# Watercraft Inspection Steward Program Coordinator Training Manual

The **goals** of this manual are to:

1. Provide a training tool for organizations interested in starting new watercraft inspection programs,
2. Suggest standard operating procedures for use statewide, and
3. Provide watercraft inspection steward program leaders with the information and tools they need to train and supervise their stewards

## ACKNOWLEDGEMENTS

This Watercraft Inspection Steward Program Coordinator Training Manual is a guide to planning and implementing watercraft inspection steward training. New York Sea Grant worked with an Advisory Team in the development of this training, and thanks those partners for their contributions and efforts.

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**Funding:** This publication, prepared by the New York Sea Grant Extension Program for the Cornell University Statewide Invasive Species Outreach Education Program, was funded by US Fish & Wildlife Service Great Lakes Restoration Initiative monies to the Finger Lakes-Lake Ontario Watershed Protection Alliance.

This handbook supports the "Stop Aquatic Hitchhikers!™ " Campaign led by Wildlife Forever with support from the National Aquatic Nuisance Species Task Force, state and federal agencies and conservation partners across the U.S. We thank them for use of the SAH logo.

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**Section 6:** TS Reference Documents

**Section 7:** Background

Numbering Structure:

Each page within a section has a page number. Some pages refer to the New York State Watercraft Inspection Steward Program Handbook, these pages are referenced on bottom left. The page number in this manual is listed in the bottom right.

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# Starting a Watercraft Inspection Steward Program

*What needs to be done before stewards start*

Mary Austerman, New York Sea Grant

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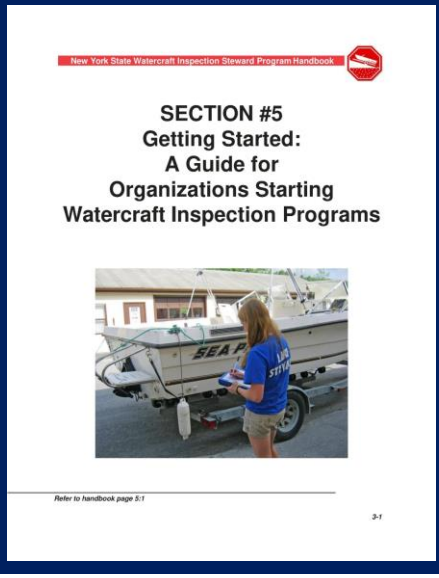
# Presentation Goal and Logistics

- *Goal: Attendees will be able to use the information presented to start a watercraft inspection program*
- Walk through Section 5 of the NYS Watercraft Inspection Program Leaders Handbook
- **STANDARDIZATION**
- Conversational; ask questions as they come up

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# Presentation Map

- *History of the NYS Watercraft Inspection Steward Program Handbook*
- Steps lumped into "bins"
  - *Will follow the order in the handbook*
  - *Program-level bin*
    - *Coordination, partners, structures, budget*
  - *Steward-level bin*
    - *Duties, appearance*
  - *Program logistic bin*
    - *Coverage area, scheduling*
  - *Program-coordination bin*
    - *Steward recruitment, hiring, training, material prep*
- Discussion

*The steps in this presentation may occur simultaneously or in a different order.

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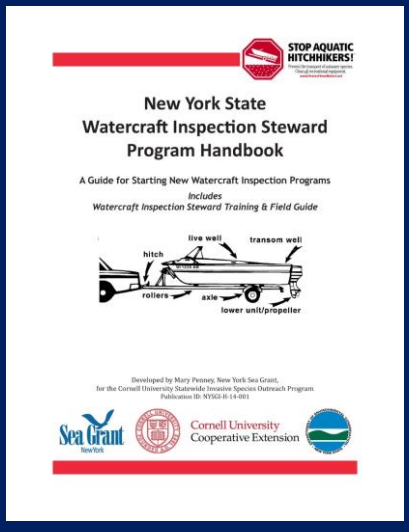
# *History of the NYS Watercraft Inspection Steward Program Handbook*




- Published in 2014
- Handbook Goals:
  - Guide for new programs
  - Recommendations across the state
  - Resource for stewards

- ❑ Collaborative effort
- ❑ Funding: NYS Environmental Projection Fund

***Successful Programs=***
***Effective Leadership+ Adaptability + PARTNERSHIPS***

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# Handbook Steps 1-3

- Step 1: Determine Program Coordinator
  - Program development lead, supervises stewards, standardization
    - The following steward as guidance
- Step 2: Develop Program Partners
  - Program goals, funding, expertise, multi-level
- Step 3: Decide Program Structure (paid, volunteer, both)
  - Funding, recruitment pool, coverage area

Program Level Bin

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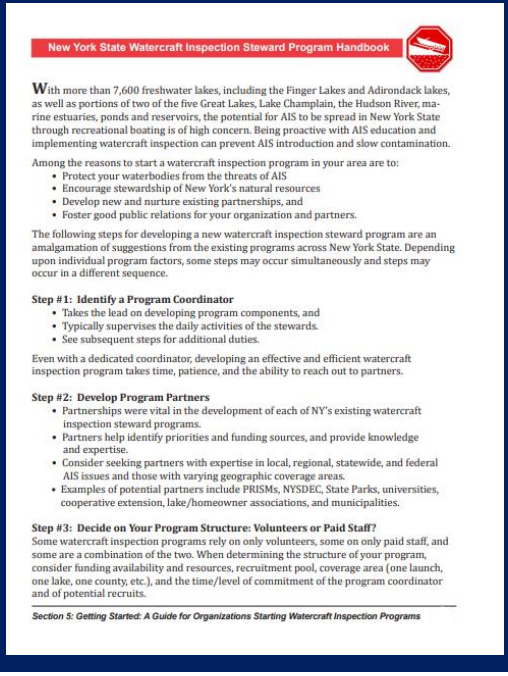

New York State Watercraft Inspection Steward Program Handbook

With more than 7,600 freshwater lakes, including the Finger Lakes and Adirondack lakes, as well as portions of two of the five Great Lakes, Lake Champlain, the Hudson River, marine estuaries, ponds and reservoirs, the potential for AIS to be spread in New York State through recreational boating is of high concern. Being proactive with AIS education and implementing watercraft inspection can prevent AIS introduction and slow contamination.

Among the reasons to start a watercraft inspection program in your area are to:

- Protect your waterbodies from the threats of AIS
- Encourage stewardship of New York's natural resources
- Develop new and nurture existing partnerships, and
- Foster good public relations for your organization and partners.

The following steps for developing a new watercraft inspection steward program are an amalgamation of suggestions from the existing programs across New York State. Depending upon individual program factors, some steps may occur simultaneously and steps may occur in a different sequence.

**Step #1: Identify a Program Coordinator**

- Takes the lead on developing program components, and
- Typically supervises the daily activities of the stewards.
- See subsequent steps for additional duties.

Even with a dedicated coordinator, developing an effective and efficient watercraft inspection program takes time, patience, and the ability to reach out to partners.

**Step #2: Develop Program Partners**

- Partnerships were vital in the development of each of NY's existing watercraft inspection steward programs.
- Partners help identify priorities and funding sources, and provide knowledge and expertise.
- Consider seeking partners with expertise in local, regional, statewide, and federal AIS issues and those with varying geographic coverage areas.
- Examples of potential partners include PRISMs, NYSDEC, State Parks, universities, cooperative extension, lake/homeowner associations, and municipalities.

**Step #3: Decide on Your Program Structure: Volunteers or Paid Staff?**

Some watercraft inspection programs rely on only volunteers, some on only paid staff, and some are a combination of the two. When determining the structure of your program, consider funding availability and resources, recruitment pool, coverage area (one launch, one lake, one county, etc.), and the time/level of commitment of the program coordinator and of potential recruits.

*Section 5: Getting Started: A Guide for Organizations Starting Watercraft Inspection Programs*

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# Handbook Step 4: Develop Budget

- Paid structure considerations:
  - Hourly pay
  - Steward supplies: uniforms, first aid kit, station materials
  - Program expenses: training costs, storage bins, displays, technology upgrades (tablets, cell phones)
  - Travel
  - Fringe and in-direct
- Volunteer structure considerations:
  - Supplies, travel, coordination

| Budget Item* |
|---|
| Steward salary |
| Program leader salary |
| Fringe (on salary only) |
| Volunteer hour estimate (can be used as cost share) |
| Steward supplies |
| Travel |
| Program operating costs |
| SUBTOTAL |
| In-direct costs |
| TOTAL |

Program Level Bin

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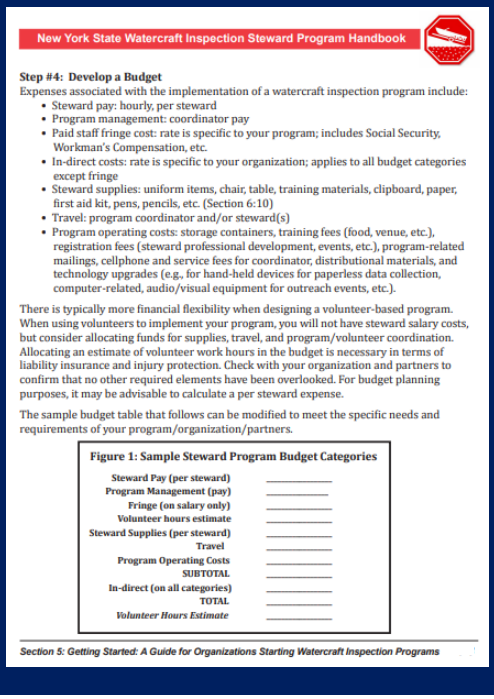

New York State Watercraft Inspection Steward Program Handbook

**Step #4: Develop a Budget**

Expenses associated with the implementation of a watercraft inspection program include:

- Steward pay: hourly, per steward
- Program management: coordinator pay
- Paid staff fringe cost: rate is specific to your program; includes Social Security, Workman's Compensation, etc.
- In-direct costs: rate is specific to your organization; applies to all budget categories except fringe
- Steward supplies: uniform items, chair, table, training materials, clipboard, paper, first aid kit, pens, pencils, etc. (Section 6:10)
- Travel: program coordinator and/or steward(s)
- Program operating costs: storage containers, training fees (food, venue, etc.), registration fees (steward professional development, events, etc.), program-related mailings, cellphone and service fees for coordinator, distributional materials, and technology upgrades (e.g., for hand-held devices for paperless data collection, computer-related, audio/visual equipment for outreach events, etc.).

There is typically more financial flexibility when designing a volunteer-based program. When using volunteers to implement your program, you will not have steward salary costs, but consider allocating funds for supplies, travel, and program/volunteer coordination. Allocating an estimate of volunteer work hours in the budget is necessary in terms of liability insurance and injury protection. Check with your organization and partners to confirm that no other required elements have been overlooked. For budget planning purposes, it may be advisable to calculate a per steward expense.

The sample budget table that follows can be modified to meet the specific needs and requirements of your program/organization/partners.

**Figure 1: Sample Steward Program Budget Categories**

| | |
|---|---|
| **Steward Pay (per steward)** | _____ |
| **Program Management (pay)** | _____ |
| **Fringe (on salary only)** | _____ |
| **Volunteer hours estimate** | _____ |
| **Steward Supplies (per steward)** | _____ |
| **Travel** | _____ |
| **Program Operating Costs** | _____ |
| **SUBTOTAL** | _____ |
| **In-direct (on all categories)** | _____ |
| **TOTAL** | _____ |
| ***Volunteer Hours Estimate*** | _____ |

*Section 5: Getting Started: A Guide for Organizations Starting Watercraft Inspection Programs*

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# Handbook Steps 5a-5b

- Step 5a: Define Watercraft Inspection Steward Duties
  - Standardized duties
    - Visually inspect, demonstrate, collect data, AIS
  - Additional considerations
    - Development of outreach materials, AIS monitoring, educational programs
- Step 5b: Determine How Your Steward/Inspectors will be Recognizable
  - Why?
  - Uniform: t-shirts, guide-style shirts, hats, jackets, sweatshirts, etc.
  - Volunteer/paid

  Branding

Steward Level Bin

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New York State Watercraft Inspection Steward Program Handbook

**Step #5a: Define Watercraft Inspection Steward Duties**

While some of the duties for watercraft inspection stewards vary among programs, the singular consistent duty is conducting watercraft inspections at boat launches with the following activities:

- Visually checking boats, trailers, and gear for hitchhiking organisms and debris
- Demonstrating watercraft inspection to teach boaters how to conduct inspections on their own
- Collecting and recording standardized data, and
- Providing AIS spread prevention information to boaters.

Examples of additional duties that some steward programs have included based on their organization's mission and goals are:

- Development of fact sheets, newspaper articles, blogs and videos
- Invasive species monitoring, and
- Development and delivery of organized educational programs.

