)(3) nonprofit to deliver the keystone program to youth from under-resourced and marginalized communities in Los Angeles region. An abstract written by Captain Gladson at the founding of LAMI titled "More Than Just a Boat Ride" (available at lamitopsail.org) summarizes, "The sailing school vessel provides an educational venue, rich in potential for the development of knowledge, skills, and attitudes that are both necessary for the education of today's youth, and difficult to teach in the classroom. The sailing school experience enriches, validates, and challenges the conventional school curricula. Science, mathematics, physics, biology, geography, history, literature, and even poetry suddenly come to life in this real world classroom."

The TopSail Youth Program utilizes sail training to provide youth with the real-life challenges that develop the knowledge, skills and attitudes needed to stay in school and become healthy, self-reliant, productive adults.

Over the last 30 years, LAMI and the TopSail Youth Program have grown and evolved to better address the needs of youth in our communities, and the Port of Los Angeles has been an active partner in this transformation. In a region with hundreds of thousands of children without access to immersive educational opportunities and vulnerable to drugs, crime, and a future of societal dependency, the need was there for LAMI's impact to grow. Started as a program to serve several hundred children aboard its 70' schooner and first tall ship the *Swift of Ipswich*, would later grow by adding more vessels. LAMI, in partnership with the Port of Los Angeles, built the twin brigantines, *Irving Johnson* and *Exy Johnson*, on the San Pedro waterfront in the area that is now the Downtown Harbor Cut. This process brought hundreds of volunteers and workers to assist with the construction and attracted thousands of spectators. The two educational sailing vessels, each with a capacity to hold 45 young participants and educators, were launched in 2002 and are the Official Tall Ships and Maritime Ambassadors of the City of Los Angeles. This construction and ongoing maintenance would not have been possible without POLA's participation.

To realize LAMI's full capacity capability, restoration of the *Swift of Ipswich* was critically needed. The vessel has been out of commission since 2006. Fortunately, with a rigorous fundraising campaign and the Port granting LAMI a revocable permit for additional yard space along with Building G located within what is now West Harbor, the *Swift of Ipswich* restoration is nearly complete. Once she is returned to

service and obtains her United States Coast Guard Certificate of Inspection, we will begin operating programs hopefully out of the Wilmington Waterfront's Banning's Landing in Wilmington. We have been working closely with Port Engineering to insure that the redesigned Wilmington Waterfront will accommodate all of LAMI's the vessels.

On average, LAMI has grown to serving approximately 7,000 students annually in a non COVID-19 Year. During the pandemic and the necessary shut down of in-person activities for area youth we quickly pivoted to providing vital educational material both asynchronously and synchronously with students scheduled virtual classes. Prior to the pandemic, LAMI realized five-years of healthy growth in the number of students served, delivering more than 18% year over year sequential growth. While the pandemic eliminated LAMI's ability to meet its service goal in FY20/21, LAMI's agile effort to mitigate the cavernous learning loss of young people through online educational offerings allowed us projected to deliver more than 8,000 student hours of online instruction and digital resources to 3,500 students in the 20-21 school year. We are working to re-establish our five-year strategic plan of doubling the number of students we serve and still achieve delivering 15,000 student sailing days annually by 2026. Bringing the additional capacity of the Swift of Ipswich on line in Wilmington will be key to achieving this goal. Please see POLA and LAMI historical funding relationship in Appendix 4: Historical Funding and a summary of POLA funded TopSail Youth Program sails and contractual obligation in Appendix 5: Program Sails Sponsored by Port of Los Angeles to see our commitment to always exceed our commitment to the Port of Los Angeles.

Describe the Event/Program/Project Purpose & Goals:

LAMI's foundational TopSail Youth Program is an experiential award-winning education and adventure experience aboard our twin brigantines, the *Exy Johnson* and *Irving Johnson*, traditionally rigged 110-foot wooden replicates of the merchant ships from the Age of Exploration and the Age of Sail. The intended objectives of the TopSail Youth Program are to further STEM learning, advance ocean literacy, elevate environmental awareness, nurture social-emotional maturity, and develop skills and pathways of future opportunities for middle and high school-aged youth who may otherwise not have access to such transformative education.

LAMI works with Port-approved Title 1 schools and community youth groups to provide the Program to middle and high school students from under-resourced communities in the Los Angeles region. Typically, the students come from one of the 15 City Council Districts. The Program's curriculum and activities are adaptable and customizable to meet the educational priorities of the group, and can consist of day sails, overnight voyages, or both. LAMI's goal through its partnership with the Port of Los Angeles is to provide 154 sailing days to Port-approved schools, estimated to deliver a life changing educational experience to approximately 4,620 students.

During the sails, the professional (paid and volunteer) crew guide students through various activities required to operate a complex, traditionally-rigged sailing vessel. This includes: turns (tricks) at the helm, navigation, maneuvering (tacks and wears), laying aloft to furl and unfurl the sails, keeping the vessel ship-shape, and cooking. Teachers can also choose to include activities that expose students to physics, marine biology, watershed ecology, plastics in the ocean and food supply designed to reinforce classroom learning in full support of the Next Generation Science Standards. Practical application of many Science, Technology, Engineering and Math (STEM) concepts on the ships creates an emotional connection with the subject matter and deepens students' understanding.

The TopSail Youth Program is designed to challenge the students mentally, physically and emotionally in a safe environment removed from their normal home, school, and community environment. The program fosters teamwork as a needed element to make a complex ship operate. It is designed to allow students to self-discover that they can imagine and reach beyond their perceived boundaries, giving them the confidence to avoid gangs, remain in school, and stay out of the penal system. All of the critical-thinking skills needed to operate a large sailing vessel are identical to the skills needed to problem-solve and succeed in any profession or life in general.

NEXUS STATEMENT – REQUIRED FOR ELIGIBILITY – In which ways does the event/program/project meet the Tidelands Trust Nexus requirement?

All of our programs are entirely consistent with the Los Angeles Tidelands Grant and the State of California’s Tidelands Trust Doctrine.

LAMI programs, by necessity, “Navigate the Waters” of the Tidelands Trust. Our vessels are berthed on the LAMI docks at Berth 78, in the Downtown Harbor Cut, Long Dock at West Harbor, on the Ocean Research Barge (ORB) at AltaSea at the Port of Los Angeles or at the docks at Banning’s Landing Community Center on the Wilmington Waterfront; all of these locations are fully contained within the Tidelands Trust waters. Almost all of our programs depart and return to one of the above locations and 100% of the programs executed in partnership with the Port of Los Angeles operate within the Tidelands Trust waters.

The TopSail Youth Program travels through the waters of the Port of Los Angeles and San Pedro Bay. Many of the TopSail Youth Program Marine Science activities focus on educating the student participants on “Marine Environmental Ecological Preservation” and use the waters of the Port (Tidelands Trust Waters and Lands) as the study system.

Sailing and boating are considered “Water-Related Recreation” per the Tidelands Trust and Tidelands Trust Doctrine and are a necessary element of all of our programs including the TopSail Youth Program.

While not specific to the request of this grant, the Los Angeles Maritime Institute also provides “Visitor-serving waterfront activities” and “Water-Related Recreation” for the general public via public and special event sails throughout the year. To the extent our educational programming schedule permits, we make our vessels available for important POLA and City of Los Angeles sponsored or supported events like the Holiday Harbor Boat Parade, the tree lighting, Harbor Tours, Juneteenth Celebrations and City of LA Holiday thank you Sails. LAMI will also be hosting its fifth Festival of Sail during Los Angeles Fleet Week, provides monthly public community sails, and monthly bilingual Marathon Explora la Costa/Explore the Coast education sails. LAMI’s Sea Scout youth crew Ship 1992 are another example of “Water-Related Recreation” conducted at LAMI within the Tidelands Trust. Youth participants boat on the water once a month and complete training in boater safety.

Describe how the Event/Program/Project supports the Community Investment Grant Program goals:

- *Promote the LA Waterfront in San Pedro and Wilmington, as active visitor destinations for the benefit of the State of California*

1. LAMI will continue to play a supporting role for the POLA’s sponsored or initiated events that have a nexus with the waterfront, youth education, jobs on the Waterfront. Examples include the Harbor Holiday Parade, Juneteenth, Tree Lighting Ceremony, Ribbon Cutting, Shovel Ceremonies, LA Fleet Week, Harbor Tours, Thank You events to Port/City Employees, e.t.c.

2. LAMI’s presence on the San Pedro waterfront promotes the LA Waterfront. LAMI’s twin brigantines are the Official Tall Ships and Maritime Ambassadors of the City of Los Angeles with specific intent to promote the LA Waterfront. Our operation is on the LA Waterfront and highly visible and attractive as a visitor serving amenity and destination. We plan to be a permanent part of the West Harbor development with our community serving mission in addition to being a tourist attraction. We have committed to

berthing our third vessel, *Swift of Ipswich*, and to running programs out of Wilmington on Banning's Landing on the Wilmington Waterfront once the development work there is completed.

3. Throughout the year, we host various public events that promote the LA Waterfront. Examples include: Family Sunset Sails, Easter Egg Hunt at Sea, Valentine's Day Dinner Sails, 4th of July Cannon Battle & Fireworks sails, Youth Summer Camps, Harbor History Tours, Fleet Week (Festival of Sail in Tall Ship Village), Haunted Harbor Halloween, Veteran's Day, and the Holiday Parade in addition to our main TopSail Youth Program.

4. LAMI's tall ships dress up the LA Waterfront and the constant arrival and activity of over 7,000 students and educators per year helps to create a positive critical mass that supports an active waterfront.

5. LAMI hosts two major Scout events annually in November that draws visiting Scout troops and ships. Over Veteran's Day weekend, The Girl Scouts of Greater Los Angeles host the Tall Ship Adventure Weekend, sailing and overnighing on LAMI's tall ships, with Girl Scout troops from all over Southern California. LAMI's Sea Scout Ship 1992 co-ed youth crew, the only Sea Scout Ship at the LA Waterfront, attracts other Sea Scout Ships from across the western United States and Hawaii for the Southwestern Rendezvous. Hundreds of Scouts come to show off their skills and participate in this Thanksgiving weekend event.

•Promote the Port of Los Angeles and the maritime commerce and Port-related jobs it generates

1. Sailing aboard our tall ships provides direct exposure to our nation's busiest port and a one-of-a-kind perspective and introduction to the plethora of job opportunities available at the Port of Los Angeles. Our students sail by massive container and bulk vessels with far away vessel names. The sounds and sights of trucks, operating cranes, vessels and navigational marks making sound signals along with train horns make it clear that this is like no other place in the City of Los Angeles. It is hard to imagine a more visceral way for our youth to come to grips with the enormity of the Port of Los Angeles, its connections with international trade at its very core, and the vastness of employment possibilities in the Port.

2. In league with the Marine Exchange of Southern California the students find out about the vessels they see and pass in the harbor. Students are prompted in Program activities to reflect on the Port and vessel activity to broaden their awareness of the components that make up international maritime commerce. Where did they come from? What are they likely carrying? Where are they going? Are they full? Empty? What are the markings on the side of the vessel and what do they mean? A presentation for LAMI participants by the Executive Director of the Marine Exchange, Captain Louttit, is provided to students to learn more about the flow of commerce through the Port.

3. During our typical program the students directly observe: the loading and unloading of container ships, the operations of tugboats assisting the arrival and departure of cargo vessels, Warehouse 1 and others, recreational vessels, the operations of the Port Pilots, the USCG base and the various vessels and aircraft involved, as well as, via the marine VHF radio, the activities of the Marine Exchange, and depending on their current activities the actions of the Port Police and the Port Fire Department.