**Step #5b: Determine How Your Steward/Inspectors Will Be Recognizable**

- Your stewards must be clearly identifiable to boaters. When on duty your stewards should be easily identified by their uniforms: t-shirts, guide-style shirts, hats, jackets, sweatshirts, etc. Uniforms help maintain professionalism and indicate to boaters that the stewards/inspectors are there in a professional capacity.
- You may choose to use uniform items to distinguish between volunteer inspectors and paid inspectors, e.g., by hats of different colors, patches, or polo shirt vs. t-shirt.
- Some programs incorporate the **Stop Aquatic Hitchhikers!™** (SAH) logo on uniforms.
- Some programs have chosen a specifc color for uniform items, e.g., red because it consistent with SAH branding, is bright, and stands out from the surroundings.

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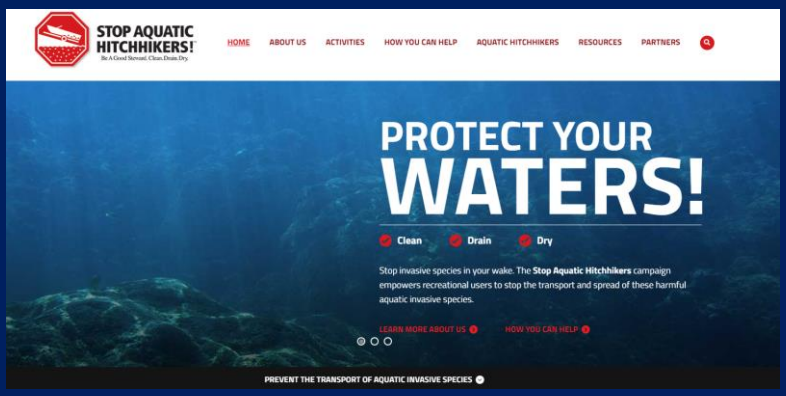
# Branding & Messaging

Recommendations for standardization include incorporating the Stop Aquatic Hitchhikers! Logo as well as the *Clean, Drain, Dry* message.




**Visit: http://stopaquatichitchhikers.org/**

# Handbook Step #6a: Determine Coverage Area & Secure Property Owner Permission

- Considerations when determining coverage area:
  - Mission of organization
  - Needs of partners
  - Funding & resources
  - Coverage area gaps of nearby programs
- Securing Permission
  - Requirements & liability issues?
  - Permits?
  - *These steps take time!*

***Review NY Sea Grant Sample Materials***

- Permission Request Letter (Handbook Appendix D)

Logistics Bin

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**Step #6a: Determine Coverage Area and Secure Property Owner Permission**

Early in your planning process, it is important to identify who owns and/or manages the launch sites where you are interested in placing stewards.

- Ask each launch property owner for any requirements and liability issues you need to address, for example, municipalities often require written permission to be presented before their monthly board meeting and proof of liability insurance.
- Ask agency-owned launch managers if they require a permit and a list of program participants.
- Plan to allow time for approvals to be granted; it may take four to six weeks for responses to permission requests.
- See Appendix D. for a sample permission request letter.

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# Handbook Step #6b: Determine Best Schedule

- Things to consider:
  - Funding & resources
  - Mandates of contacting
  - High traffic vs. low traffic
  - Target audience
  - Volunteer vs. paid staff
- Tips:
  - Visit launch sites
  - Talk with others that work/play at launch sites
  - Flexibility

Logistics Bin

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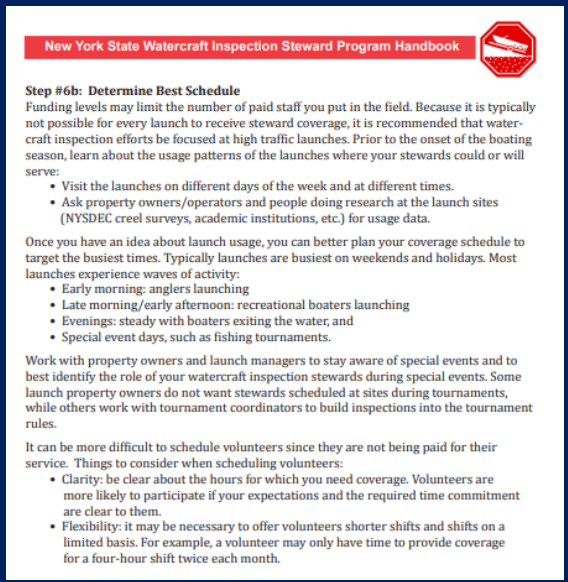

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**Step #6b: Determine Best Schedule**

Funding levels may limit the number of paid staff you put in the field. Because it is typically not possible for every launch to receive steward coverage, it is recommended that water-craft inspection efforts be focused at high traffic launches. Prior to the onset of the boating season, learn about the usage patterns of the launches where your stewards could or will serve:

- Visit the launches on different days of the week and at different times.
- Ask property owners/operators and people doing research at the launch sites (NYSDEC creel surveys, academic institutions, etc.) for usage data.

Once you have an idea about launch usage, you can better plan your coverage schedule to target the busiest times. Typically launches are busiest on weekends and holidays. Most launches experience waves of activity:

- Early morning: anglers launching
- Late morning/early afternoon: recreational boaters launching
- Evenings: steady with boaters exiting the water, and
- Special event days, such as fishing tournaments.

Work with property owners and launch managers to stay aware of special events and to best identify the role of your watercraft inspection stewards during special events. Some launch property owners do not want stewards scheduled at sites during tournaments, while others work with tournament coordinators to build inspections into the tournament rules.

It can be more difficult to schedule volunteers since they are not being paid for their service. Things to consider when scheduling volunteers:

- Clarity: be clear about the hours for which you need coverage. Volunteers are more likely to participate if your expectations and the required time commitment are clear to them.
- Flexibility: it may be necessary to offer volunteers shorter shifts and shifts on a limited basis. For example, a volunteer may only have time to provide coverage for a four-hour shift twice each month.

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# Handbook Step 7a: Develop Your Steward Training Program

***Goal: provide stewards (paid and volunteer) with the tools and resources to confidently and accurately complete their duties***

- Training structure: (length, breadth, etc.)
  - Startup orientation:
    - Organizational orientation
    - Introduction to the problem and region
    - AIS introduction
    - Data Collection
    - Boater engagement
    - Launch site visits
  - On-going training
- Training considerations: data collection & aquatic species ID and collection

Program Coordination Bin

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**Step #7a: Develop Your Steward Training Program**
Training for paid and volunteer steward staff is recommended. The goal of training is to provide your stewards with the necessary tools and information to confidently and accurately complete their duties. The length and breadth of training varies among existing steward programs responsible for watercraft inspections from one day to a week or longer. Some training is done in the classroom while other components such as watercraft inspection demonstration and role playing is done in the field at launch sites.

*Section 5: Getting Started: A Guide for Organizations Starting Watercraft Inspection Programs*

**New York State Watercraft Inspection Steward Program Handbook**

Typical training components include:

- Organizational orientation (specific to managing organization)
- Introduction to the region (including natural resources, partners/local contacts, relationship with law enforcement, and issues of concern)
- AIS identification and data collection protocol
- Boater engagement and interpretation techniques, and
- Launch site visits.

In addition to initial training, watercraft inspection staff may require additional training throughout the season. For example, followup AIS identification training in the field is recommended once aquatic plants are visible.

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# Handbook Step #7b: Develop Data Collection Protocol

- ***Review of standardization of data collection recommendations on pages 5:6 – 5:7 (see next slide) and recommended data fields on pages 6:16 – 6:18 in the handbook***
  - Example datasheets on pages 6:19 & 6:20
- Establish protocols for collection and review

Program Coordination Bin

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**Step #7b: Develop Data Collection Protocol**

Data collection is a vital part of watercraft inspection. Analyses of watercraft inspection data help natural resource managers in AIS management and help leverage funds to continue and grow steward programs.

It is important that you clearly define what, how, and when your stewards will collect data. The following guidelines are recommended by those administering watercraft inspection steward programs across NYS.

- **Use Standardized Data Protocol:** NYS watercraft inspection programs have adopted a standardized set of data attributes (Section 6:16-18).
- **Establish Data Collection Systems:** hard copy paper forms, paperless collection with a hand-held device (smartphone/tablet), or a combination.
- **Determine Collection Frequency and Entry:** Many programs require stewards to collect and enter data regularly (e.g., weekly).
- **Establish a Quality Review Process:** The data collected and entered is typically provided to program coordinators on a weekly basis for quality review. This helps to identify any shortcomings in the stewards' data collection and provide appropriate support/training before a problem escalates. In the absence of weekly data checks, data entry and quality review can become difficult to manage, particularly at busy launches. It is not uncommon for hundreds of boaters to launch/retrieve at select launches daily.
- **Identify And Define Any Additional Desired Data Attributes:** Some programs collect additional data based on needs, local issues and funding sources, for example:
  - Presence of the Lake George Park Commission Registration Decal
  - Have you encountered a steward at a boat launch before?
  - Prior AIS awareness: Please describe your awareness about aquatic invasive species before this inspection. Answer options: very aware, moderately aware, somewhat aware, not at all aware





- To what extent did this inspection raise your awareness of AIS? Answer options: large amount, moderate amount, small amount, not at all
- Frequency of Preventative Methods: Before this inspection, how often did you take actions to prevent the spread of AIS? Answer options: I always took actions, very often, somewhat often, never
- Expected post-inspection actions: Based on this inspection, how often will you take extra precautions to prevent the spread of AIS? Answer options: I will always take action, very often, somewhat often, never.

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# Handbook Step #7c: Develop Training on Proper Identification of Aquatic Organisms

- Species ID:
  - Timing: once or on-going?
  - Finding experts
  - Common AIS and natives, especially lookalikes
  - Watch species
  - Assess identification skills of your crew
- Collection protocol:
  - Confirms ID skills
  - ***Review Handbook page 5:7 (see next slide)***

Program Coordination Bin

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**Step #7c: Develop Training on Proper Identification of Aquatic Organisms**
You will need to provide training on aquatic organism identification that should include common AIS and native look-alikes. Often your local PRISM or Cornell Cooperative Extension Association can provide or recommend a trainer.

To ensure accurate species identification, some programs require each steward to collect a specimen of each species they observe the first time they observe it.

Using the specimen collection protocol below, collected specimens are sent to an expert for confirmation or correction of the steward's species identification. In addition to the program coordinator, potential partners that can confirm, or correct, the steward's identification include the local PRISM coordinator, professors at nearby universities, and Cornell Cooperative Extension.

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# Handbook Step #7d: Develop & Define AIS Specimen Collection Protocol

- Your protocol should be well-defined
- Help confirm and teach ID
- Identify and provide the supplies needed to collect and properly mark the specimen
- Clearly explain how the specimen should be kept and delivered for identification.
- Determine how your data records will be modified to allow for ID process
- For more details see Section 6:14

Program Logistics Bin

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**Step #7d: Develop and Define AIS Specimen Collection Protocol**

Provide your stewards with a clearly defined specimen collection protocol to follow should they encounter a unfamiliar/unidentifiable species that should be sent for exact identification.

Identify the supplies needed to collect and properly mark the specimen with the date and time of collection; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering or lettering system your program will use. A ziplock bag and waterproof marker should be provided as part of your steward supplies.

Identify how the specimen should be delivered for identification. If the specimen will be held for any length of time at the steward location, identify a means for keeping the packaged specimen cool, e.g., in any on-site refrigerator or a cooler. For more details see Section 6:14.

You will also need to develop a protocol for updating your data records and updating or modifying database entries accordingly once identification results are received.

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# Handbook Step #8: Develop Your Quality Assurance Quality Control (QAQC) Plan

## Purpose

- Defines roles
- Ensures consistency each year and between years
- Helps your program maintain credibility and consistency in established protocol

## QAQC Topics for Consideration

- Responsibilities & expectations
- Data
- Equipment/supplies policies

Program Logistics Bin

See Handbook Page 5:8 for more information (see next slide)

***Review of NY Sea Grant's Sample Materials:***

- QAQC

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**New York State Watercraft Inspection Steward Program Handbook**

**Step #8: Develop Your Quality Assurance Quality Control (QAQC) Plan**

New York's existing steward programs have some type of quality assurance quality control (QAQC) protocol for the purpose of defining roles and responsibilities of partners administering the program and paid/volunteer stewards. A QAQC Plan ensures that the work being completed by stewards is consistent each year and between years; and helps maintain the highest level of credibility and consistency in the data collection protocol.

It is recommended that you build QAQC criteria for your watercraft inspection activities, particularly if multiple organizations are overseeing the program. Consider the following information to include in a QAQC Plan:

- Responsibilities of program coordinators and partners
- Responsibilities and required expectations of watercraft inspection stewards
- Reporting requirements of stewards
- Data collection and entry protocol including:
  - data nomenclature
  - procedures and expectations for entering, reviewing, and submitting data
  - definitions of attributes
  - quality control measures and how they are met
- Control measures to consider include:
  - how often data is to be collected and submitted by stewards
  - who is responsible for reviewing the data submitted by stewards
  - how often data will be reviewed
  - what percentage of the data collected and submitted by stewards is reviewed
  - how errors are to be corrected and how excessive errors are to be addressed to avoid mistakes in the future.