4. Most of our students have never been to the Port and even fewer have been on the water and able to view the Nation's busiest Port where 40% of our goods are moved. This affords them a perspective that there is a much greater world and many more personal possibilities for them than what they see day in and day out in their communities.

•Address impacts of the Port of Los Angeles and maritime operations on surrounding communities, including health, aesthetic and environmental impacts

1. The Port of LA has made significant strides reducing negative environmental impacts within the Port. The land immediately adjacent to our docks, where the students embark, depart and sometimes perform some of their STEM experiments is a perfect example. This area used to be a fuel dock that has been remediated by the Port. It is now a vibrant area teeming with marine life that the students are able to observe. LAMI plays an important role in allowing students to personally view and experience the greatly improved environment in the Port of Los Angeles by getting them out into the Port and onto the Port's waters.

2. LAMI's TopSail Youth Program provides participants a paradigm shift in the way they perceive the natural environment of the Port. To many of our students, viewing the Port from the water is an eye-opening perspective from which they better understand the entire ecosystem and connections between human activities and the natural environment.

3. Some of the negative impacts to the Port environment are the direct results of upland activities. Several of the Program's detailed class curricula raise participants' awareness to and deepen their understanding of the upstream pollution impacts to the marine environment. Participants become more impassioned and effective stewards for how individuals can do their part to lessen the negative impacts to the natural environment of the Port.

• Promote and implement sustainable practices for preservation and conservation of natural resources in the PORT environment including renewable energy, water, air, wildlife, biological resources at the Port

1. As our area of operation is throughout the Tidelands Trust or Port Complex we are uniquely able to expose the students to the impacts to the environment and hence the surrounding communities. Our programs already include science-at-sea components that have the students navigating to specific points where they collect water samples at various depths. The samples are then measured for various physical properties such as turbidity, temperature, PH, salinity and dissolved oxygen.

2. In collaboration with AltaSea and other partners like NAMEPA, Algalita, and 5Gyres, we have developed a curriculum focused on sustainable sea life in the Harbor and the Pacific near coastal area to deliver to students. The students learn the importance of healthy habitat areas and the efforts of the Port to insure a healthy marine ecosystem.

3. All LAMI vessels engines, both main propulsion and generators have been replaced with state of the art Tier III low emissions diesels. While our vessels are equipped with the required auxiliary power, we turn these off as soon as possible to promote a clean and healthy habitat afforded by "green" sailing. These are the same types of sailing vessels that allow us to connect Angelinos to the nautical heritage that created the Port of Los Angeles long ago.

4. During Program sails, students are educated on the sources and effects of upland pollution on the water quality vital to the marine ecosystem within the harbor.

5. Much of the Program's curriculum specifically targets environmental education. The Program partners with LAUSD's Office of Outdoor Education's Beyond the Bell Program, whose students sail at least 38 times per year. These jointly-designed sails are titled "Science at Sea," where students are able to experience STEM learning aboard our vessels using an underwater robotic vehicle students build to obtain water samples from various levels and measure the temperature and PH. This program includes classroom work before and after the sail, laboratory sample processing at Point Fermin, and a five-hour sail aboard the tall ships on most Saturdays during the school year.

6. Vessels are attached to shore power while dockside, eliminating the need for running the diesel generators. We also practice recycling both in the office and on the vessels and advocate for reducing disposable plastic use, including requiring reusable personal water bottles.

*• Provide Education, training and /or workforce development in the areas of: Shipping, fisheries, international trade and maritime industry Marine-related sciences and technology
Port and maritime history Port and Marine-related safety and emergency management*

1. Our volunteers, standing crew, Captain and Mate share during the TopSail Youth Program sails with participants the paths to their jobs, the diversity of job types in maritime fields, and the requirements and credentials needed. Often, we are invited to schools to do a presentation prior to students participating in our program. Teachers often ask us to discuss maritime careers during these presentations. LAMI offers a 10-week asynchronous course that focuses on the diversity of career opportunities in the maritime industry and marine science fields.

2. Employees of LAMI typically volunteer and participate in Port, other non-profits, Neighborhood Councils, area Chambers, school-based, and community-based events. Our team gives talks, leads workshops, performs mock interviews, helps prepare summer interns, leads after-school training in skills

such as administration management and using the MS Office suite, along with various soft skills valuable for entry-level positions. We typically host two summer interns per year.

3. For students that are destined for Port-based careers that require USCG Marine Credentials (e.g., 1st Mate, Captain, Engineer, AB, Life Boatman, STCW....) all sea time aboard the *Irving Johnson* and *Exy Johnson* after their 14th birthday count towards their required sea time. LAMI keeps accurate records going back to 1992.

4. Students that will be sailing with Los Angeles Maritime Institute multiple times during the school year and 100% of the Youth Crew and Sea Scout Ship 1992 receive a personal bound Los Angeles Maritime Institute Log Book (please see Since the beginning of the pandemic we quickly adapted to the world where Students were Zooming, or similar, into their class rooms. We developed both asynchronous (pre-recorded videos) lessons and synchronous (our instructors zoomed into the students zoom classroom). This table attempts to quantify the amount of impact that we had on the student population.

Appendix 6: Los Angeles Maritime Institute Student Log Book for a scanned copy of the logbook). There are three levels of advancement available to each student and all of the skills taught are applicable to careers in the Maritime Industry. Completions of advancement in these logbooks are listed on student resumes, college applications, and job applications. It is expected that these students that have completed advancement in their log books will be desirable employees for the Port of Los Angeles and their tenants.

Explain how your Event/Program/Project could be affected by Covid or other health considerations and how you will accommodate any health protocols that may be in place at the time of your Event/Program/Project:

LAMI's top priority is the safety of participants, staff, and volunteers.

With the onset of COVID-19, LAMI appointed a full-time Safety Officer and has enacted additional health and safety policies for all programs moving forward (Appendix 7 and 8). While we have returned to full open status and full capacity as has many of our partners we continue to maintain the Safety Officer role and continue to utilize the tools developed during the height of the Pandemic.

The LAMI Safety Officer monitors on a weekly basis all COVID-19 public health reporting and announcements. All LAMI staff, volunteers, crew, and TopSail Youth Program participants have committed and will continue to commit to following these guidelines. Our policies and programs are responsive to the current guidelines established by the City, County, State, Federal, and World Health Organization and are able to change if restrictions are eased or strengthened. LAMI will adhere to any further restrictions imposed by LAUSD or individual schools on student participation in off-campus activities. In the event more stringent restrictions are imposed LAMI is well prepared from the work done since March 13, 2020 to deliver a hybrid or entirely online TopSail Youth Program to enrolled schools and community youth groups.

How do you plan to recognize the Port of Los Angeles for its grant?

1. LAMI routinely reaches out to schools within the City's jurisdictions making the schools aware of POLA's sponsorship. This exposes thousands of educators and hundreds of schools to POLA's community investment grant sponsorship. Though our past years of also teaching online, hundreds of new LAUSD and other school district teachers have been introduced to LAMI's TopSail Youth Program and are anxious to participate in in-person sails. Several times during the year we also hold Educator Sails for teachers and principals to share with them the value of our Program and our partnership with POLA. Most schools and teachers book TopSail Youth Program sails at the end of these event.

2. LAMI provides our vessels to POLA to help promote the LA Waterfront as part of our partnership. We believe that the participation of our vessels add to the value of POLA-run events. We've participated in

holiday events in the Downtown Harbor Cut, the annual LA Harbor Holiday Afloat parade, The Holiday by the Sea, Haunted Harbor Halloween, Navy Days, Fleet Week, and Chinese New Year. We've even allowed POLA to project movies on our sails for fun LA Waterfront events.

3. Wherever practical and consistent with POLA policy our marketing and communications materials both digital and in print includes acknowledgement of our partnership with POLA. You can see examples of this material in *Appendix 9*.

4. During our fund raising events we always invite POLA leadership and acknowledge POLA's community sponsorship and support. During our recent 30th year of celebration we were honored by having several Port Executives and Commissioners speak at our events.

5. Several times during the year we present to the Harbor Commission during public comments the results and positive community impact of our collaboration. We also support Port Hearing such as SEIR, DEIRs and other matters that come before the Commissioners.

6. LAMI has Port of LA vinyl banners on our buildings including those on our docks and our Building G facility. These are prominently viewed by all participants during the public events that we host at our facilities. We also have the banners on display on the vessels during appropriate public events like the Harbor Parade and the tree lighting and other port sponsored events.

7. LAMI was featured for LAMI's 25th anniversary as the subject of Port of Los Angeles publications highlighting the partnership and the importance of the LA Waterfront (Appendix 10).

8. LAMI was were the subject of a POLA produced 3-minute video "LA Waterfront Digital: Los Angeles Maritime Institute" highlighting the importance of POLA-LAMI partnership to the community and the LA Waterfront (please navigate to: <https://www.youtube.com/watch?v=VHgNOTqiotA>)

9. From March 27, 2022 through March 26, 2023 LAMI's celebrated our monumental 30th anniversary. We were so honored to have Port Executives and Commissioners available to join us at various events throughout the year and offered us a multitude of opportunities to celebrate and highlight the long-standing partnership between POLA and LAMI.

Evaluating Success – What are the metrics and methodology that you will use to evaluate the success of the event? (e.g. number of attendees at the event, number of students attending classes)

LAMI proposes providing 154 sailing days of the TopSail Youth Program to Port-approved schools and school groups. Typically, classes average 25-40 students per sail for a total estimated maximum of 4,620 student sailing days and an estimated 462 teachers and chaperones (assuming 30 students per sail and 3 teachers/chaperones per sail). LAMI tracks and reports to our Board of Directors monthly details of our TopSail Youth Program POLA-sponsored sails. Our annual report to the Port of Los Angeles will include performance against all of these measurable metrics. In our report we will review the schools that we collaborated with, curriculum development, new collaborations established, evaluation results, and operational performance.

In addition to these quantitative results, we also collect qualitative evidence to show that the programs are effective. Time in the class room is critical to the school administration and teachers. Only when the program provides significant benefits towards the achievement of their students do they allow them out of the classroom. The longstanding partnerships LAMI has with schools, educators, and youth groups attest to the positive impact of our award winning experiential TopSail Youth Program. We are proud to receive such a solid book of repeat bookings and longstanding commitments from our educational partners, reflecting the value they assign to the Program and confidence they have in our organization.

Educational professionals are under significant pressure to increase their students' performance and are eliminating time consuming activities that do not yield the results they need to meet state standards. Furthermore, while LAMI, in partnership with POLA, covers the costs of the sails for the vast majority of the participants, the educators cannot justify the expense for bus transportation and substitute teachers to cover their time away from school if they did not find the TopSail educational experience significantly valuable.

At LAMI we see positive results and program successes every time a young participant decides to brave climbing aloft, gives a sail-handling command louder than they've ever yelled, steps in to show a peer how to properly belay a line, successfully plots the ship's course, or shows emotions over the plastic in a bird's gut. There are breakthroughs in a young person's development on every sail, and those that are witnessed by crew or expressed in a survey don't even begin to account for them all. Often the positive impact is longitudinal, with some of our alumni students even pursuing paths in maritime, environmental, or science-related fields. USC in partnership with Kranz Middle School performed a controlled study (Please see Appendix 12). 60 students that were identified as on a "drop out path" were broken up into three cohorts of 20. One group was the control group and did not participate in LAMI's TopSail Program. The other two cohorts did sail with LAMI throughout the school year. One year later the researchers found that 100% of the students who participated with LAMI continued on with their education.