Some programs have a separate QAQC Plan document; others include QAQC information in the various sections of their training materials.

If your program includes activities in addition to watercraft inspection, consider developing a QAQC Plan for the comprehensive program.

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# Handbook Step #9a: Recruit Steward Program Personnel

## Recruiting Stewards

- Develop position description & advertisement materials
- Identify the best places to advertise
- Define your application process

***Review NY Sea Grant Sample Materials***

- Position description

***Follow recommendations of your Human Resources Department***

Program Logistics Bin

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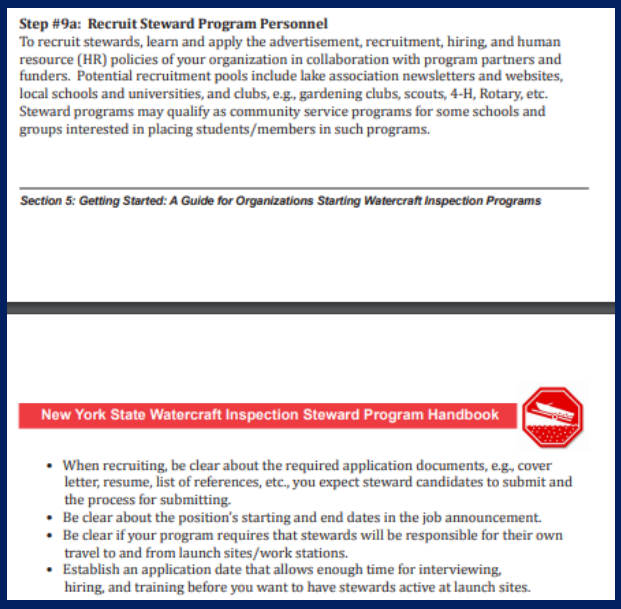

**Step #9a: Recruit Steward Program Personnel**

To recruit stewards, learn and apply the advertisement, recruitment, hiring, and human resource (HR) policies of your organization in collaboration with program partners and funders. Potential recruitment pools include lake association newsletters and websites, local schools and universities, and clubs, e.g., gardening clubs, scouts, 4-H, Rotary, etc. Steward programs may qualify as community service programs for some schools and groups interested in placing students/members in such programs.

*Section 5: Getting Started: A Guide for Organizations Starting Watercraft Inspection Programs*

**New York State Watercraft Inspection Steward Program Handbook**

- When recruiting, be clear about the required application documents, e.g., cover letter, resume, list of references, etc., you expect steward candidates to submit and the process for submitting.
- Be clear about the position's starting and end dates in the job announcement.
- Be clear if your program requires that stewards will be responsible for their own travel to and from launch sites/work stations.
- Establish an application date that allows enough time for interviewing, hiring, and training before you want to have stewards active at launch sites.

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# Handbook Step #9b: Interview, Evaluate and Hire Steward Candidates

- Follow the recommendations of your Human Resources Department
- Determine interview schedule
  - Who, where, when, how long
- Remove as many variables as possible:
  - Interview team
  - Standard interview questions & reference check questions
  - Standard evaluation process

***Review NY Sea Grant Sample Materials***

- Interview questions
- Reference check questions

Program Coordination Bin

# Handbook Step #9b: Interview, Evaluate and Hire Steward Candidates *Continued*

Evaluation Considerations

- How does the candidate present himself/herself?
- Does the candidate exhibit an ability to:
  - Fit the mission of your organization?
  - Work with minimal supervision and independently (as appropriate)?
  - Effectively communicate to diverse audiences?
  - Accurately collect and enter data using established protocol and software?
  - Work weekends and holidays?
- Offer positions (standard language)
- Notify all candidates when positions are filled (standard language)

**Review NY Sea Grant Sample Materials**

- Standard position offer language
- Standard notification language for when positions are filled

Program Logistics Bin

**Step #9b: Interview, Evaluate and Hire Steward Candidates**

Most programs have an internal hiring process based on the HR policies of their organization. In general, when conducting interviews it is best to include at least one other person to participate in the interview process. This protects you from potential HR issues and helps in the candidate review and selection process. Remove as many variables in your process as possible to assure a fair and equal process for all candidates. Using a standard set of interview questions helps frame and focus candidate evaluation. Likewise, use a standard set of questions to check candidates' references.

When considering candidates, remember your stewards will directly represent your organization and your program partners as well as indirectly representing other watercraft inspection steward programs.

Personnel requirements to consider as you build your team of stewards include, but are not limited to:

- How does the candidate present himself/herself?
- Does the candidate indicate he/she possesses appropriate background knowledge or the ability to quickly pick up knowledge about AIS, their impacts, pathways, and preventative measures?
- Does the candidate exhibit an ability to:
  - work with minimal supervision and independently (as appropriate)?
  - effectively communicate to diverse audiences?
  - accurately collect and enter data using established protocol and software?
  - is the candidate willing to work weekends and holidays?

Your evaluation will identify the most desirable candidates. Once you are prepared to offer positions, use standard offer language with each candidate. Because not all candidates will accept your offer for a steward position, be sure you allocate time in your recruitment process to reach further into your applicant pool if necessary.

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# Handbook Step #10: Train Stewards

Training recommendations are found in Section 6 of the Handbook.

See Chapter 4 of this manual for orientation and training PowerPoints.

Program Logistics Bin

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# Handbook Step 10a: Determine Steward Location at Launch Sites

Prior to the start of stewards:

- Developed with property owner/manager
- Avoid congestion/unnecessary movement

Program Logistics Bin

Best station locations allow:

- High steward visibility
- Accessible approach
- Ease of watercraft inspection
- Ease of data collection: visual and boater survey data
- Educational material distribution, and
- Sage exit, including room for the steward to step clear of the boat/trailer/vehicle while in visual view of the driver

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**Step 10a: Determine Steward Location at Launch Sites**

Prior to the stewards' start date, work with launch owners/operators to identify the best location for stewards to setup their inspection stations. In general, stations should be located in an area in close proximity to the launch, but in a place that does not create launch congestion. It is preferred that inspections and the draining and removal of aquatic hitchhikers occur at the same location to prevent runoff return into the water, to limit unnecessary movement, and to enhance inspection and data collection efficiency.

The best place to situate stations is on semi-permeable dirt or gravel surface far enough away from the water, or launch ramp, so that drained water and removed debris cannot flow into the waterbody. Typically, watercraft inspection locations allow:

- High steward visibility: station and uniform
- Accessible approach
- Ease of watercraft inspection
- Ease of data collection: visual and boater survey data
- Educational material distribution, and
- Safe exit, including room for the steward to step clear of the boat/trailer/vehicle and be seen by the driver.

Sea Grant New York

# Handbook Step 10b: Package Education Materials for Distribution by Stewards

To promote standardization it is recommended that programs distribute the Clean, Drain, Dry rack card.

Program Logistics Bin

Additional items for consideration:

- AIS Watch Cards
- Stop Aquatic Hitchhikers!™ Stickers: tackle box sticker for placement on trailer winch
- Program business card with program URLs and contact information
- PRISM brochures
- Species-specific fact sheets
- Local recreation maps
- NYS fishing and boating regulation guidebooks

***Review NY Sea Grant Sample Materials***

- Resource Tote

Sea Grant New York

**Step 10b: Package Educational Materials for Distribution by Stewards**

Each geographic region has its own specific AIS concerns. To promote consistency state-wide, New York's existing watercraft inspections programs offer the Clean Boats, Clean Waters rack card (Section 6:12) to boaters at the close of each inspection. Program coordinators may add other distributional materials, such as:

- AIS informational rack cards
- AIS Watch Cards
- **Stop Aquatic Hitchhikers!™** stickers: tackle box sticker for placement on trailer winch
- Program business card with program URLs and contact information
- PRISM brochures
- Species-specific fact sheets
- Local recreation maps
- NYS fishing and boating regulation guidebooks.

Links to some of these additional materials are in Section 7: Additional Resources and References.

Sea Grant New York

# Summary

- Use handbook as a guide
- Standardize when possible
- Call on partners for guidance and topical expertise as needed

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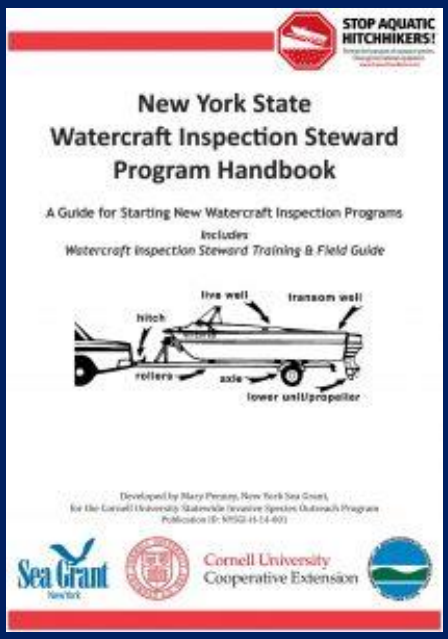

# Getting Started: A Guide for Organizations Starting Watercraft Inspection Programs

*Refer to handbook page 5:1*

With more than 7,600 freshwater lakes, including the Finger Lakes and Adirondack lakes, as well as portions of two of the five Great Lakes, Lake Champlain, the Hudson River, marine estuaries, ponds and reservoirs, the potential for AIS to be spread in New York State through recreational boating is of high concern. Being proactive with AIS education and implementing watercraft inspection can prevent AIS introduction and slow contamination.

Among the reasons to start a watercraft inspection program in your area are to:

- Protect your waterbodies from the threats of AIS
- Encourage stewardship of New York's natural resources
- Develop new and nurture existing partnerships, and
- Foster good public relations for your organization and partners.

The following steps for developing a new watercraft inspection steward program are an amalgamation of suggestions from the existing programs across New York State. Depending upon individual program factors, some steps may occur simultaneously and steps may occur in a different sequence.

### Step #1: Identify a Program Coordinator

- Takes the Lead on developing program components, and
- Typically supervises the daily activities of the stewards.
- See subsequent steps for additional duties.

Even with a dedicated coordinator, developing an effective and efficient watercraft inspection program takes time, patience, and the ability to reach out to partners.

### Step #2: Develop Program Partners

- Partnerships were vital in the development of each of NY's existing watercraft inspection steward programs.
- Partners help identify priorities and funding sources, and provide knowledge and expertise.
- Consider seeking partners with expertise in local, regional, statewide, and federal AIS issues and those with varying geographic coverage areas.
- Examples of potential partners include PRISMs, NYSDEC, State Parks, universities, cooperative extension, lake/homeowner associations, and municipalities.

### Step #3: Decide on Your Program Structure: Volunteers or Paid Staff?

Some watercraft inspection programs rely on only volunteers, some on only paid staff, and some are a combination of the two. When determining the structure of your program, consider funding availability and resources, recruitment pool, coverage area (one launch, one lake, one county, etc.), and the time/level of commitment of the program coordinator and of potential recruits.

*Refer to handbook page 5:2*

## Step #4: Develop a Budget

Expenses associated with the implementation of a watercraft inspection program include:

- Steward pay: hourly, per steward
- Program management: coordinator pay
- Paid staff fringe cost: rate is specific to your program; includes Social Security, Workman's Compensation, etc.
- In-direct costs: rate is specific to your organization; applies to all budget categories except fringe
- Steward supplies: uniform items, chair, table, training materials, clipboard, paper, first aid kit, pens, pencils, etc. (Section 6:10)
- Travel: program coordinator and/or steward(s)
- Program operating costs: storage containers, training fees (food, venue, etc.), registration fees (steward professional development, events, etc.), program-related mailings, cellphone and service fees for coordinator, distributional materials, and technology upgrades (e.g., for hand-held devices for paperless data collection, computer-related, audio/visual equipment for outreach events, etc.).

There is typically more financial flexibility when designing a volunteer-based program. When using volunteers to implement your program, you will not have steward salary costs, but consider allocating funds for supplies, travel, and program/volunteer coordination. Allocating an estimate of volunteer work hours in the budget is necessary in terms of liability insurance and injury protection. Check with your organization and partners to confirm that no other required elements have been overlooked. For budget planning purposes, it may be advisable to calculate a per steward expense.

The sample budget table that follows can be modified to meet the specific needs and requirements of your program/organization/partners.

**Figure 1: Sample Steward Program Budget Categories**

| | |
|---|---|
| **Steward Pay (per steward)** | _____ |
| **Program Management (pay)** | _____ |
| **Fringe (on salary only)** | _____ |
| **Volunteer hours estimate** | _____ |
| **Steward Supplies** | _____ |
| **(per steward)** | _____ |
| **Travel** | _____ |
| **Program Operating Costs** | _____ |
| **SUBTOTAL** | _____ |
| **In-direct (on all categories)** | _____ |
| **TOTAL** | _____ |

*Refer to handbook page 5:3*

### Step #5a: Define Watercraft Inspection Steward Duties

While some of the duties for watercraft inspection stewards vary among programs, the singular consistent duty is conducting watercraft inspections at boat launches with the following activities:

- Visually checking boats, trailers, and gear for hitchhiking organisms and debris
- Demonstrating watercraft inspection to teach boaters how to conduct inspections on their own
- Collecting and recording standardized data, and
- Providing AIS spread prevention information to boaters.

Examples of additional duties that some steward programs have included based on their organization's mission and goals are:

- Development of fact sheets, newspaper articles, blogs and videos
- Invasive species monitoring, and
- Development and delivery of organized educational programs.

### Step #5b: Determine How Your Steward/Inspectors Will Be Recognizable

- Your stewards must be clearly identifiable to boaters. When on duty your stewards should be easily identified by their uniforms: t-shirts, guide-style shirts, hats, jackets, sweatshirts, etc. Uniforms help maintain professionalism and indicate to boaters that the stewards/inspectors are there in a professional capacity.
- You may choose to use uniform items to distinguish between volunteer inspectors and paid inspectors, e.g., by hats of different colors, patches, or polo shirt vs. t-shirt.
- Some programs incorporate the **Stop Aquatic Hitchhikers!™** (SAH) logo on uniforms.
- Some programs have chosen a specific color for uniform items, e.g., red because it consistent with SAH branding, is bright, and stands out from the surroundings.

### Step #6a: Determine Coverage Area and Secure Property Owner Permission

Early in your planning process, it is important to identify who owns and/or manages the launch sites where you are interested in placing stewards.

- Ask each launch property owner for any requirements and liability issues you Need to address, for example, municipalities often require written permission to be presented before their monthly board meeting and proof of liability insurance.
- Ask agency-owned launch managers if they require a permit and a list of program participants.
- Plan to allow time for approvals to be granted; it may take four to six weeks for responses to permission requests.
- See Appendix D. for a sample permission request letter.

*Refer to handbook page 5:4*

### Step #6b: Determine Best Schedule

Funding levels may limit the number of paid staff you put in the field. Because it is typically not possible for every launch to receive steward coverage, it is recommended that watercraft inspection efforts be focused at high traffic launches. Prior to the onset of the boating season, learn about the usage patterns of the launches where your stewards could or will serve:

- Visit the launches on different days of the week and at different times.
- Ask property owners/operators and people doing research at the launch sites (NYSDEC creel surveys, academic institutions, etc.) for usage data.

Once you have an idea about launch usage, you can better plan your coverage schedule to target the busiest times. Typically, launches are busiest on weekends and holidays. Most launches experience waves of activity:

- Early morning: anglers launching
- Late morning/early afternoon: recreational boaters launching
- Evenings: steady with boaters exiting the water, and
- Special event days, such as fishing tournaments.

Work with property owners and launch managers to stay aware of special events and to best identify the role of your watercraft inspection stewards during special events. Some launch property owners do not want stewards scheduled at sites during tournaments, while others work with tournament coordinators to build inspections into the tournament rules.

It can be more difficult to schedule volunteers since they are not being paid for their service. Things to consider when scheduling volunteers:

- Clarity: be clear about the hours for which you need coverage. Volunteers are More likely to participate if your expectations and the required time commitment are clear to them.
- Flexibility: it may be necessary to offer volunteers shorter shifts and shifts on a limited basis. For example, a volunteer may only have time to provide coverage for a four-hour shift twice each month.

### Step #7a: Develop Your Steward Training Program

Training for paid and volunteer steward staff is recommended. The goal of training is to provide your stewards with the necessary tools and information to confidently and accurately complete their duties. The length and breadth of training varies among existing steward programs responsible for watercraft inspections from one day to a week or longer. Some training is done in the classroom while other components such as watercraft inspection demonstration and role-playing is done in the field at launch sites.

*Refer to handbook page 5:5*

Typical training components include:

- Organizational orientation (specific to managing organization)
- Introduction to the region(including natural resources, partners/local contacts, relationship with law enforcement, and issues of concern)
- AIS identification and data collection protocol
- Boater engagement and interpretation techniques, and
- Launch site visits.

In addition to initial training, watercraft inspection staff may require additional training throughout the season. For example, follow up AIS identification training in the field is recommended once aquatic plants are visible.

### Step #7b: Develop Data Collection Protocol

Data collection is a vital part of watercraft inspection. Analyses of watercraft inspection data help natural resource managers in AIS management and help leverage funds to continue and grow steward programs.

It is important that you clearly define what, how, and when your stewards will collect data. The following guidelines are recommended by those administering watercraft inspection steward programs across NYS.

- **Use Standardized Data Protocol:** NYS watercraft inspection programs have adopted a standardized set of data attributes (Section 6:16-18).
- **Establish Data Collection Systems:** hard copy paper forms, paperless collection with a hand-held device (smartphone/tablet), or a combination.
- **Determine Collection Frequency and Entry:** Many programs require stewards to collect and enter data regularly (e.g., weekly).
- **Establish a Quality Review Process:** The data collected and entered is typically provided to program coordinators on a weekly basis for quality review. This helps to identify any shortcomings in the stewards' data collection and provide appropriate support/training before a problem escalates. In the absence of weekly data checks, data entry and quality, review can become difficult to manage, particularly at busy launches. It is not uncommon for hundreds of boaters to launch/retrieve at select launches daily.
- **Identify And Define Any Additional Desired Data Attributes:** Some programs collect additional data based on needs, local issues and funding sources, for example:
  - Presence of the Lake George Park Commission Registration Decal
  - Have you encountered a steward at a boat launch before?
  - Prior AIS awareness: Please describe your awareness about aquatic invasive species before this inspection. Answer options: very aware, moderately aware, somewhat aware, not at all aware

*Refer to handbook page 5:6*

- To what extent did this inspection raise your awareness of AIS? Answer options: large amount, moderate amount, small amount, not at all
- Frequency of Preventative Methods: Before this inspection, how often did you take actions to prevent the spread of AIS? Answer options: I always took actions, very often, somewhat often, never
- Expected post-inspection actions: Based on this inspection, how often will you take extra precautions to prevent the spread of AIS? Answer options: I will always take action, very often, somewhat often, never.

**Step #7c: Develop Training on Proper Identification of Aquatic Organisms**
You will need to provide training on aquatic organism identification that should include common AIS and native look-alikes. Often your local PRISM or Cornell Cooperative Extension Association can provide or recommend a trainer.

To ensure accurate species identification, some programs require each steward to collect a specimen of each species they observe the first time they observe it.

Using the specimen collection protocol below, collected specimens are sent to an expert for confirmation or correction of the steward's species identification. In addition to the program coordinator, potential partners that can confirm, or correct, the steward's identification include the local PRISM coordinator, professors at nearby universities, and Cornell Cooperative Extension.

**Step #7d: Develop and Define AIS Specimen Collection Protocol**
Provide your stewards with a clearly defined specimen collection protocol to follow should they encounter an unfamiliar/unidentifiable species that should be sent for exact identification.

Identify the supplies needed to collect and properly mark the specimen with the date and time of collection; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering or lettering system your program will use. A ziplock bag and waterproof marker should be provided as part of your steward supplies.

Identify how the specimen should be delivered for identification. If the specimen will be held for any length of time at the steward location, identify a means for keeping the packaged specimen cool, e.g., in any on-site refrigerator or a cooler. For more details, see Section 6:14.

You will also need to develop a protocol for updating your data records and updating or modifying database entries accordingly once identification results are received.

*Refer to handbook page 5:7*

### Step #8: Develop Your Quality Assurance Quality Control (QAQC) Plan

New York's existing steward programs have some type of quality assurance quality control (QAQC) protocol for the purpose of defining roles and responsibilities of partners administering the program and paid/volunteer stewards. A QAQC Plan ensures that the work being completed by stewards is consistent each year and between years; and helps maintain the highest level of credibility and consistency in the data collection protocol.

It is recommended that you build QAQC criteria for your watercraft inspection activities, particularly if multiple organizations are overseeing the program. Consider the following information to include in a QAQC Plan:

- Responsibilities of program coordinators and partners
- Responsibilities and required expectations of watercraft inspection stewards
- Reporting requirements of stewards
- Data collection and entry protocol including:
  - data nomenclature
  - procedures and expectations for entering, reviewing, and submitting data
  - definitions of attributes
  - quality control measures and how they are met
- Control measures to consider include:
  - how often data is to be collected and submitted by stewards
  - who is responsible for reviewing the data submitted by stewards
  - how often data will be reviewed
  - what percentage of the data collected and submitted by stewards is reviewed
  - how errors are to be corrected and how excessive errors are to be addressed to avoid mistakes in the future.

Some programs have a separate QAQC Plan document; others include QAQC information in the various sections of their training materials.

If your program includes activities in addition to watercraft inspection, consider developing a QAQC Plan for the comprehensive program.

### Step #9a: Recruit Steward Program Personnel

To recruit stewards, learn and apply the advertisement, recruitment, hiring, and human resource (HR) policies of your organization in collaboration with program partners and funders. Potential recruitment pools include lake association newsletters and websites, local schools and universities, and clubs, e.g., gardening clubs, scouts, 4-H, Rotary, etc. Steward programs may qualify as community service programs for some schools and groups interested in placing students/members in such programs.

*Refer to handbook page 5:8*

- When recruiting, be clear about the required application documents, e.g., cover letter, resume, list of references, etc., you expect steward candidates to submit and the process for submitting.
- Be clear about the position's starting and end dates in the job announcement.
- Be clear if your program requires that stewards will be responsible for their own travel to and from launch sites/workstations.
- Establish an application date that allows enough time for interviewing, hiring, and training before you want to have stewards active at launch sites.

### Step #9b: Interview, Evaluate and Hire Steward Candidates

Most programs have an internal hiring process based on the HR policies of their organization. In general, when conducting interviews it is best to include at least one other person to participate in the interview process. This protects you from potential HR issues and helps in the candidate review and selection process. Remove as many variables in your process as possible to assure a fair and equal process for all candidates. Using a standard set of interview questions helps frame and focus candidate evaluation. Likewise, use a standard set of questions to check candidates 'references.

When considering candidates, remember your stewards will directly represent your organization and your program partners as well as indirectly representing other watercraft inspection steward programs.

Personnel requirements to consider as you build your team of stewards include, but are not limited to:

- How does the candidate present himself/herself?
- Does the candidate indicate he/she possesses appropriate background knowledge or the ability to quickly pick up knowledge about AIS, their impacts, pathways, and preventative measures?
- Does the candidate exhibit an ability to:
  - work with minimal supervision and independently (as appropriate)?
  - effectively communicate to diverse audiences?
  - accurately collect and enter data using established protocol and software?
  - is the candidate willing to work weekends and holidays?

Your evaluation will identify the most desirable candidates. Once you are prepared to offer positions, use standard offer language with each candidate. Because not all candidates will accept your offer for a steward position, be sure you allocate time in your recruitment process to reach further into your applicant pool if necessary.

### Step #10: Train Stewards

See Section 6: NYS Watercraft Steward Training & Field Guide for detailed instruction on training your new stewards. Two areas for particular attention follow here.

*Refer to handbook page 5:9*

### Step 10a: Determine Steward Location at Launch Sites

Prior to the stewards' start date, work with launch owners/operators to identify the best location for stewards to setup their inspection stations. In general, stations should be located in an area in close proximity to the launch, but in a place, that does not create launch congestion. It is preferred that inspections and the draining and removal of aquatic hitchhikers occur at the same location to prevent runoff return into the water, to limit unnecessary movement, and to enhance inspection and data collection efficiency.

The best place to situate stations is on semi-permeable dirt or gravel surface far enough away from the water, or launch ramp, so that drained water and removed debris cannot flow into the waterbody. Typically, watercraft inspection locations allow:

- High steward visibility: station and uniform
- Accessible approach
- Ease of watercraft inspection
- Ease of data collection: visual and boater survey data
- Educational material distribution, and
- Safe exit, including room for the steward to step clear of the boat/trailer/vehicle and be seen by the driver.

### Step 10b: Package Educational Materials for Distribution by Stewards

Each geographic region has its own specific AIS concerns. To promote consistency state- wide, New York's existing watercraft inspections programs offer the Clean Boats, Clean Waters rack card (Section 6:12) to boaters at the close of each inspection. Program coordinators may add other distributional materials, such as:

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- Program business card with program URLs and contact information
- PRISM brochures
- Species-specific fact sheets
- Local recreation maps
- NYS fishing and boating regulation guidebooks.

Links to some of these additional materials are in Section 7: Additional Resources and References.

*Refer to handbook page 5:10*

## Appendix D: Sample Launch Site Property Owner Permission Letter

**DATE**

**Name of Property Owner**
**Address of Property Owner**
**Address of Property Owner**

Dear **TITLE (Mayor/Supervisor) LAST NAME) of the City/Village/Town of_____**:

I am writing this letter to request permission to conduct educational activities, including voluntary watercraft inspections for boaters at the**_____(Name) boat launch at_____(Location)** and to provide you with the details of the **(YOUR ORGANIZATION'S NAME)**watercraft inspection steward program.