In 2017, LAMI received the prestigious Partners in Educational Excellence from the Association of California State Administrators. These Los Angeles Unified School District administrators recognized the benefit their students receive from our character-transformational and STEM-education programs.

In 2007 the University of Edinburgh did a thorough study of the community benefits of LAMI's TopSail Youth Program. A summary of this study can be found in Appendix 13: University of Edinburgh. If the reader would like to read the full study, please contact LAMI and we will make a copy available.

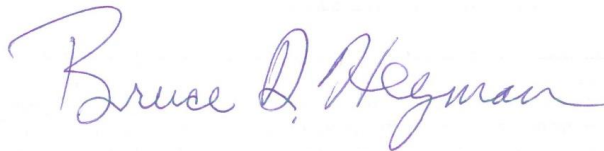
Applicant Signature

I certify that the information contained in this Port of Los Angeles Application for Community Investment Grant Program is true and correct to the best of my knowledge.

Printed Name:

Bruce Heyman

Signature:



Date:

May 8, 2023

**Electronic copy of the full application, company logo and photo
due by 4:00 p.m., Monday, May 8, 2023 to:**

Community@portla.org

Subject Line: FY 23-24 Community Investment Grants

Appendix Index

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Appendix 1: 501(c)(3) IRS Designation

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
450 GOLDEN GATE AVENUE, MS 7-4-01
SAN FRANCISCO, CA 94102-3400

DEPARTMENT OF THE TREASURY

Date: **MAR 20 1997**

LOS ANGELES MARITIME INSTITUTE
BERTH 84 FOOT OF 6TH STREET
SAN PEDRO, CA 90731

Employer Identification Number:
33-0515416
Case Number:
957028057
Contact Person:
TYRONE THOMAS
Contact Telephone Number:
(213) 894-2289
Our Letter Dated:
January 18, 1993
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

You are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. For guidance in determining whether your gross receipts are "normally" more than \$25,000, see the instructions for Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

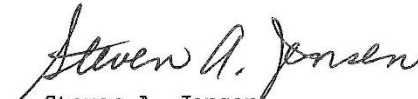
Letter 1050 (DO/CG)

LOS ANGELES MARITIME INSTITUTE

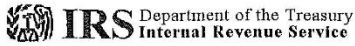
Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,


Steven A. Jensen
District Director

Letter 1050 (DO/CG)



OGDEN UT 84201-0029

In reply refer to: 4077591934
Mar. 07, 2016 LTR 4168C 0
33-0515416 000000 00
00033197
BODC: TE

LOS ANGELES MARITIME INSTITUTE
% BRUCE HEYMAN
BERTH 73 SUITE 2
SAN PEDRO CA 90731-4433

065943

Employer ID Number: 33-0515416
Form 990 required: YES

Dear Taxpayer:

This is in response to your request dated Feb. 16, 2016, regarding your tax-exempt status.

We issued you a determination letter in JANUARY 1993, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

4077591934
Mar. 07, 2016 LTR 4168C 0
33-0515416 000000 00
00033198

LOS ANGELES MARITIME INSTITUTE
% BRUCE HEYMAN
BERTH 73 SUITE 2
SAN PEDRO CA 90731-4433

Sincerely yours,



Jeffrey I. Cooper
Director, EO Rulings & Agreement

Appendix 2: City of Los Angeles Business Tax Registration Certificate



CITY OF LOS ANGELES
 Office of Finance
 P.O. Box 53200
 Los Angeles CA 90053-0200


73 BERTH SUITE #2
 SAN PEDRO, CA 90731-4433



*****AUTO**SCH 3-DIGIT 907 25
 L A MARITIME INSTITUTE 6918
 73 BERTH STE 2
 SAN PEDRO CA 90731-4433

THIS CERTIFICATE MUST BE POSTED AT PLACE OF BUSINESS

CITY OF LOS ANGELES TAX REGISTRATION CERTIFICATE				
THIS CERTIFICATE IS GOOD UNTIL SUSPENDED OR CANCELLED				
BUSINESS TAX			ISSUED: 1/6/2014	
ACCOUNT NO.	FUND/CLASS	DESCRIPTION	STARTED	STATUS
0000594943-0001-4	L049	Professions/Occupations	1/1/2007	Active

I S S U E D T O	*****AUTO**SCH 3-DIGIT 907 L A MARITIME INSTITUTE 73 BERTH STE 2 SAN PEDRO CA 90731-4433		ISSUED BY: <i>Antoinette P. Christou</i> DIRECTOR OF FINANCE
	73 BERTH SUITE #2 SAN PEDRO, CA 90731-4433		

ISSUED FOR TAX COMPLIANCE PURPOSES ONLY
 NOT A LICENSE, PERMIT, OR LAND USE AUTHORIZATION

FORM 200 (Rev. 4/13) NOTIFY THE OFFICE OF FINANCE IN WRITING OF ANY CHANGE IN OWNERSHIP OR ADDRESS - Office of Finance, P.O. Box 53200, Los Angeles CA 90053-0200
 IMPORTANT - READ REVERSE SIDE

Appendix 3: Proposed FY 2023/2024 LAMI Budget

Los Angeles Maritime Institute
Draft 2023/2024 Organizational Budget

Revenue Source

Program Services	500,000.00
Individual Donations	250,000.00
Corporate/Foundations	225,000.00
Fundraising income	80,000.00
Port of LA Contract	400,000.00
Swift of Ipswich Capital Project	750,000.00
Office/Building G/Dock Capital Repair/Enhancement	250,000.00
Total Revenue	2,455,000.00

Program Operating Budget

Vessel Staffing	575,000.00
Vessel Repair, maintenance & Services	150,000.00
Fuel	30,000.00
Bldg G Support	125,000.00
Repower	20,000.00
Vessel Insurance	225,000.00
Total Program Cost	1,125,000.00

Marketing, Fundraising & Development Budget

Marketing & Development Staffing	180,000.00
Distributions	10,000.00
Fundraising Events & Printing	25,000.00
Total Marketing, Fundraising & Development	215,000.00

Administrative Budget

Salaries & Wages	160,000.00
Payroll Taxes & Fees	11,500.00
D&O Insurance	15,000.00
Utilites, Professional Fees & Other	70,000.00
Employee Health Ins	5,000.00
Total Admin Cost	261,500.00

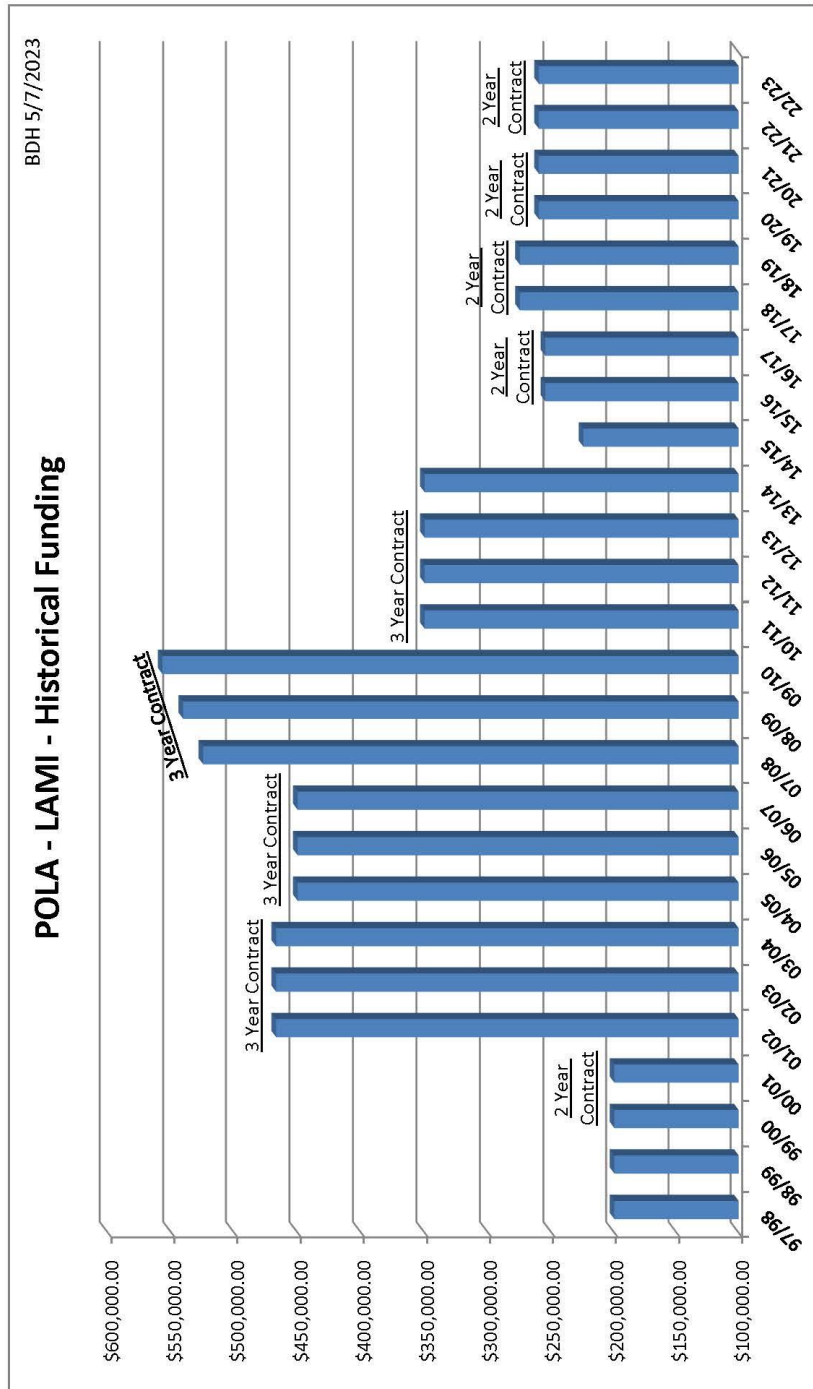
Total Operating Expense Budget	1,601,500.00
Capital Imprvoement Expences (Swift/Infrastructure)	750,000.00
Total Net Income/(Loss)	103,500.00

Debt service 61,500.00

Contribution to working Capital 42,000.00

BDH 5/7/22

Appendix 4: Historical Funding



Summary of Port of Los Angeles Funded TopSail Programs

Year	Actual Number of Port Funded Sailing Days	Contracted	Performance to Contract
July 1, 2022 to June 30, 2023	116 ¹	100	116%
July 1, 2021 to June 30, 2022	64 ²	100	116%
July 1, 2020 to June 30, 2021 (Entire year virtual due to COVID-19)	130 Port-approved educators received digital education program est.	100	130%
July 1, 2019 to June 30, 2020	71 (85 Additional sails booked but could not occur)	100	71% (156%)
July 1, 2019 to June 30, 2020	145 prop.	145 prop.	100%
July 1, 2018 to June 30, 2019	117 est.	100	117%
July 1, 2017 to June 30, 2018	116	100	116%
July 1, 2016 to June 30, 2017	114	90	127%
July 1, 2015 to June 30, 2016	128	90	142%

¹ While schools opened up not all were fully functional at the same performance level as 2019. During this time period we experienced 13 last minute cancelations from schools within one of the 15 city council districts that were not rebooked during this time period. We also delivered a lot of synchronous and asynchronous digital content that are not included in these numbers.