In an effort to slow and/or prevent the spread of aquatic invasive species (AIS), boat launch stewards would work with you as site manager to select an inspection location for conducting educational and voluntary watercraft inspections from**_____(PROGRAM ACTIVITY DATE) to_____(DATE).** Days and times of duty at each site will change throughout the season but be limited to daylight hours. This effort is part of a statewide boat/launch steward program and one of the NYS Department of Environmental Conservation's Aquatic Nuisance Species priorities.

The inspection process would not impede launch access/exit. Boater participation in this initiative is 100% voluntary; these are not regulatory inspections. The goal of the program is for the stewards to teach boaters how to look for and remove aquatic invasive species from their boats and to empower boaters with information so they can inspect their watercraft in the absence of stewards. With boaters, the launch stewards will:

- walk through inspection checkpoints using a standardized protocol;
- engage boaters in dialogue about AIS, their impacts on the environment, and the importance of taking measures to prevent their spread;
- provide AIS educational materials; and
- collect boater usage and aquatic invasive species data.

Launch stewards will have field supplies with them at the launch. These supplies may include: sandwich board, folding table, chair, umbrella, preserved specimens for educational purposes, and distribution materials. Stewards will bring supplies to the launch each day and will remove them from the launch at the end of each shift.

Please contact me **by DATE** with your decision about allowing these inspections at your location, or if you would like additional information. I look forward to working with the **City/Village/Town of NAME** to minimize the spread of aquatic invasive species in New York's waters.

Respectfully Submitted,

**Your Name and Title**
**Contact information: address, telephone, email**

*Refer to handbook page 8:20*

Typical training components include:

- Organizational orientation (specific to managing organization)
- Introduction to the region(including natural resources, partners/local contacts, relationship with law enforcement, and issues of concern)
- AIS identification and data collection protocol
- Boater engagement and interpretation techniques, and
- Launch site visits.

In addition to initial orientation, watercraft inspection staff may require additional training throughout the season. For example, follow up AIS identification training in the field is recommended once aquatic plants are visible.

### Step #7b: Develop Data Collection Protocol

Data collection is a vital part of watercraft inspection. Analyses of watercraft inspection data help natural resource managers in AIS management and help leverage funds to continue and grow steward programs.

It is important that you clearly define what, how, and when your stewards will collect data. The following guidelines are recommended by those administering watercraft inspection steward programs across NYS.

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- **Establish a Quality Review Process:** The data collected and entered is typically provided to program coordinators on a weekly basis for quality review. This helps to identify any shortcomings in the stewards' data collection and provide appropriate support/training before a problem escalates. In the absence of weekly data checks, data entry and quality, review can become difficult to manage, particularly at busy launches. It is not uncommon for hundreds of boaters to launch/retrieve at select launches daily.
- **Identify And Define Any Additional Desired Data Attributes:** Some programs collect additional data based on needs, local issues and funding sources, for example:
  - Presence of the Lake George Park Commission Registration Decal
  - Have you encountered a steward at a boat launch before?
  - Prior AIS awareness: Please describe your awareness about aquatic invasive species before this inspection. Answer options: very aware, moderately aware, somewhat aware, not at all aware

*Refer to handbook page 5:6*

- To what extent did this inspection raise your awareness of AIS? Answer options: large amount, moderate amount, small amount, not at all
- Frequency of Preventative Methods: Before this inspection, how often did you take actions to prevent the spread of AIS? Answer options: I always took actions, very often, somewhat often, never
- Expected post-inspection actions: Based on this inspection, how often will you take extra precautions to prevent the spread of AIS? Answer options: I will always take action, very often, somewhat often, never.

**Step #7c: Develop Training on Proper Identification of Aquatic Organisms**
You will need to provide training on aquatic organism identification that should include common AIS and native look-alikes. Often your local PRISM or Cornell Cooperative Extension Association can provide or recommend a trainer.

To ensure accurate species identification, some programs require each steward to collect a specimen of each species they observe the first time they observe it.

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**Step #7d: Develop and Define AIS Specimen Collection Protocol**
Provide your stewards with a clearly defined specimen collection protocol to follow should they encounter an unfamiliar/unidentifiable species that should be sent for exact identification.

Identify the supplies needed to collect and properly mark the specimen with the date and time of collection; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering or lettering system your program will use. A Ziploc bag and waterproof marker should be provided as part of your steward supplies.

Identify how the specimen should be delivered for identification. If the specimen will be held for any length of time at the steward location, identify a means for keeping the packaged specimen cool, e.g., in any on-site refrigerator or a cooler. For more details, see Section 6:14.

You will also need to develop a protocol for updating your data records and updating or modifying database entries accordingly once identification results are received.

*Refer to handbook page 5:7*

## DOCUMENTATION: Data Collection & Reporting

Data collection and reporting are crucial tasks. Data analyses are only as good as the data collected. The information gained from data surveys, reports, and analyses is useful to natural resource managers for their AIS control activities. The information also supports requests for steward program funding.

Follow the reporting and data-related protocol provided by your coordinator. This includes meeting established deadlines for reporting and data entry, reviewing your data, and correcting errors.

If your program uses paper survey forms, write legibly; properly completed hard copies of the field survey forms are imperative for quality assurance checks. If your program collects data electronically, enter data carefully. Record the GPS coordinates of your launch in deci- mal degrees. If you need a GPS unit, notify your program coordinator.

### Data Attributes and Data Collection Protocol

All watercraft inspection field survey form mandatory fields must be filled out completely. Lack of data entry is considered "no information was collected." (Some programs use additional optional data fields.)

> ***All watercraft inspection field survey form mandatory fields must be filled out completely.***
>
> ***Lack of data entry is considered "no information was collected."***

Standardized attributes and how entries should be recorded follow. Items with an *asterisk below may be collected without any contact with boat launch users.

***Time**

- Use military time format (midnight is 0000, noon is 1200; e.g., 1:30pm is 1330)
- This is the time when the boater approaches area (from road or boat launch) to launch or retrieve boat from the water and the steward begins collecting survey data.

***Launch/Retrieve**

- "L" if vessel is preparing to go into the water.
- "R" if the vessel is coming out of the water.

***Boat Type**

- "M" for a motorized vessel
- "C" for canoe
- "K" for kayak
- "PWC" for personal watercraft or jet ski
- "PB" for paddleboard
- "S" for sailboat
- "R" for rowboat
- For another boat type, record the best match for the vessel encountered, e.g., a barge is not listed, but is motorized and should be recorded as "M."

*Refer to handbook page 6:16*

***Group Size**

- Record the total number (numeric form) of people in the vessel party.

***State of Registration:**

- Record two capital letters for the U.S. state of vessel registration.
- Some non-motorized vessels do not have a state of registration for these vessels leave the field blank.
- For vessels registered in Canada, record two capital letters for the province, e.g., Quebec: QC, New Brunswick: NB, with exception of Prince Edward Island: PEI.
- Record other abbreviations (from the boat registration) for later decoding.

**Inspected (Y/N)**:

- "Y" indicates yes, you conducted a courtesy boat inspection on your own or with the assistance of the vessel owner.
- "N" indicates you did not conduct the inspection either because you did not have time or because you did not have cooperation from the vessel owner.

**Aquatic organism(s) (Y/N):**

- "Y" represents yes, you found organisms (native non-native aquatic plants or animals) on the boat, trailer, or other recreational equipment during inspection.
- "N" indicates no organisms found.

**Species Identification**

- Record the abbreviation for the species found; if no abbreviation is provided on the field survey form, write in the species name
- If multiple species are found, record each one in this cell
- A blank cell indicates no species were found (record "N" in Aquatic Organism/s Found cell) or that a species was found but was not able to be identified in the field. In such a case, the steward is required to collect a sample to send to the program- designated expert for identification. The steward is responsible for filling in this data point once the species has been identified.

**Spread Prevention Methods**

- The appropriate question is "*Do you take any steps intentionally to prevent the spread of AIS?*"
- Do not list possible AIS spread prevention measures to elicit a response from the vessel owner. If the owner indicates that he/she does not take any measures, record "None," then provide examples of easy measures the vessel owner may take.
- Indicate whether or not the boat launch user/vessel owner has taken any spread prevention measures to reduce the spread of AIS. Abbreviations are provided for common spread prevention steps on the field survey form.
- If the vessel owner takes some action to prevent the spread of AIS that is not indicated on the sheet, write that method in.

***Refer to handbook page 6:17***

- If the vessel owner has not/does not take steps to prevent the spread of AIS, indicated on the field survey form as "None."
- Multiple spread prevention measures may be entered in the space provided.

### Last Waterbody Visited in 2 Weeks

- Record the name of the last water body visited. You must record the name of the body of water and the state in which it is located. Record the town/county name when possible. Pay particular attention to spelling.
- If a vessel has not have been in any body of water in the past two weeks, record "None." Only record the name of the body of water, town/county, and state of the body of water if the vessel has visited it in the past two weeks.
- If a vessel has been in multiple bodies of water in the past two weeks, record only the most recent body of water that the vessel was in during the past two weeks.

## Exiting the Inspection

Because boat launches can be hectic with the movement of people, vehicles, trailers, pets, children, etc., make certain you and the boater acknowledge when the inspection is over and when you are safely away from all moving parts of the vehicle and tow equipment. One method is to call out "*CLEAR*" at the end of each inspection.

## Conducting Inspections: When Boaters Don't Want to Participate

When a boater does not want to participate in an inspection, respect the boater's wishes. Depending on the circumstance and receptivity of the boater, you might ask,

> "*May I share this information card with you with tips to limit the spread of unwanted aquatic hitchhikers? Aquatic invasive species grow quickly and have the ability to outcompete native species. Once established, the invasive species can disrupt the food web, change species composition, limit or prevent recreational activities such as swimming and boating, and lower property values.*"

Offer boaters a Clean Boats, Clean Waters rack card and thank them for helping to protect New York's waters.

## Summary: Key Points

- How you represent yourself as a steward reflects on you, your program, the supervising organization and program partners, and all watercraft inspection programs, and impacts how well your message is received. Know the proper watercraft inspection protocol from approach to exit.
- Make personal and public safety a priority at inspections sites.
- Maintain professional conduct and composure at all times.
- Stress the boater education message of **Clean~Drain~Dry**.

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***Refer to handbook page 6:18***

## Sample Data Collection Sheet, page1

Steward Number: _____ Site Name: _____

Date: _____

| # | Inspect Time | Launch Direction | Days in Waterbody | Watercraft Type | Group Size | Reg State | Reg # | Prev Stew | Inspect Agree | Activity | Prior AIS Awareness | Extent AIS Raised | Prior Fq Methods |
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*Refer to handbook page 6:19*

## Sample Data Collection Sheet, page2

Steward Number: _____ Site Name: _____

Date: _____

| # | Post fq Methods | Prevent Measures | Measures Taken | Prev Waterbody | Info Waterbody | Species Detection | Species ID | Comments |
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*Refer to handbook page 6:20*

- To what extent did this inspection raise your awareness of AIS? Answer options: large amount, moderate amount, small amount, not at all
- Frequency of Preventative Methods: Before this inspection, how often did you take actions to prevent the spread of AIS? Answer options: I always took actions, very often, somewhat often, never
- Expected post-inspection actions: Based on this inspection, how often will you take extra precautions to prevent the spread of AIS? Answer options: I will always take action, very often, somewhat often, never.

**Step #7c: Develop Training on Proper Identification of Aquatic Organisms**
You will need to provide training on aquatic organism identification that should include common AIS and native look-alikes. Often your local PRISM or Cornell Cooperative Extension Association can provide or recommend a trainer.

To ensure accurate species identification, some programs require each steward to collect a specimen of each species they observe the first time they observe it.

Using the specimen collection protocol below, collected specimens are sent to an expert for confirmation or correction of the steward's species identification. In addition to the program coordinator, potential partners that can confirm, or correct, the steward's identification include the local PRISM coordinator, professors at nearby universities, and Cornell Cooperative Extension.

**Step #7d: Develop and Define AIS Specimen Collection Protocol**
Provide your stewards with a clearly defined specimen collection protocol to follow should they encounter an unfamiliar/unidentifiable species that should be sent for exact identification.

Identify the supplies needed to collect and properly mark the specimen with the date and time of collection; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering or lettering system your program will use. A ziplock bag and waterproof marker should be provided as part of your steward supplies.

Identify how the specimen should be delivered for identification. If the specimen will be held for any length of time at the steward location, identify a means for keeping the packaged specimen cool, e.g., in any on-site refrigerator or cooler. For more details, see Section 6:14.

You will also need to develop a protocol for updating your data records and updating or modifying database entries accordingly once identification results are received.