² All vessels remained fully staffed and in full compliance with County of Los Angeles health requirements. While many schools opened up many would not allow youth out of the school. Two in particular were 1) the Point Fermín Out Door Education program known as Beyond the Bell. These students come to us from all throughout LAUSD and normally represent about 38 5-hour sails per year. 2) Dana Point Middle School normally represents about 14 sails during the year but they sailed with us zero times. Had these two made use of the fully staffed and available vessels we would have achieved 116 sails and exceeded our commitment. During this time both our crew and our office personnel were involved in delivering synchronous and asynchronous content that are not included in these numbers.

July 1, 2014 to June 30, 2015	138	80	173%
July 1, 2013 to June 30, 2014	153	180	85%
July 1, 2012 to June 30, 2013	125	180	69%
July 1, 2011 to June 30, 2012	113	180	63%
July 1, 2010 to June 30, 2011	91	180	51%
July 1, 2009 to June 30, 2010	123	225	54%
July 1, 2008 to June 30, 2009	140	225	62%
July 1, 2007 to June 30, 2008	113	225	50%

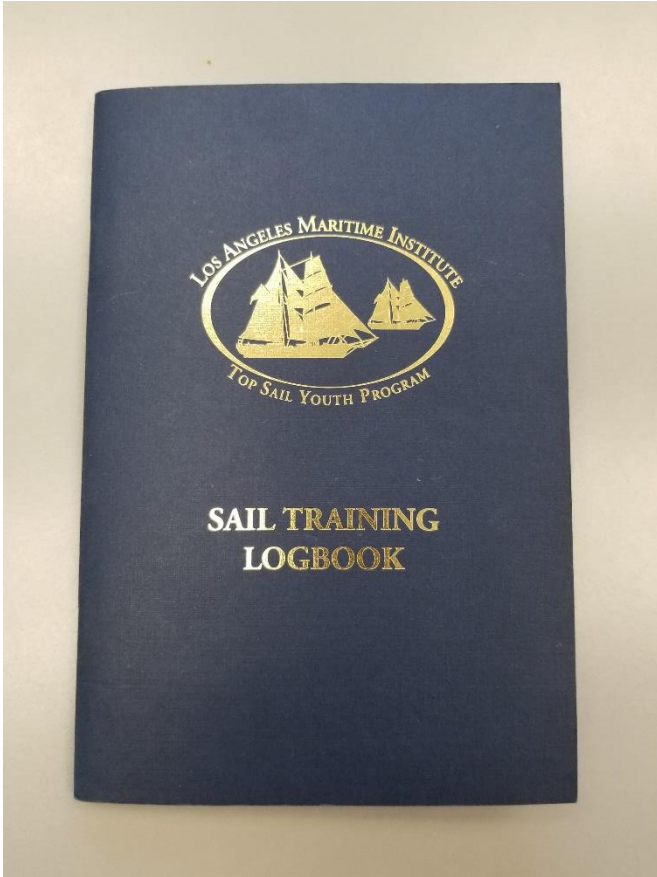
Since the beginning of the pandemic we quickly adapted to the world where Students were Zooming, or similar, into their class rooms. We developed both asynchronous (pre-recorded videos) lessons and synchronous (our instructors zoomed into the students zoom classroom). This table attempts to quantify the amount of impact that we had on the student population.

LAMI On-Line Courses for LAUSD Synchronous and Asynchronous	# of Classes	# of Students	K-2	3-5	6-8	9-12
2021						
Summer Enrichment	16	360		120	240	
3 courses each 4 weeks long, 4 teachers						
3-5th Grade: Modern Marine Mammals	6th-8th Grade: Intro to Tall Ships & Maritime Careers/Power of Wind					
Fall Enrichment	106	1190	480	300	410	
5 courses each 8 weeks long, 5 teachers	K-2nd Grade: Ocean Wonders/3-5th Grade: Modern Marine Mammals					
	6th-8th Grade: Intro to Tall Ships & Maritime Careers/Power of Wind					
Fall Core: 6 weeks 2 school day modules	3-5th Grade: Ocean Impacts/Physics of Sail					
Fall Virtual Field Trip Livestream	2 sessions: 3-5th Grade and 9th-12th Grade from the tall ships					
2022						
Spring Enrichment	22	420			320	100
1 course 8 weeks 2 teachers 2xweek	Coasting with Maddy virtual field trips from Port of LA down the Coast					
Spring Virtual Field Trip Livestream	2 sessions: 6-8th Grade and 9th-12th Grade Intro to Maritime Careers/Blue Tech					
Summer Enrichment	12	180			180	
2 Courses each 4 weeks long, 3 teachers	6th-8th Grade: Intro to Tall Ships & Maritime Careers/Ocean Biomimicry					
Fall Enrichment	24	360			360	
3 courses each 8 weeks long, 3 teachers	6th-8th Grade: Intro to Tall Ships & Blue Tech/Ocean Biomimicry/Ocean Creatures					
2023						
Spring Enrichment	17	450			210	240
2 Courses each 7 weeks long, 2 teachers	6th-8th Grade: Intro to Tall Ships & Maritime Careers/Blue Tech & Blue Economy					
Spring Virtual Field Trip Livestream	1 Session: 9-12th Grade Your Future in Aquaculture					

Total Day Sail/Field Trip Equivalents 70 3-hr. Day Sails

Total Students Served 2960 Students

Appendix 6: Los Angeles Maritime Institute Student Log Book



SQUARE SAIL TERMINOLOGY

Foremast Set
Foremast "In Its Gear"
Upper Topmast "In Its Gear"
Upper Topmast Set

32

NAME _____

ADDRESS _____

ZIP _____ EMAIL: _____

TELEPHONE NUMBER _____

Directional Terms

INDEX

- Introduction3
- Sail Training Certification and Endorsements5, 7
- Grade I - Junior Requirements8-9
- Grade II - Intermediate Requirements12-13
- Grade III - Senior Requirements18-19
- Sea Time Log16-19
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- Directional Terms1
- Anatomy of a Frigate4
- Guide to Tall Ships6
- Junior Knots9-11
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- Fore and Aft Sails24
- Square Sails22

2

ENDORSEMENTS (see also p. 7)

THIS IS TO CERTIFY THAT

Has successfully completed the L.A.M.I. endorsement described as:

AFFIX SEAL HERE

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

THIS IS TO CERTIFY THAT

Has successfully completed the L.A.M.I. endorsement described as:

AFFIX SEAL HERE

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

31

ENDORSEMENTS (see also p.7)

THIS IS TO CERTIFY THAT

Has successfully completed the L.A.M.I. endorsement described as:

AFFIX SEAL HERE

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

THIS IS TO CERTIFY THAT

Has successfully completed the L.A.M.I. endorsement described as:

AFFIX SEAL HERE

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

30

INTRODUCTION TO SAIL TRAINING GRADES

SPECIAL ENDORSEMENTS

Has successfully completed the L.A.M.I. endorsement described as:

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

3

GRADE I - JUNIOR PART A

1) Be able to enter by compass, wind, landmarks and officer direct orders.

2) Be able to tie the following knots each within a 30 second time limit and describe how and when they are used: square knot, reef knot, figure eight, sheet lead, and reefing hitch.

3) Be able to understand and demonstrate proficiency in using the International and Maritime Code of Signals.

4) Be able to locate and demonstrate proficiency (written application) in the use of the following safety appliances: life-rafts, life rafts, life jackets, and inflatable aids, emergency flares, float aids and fire extinguishers.

5) Be familiar with basic components to the various escape hatches, operation of fire hoses and location of spray and black water pumps.

6) Be able to describe the correct procedure to be followed in the event of a man overboard as listed in Appendix IA.

7) Be able to describe and demonstrate satisfactory practice (including use of a safety harness and safety wide cloth) in sea dock.

THIS IS TO CERTIFY THAT

has successfully completed the L.A.M.I. Junior Part A requirements.

DATE _____

PLACE _____

CAPTAIN'S SIGNATURE _____

APPENDIX II A

WATCH HANDLING

- 1) Taking all watch
- 2) Handing off watch (taking in)
- 3) Handing and taking off watch
- 4) Position for watch to enter power and watch
- 5) Check equipment

APPENDIX II B

CLASSIC WORK

Use and course predictions
bearing off course
checking U.S.A.
porting a position
10 additional symbols
operation of a Time Counter to Chartplot Course
dead reckoning
estimated position
course of position
contiguous U.S. Boating System

RULES OF THE ROAD

Advantages
look-out
size of vessel
area to avoid collision
maneuver obstacles

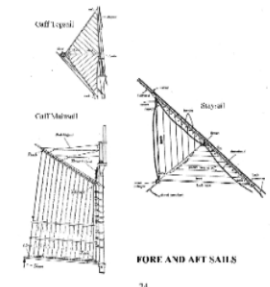
overriding
action by Drive Way vessel
action by Stand-On vessel
responsibilities between vessels

APPENDIX II C continued

RULES OF THE ROAD

power vessel power
and means power
and means sail
power, sail & sail
starboard tack
port tack
manoeuvring symbol

manoeuvring symbol (day)
manoeuvring lights (day, power, out)
manoeuvring lights (night)
traffic separation schemes



GRADE I - JUNIOR PART B

1) Be able to interpret a port and starboard diagram as it relates to the actual vessel and be able to identify those halysards, shears and lifts.

2) Be able to identify the various terms, with and rigging in Appendix II and III.

3) Be able to explain the theory of manovering under sail and to include the terms listed in II.

4) Be able to sketch a vessel on a diagram of 30% on a chart and indicate the risk, manovering, or listing in a vessel.

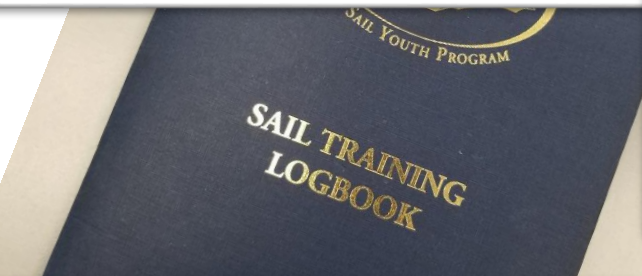
*** Volunteer Crew requirements.**

See also GRADE II (pp. 12, 13) and GRADE III (p. 18)

JUNIOR KNOTS

Bowline
A most useful knot. The bowline will not slip on jam and because difficult to undo, these knots are used whenever a man's life is involved in the end of the line, such as tying a boat to a ring on a vessel, securing a line to an anchor, or securing two halyards together.

Clove Hitch
Quick and easy to tie. The clove hitch is used for securing to any cylindrical object such as a mast. It holds as long as it is correctly tied. It is used for securing a permanent stowage on a mast, boom and rigging to be attached to a pole in different locations.



JUNIOR KNOTS CONTINUED

Figure Eight Knot
As its name implies, a figure eight shaped knot is formed in the lines end of a line. This becomes a stopper knot which prevents lines, such as sheets and halyards, from running out accidentally through a block.

Reef Knot
One of the commonest knots, a reef knot is tied in lines of the same diameter. Eight cross left and right. In some cases, reef knots will prevent two lines from slipping. "Square knot" which holds like a reef knot and runs easily. Used to bring light lines, such as running rigging, reef halyards, and on packages that also become in the square knot.

Sheet Bend
Used for tying two lines together, the sheet bend can be used for lines of different diameters. When connecting heavier lines together, the line end of the line should be slipped over several turns to security. The sheet bend knot and can also be used to heavy strain and is tied just like the bowline, except it can slip on two different lines instead of one.

Rolling Hitch
This knot is used to haul a line to a spar or eye. If as the line is pulled down, the knot tightens together, it will hold tight to the strain on the end of the line.

APPENDIX IC continued

MISCELLANEOUS TERMS

gunwreck	roof cotter	hatch coaming
lead	rudder	life rail
fore top	padding and gudgeons	belaying pin
cross beam	hullhead	cleat
house	deckhead	galley
runner	sole	cabin trunk
hoop	deck	(deckhouse)
jaw	hatch	companionway

APPENDIX ID

POINTS OF SAIL AND MANOEUVER'S

running	standing	heaving
reaching	luffing	hoist
beat	heaving away	clew up
close hauled	heaving up	down-down
head reach	beat-to-beat	cockbill
going	"making full and by"	"in the gear"
heaving	coming about	"in the luff"
hard over	heaving to	"let go and haul"
sheer	making stays	"haul"
sheer by the lee	about	

APPENDIX IE

CHARTWORK

chart title	10 symbols
depth	light characteristics
latitude	direction of current
longitude	good sea bearings
scale and distance	compass rose
line and range in compass deviation	various
	port & starboard bearings

APPENDIX IA

MAN OVERBOARD

- 1) Show "man overboard" and point at the man overboard.
- 2) Observe man in water and indicate position relative to ship/boyaire and by pointing.
- 3) Throw nearest safety device (life ring, man overboard pole)
- 4) Be prepared to assist in recovery of man overboard as directed by ship's officer.

APPENDIX IB

SEA TERMS

ahead	starboard	make fast
abeam	windward	"come up"
astern	leeward	leeway
fine	maneuvers	stemway
bow	weighing anchor	quarters
port	belay	"haul away together"

APPENDIX IC

SAILS	m. sin. gaff	RUNNING RIGGING
job topsail	m. sin. out	directs (all types)
outer job	fore topsail	peak halyard
inner job	m. sin. topmast	throat halyard
fore staysail	fore topmast stay	halyards (all types)
foremast (course)	fore lower topsail yard	out haul
fore lower topsail	fore upper topsail yard	braces (all types)
fore upper topsail	fore topgallant	lifts (all types)
mainmast	standing	topping lifts
m. sin. staysail	RIGGING	
SPARS	shear	MOORING LINES
boom	for a stay	bow line
fore boom	running back stay	stem line
m. sin. boom	bollocks	spring line
	whisker	break line

COILING AND BELAYING

GRADE II - INTERMEDIATE

Table with 2 columns: Requirements (1-9) and Instructor's Signature & Date. Contains a list of 9 tasks for Grade II Intermediate students.

12

SEATIME LOG

Table with 4 columns: BOAT NAME, DAYS AT SEA, HOURS AT SEA, and OFFICIALS OR CAPTAIN'S SIGNATURE. Multiple rows for logging.

21

GRADE II - INTERMEDIATE (Cont'd)

Table with 2 columns: Requirements (10-15) and Instructor's Signature & Date. Contains a list of 6 tasks for Grade II Intermediate students, continuing from page 12.

Volunteer Crew Requirements See also GRADE I (pp. 9-10) and GRADE III (p. 18)



Fisherman's Bend: A good line to have a fish on the line is a fisherman's bend. It is used for securing the line to a hook.

Cat's Paw: A cat's paw is used to secure the high of a line to a block.

13

A Round Turn and Two Half Hitches

Used for making a line fast to a ring, stanchion, bollard, etc. The knot is simply a round turn around the object and a clove hitch around the line itself.



Timber Hitch

Used to tie a line to a spar or log.

The "Blackwall Hitch"

This is a hitch used for temporarily attaching a line to a hook. The hitch needs some tension and/or weight to keep it tight.



14

GRADE III - SENIOR (Cont'd)

Table with 2 columns: Requirements (10-19) and Instructor's Signature & Date. Contains a list of 10 tasks for Grade III Senior students, continuing from page 13.

19

GRADE III - SENIOR

Table with 2 columns: Requirements (1-3) and Instructor's Signature & Date. Contains a list of 3 tasks for Grade III Senior students.

Volunteer Crew Requirements See also GRADE I (pp. 9-10) and GRADE II (pp. 12-13)

Tag Line or Slings

Used to secure a load to a ring or block.



Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.

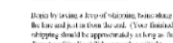


Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.

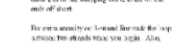


Simple Whipping

Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.



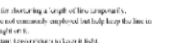
Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.



Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.



Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.



Used to secure a load of heavy material. The knot is made by passing the line through the eye of the hook or block and pulling the line through the loop and pulling the ends together to form a knot.



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Appendix 7: COVID-19 Safe Practices



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Safe Practices while Voyaging on the Vessels Preventing the Spread of COVID -19

Guidelines provided below should be followed by all Los Angeles Maritime Institute (LAMI) employees to the best of your abilities. "Employees" referred to in this document include both paid staff and volunteers.

It is important to wear the proper personal protective equipment (PPE), and wash hands to prevent the spread of COVID-19 to keep our staff, crew, volunteers and passengers safe. Practices and guidelines are subject to change as more information becomes available. New information will be given to crew and volunteers as we receive it.

Guidelines for Vessel safety

1. **Never come to the vessels if you are experiencing symptoms associated with COVID-19.** If you are feeling sick in any way please stay home and/or seek medical care.

Any one of the following would be considered a COVID-19 symptom:

- | | |
|-------------------------------|----------------------|
| a. Shortness of breath | d. Flu-like symptoms |
| b. New or worsening dry cough | e. Vomiting |
| c. Fever of 100.4° or greater | f. Diarrhea |

Or any two of the following:

- | | |
|--|----------------|
| a. Cough | d. Sore throat |
| b. Unexplained extreme fatigue or muscle aches | e. Open sore |
| c. Rash | |

2. If you experience COVID-19 symptoms, are confirmed to have COVID-19, or have someone at home with COVID-19, stay at home, contact your healthcare provider, and notify any persons you might have come in contact with, as well as the LAMI Safety Officer, Jeff Dwyer, at safety.officer@lamitopsail.org, in order to notify LAMI personnel.
3. **If you begin to experience any symptoms before getting underway you must leave the vessel immediately,** contact your health provider, and inform the captain and Jeff Dwyer at safety.officer@lamitopsail.org.
4. **If you begin to experience any symptoms while underway you must notify the captain.**
5. **The captain must follow reporting requirements to the County of Los Angeles [per *Reopening Safer At Work And In The Community For Control Of Covid-19*] and the USCG Sector LA/LB Captain of the Port [per *USCG MSIB 02-20 Novel Coronavirus*], as well as reporting to the LAMI Executive Director and the LAMI Safety Officer.**
6. The A compartment or fo'c'sle will be a quarantine zone in the event someone does begin to feel ill and or tests positive for the virus.
7. Passengers and crew will be offered, at no cost, an appropriate face covering that covers the nose and mouth. The covering must be worn by passengers and crew at all times during the voyage when in contact or likely to come in contact with others. Passengers and crew who have been instructed by their medical provider to not wear a face covering should contact the LAMI Safety Officer.
8. Physically distance from other individuals as much as possible¹.

¹ Per County of Los Angeles *Reopening Safer At Work And In The Community For Control Of Covid-19*:



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9. **Assume yourself, and everyone else is infected. Wear protective gear, and keep in mind that some people are asymptomatic carriers. Please help us keep everyone safe.**

Guidelines for safe operation on the vessel before departure

1. The crew, both live-aboard and commuters, are to be screened for COVID-19 symptoms daily. See updated Check-In Questionnaire V2.0. Anyone showing any signs of related symptoms should be removed from the vessel as soon as possible to quarantine on a non-voyaging vessel or location.
2. The day before the voyage the crew will deep clean the vessel taking care to disinfect surfaces as much as possible. Bunks will be deep cleaned and disinfected to the best of our abilities.
3. Provisions will be purchased using best COVID-19 best practices like minimizing the number of shoppers.
4. A watch safety officer will be assigned to the station bill and will be responsible for making sure the vessels areas of high use are wiped down prior to passenger arrival.
5. In addition to the manifest the office must have full contact information for all voyagers.
6. Handrails on boarding ladders will be cleaned and disinfected before embarking, and before departure.
7. A cook will be assigned for the voyage to minimize spread in the galley. Coffee and snacks will be brought up by the cook, and the cook will be responsible for cleaning the galley surfaces with a bleach solution.

Check in procedure

1. When passengers arrive, they will wait in the parking lot for the watch safety officer of the voyage to greet them. They will wear face coverings.
2. Passengers should have followed the **guidelines** they agreed to before arrival.
3. Passengers that are in the high-risk category should consult with a doctor and have a note declaring them fit for the voyage prior to arrival.
4. The **Check-in Questionnaire** has been filled out to determine if there is any risk from the past two week's status. Passengers will be screened for symptoms indicating infection with COVID-19.
5. The watch safety officer will wear a face covering.
6. Passengers will embark, receive bunk assignments, break into watches, and tour the vessel. During the tour passengers will be given instructions on how to properly disinfect the head after each use with Pathocide.
7. Passengers are responsible for keeping their bunks clean to ensure no mixing of passengers' personal gear. Passengers will be arranged with the greatest space possible between bunks (head to foot, toe to toe, etc.).
8. Before getting underway the Captain and Mate will talk with the group about reporting any symptoms as they occur so there can be a timely reaction and mitigation of spread. They will also outline what a quarantine looks like on the vessel and the necessary steps that need to be taken to turn A compartment or the fo'c'sle into an isolated hold.
9. If passengers do not agree to help disinfect the vessel, follow the LAMI COVID-19 protocols, or report symptoms the voyage should be reevaluated. We require 100% participation and communication from all passengers.

"Social (Physical) Distancing" means: (1) Maintaining at least six (6) feet of physical distance from individuals who are not members of the same household; (2) Frequently washing hands with soap and water for at least 20 seconds, or using hand sanitizer that contains at least 60% alcohol; (3) Wearing a face covering when whenever an individual leaves their home or place of residence, and when an individual is or can be in contact with or walking by or past others who are non-household members in both public and private places, whether indoors or outdoors. Wearing a face covering over both the nose and mouth reduces the risk of transmission to others from people who do not have symptoms and do not know they are infected; and (4) Avoiding all physical interaction outside the household when sick with a fever or cough, except for necessary medical care.'

Version2.4

2021 March 5



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10. Before leaving the crew will go over the ship's voyaging checklist. If there are no conflicts, the voyage can proceed.

Guidelines for safe operation on the vessel during the voyage

Physical distancing

- Passengers and crew are to maintain 6 feet of physical distance between themselves and others.
- Crew may momentarily come closer as necessary to assist passengers, or as otherwise necessary.
- Physical guides will be provided, such as tape on decks and signs on cabins, to ensure physical distance is maintained (for example, to establish one-way routes on deck or identify zones for different groups).
- Passengers should remain in the same space and in groups as small and consistent as practicable. Keep the same passengers and crew with each group and include passengers from the same family in the same group, to the greatest extent practicable. The maximum cohort size permitted is up to 14 passengers and up to 2 supervising crew.

Use of face coverings

- Face coverings should be worn at all times.
- **Individuals experiencing symptoms associated with COVID-19 will be given an N-95 mask to prevent transmission.**

Hand washing

- Hand washing should be with soapy water for at least 20 seconds. Hand sanitizer can also be used for hand cleaning, but will contain no less than 60% ethyl alcohol.
- Hand sanitizing stations will be set up in various locations around the vessel. Each hold will have a bottle with a dispenser at the base of the companionway, and there will be some stations set up one deck. Each time passengers enter holds they should use the hand sanitizer, sinks in heads can be used as hand washing stations.
- Hands should be cleaned before and after every meal. Lessons involving shared items should have sanitizer for use before and after the lesson. Sneezing, coughing, and nose blowing should be followed up with sanitization.
- The galley sink is not to be used as a hand washing station.