*Refer to handbook page 5:7*

## Conducting Inspections: Physically Inspecting a Boat

Although the duration of each inspection will vary depending on the size and type of the boat, conversation with the boater, the amount of hitchhiking debris present, and the level of launch traffic, most inspections generally take about three minutes.

- Do not board watercraft. To inspect interior compartments, ask the operator if they will assist you by boarding the boat and inspecting live wells and bilge compartments for standing water.

**Stewards do not board watercraft. Ask the boat operator to check areas that require being onboard the vessel.**

- If any aquatic materials or water are found, ask the operator to drain the water and remove and properly dispose of the materials. Offer to use your bucket to catch water draining from internal compartments. Ask that the operator move motors to vertical position. Place your bucket underneath to catch water draining from the lower unit of inboard/outboard motors.
- While moving through the inspection, refer to the Inspection Checkpoint List (Section 6:15).

## Conducting Inspections: What to Do When Observing Water and Hitchhiking Organisms/Debris

- If in the course of an inspection, you encounter water and non-AIS debris, dispose of water and aquatic debris as instructed.
- If you discover an aquatic species that you cannot identify or you suspect may be an invasive species, follow AIS identification and specimen collection protocols as designated by your program (see below) and refer the boater to additional **Clean~Drain~Dry** details on the StopAquaticHitchhikers.org and NYSDEC websites.

  In general, a "bag and tag" specimen collection approach is followed:
  - Using the provided waterproof permanent marker, write the date; time; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering/lettering system your program uses on a Ziploc bag provided as part of your steward supplies.
  - Follow your program instructions for placing and sealing specimen in bag for delivery for identification. Keep it cool per your program instructions.
  - Follow your program's specimen delivery and reporting protocol developed for:
    - where the specimen goes
    - how the specimen gets there
    - who (contact information) will receive the specimen, and
    - how the expert notifies the program (steward, coordinator, both, etc.) of specimen identification results.
  - Update data records and *i*MapInvasives.org database when results are received.

*Refer to handbook page 6:14*

### Step #8: Develop Your Quality Assurance Quality Control (QAQC) Plan

New York's existing steward programs have some type of quality assurance quality control (QAQC) protocol for the purpose of defining roles and responsibilities of partners administering the program and paid/volunteer stewards. A QAQC Plan ensures that the work being completed by stewards is consistent each year and between years; and helps maintain the highest level of credibility and consistency in the data collection protocol.

It is recommended that you build QAQC criteria for your watercraft inspection activities, particularly if multiple organizations are overseeing the program. Consider the following information to include in a QAQC Plan:

- Responsibilities of program coordinators and partners
- Responsibilities and required expectations of watercraft inspection stewards
- Reporting requirements of stewards
- Data collection and entry protocol including:
  - data nomenclature
  - procedures and expectations for entering, reviewing, and submitting data
  - definitions of attributes
  - quality control measures and how they are met
- Control measures to consider include:
  - how often data is to be collected and submitted by stewards
  - who is responsible for reviewing the data submitted by stewards
  - how often data will be reviewed
  - what percentage of the data collected and submitted by stewards is reviewed
  - how errors are to be corrected and how excessive errors are to be addressed to avoid mistakes in the future.

Some programs have a separate QAQC Plan document; others include QAQC information in the various sections of their training materials.

If your program includes activities in addition to watercraft inspection, consider developing a QAQC Plan for the comprehensive program.

### Step #9a: Recruit Steward Program Personnel

To recruit stewards, learn and apply the advertisement, recruitment, hiring, and human resource (HR) policies of your organization in collaboration with program partners and funders. Potential recruitment pools include lake association newsletters and websites, local schools and universities, and clubs, e.g., gardening clubs, scouts, 4-H, Rotary, etc. Steward programs may qualify as community service programs for some schools and groups interested in placing students/members in such programs.

*Refer to handbook page 5:8*

**SAMPLE NY Sea Grant Launch Steward Program *Quality Assurance and Quality Control***

**Program name:** New York Sea Grant (NYSG) Launch Steward Program

**Organization name:** Cornell University Extension's NYSG Program

**Program Coordinator and QAQC Officer:** Mary Penney, Coastal Community Development Specialist/Launch Steward Program Coordinator
NY Sea Grant, SUNY Oswego, Penfield 4, Oswego, NY 13126
**Email:** mp357@cornell.edu **phone:** 315-312-3042

**Chief Steward and QA Officer:** Brittney Rogers (Chief Steward)
NY Sea Grant, SUNY Oswego, Penfield 4, Oswego, NY 13126
**Email:** brogers@oswego.edu **phone:** 315-312-3042

**Steward Program start date:** June 5, 2014
**Steward Program end date:** September 5, 2014
**Steward Program location(s):** Select launch sites along Lake Ontario and associated tributaries/embayments and Oneida Lake (see division 4 of the Launch Steward Training Manual for launch site clusters and assignments)

**Number of stewards:** 1 chief steward, 8 launch stewards
**Number of hours each week stewards are eligible to work:** up to 35 hours/week

**Problem Definition/Background:**
Using a standardized protocol, the student-stewards demonstrate and teach boaters the nationally recognized Clean, Drain, Dry principles of the Stop Aquatic Hitchhikers campaign as a part of a simple watercraft inspection that helps minimize and prevent the spread of aquatic invasive species (AIS). Specific duties and responsibilities are outlined in the following pages.

**SAMPLE NY Sea Grant Launch Steward Program *Quality Assurance and Quality Control***

**APPROVALS**

This Quality Assurance and Quality Control (QAQC) Plan was prepared by NYSG in 2014 for use by the NYSG Launch Steward Program that is funded in partnership with the Finger Lakes Watershed Protection Alliance with US Fish and Wildlife Service Great Lakes Restoration Funding Initiative funds. By signing this page, the Launch Steward Program Coordinator, Chief Steward and Launch Stewards agree that they have read and will adhere to the guidelines of this QAQC.

| | |
|---|---|
| Mary Penney, Program Coordinator & QA Officer, NYSG | Date |
| Brittney Rogers, Chief Steward & QA Officer, NYSG | Date |
| Jacob Barnes, Launch Steward, NYSG | Date |
| Jordan Bodway, Launch Steward, NYSG | Date |
| Robert Bucci, Launch Steward, NYSG | Date |
| Jeremy Galvin, Launch Steward, NYSG | Date |
| Ashleigh Grosso, Launch Steward, NYSG | Date |
| Margaret Markham, Launch Steward, NYSG | Date |
| David Newell, Launch Steward, NYSG | Date |
| Anthony Tornatore, Launch Steward, NYSG | Date |

**SAMPLE NY Sea Grant Launch Steward Program *Quality Assurance and Quality Control***

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## Problem Definition/Background

Many lake, river, and pond associations around the Great Lakes basin, specifically Lakes Ontario and Oneida, are engaged in aquatic invasive species (AIS) spread prevention efforts. AIS are non-native plants, animals or pathogens that once introduced have the potential to cause harm to the environment, economy or human health. One pathway by which invasive species spread is overland transport on boats and recreational equipment. In 2011, NYSG began a boat launch steward program along the eastern shore of Lake Ontario that was modeled after the Paul Smith's College Adirondack Watershed Institute's Watershed Stewardship Program and the Lake Champlain's and Lake George Association's Boat Steward Programs. Boat launch steward and greeters programs are growing in the Great Lakes region and are supported as an effective method to prevent the overland transport, introduction, and spread of AIS that can hitchhike from one body of water to another on boats, trailers, and other recreational equipment.

Steward/greeter programs support trained stewards to greet users to a water body, conduct a courtesy inspection of the boat and trailer before it launches and after it is retrieved to remove any visible aquatic plant or animal life, share information about spread prevention measures, collect survey data, and inform users of AIS impacts. This interaction provides an opportunity to gather information about the user, the last body of water the vessel was in, the state of vessel registration, and whether or not the operator of the vessel has taken any AIS spread prevention measures.

In order to ensure that the NYSG Launch Steward Program functions at the same high standards as others in the basin and other NYSG outreach efforts, this QAQC has been developed to outline the responsibilities and duties for launch steward program activities and promotes consistency within this program and among established programs.

A summary of results from the boat launch steward program surveys to be included in the final report will contain but will not be limited to; the number of steward to boat-launch user

interactions, the number of users contacted, the number of aquatic invasive species intercepted, and summary information on the vessel state of origin, last body of water visited, and possible AIS spread prevention measures taken by users.

## NY Sea Grant Launch Steward Program Roles & Expectations

## Chain of Command:

NYSG Coastal Community Development Specialist/Launch Steward Program Coordinator (PC)
NYSG Chief Steward
NYSG Launch Stewards (LS)

## Launch Steward Program Coordinator:

- Mary Penney is direct supervisor of all facets of the NYSG Launch Steward Program including the chief steward, launch stewards and program associated activities
- Main contact for work-related emergencies and all unanswered questions
- Has final approval on all steward program decisions, products and publications
- Unless otherwise noted, the program coordinator must be notified of ALL emergencies at the time of the emergency

## NY Sea Grant Chief Launch Steward Expectations:

***Responsibilities & expectations of Chief Steward include, but are not limited to all listed for LS as well as though below:***

- Assist the Coordinator with program activities
- Meet all deadlines and expectations set by the Coordinator
- Be a role model for LS
    - Maintain professional role of leadership at all times
    - Set a positive example by demonstrating the appropriate behaviors, meeting deadlines, and leading the stewards as necessary
- Be responsive to all communications (i.e., Coordinator and LS)
- Answer steward and public questions
    - Relay questions to Coordinator if response unknown
- Provide weekly log of communications with stewards and others (format below)
    - Date/Time
    - Name (who you communicated with)
    - Question/issue raised to you from the person listed above
    - Your response/suggestion
- Select responsibilities are further described below
    - Pre-season:
        - Organize resource totes, manuals and all other supplies
        - Review and update PowerPoint for orientation
        - If available assist during LS candidate interviews

  - Training and Orientation: The Chief Steward will assist the Coordinator
  - Be prepared share experiences from previous LS season(s)
  - Present information and ideas on media project
  - Lead role playing demonstrations to prepare stewards for site duty
- During the season:
  - Review, compile and email pertinent information from all LS weekly reports to the Coordinator
  - Collect and compile metrics from all LS weekly reports and compile into the program milestone report format on a weekly basis
  - Collect and monitor data from all the stewards
  - Prepare the program milestone report as requested by Coordinator
  - Respond to LS questions
  - Facilitate team meetings in the absence of Coordinator
  - Make program-related decisions in the absence of Coordinator
  - Regular maintenance of manuals/resource totes
  - Maintain program calendar with LS requested days off; programming activities; special events; etc.
  - Maintain professional role of leadership at all times
  - Keep phone and email communication open at all times
- Site Duty:
  - Answer Boater and LS questions
  - Oversee LS at duty sites when necessary
- Outreach Events & Educational Programs:
  - Speak about NYSG and provide information about launch steward program
  - Work alongside other stewards
  - Set up and break down displays
  - Speak with visitors about AIS
  - Hand out AIS resources
  - Answer all questions possible, others directed to Coordinator
- Weekly Reports: Weekly reports are another form of communication between stewards and their supervisor that will focus on specific areas (see template in manual), and will be due (e-mail) each Monday night.
  - Collect weekly reports at weekly reports from all launch stewards
  - Answer all questions from LS on reports
  - Compile information from reports to distribute to Coordinator
  - Follow up on reports at weekly meetings
- Milestone Metric Reporting
  - Collect milestone reporting information from Launch Stewards weekly reports
    - Keep track of all documents and report missing information to launch steward first, then PC if not received in a timely manner

        - Notify launch stewards of mistakes or possible corrections as early in the season as possible to keep document uniform and correct
    - Make sure to meet all deadlines
- Special Activities:
    - May be responsible to lead/coordinate activities such as but not limited to; team meetings, outreach events, educational events, plant identification, plant collection, plant pressing, update activities, update manual, update resource topics, update expectations and protocols, and assist LS with media project.
- Final Report:
    - Develop final report following protocol and previous years report
        - New York Sea Grant & AIS introduction
        - Launch Steward Program Introduction
        - Staff Introduction
        - Program Highlights
        - Background Training
        - Increasing Aquatic Invasive Species Awareness
        - Habitat Monitoring & AIS Control
        - Launch Steward Publications
        - Watercraft Inspection Results
        - Summary & Recommendations
- End of Season Tasks:
    - Finish all reports
    - Restock Resource Totes
    - Analyze Data
    - Complete all tasks provided by MP
    - Record returned supplies and complete check lists

## NY Sea Grant Launch Steward Expectations:

**NYSG Launch Steward:** Help keep NY's waters clean of aquatic invasive species (AIS) by teaching boaters how to look for, remove and dispose of unwanted aquatic hitchhikers. Stewards will provide public outreach (education) about local natural resources, threats of AIS to waterways, and ways to minimize/prevent the spread of AIS. They will help prevent the introduction and transport of unwanted aquatic hitchhikers by teaching boaters, by demonstration, how to visually inspect boats and trailers for debris. Using standard protocol, stewards will collect, enter and analyze boat inspection data. Stewards will submit weekly report and time cards and attend weekly meetings. Work days will be spent outdoors, in all weather, and will include weekends and holidays. While on duty, successful candidates will wear a provided uniform.