Waste management

- Garbage cans on vessel will be no touch, and will be in an open location. Garbage cans stored under the sinks will not be used during voyages to streamline cleaning and disinfection.
- Paper towel dispensers will be mounted in the heads.
- When unable to use reusable dishes and utensils, paper products can be used and should be disposed of in the topside garbage cans.

Meals

- Food should be cooked by the same individual the entire voyage. Food will be plated and handed out from the galley to reduce the number of individuals touching things in the galley.
- Passengers will eat all meals on deck.
- Passengers are only to touch their own meals and utensils.
- Dishwashing can still be done by all those on the vessel, but one crew member (preferably the cook) will be responsible for the last disinfecting station to make sure everything is sanitized, dried and safely stowed. Bleach should be properly diluted to the concentration described on the bottle.

Personal gear

- Passengers will be assigned a hold and a bunk. Certain bunks may not be available for passengers to ensure there is adequate spacing between them while sleeping. Gear is to be stored in the assigned bunk to avoid the mixing of personal items. Passengers will be arranged with the greatest space possible between bunks (head to foot, toe to toe, etc.).

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- Passengers and their gear are to remain ONLY in their assigned bunks.
- Sleeping on deck is to be encouraged.
- Passengers and crew should avoid letting personal items sit on bathroom counters as much as possible. This includes glasses, toothbrushes, and other toiletries that are in or around the face.
- Reusable water bottles will be stored on deck in crates with partitions. The on-deck faucet will be used to fill bottles, and should be used only after hands have been disinfected, then wiped down after use.
- Crew and passengers are responsible for keeping their living space clean, and manageable. Clothing should not be on the sole or out of assigned bunks.

Ventilation

- Fresh air should be introduced as much as possible into the holds. Fans should be set up to allow for maximum air flow. Holds should have watertight doors shut to prevent air from different holds from mixing.

Watch Safety Officer

- Station bill will have an assigned watch safety officer. The watch safety officer ensures the vessel is being disinfected as often as is deemed necessary. At the beginning of every watch high contact areas should be wiped down with disinfectant.
- The watch safety officer will ensure that passengers will be responsible for helping to clean individual use areas like the head, and their bunks.
- The watch safety officer will assign crew to activities and will help ensure that all participants, and leaders are being safe and responsible.
- The watch safety officer will ensure that non-essential visitors are restricted in their access to the vessel. Once watches are assigned passengers and crew will stay with their assigned watch.

Medical Screening

- Passengers will be screened for COVID-19 symptoms at night before bed using Check-In Questionnaire V2.0, including have their temperatures monitored.
- Passengers should feel comfortable with being able to talk about feeling ill. If there are concerns from younger participants those concerns should be addressed and discussed so they feel comfortable with speaking up when something feels wrong.
- Some individuals younger than 18 that come in contact with COVID-19 exhibit different symptoms. Crew should be familiar with symptoms associated with Multi-System Inflammatory Syndrome in Children (MIS-C). Children with MIS-C may have a fever and various symptoms, including abdominal (gut) pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, or feeling extra tired.
- All information on passengers, especially minors are personal, and per HIPAA we must keep it confidential. Medical assessment tools will be made available to the captain in order to determine the necessity of quarantine (for example, see <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/coronavirus-self-checker.html>).

Guidelines for quarantine on the vessel

1. Individuals showing signs or symptoms associated with COVID-19 will immediately tell the captain.
2. The captain will report any cases to the **County of Los Angeles [per Reopening Safer At Work And In The Community For Control Of COVID-19 or Reopening Protocol for Day Camps: Appendix K]**, the **USCG Sector LA/LB Captain of the Port [per USCG MSIB 02-20 Novel Coronavirus]**, the **LAMI Executive Director and the LAMI Safety Officer.**
3. The watch safety officer will begin wiping down high traffic areas around the vessel, and recording symptoms and temperature of the individual in order to pass along information to medical professionals should the situation worsen.



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4. If the individual is living in B compartment or in the main, they will gather their belongings and wait on deck for the forward hold to be empty. The bunk will be cleaned and disinfected to the best of our ability.
5. All residents of A compartment or fo'c'sle will gather belongings and move into B compartment or the main hold, avoid using the contaminated bunk.
6. The individual with symptoms will be brought to the forward hold and will set up in a bunk below.
7. Meals will be brought, and symptoms will be monitored every 3 hours, or as able. Temperature should be taken to help track information on the individual. All notes should be consistent, and should address all symptoms of COVID-19. Passenger will be given a handheld radio, and given instructions on how to use it in order to have speedy communication with crew.
8. Captain will decide what needs to be done about transportation to the mainland, evacuation or if the voyage can proceed.
9. All information on minors are personal, and per HIPAA we must keep it confidential. We must use the best practices possible to keep patient information private.

Enhanced Cleaning on the Vessel to Prevent the Spread of COVID-19

General Practices

1. Clean high-touch surfaces more frequently, such as companionway handles, grab rails, deck boxes, the wheel, navigational equipment, navigational tools, and places passengers tend to gather together. Increased cleaning can help prevent the spread.
2. Practice good PPE practices:
 - Wash hands frequently. Washing should be with warm water and involve scrubbing for at least 20 seconds. Use single use towels. Wash in-between using shared items, before and after transitioning to different areas, and when less than a fathom away from another person.
 - Hand sanitizer with a mixture of no less than 60% ethanol can be substituted for hand washing.

Guidelines for Cleaning

1. Wear gloves when using cleaning products. After cleaning is done gloves should be disposed of, and hands washed immediately. On vessel PPE must include: gloves, eye protection, respiratory protection, and any other means described on the cleaning products.
2. Use single use towels, and dispose of them properly.
3. Disinfecting products will be stored in the head and kitchen.

Cleaning and disinfection

1. Clean surfaces and objects that are visibly soiled first. If surfaces are dirty to sight or touch, they should be cleaned using a detergent or soap and water prior to disinfection.
2. Clean and disinfect affected surfaces as soon as possible after a known exposure to person with respiratory symptoms (such as coughing/sneezing).
3. Use an EPA-registered disinfectant for use against COVID-19. Refer to the list of products preapproved for use against emerging enveloped viral pathogens, or the list of disinfectants for use against SARS-CoV-2.
4. Follow the manufacturer's instructions for safe and effective use of all cleaning and disinfection products (e.g., dilution concentration, application method and contact time, required ventilation, and use of personal protective equipment).
5. Consult manufacturer recommendations on cleaning products appropriate for electronics, and machinery. If no guidance is available, consider the use of alcohol-based wipes or spray containing at least 70% alcohol. Use of



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- alcohol-based products may reduce the risk of damage to sensitive machine components. Whenever possible, consider using wipeable covers for electronics. Dry surfaces thoroughly to avoid pooling of liquids.
6. The disinfectant in the office is Pathosans brand Pathocide. It can be sprayed onto any hard surface and left to evaporate. Disinfectant used on electronics should be applied to a paper towel and wiped across surfaces so that no liquid affects the device.

Any concerns in cleaning or safety should be brought to the captains' attention immediately.

****Policies are to describe best efforts of team and participants at all times. It may be difficult to adhere to policies all the time.****

Appendix 8: COVID-19 Check-In Questionnaire



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Check-In Questionnaire

1A. Have you had any of the following symptoms in the past 14 days? YES NO (If YES, circle symptoms that apply)

- | | |
|-------------------------------|----------------------|
| a. Shortness of breath | d. Flu-like symptoms |
| b. New or worsening dry cough | e. Vomiting |
| c. Fever of 100.4° or greater | f. Diarrhea |

1B. Have you had any two of the following symptoms in the past 14 days? YES NO (If YES, circle symptoms that apply)

- | | |
|--|----------------|
| a. Cough | d. Sore throat |
| b. Unexplained extreme fatigue or muscle aches | e. Open sore |
| c. Rash | |

*** IF YOU ANSWER YES TO EITHER 1A OR 1B, IMMEDIATELY QUARANTINE*, CONTACT YOUR MEDICAL PROVIDER, AND INFORM JEFF DWYER AT SAFETYOFFICER@LAMITOPSAIL.ORG (ALSO INFORM THE CAPTAIN, IF AT SEA)**

If you have been fully vaccinated against COVID-19, please skip questions 2A and 2B

2A. Have you had close personal contact, as defined below, with anyone who is sick in the last 14 days? (Sick is defined as same symptoms as above in Question #1) YES NO

- a. Within 6 feet
- b. In a confined space (shared room in a house, office, vessel, etc.)
- c. Had direct contact with infectious secretion (been coughed or sneezed on, etc.)

2B. Have you visited any medical facility in the last 14 days? YES NO

Facility visited: _____
Condition/reason: _____

3. Temperature screen- All crew/vendors/visitors boarding a vessel, working in Building G, or in the office must undergo a temperature screen at the gangway or door. Anyone with a temperature of 100.4F/38C or higher will be denied access to the facilities.

**I consent to having my temperature taken prior to boarding the vessel, or working in the facilities using a non-contact thermometer. I understand Los Angeles Maritime Institute has the legal right to take my temperature and if I do not consent to having my temperature taken, I will be denied access to the vessel, absent a doctor's note saying I do not have a temperature.

If you answered yes to any of these questions, or develop any symptoms, please inform your supervisor (or the captain) and quarantine* immediately.

****"Quarantine" means to isolate at home or a medical facility, or in the forward compartment of a vessel at sea.**

I have read and understood these guidelines to the best of my abilities:

Signature: _____ Date: _____

Print Name: _____

Version 2.1

Appendix 9: Examples of Collateral including acknowledgement of POLA Partnership



LAMI Website Acknowledging POLA as a major sponsor.



Figure 1 Book Our Brigantines Brochure



LAMI Public Sail Calendar - Online & in Print



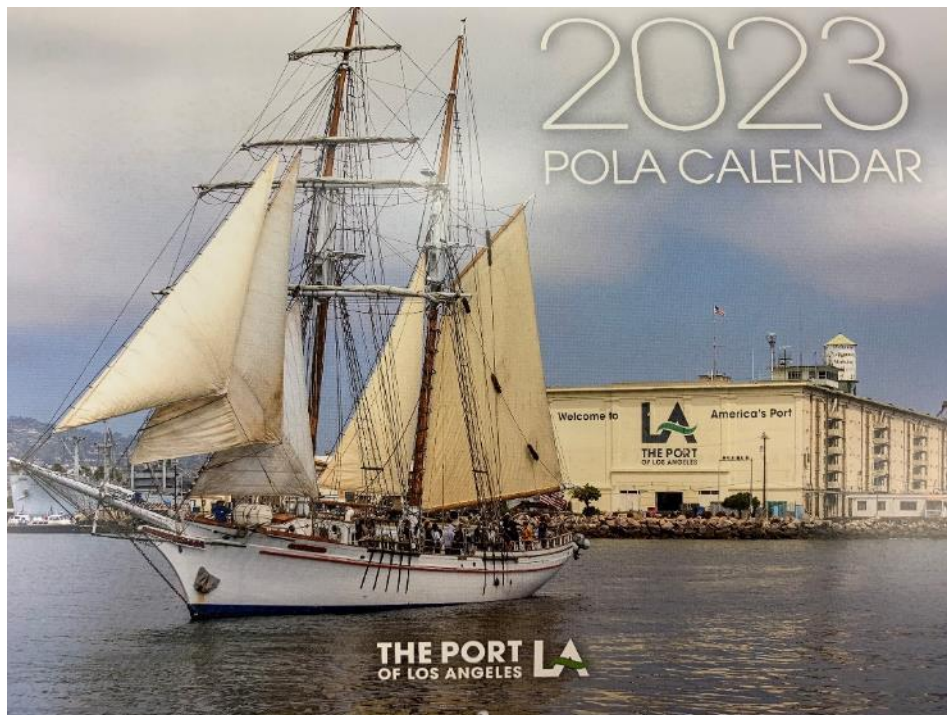
30th Anniversary year of celebration kick off, Building G Dedication in the name of Jim Gladson & San Pedro Chamber of Commerce Ribbon Cutting. Speeches were delivered by POLA Harbor Commissioner Lucia Moreno-Linares, State Senator Steven Bradford, Tim McOsker, LAUSD School board member Tanya Ortiz Franklin, San Pedro Chamber of Commerce Board Chair, John Bagakis.