Stewards are supervised by NYSG's Coastal Community Development Specialist with assistance from the Chief Steward. Launch Steward's supervise no other employees; however, supervision of volunteers may be required.

**SAMPLE NY Sea Grant Launch Steward Program *Quality Assurance and Quality Control***

***Responsibilities & expectations of Launch Stewards include, but are not limited to:***

- Conduct one-on-one on site public education, outreach programs, monitor watercraft launch sites & assist boat owners with watercraft inspection (removal of AIS); develop educational materials, press releases and other materials as requested.
- Educate the public about relevant topics.
- Conduct informal and formal outreach programs for various audiences including boaters, students, and landowners associations.
- Participate in special projects as identified by NYSG & partners (i.e. clean & safe boat, AIS hand-pulls, event fairs, etc.).
- Monitor human/wildlife usage patterns, ecosystem conditions/threats and progress of restoration projects. Report these data in a timely fashion according to prescribed protocols.
- Attend and participate in weekly meetings
- Site Duty:
    - Assignment areas will include one or more of the following: Lake Ontario and associated tributaries from Sodus Bay (Wayne County) to Henderson Harbor (Jefferson County), Oneida Lake, and the Salmon River Reservoir (Redfield NY).
        - Conduct surveys and inspections
        - Record Data
        - Hand out AIS resources
        - Answer Boater Questions
- Data:
    - Follow Data Protocol Document precisely
    - Each section should be completely and properly filled out
    - Not following directions results in issues with data analysis
    - Follow Electronic Device Policy on Page 9 of this document
    - Data is one of the most important components of the NYSG Launch Steward Program. Therefore, all data collection must be accurate and all attributes must have responses.
    - Paper copies of data sheet must be carried at all times in case there is an unforeseen issue with the tablet you are issued
    - However, electronic data is collected keeping personal notes for daily activities and species found is highly recommended.
- Media Projects:
    - Everyone will work on media project, see attached Media Project Guideline*
    - Project should be related to boat inspections or aquatic invasive species.
    - You must submit a project concept for approval to the PC. Your project concept should minimally include: title, materials needed, and a well thought out plan for your project.
    - When developing media projects, the integrity of NYSG and Cornell University must be upheld many editorial correction will be

implemented. Be sure to address all feedback/edits provided from PC and other reviewers.

- Outreach Events & Educational programs:
  - Speak about NYSG and provide information about launch steward program
  - Work alongside other stewards
  - Set up and break down displays
  - Speak with visitors about AIS
  - Hand out AIS resources
  - Answer all questions possible, others directed to Chief Steward
  - All information must also be reported in your weekly report
- Weekly Reports:
  - Follow Weekly Report Template
  - Keep concise records of weekly information to compile and email to Chief Steward. Include all questions and comments in weekly reports. Weekly Report questions will be addressed at weekly meetings.
  - If responsible for multiple sites, list each site and summarize the weekly experience for each site
  - Break down observations and summarize by date if it is important
  - Metrics Reporting Information:
    - Metrics Milestone Report must be included in your weekly report.
    - Strictly follow template
    - Consistency is crucial
    - Report event name, location, date and time
      - When it is in partnership with other organizations be sure to include the names and contact information of partners.
    - Count and record all visitors at display booth that were spoken with
    - Estimate the total number of people at the event
    - Count documents that are handed out or collected from table
    - Important events and facts throughout the event should also be logged (ex. Oswego County Legislator spoke with and collected information from Launch Steward at events…Launch Stewards pulled 300lbs of Water Chestnuts during the pull event)
    - See weekly report template for more details
- Special Activities
  - May be responsible to attend activities such as but not limited to:
  - Team Meetings
  - Outreach Events
  - Educational Events
  - Update/Improve Edu. Activities
  - Design display kiosks
  - Pictures: Require completed and signed photo release forms when adults are recognizable and for children recognizable or not. For more information on whether situations require photo release forms contact the information on whether situations require photo release forms contact the PC or GL Activities Publicist.

- Plant Identification
- Plant collection
- Plant Pressing

- Weekly Submission Tasks:
  - Keeping up with all weekly submission tasks is vital.
  - Email to Chief Steward (cc: Mary Penney) unless noted otherwise
    - Scheduled and Worked Hours
      - Excel Time Card
        - Submitted Monday's by 5:00PM emailed to Sharon (cc: Mary Penney)
      - KRONOS saved daily, approved bi-weekly
    - Weekly Report including Metric Reporting Information
      - Submitted Monday's by 5:00PM
    - Data Collected
      - Uploaded Monday's by 5:00PM
  - Signed Photo Release Forms: At each weekly meeting turn in photo release forms (completed and signed) for pictures you have taken with children (recognizable or not) and recognizable adults.

## Electronic Device Policy:

Cornell University Extension's NYSG Launch Steward Program

Through continued technological development, Cornell University is dedicated to reducing its use of material resources while improving on the delivery of its mission. The use of electronic devices will provide the Launch Stewards and directors with convenience, speed and cost-effectiveness as well as providing environmental benefits.

Each Launch Steward issued an electronic device (Samsung Tablet, Cellphone, Laptop, etc.) is responsible for the security and care of that device, regardless of where the device is used.

One Samsung Tablet will be issued to each Launch Steward, at orientation, or at the start of the season, for paperless data collection of the NYSG Boater Survey (electronic database: Open Data Kit). Electronic devices issued to Launch Stewards are the property of Cornell University. Launch Stewards have no ownership, interest or right to title of the devices.

**Acceptable Use**

1. Cornell University only authorizes use of its electronic devices in a manner that supports its mission.
2. Launch Stewards are prohibited from using company provided devices for use that are not directly related to company business without the permission of Launch Stewards Program Coordinator, Mary Penney.
3. Launch Stewards are prohibited from using University-provided electronic devices to play online game, visit chat rooms or engage in illegal activity, including but not limited to gambling and drug dealing.

4. Program Coordinator, Chief Steward and permanent NYSG staff have the authority to access the devices at any given time, as these devices are not intended for personal use.
5. Installation of applications is limited to applications that are consistent with the terms listed in this policy and are available through the application store.
6. Any passwords created to manipulate the device must be shared with Program Coordinator and Chief Steward. When possible use the following password: NYSGstew2014
7. Modification of the electronic devices operating system is prohibited.

**Loss and Damage**

1. Theft, Loss of or damage to employee provided devices must be reported immediately to the Chief Steward for troubleshooting. If resolution cannot be made and the unit is damaged or lost you must also notify the Program Coordinator immediately following the trouble shooting session.
    a. In the event the device is stolen, contact law enforcement immediately to report the device stolen. Provide a copy of the theft report to the Program Coordinator.
2. Launch Stewards shall contact the Chief Steward with any technical, warranty or repair issues; the Launch Steward Program Coordinator shall be notified of the issue concurrently. Contact Chief Steward when the Program Coordinator is not available.

## Data acceptance criteria:

All boat launch steward field (boater surveys) survey forms must be filled out completely. Lack of data entry in the field survey form will be considered as "no information was collected". Questions need to be asked directly as follows to ensure accuracy and consistency. Legible and organized field survey forms are imperative for quality assurance when the electronic data is not working properly. Descriptions of each column of the NYSF Launch Steward field survey form and how entries should be recorded are below (note that not all of these parameters are mandatory).

- **Time:** Use military time formation (midnight is 0000, noon is 1200; e.g., 1:30pm is 1330). This is the time when the boater approaches area (from road or boat launch) to launch or retrieve boat from the water and the steward begins collecting survey data. This data may be collected without any contact with the boat launch user. This is a mandatory data point.
- **Launch/Retrieve** "L" if vessel is preparing to go into the water. "R" if the vessel is coming out of the water. This data may be collected without any contact with the boat launch user. This is a mandatory data point.
- **Boat type** is recorded as "M" if it is a motorized vessel, "PWC" if it is a personal watercraft or Jet Ski, "S" is it is a sailboat, "C" if it is a canoe, "K" if it is a kayak, and "R" if it is a rowboat. If there is another boat type, the steward should record the best match for the vessel encountered. For example, a barge is not represented in the survey key, but is motorized and should be recorded as "M". This data may be collected without any contact with the boat launch user. This is a mandatory data point.

- **State of registration** is recorded in two capital letters that represent the U.S. state of vessel registration. Some non-motorized vessels do not have a state of registration and the field should be left blank. If the vessel is registered in a Canadian province that should be represented similarly with two capital letters representing the province, with the exception of Prince Edward Island (PEI). Quebec would be represented as "QC". New Brunswick is represented as "NB", etc. This data may be collected by observation without any contact with the boat launch user. This is a mandatory data point.
- **Registration number** may be recorded (last three numbers only). This is not a mandatory data point. Collect this number as much as possible.
- **Group size** is recorded as the total number of people that are part of the vessel party. It is recorded as a numeric number. This data may be collected without any contact with the boat launch user. This is a mandatory data point.
- **Inspected (Y/N)** indicates whether the steward conducted a courtesy boat inspection on their own or with the assistance of the vessel owner. A "Y" indicates that the steward conducted the inspection on their own or with the assistance of the vessel owner. "N" indicates that the steward did not conduct the inspection either because they did not have time or because they did not have cooperation from the vessel owner. This field should never be left blank. This is a mandatory data point.
- **Prior BLS contact (Y/N)** is a simple question that the steward asks the boat launch user. The appropriate question to ask is "Have you ever encountered a boat launch steward before"? This is recorded with a "Y" if the boat launch user has encountered a boat launch steward; contact with any boat launch steward (not just regional stewards) receives a yes answer. The answer to this question will help the steward form their interpretative message to the boat launch user. This is a mandatory data point.
- **Prior AIS Awareness** is a question to which the vessel owner rates how aware they feel they are to current AIS information. The responses must follow a scale of, *Very aware, Moderately aware, Somewhat aware,* and *Not at all aware.* This is a mandatory data point.
- **Extent Awareness Raised** is a question to which the vessel owner rates how aware they feel the inspection raised their awareness of AIS. The responses must follow a scale of *Large amount, Moderate amount, Small amount, Not at all.* This is a mandatory data point.
- **Prevention Measures and Measures taken** is the place where the steward indicates whether or not the boat launch user/vessel owner has taken any spread prevention measures to reduce the spread of AIS. This portion of the question should follow a simple Y/N response. If the vessel owner indicated yes (Y) abbreviations are provided for common spread prevention steps on the field survey form. The answers should be categorized as, I (inspected), WB (washed boat), DB (Drained Bilge), BB (drained bait buckets), LW (drained live well), Dis (disposed of bait), DRY (Dried boat). If the vessel owner takes some action to prevent the spread of AIS that is not indicated on the sheet then the steward should write that method in. A blank indicates that the steward did not have time

to ask the question or the vessel owner did not answer the question. If the vessel owner has not/does not take steps to prevent the spread of AIS that should be indicated on the field survey form as "none". Multiple spread prevention measures may be entered in the space provided. The appropriate question that the steward should ask is "Do you take any steps to prevent the spread of AIS?" The steward should not list possible spread prevention measures in order to elicit a response from the vessel owner, but if the owner indicates that they do not take any measures the steward should record that and then provide examples of easy measures the vessel owner may take. This is a mandatory data point.

- **FQ Prior prevention methods** is how often the vessel owner indicated they follow spread prevention measures to reduce the spread of AIS. The responses must follow a scale of *Always, Very often, Somewhat often, Never.* This is a mandatory data point.
- **FQ Post prevention** is the place where the steward indicates whether vessel owner agrees to take preventative steps in the future, how often the vessel owner indicated they will follow spread prevention measures to reduce the spread of AIS following the voluntary inspection and survey. The responses must follow a scale of *Always, Very often, Somewhat often, Never.* This is a mandatory data point.
- **Last waterbody visited in 2 weeks** (name, town, state) is recorded as the name of the body of water, the town/county, and the state. The name of the body of water and the state in which it is located must be recorded. The town name should be collected when possible. In the case of Lake Champlain no town or state is necessary. Stewards must pay particular attention to spelling. Many vessels will not have been in any body of water in the past two weeks and in that case the steward will record "none". Stewards should only record the name of the body of water, the town, and the state of the body of water if the vessel has visited it in the past two weeks. If a vessel has been in multiple bodies of water in the past two weeks then the steward must only record the most recent body of water that the vessel was in during the past two weeks. A blank indicates that no data was collected because the steward did not have time to ask the question or the vessel owner refused to answer. This is a mandatory data point.
- **Aquatic organism(s) found** (Y/N) represents whether the steward found any aquatic plants or animals on the boat, trailer, or other recreational equipment during their inspection. "Y" indicates that organisms, native or non-native, were found. "N" indicates that no organisms were found. A blank cell indicates that the steward did not inspect the boat or have time to look for organisms. This is a mandatory data point.
- **Species identification** is where the steward fills in the abbreviation for the species found or writes in the species if no abbreviation is provided on the field survey form. If multiple species are found, they must all be recorded in this cell. A blank cell indicates that no species were found (which should be indicated in Aquatic organism(s) found cell as "N") or that a species was found but was not able to be identified in the field. In such a case the steward is required to take a sample to send to the program-designated expert for identification. The steward is responsible for filling in this data point once the species has been identified. This is a mandatory data point.