State Senator, Harbor Commissioner, City Council Candidate, Chamber CEO & President, Chamber Board, Chamber Board Members, BID Board Chair & Executive Director and LAMI Executive Director



State Senator Steven Bradford, LAUSD School Board Member Tanya Ortiz Franklyn and Executive Director Bruce Heyman @ LAMI 30th Year Anniversary Kick Off.



Group of Students Sailing on Exy Johnson in front of the Iconic Warehouse One.

Appendix 10: On The LA Waterfront (A Community Publication of the Port of LA)





SAILING TO NEW EDUCATIONAL HEIGHTS

LOS ANGELES MARITIME INSTITUTE CELEBRATES 25 YEARS IN THE SAN PEDRO BAY

Dana Middle School students often get advice from their life sciences teacher Richard Rueter.

The advice lately? Develop your knowledge and skills in STEM—the study of science, technology, engineering and math. STEM is becoming a bigger and bigger focus in education, advises Reuter. Young people with those skills are increasingly in demand, which can lead to many opportunities for high-paying jobs and exciting careers..

So when Rueter suggested sailing to his students as a way to build STEM skills, at first they didn't make the connection. That is, until they set sail in the LA Harbor as part of the Los Angeles Maritime Institute's TopSail Youth Program.

Celebrating its silver 25th anniversary this year, the Los Angeles Maritime Institute (LAMI) focuses on helping students discover their potential through at-sea and maritime-related experiences. Last year, more than 5,000 students participated in LAMI programs, a big jump over the previous year. (The Port of Los Angeles is one of LAMI's proud sponsors!)

By learning things like how to navigate a vessel, read charts and sea logs, map out sea voyages, measure distances and even climb rigging, students see STEM concepts like math and engineering come to life firsthand.

"It all comes together on the boat," says Rueter, who has been organizing sailing trips for his Dana Middle School students for more than 10 years. "What happens onboard all ties into science and math, with students able to implement concepts and really learn for themselves."

But the LAMI sailing experience also has many other benefits.

It's a program that builds confidence, character and leadership skills, says Bruce Heyman, executive director of LAMI. The art of sailing requires different kinds of problem-solving and decision-making, approaches unlike those in a traditional classroom setting. LAMI programs have also provided a beacon of hope for students who might be struggling with school or home life.

"The great thing about the LAMI programs is that they focus



“Many of our students pass by the harbor every day, yet have never been on a boat. So when these kids step on deck, it’s a whole new world. It’s more than just a boat ride. While aboard, they accomplish and learn so much.”

**– Bruce Heyman
Executive Director
LAMI**

on character building and STEM at the same time,” says Heyman. “The experience is both educational and transformational for our students.”

To keep things afloat while at sea, kids have no choice but to work together as a team. Even the shy or reticent use a different word students who might be intimidated in a classroom often blossom as team leaders, beaming with confidence on a boat.

Port of Los Angeles High School junior Christina “CeCe” Morales can relate. As a new transfer to POLA high school last fall, she didn’t know very many people. She credits the TopSail program for helping her feel more at ease with her new classmates. “In the beginning I was really shy. But since we all had to work together and operate as a crew on the boat, it really helped me come out of my shell.”

LAMI also exposes students to both educational and life experiences that most wouldn’t have the opportunity to do on their own.

“Many of our students pass by the harbor every day, yet have never been on a boat,” says Heyman. “So when these kids step on deck, it’s a whole new world. It’s more than just a boat ride. While aboard, they accomplish and learn so much...it puts a smile of pride on their faces that’s unbelievable.”

Majestic and stunning, LAMI’s two main working tall ships—the Brigantine Irving Johnson and Brigantine Exy Johnson—stand at 90-foot high and 110-foot long. Among the cargo ships, cranes and stacks of containers in the harbor, the classic tall ships are a unique sight.

Built by local harbor community volunteers more than 15 years ago, both ships were specifically designed as teaching vessels—from their sails, to rigging and masts. Since their launch in 2002, LAMI has trained and relied on dozens of volunteers to keep the wooden ships maintained and serve as crew and educators on the boats during excursions.



With funding from the Port of Los Angeles and other individuals and organizations, LAMI has been able to offer free programs to youth throughout the Los Angeles area—from educational single-day sail excursions to multi-day overnight voyages, to summer camps and more recently, boat building classes.

Just like the at-sea excursions, LAMI’s boat building classes have been purposely designed to transform classroom STEM concepts into active learning. Similar to “shop classes” offered by high schools and middle schools decades ago, the LAMI boat building classes are interactive and hands-on.

But unlike shop classes of years past, the LAMI boat building program carefully integrates concepts of math and engineering, all which are necessary for designing and constructing a boat.

Aaron Ferralles, a junior at Port of Los Angeles High School, quickly learned that the class was not your typical high school elective. “When I took this class, I had no idea we’d actually be building boats,” he said. “I’ve learned a lot more about working with power tools, and about the intricate process of how boats are built. There’s a lot that goes into it.”

Currently, the boat building classes are held in a refurbished machine shop and boatyard just across from LAMI’s offices at the Ports O’ Call Village, a space LAMI leases at-no-charge from the Port. However, when the new San Pedro Public Market is built, says Heyman, LAMI hopes to transform the building and yard into a working “boatyard.” Visitors will be able to watch boat building, restoration and other LAMI activities, all of which will help connect Angelinos to their nautical roots at the Port of Los Angeles.

Recently, LAMI has also begun offering its Brigantine ships for private charters, film shoots and private events to help raise additional funds for its educational programs.

“One of things we’ve seen over the last 25 years is that bringing these kids together through sailing, and having them work together and exposing them to the maritime industry in their own backyard is simply an invaluable experience,” says Heyman. “Time and again, LAMI proves that you don’t have to be in a classroom to learn.”

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LOS ANGELES MARITIME INSTITUTE

Maritime Youth Leadership Ambassadors (MyLA)

Every day aboard any of the three Los Angeles Maritime Institute's (LAMI) 100-ft educational sailing tall ships, young people leave social and economic-based pretenses and stigmas behind, make discoveries about themselves, bond together, and awaken to the world of possibilities for their future. LAMI is committed to breaking socio-economic barriers that impede young people from accessing enriching and empowering educational and career opportunities that exist at LA's Waterfront. Through a partnership with Juneteenth 400 and community youth-service organizations, LAMI will provide free of charge its Maritime Youth Leadership Ambassadors program to youth from marginalized and underrepresented communities in the Los Angeles area.

Black people and people of color have a rich maritime history and are a vital part in the growth and productivity of maritime industries and the Port of Los Angeles. Unfortunately, there is less awareness of and access to the educational and workforce development opportunities on the LA Waterfront by Black youth and youth of color. Maritime Youth Leadership Ambassadors is a transformative educational program that strengthens critical character development skills, teaches practical understanding of academic concepts and technical skills, and exposure to workforce skills-development and job opportunities.

Maritime Youth Leadership Ambassadors (MyLA) is a proven experiential learning program aboard LAMI's twin brigantines *Irving Johnson* and *Ezra Johnson*, authentic wooden replicas of historic vessels from the Age of Exploration and the Official Tall Ships of Los Angeles. MyLA provides a challenging and nurturing environment outside the classroom that allows youth to express creativity and achieve mastery of new skills and unparalleled



access to coastal ecosystems and maritime industries. MyLA is comprised of four components that build upon each other in a logical, yet recreational fashion. Each youth Ambassador participant will receive three 3-hour day sails in local waters, one 5-day/4-night voyage to the Channel Islands, invitation to join LAMI's weekly-meeting youth crew Sea Scouts, and exposure to future skill-advancement and career opportunities.

The onboard day sails and multiday voyages work both on social-emotional learning and the science of sailing that connects ambassadors to practical uses of physics, engineering and math through focal areas like navigation, marlinspike rope work, and maritime practices. Ambassadors work through their own Logbook, a series of progressively more advanced lesson plans to certify their knowledge in maritime activities, that serves as an invaluable credential of maritime skills for many port-related employers. The Ambassadors are then invited to continue their

skills training and connection with peers through joining LAMI's Sea Scout program, which meets weekly, including at least one sail a month. Ambassadors are introduced to the many maritime-related businesses and job opportunities associated with LA's Waterfront and are provided with

connections to further their own aspirations. MyLA is an exceptionally unique multi-touch, immersive experience that equips young people with the maturity, skills, and opportunities that will set them up with the capabilities and options to successfully navigate life and plan for a promising future.

Maritime Youth Leadership Ambassadors Program - Details

In partnership with Juneteenth 400, a 501(c)(3), and community youth-service organizations, LAMI will provide its Maritime Youth Leadership Ambassadors annual program to 120 10-15 year-old youth from marginalized and underrepresented communities in the Los Angeles area. Recognizing learning and social interaction changes with maturation, youth will be assigned day sails and voyages based on age, grouping them in 10-12 and 13-15 age groups.

All Ambassadors will be given at no cost a voyaging gear bag with the necessary gear for time at sea and maritime activities. A parent or guardian will be invited to join their child on their first sail to assure both of the program’s safety and positive impact. Day sails take place at least one weekend a month over the school year. Ambassadors who complete their three day sails in the Fall and Winter are invited to either complete their 5-day, 4-night voyage over the Spring school break or early in the Summer break. Ambassadors who complete their three day sails in the Winter and Spring are invited to complete their voyage early in the Summer break. All Maritime Youth Leadership Ambassadors will then be invited free of charge to join LAMI’s youth crew Sea Scout program for the year.



Maritime Youth L.A Program – \$175,400 Anticipated Budget

15 day sails x \$3,000/sail.....	\$40,000
5-day voyage (\$20,000) x 4 voyages.....	\$80,000
Sea Scout annual membership and uniform (\$200/ambassador x 120 ambassadors)...	\$24,000
Voyaging gear (\$150/participant x 120 participants).....	\$18,000
Provisioning (day sails and voyages).....	\$12,000
Marketing material for recruiting students.....	\$1,400
Anticipated Annual Total Budget.....	\$175,400

Los Angeles Maritime Institute

A 501(c)(3) nonprofit founded in 1992, The Los Angeles Maritime Institute (LAMI) serves to empower youth to discover their greater potential through extraordinary at-sea experiences. We envision a thriving community where every child can look to the future with confidence. Over its 30 year history, LAMI has provided over 130,000 young people age 10-19 with transformative educational experiences. LAMI is committed to addressing the social and economic barriers that limit access to transformative educational opportunities by providing its programs at no cost to young people from marginalized and under-resourced communities. All of our programs are based in our Topsail education philosophy that utilizes the unique hands-on activities of sailing and the environment of the ocean ecosystem to create an emotional and contextual connection to academic, social, and emotional learning through active, student-led discovery and practical application. Through the sport of sailing, youth are able to achieve mastery of new skills such as team building, problem solving, decision making, planning, self-reliance, communication and leadership. Profoundly, the novelty and challenges of this learning platform creates a rare shared experience for all young participants and institutes unity and inclusion regardless of cultural background, ethnic heritage, or financial means.

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Appendix 12: Kranz Middle School USC Controlled Study

The Kranz Middle School Story

by the Los Angeles Maritime Institute

During the second year of LAMI's TopSail Program one of our supporters made a grant to a social science research group at USC for the purpose of investigating our impact on three groups of "at risk" youths. Two of the groups were suffering from such dysfunctional management that the researchers were unable produce any usable data. Kranz Middle School was different. Kranz is one of two middle schools in the Mountain View School District located in South El Monte. The District has several elementary schools but no high school. At the time we first sailed with them their enrollment was 1640 students/pupils grades six through eight. Ninety seven percent of their student body qualified for the Federal Lunch program (family income at the poverty level or lower). Ninety four percent qualified for full Federal Lunch program (family income at one half the poverty level or lower). In addition to poverty, the community suffered from gangs, drugs, rampant/open prostitution and a high level of transience.

The one good thing they had going for them was an uncommonly good/competent staff at the school. All of the Kranz staff that we worked with were intelligent well informed professionals with high levels of commitment and energy. However, in spite of their best efforts thirty percent of their student body dropped out of school before the completion of the eighth grade. This drop-out rate had been consistent for several years. The researchers from USC asked the Kranz staff to identify 60 students who were on the cusp of dropping out; that is they showed very low grade point averages, high rates of truancy and discipline referrals and not involved in extracurricular activities like band or sports or social clubs.

The researchers then divided them randomly into three groups of twenty students each. Two of the groups were to sail with us, independently, on the SWIFT of IPSWICH and the other twenty were to be the control group. In the week or ten days between the selection of the groups and the first day sail two of the sailors dropped out of school. Consequently we only sailed with two groups of nineteen. We conducted our standard program with each group: five one day sails, spread over a period of several weeks, followed by a five day voyage to Catalina Island. Our curriculum consisted of treating them like family on an exciting, adventurous vacation. Never once did we sit them down and tell them that they should study hard and stay in school. Instead we simply shared the chores/tasks and pleasures of sailing and visiting new places and doing new things with new friends; it was much like a family boating vacation.

One year later, when Kranz came to sail with us with a new group of kids the accompanying staff were very excited and anxious to tell me the "good news." They had just managed to locate the last one of the kids who had sailed with us the previous year and every one of them was still in school. Simply tracking all of them down was a monumental task. (1) Since all of the kids who sailed were eighth graders and Mountain View School District does not have a High School, all of them had gone on to another school district. (2) Extremely high transiency rates in the community. (3) Presumably many families in the community are "un-documented aliens" and customarily they don't leave forwarding addresses. (4) Two of the families had been "busted" by INS and deported. The staff tracked them down through friends and family and found them living in the San Joaquin Valley.

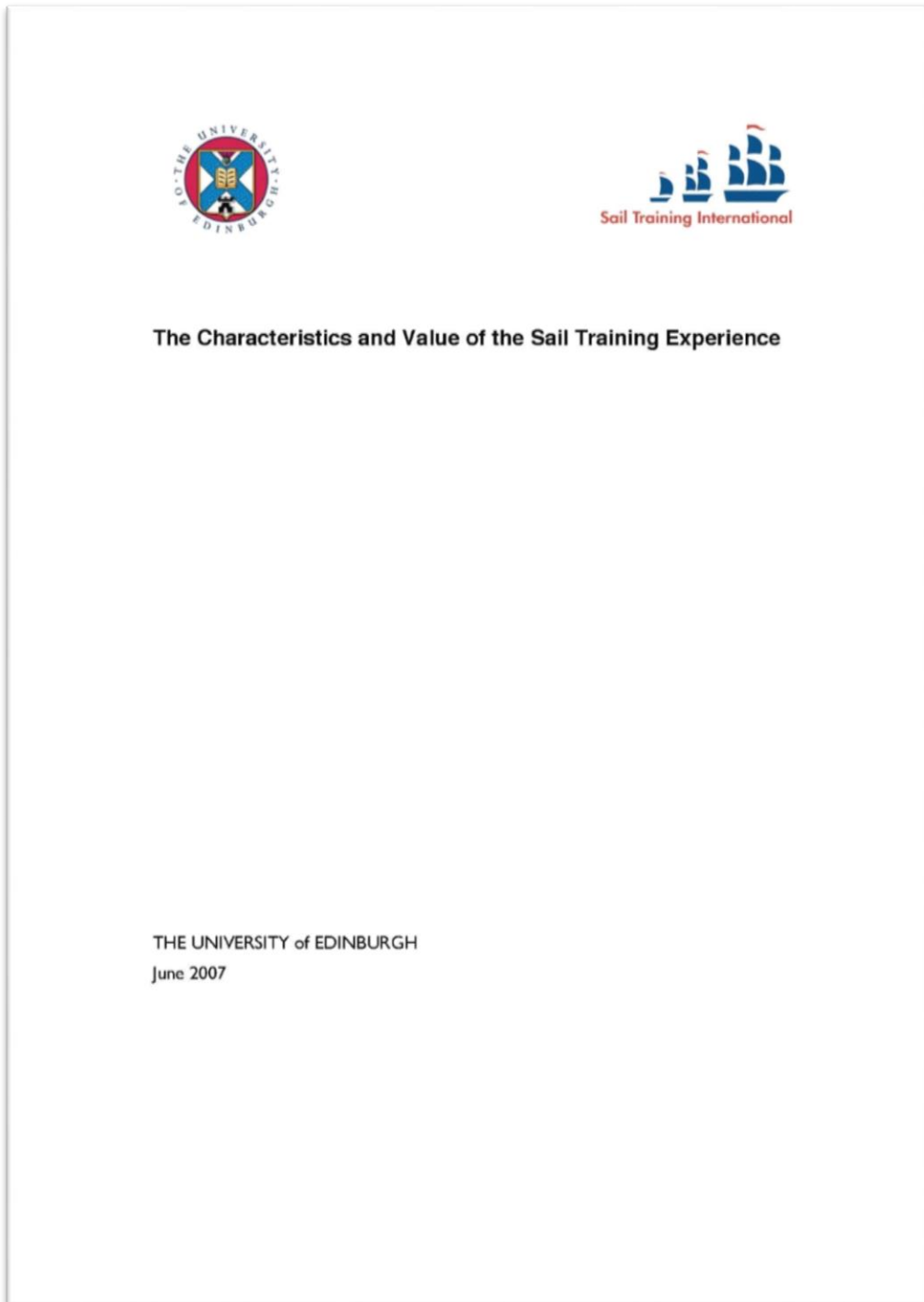
And "guess what?" they said; "all, 100%, of the kids were still in school. Not only that, 100% had gone up in grade point averages (especially the girls); 100% had gone down to virtually zero in truancy; 100% had gone down to virtually zero in discipline referrals; and all but three were involved in extra programs like band or sports etc." In other words they fit the classic profiles of kids who are happy with school. I really embarrassed myself, I was so angry that I lost my cool. "Why are you lying to me? I have taught for thirty two years and you know as well as I do that you never get 100% of anything. Tell me the truth; if we changed 60% of those kids we can publish it and we'll all be famous. Nobody will believe this cock and bull story."

They managed to calm me down and convince me that actually had found all of the kids and met with all of their parents and school personnel and confirmed their progress. And that the teachers really did believe what they were telling me was true and accurate. Since I knew them to be honest and intelligent educators I could accept the results on an intellectual basis but, I must say, I still had some reservations emotionally. A few years later we had a new client sailing for their first day on the BILL of RIGHTS and I was the Captain. After we had gotten underway and all the sails were set I was talking to the leading adult with the group and asked him how he had heard about us. He responded: "I'm the Assistant Principal of South El Monte High School and we get a lot of students from Kranz Middle School. You know Kranz Don't you?" I replied, with a chuckle: "Oh yes, I know Kranz." He went on: "Well, over the years we have come to recognize that the kids from Kranz who have been in your sailing program are head and shoulders above the other kids from Kranz, and we want a piece of that action."

Kranz still sails with us every year and South El Monte High has sailed with us for four years now, and they tell us they are getting their piece of the action. I still can't explain how the TopSail Program intervenes with the kids who are on the cusp of dropping out but I do believe the result both intellectually and emotionally. There is much more follow-up data but this the TopSail Sheet not a professional/technical journal of Education so I'll stop here.

Appendix 13: University of Edinburgh

The complete report is 58 pages long and in the interest of brevity only the Title Pages and the first content page is included. LAMI's TopSail Youth Education program was included in this study. If an evaluator would like the complete report, we would be happy to make it available. Thanks Bruce Heyman



Report of a study conducted by the University of Edinburgh on behalf of Sail Training
International
Dr P Allison
Dr K McCulloch
Dr P McLaughlin
Dr V Edwards
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Foreword

This independent study into the value and effectiveness of sail training was commissioned by Sail Training International and its member national organisations around the world. It was conducted by the University of Edinburgh.

Commissioning the study was in some respects an act of faith. It was based on a conviction that the wealth of anecdotal evidence available to us from sail training operators around the world, and the few formal studies conducted, would be validated by much more comprehensive global research.

The principal findings

In a sentence, the study shows that sail training does what it claims to do. Perhaps the four most important findings are:

- Young trainees who participate in off-shore sail training programmes show measurable improvements in social confidence and their ability to work with others ... and the benefits are sustained over time after the voyage experience.
- The most common reasons for young people wanting to participate in a sail training voyage are the anticipation of adventure, making new friends, seeing new places and conquering their fear of heights ... with seasickness, a fear of heights, and a concern about being among strangers in a confined space the main anxieties.
- The positive value of the sail training experience transcends national and cultural boundaries and is not much influenced by the size or rig of the vessel.
- The most effective sail training experience in developing social confidence and teamwork skills is delivered by vessel operators who offer well structured educational programmes ... the more emphasis there is on defined and purposeful activity relating to these goals, the more successful the programme is in those terms.

About the study

We selected the University of Edinburgh for this project following an evaluation of proposals from a number of institutions in North America, Europe and Australasia. We were particularly attracted by their international reputation for research on education in non-formal settings including the outdoors, and the method they proposed to use.

Fieldwork for the study was conducted in the middle months of 2006 with follow-up interviews towards the end of the year and early 2007. The participating vessels were selected by the University of Edinburgh. The study involved observations and interviews with more than 300 young trainees (aged 15-25) on 34 voyages of 5-15 days duration on 17 sail training vessels of different sizes and rigs from 13 countries around the world. Observations and interviews were conducted before, during and up to six months after the voyage. Field work was conducted by 'indigenous researchers' from each of the participating countries following an intensive training programme organised by the University of Edinburgh. Analysis of more than 1,000 field-work reports was conducted by five of the University's Moray House School of Education faculty.

Thanks

Our thanks go to those who participated in the study, to the University of Edinburgh and particularly to the team of volunteer research associates who collected most of the data.

Board of Trustees

Sail Training International

May 2007