- **Comments** are for any professional comments related to specific inspection. This is not a mandatory data point.

## Data Validation and Usability

- Data Review, Validation, and Verification Requirements
    - The data quality will be reviewed for logical consistency and coding errors as identified in appropriate standards. The Program QA Officer will be responsible for overall validation and final approval of the data in accordance with project purpose and use of the data.
- Validation and Verification Methods
    - The Program QA Officer will provide review and approval of the data on a weekly basis throughout the season to prevent any on-going issues and before closure of the project. The Program Manager will review QC reports as applicable to ensure they are acceptable. The Program QA Officer will also compare final datasets with original source information for consistency.
- Reconciliation with User Requirements
    - Once the data results are compiled, the Boat Launch Steward Program Manager and QA Officer will review the data quality to determine if it fall within acceptable limits per user requirements. Applicability of the data will be evaluated on a project-by-project basis when necessary. Limitations of the data will be discussed with the end user and documented with the project final report.
    - If the quality of the data does not meet the project's requirements, the data may be reevaluated to determine why the data quality did not meet the goals. Efforts will be made to determine why the data quality did not meet the correct errors in the attribute data. If inconsistencies are found in the quality of the base data, an effort will be made to identify and obtain more accurate base data.

## Work Hours

The nature of the steward job involves work when recreational use is high at each of the monitoring sites. For that reason weekend and holiday work is required.

- There is no overtime or holiday pay.
- During your workday you are required to take 30 minutes for lunch, and a morning and an afternoon break (each of 15 minutes).
    - Lunch and breaks are your responsibility.
        - Do not combine lunch and break time.
        - Lunch and/or break time cannot be used towards early dismissal or late arrival.
    - No set lunch or break time.
        - It is typically more convenient to bring lunch with you. With the fluidity of this job you may not be near a store/restaurant when it's convenient for you to break for lunch. If you do choose to travel to get lunch, the travel time is part of your 30 minute meal break.

- Events and launch traffic may necessitate adjustments to the work schedule. Your supervisor is responsible for making scheduling changes. You are NOT permitted to make ANY adjustments to the work schedule unless discussed with and approved by the supervisor,
    1. Smoking is permitted during lunch and break times (one morning and one afternoon) only.
    2. If you are not able to be at work on a particular day, *call* the PC. If PC not available *call* the Chief Steward.

## Paycheck Schedule

You will be paid bi-weekly. Unless otherwise noted, you are required to submit the provided time sheet to Sharon each Wednesday and to report your time on Kronos (Cornell's Timecard management system). Please see the Kronos section in your manual for more information.

## Work Schedule (unless otherwise noted)

1. 35 hours/week
2. Thursday-Monday (off Tues & Wed)
3. 9:30 am-5:00 pm

## Team Meetings

Unless otherwise noted, there will be a team meeting every Thursday morning. Team meetings will provide opportunities for everyone to review experiences from the previous week, turn in paperwork (time sheets, weekly reports, etc.), review data collected and methods for upcoming data collection, and assign work duties for the upcoming week. Everyone will be participating in educational programs throughout your employment with NYSG. Team meetings will be a great forum for brainstorming and guidance for upcoming educational programs.

Since the steward program covers such a large area team meeting will be held at various locations. This will allow everyone to visit less familiar areas and to provide networking opportunities with other stewards and program partners. E-Meetings are being considered.

## Unacceptable work activities

1. Family members, friends and significant others are not permitted to be with stewards while on duty.
2. Uniforms are to be worn while on duty only. If you are going anywhere other than home at the end of your shift, please change out of your uniform.
3. Starting/leaving early and switching your site assignment are not acceptable unless you have special permission from your supervisor.

# *Launch Steward Positions*

**Aquatic Invasive Species Resource Education/Launch Steward Positions**
*Multiple positions available*

| | |
|---|---|
| **Coverage Area (7 County Area):** | *Oneida Lake & South/East Lake Ontario* |
| **Employment Dates:** | Seasonal June 5 – September 10, 2014 |
| **Application Deadline:** | Ongoing until Positions are Filled |
| **Pay & Hours:** | $12.25/hour; up to 35 hours/week |

***Position Summary:*** Spend your summer outdoors on some of NY's beautiful waters. Help keep NY's water free of aquatic invasive species (AIS) by teaching boaters how to look for, remove and dispose of unwanted aquatic hitchhikers. Stewards will provide public outreach (education) about local natural resources, how AIS threaten our waterways, and ways to minimize/prevent the spread of AIS. They will help prevent the introduction and transport of unwanted aquatic hitchhikers by teaching boaters, by demonstration, how to visually inspect boats and trailers for debris including AIS. Using provided protocol, stewards collect, enter and analyze boat inspection data. Stewards will submit weekly reports and time cards and attend weekly meetings. Most work days will be spent outdoors, in all weather, and will include weekends and holidays. While on duty, successful candidates will wear the provided uniform.

***Primary Duties:*** Boater interaction including watercraft inspection and related data collection, development of educational materials including the media project, and outreach events targeting boaters and the general public.

***Media Project:*** Media projects are educational materials that relate to boat inspection/AIS. Examples of media project concepts include: contribution to the NYSG Launch Steward blog; creation of "digital shorts," collecting and packaging of program-related resources for a public resource repository; creation and implementation of a "*where are they now*" tracking system for former stewards and summary of results; and the development and implementation of a survey for larger events (county fair, boat shows, NYS fair, etc.). Other topics will be considered. All media project concepts must be approved by the program coordinator. Stewards will follow and meet the media project protocol and deadlines.

***Coverage Area:*** Stewards will be assigned to work at a cluster of select boat launch ramps along Lake Ontario (between Henerson Harbor and Sodus Bay) on Oneida Lake. Launches are located in Cayuga, Jefferson, Madison, Oneida, Onondaga, Oswego, and Wayne counties.

Stewards are supervised by NYSG's Coastal Community Development Specialist and supervise no other employees; however, supervision of volunteers may be required.

***Duties Include but are Not Limited to:***

1. **Education:** one-on-one at launch sites and watercraft inspection; organized outreach programs; development of educational materials as requested
2. **Monitoring & Data Collection:** using provided protocol monitor human/wildlife usage patterns, ecosystem condition/threats and progress of restoration projects as requested; watercraft inspection data collection
3. **Meetings & Reporting:** attend assigned meetings; prepare media project; submit reports; manage data collected.

***Knowledge/Skills:***

1. Mature personality with excellent communication (verbal and written skills.
2. Minimum 2 years combined education and experience in environmental education, natural resources management, biology, environmental studies or a related field preferred.
3. Demonstrate an interest in environmental work and understanding of program related issues through education, volunteer work and/or hobbies.
4. Ability to work independently and responsibly with minimal supervision.
5. Ability to accurately collect and summarize data according to established protocol.
6. Valid driver's license. Must provide own transportation to work sites and meeting locations.
7. Well organized and ability to coordinate multiple tasks.

***Additional Notes:***
Graduate students are encouraged to apply and use this opportunity to conduct their research. If you are interested in exploring the possibility of earning college credit (undergraduate/graduate) while gaining valuable employment experience, please apply.

*Interviews are anticipated to begin March 31, 2014, or sooner.*

***How to Apply:***
Cover letters, a list of five references, and resumes may be emailed to Mary Penney at mp357@cornell.edu. For each of your references include how you are affiliated with them and their contact information (email and phone number). Please be sure to include the following information in your cover letter:

* Available start date
* Date you can work until
* The locations you are interested in

***For More Information:***
Contact Mary Penney, New York Sea Grant Coastal Community Development Specialist and Launch Steward Program Coordinator, at mp357@cornell.edu or 315-312-3042.

***PENDING FUNDING***

**NYSG seasonal interview questions**
**Interviewed by:_____Date:_____Office/Phone**
Name:

School: Major: Year:

Review job descriptions with student.

1. How did you learn of this job position?
   Career fair/internet listing/professor-who/career office/newspaper/word of mouth/other-list

2. What interest or excites you about this position

3. What are your long-term career objectives?

4. Everyone has strengths and weaknesses as workers. Please list:
   a. Strength:
   b. Weakness:

5. How would you describe yourself or your personality type?

6. On a scale of 1-10 (1 being the least 10 being the most), how outgoing are you?
   1 2 3 4 5 6 7 8 9 10

7. Have you done any public or group speaking? If so please give examples.

8. Are you familiar with any launches in the coverage area? Please list.

9. Have you been responsible for interviewing people before? If so, what types of interviews did you conduct?

10. What kind of writing have you done in college and or high school (lab reports, situational, newspaper, etc)?

11. Do you have previous experience with data collection and entry? Please provide relevant examples.

12. Do you have previous employment experience(s) working independently (without direct supervision)? Please list.

13. Do you have previous experience working outdoors in variable weather conditions?
    a. Acceptable to you?

14. Do you have previous experience working in situations with variable activity level? For example boater activity will mandate work activity on a particular day?
    a. Acceptable to you?

15. How have your education and previous job experiences helped prepare you for this/these positions? (projects, work, course, etc.)

16. Why is it important for boaters to implement clean boating practices?

17. Will you be comfortable approaching boaters at designated launches and running through a list of checkpoints for watercraft inspection?

18. If you were hired, would you be applying for school credits or utilizing this employment opportunity as part of your Masters research?

19. Do you have a valid driver's license? Vehicle?

20. Will you have access to a laptop? Internet?

21. Do you have a smartphone?

    a. What kind?

22. Where will you be living during the summer?

23. If funding allows, would you be able to work after August?

Questions:

**Sample Reference Checking Statement and Questionnaire**

Position Background:

The Aquatic Invasive Species Educator/Watercraft Inspector positions will be responsible for educating the public on Aquatic Invasive Species (ID, methods to prevent or slow their spread, etc.); conducting watercraft inspections in Oswego and Jefferson Counties following standard protocol; and completing a media project (newspaper article, public education program and summary sheet).

I am looking for employees that have the ability to:

- Work independently without direct supervision;
- Communicate with a broad range of stakeholder groups;
- Work outside in varying weather conditions (normal, hot, rain, windy, etc.) and with changing activity levels (times of high recreation visitor use/times of low use); and
- Be responsible in all work settings.

References Questionnaire: Please complete all question and use "n/a" if necessary.

1. How are you affiliated with_____?
    a. If professionally, what was the nature of her/his employment with your organization?
2. Related to this position, please describe some of his/her:
    a. Strengths
    b. Weaknesses
3. When given a difficult/urgent task/assignment, was (s)he able to meet deadlines? Please provide example(s) and comment whether the tasks completed to your expectations.
4. How does (s)he get along with other:
    a. Peers
    b. Supervisor/authoritative figure
5. Will he/she be able to work well independently (without direct supervision)?
6. Please comment to_____'s ability level in public/group speaking situations.
7. Do you see any reason I should NOT hire_____?
8. If given the opportunity, would you re-hire____?

**Sample Position Offer Language:**

Congratulations_____, I am pleased to offer you an AIS Educator/Watercraft Inspector Position. I anticipate that the program will start_____. I will notify you within the next couple of weeks with the official start date and orientation/training logistics. The position pays $____/hr and is a grant funded position.

Should you choose to verbally accept this offer, I will mail a formal offer letter outlining the details we have discussed. To finalize your acceptance of this offer, please return a signed copy of the letter. As we move closer to the start date, I will provide you with more details. In the meantime, please begin thinking about your media project topic. If you have questions or concerns contact me.

Again, congratulations!

**Sample Notification that Positions are Filled Language:**

Thank you for your interest in the_____Program. All_____positions have been filled for this year. You are encouraged to consider applying for a position next year.

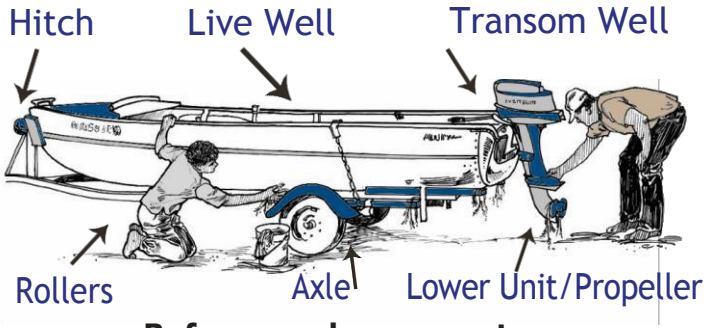
Sincerely,

# CLEAN BOATS CLEAN WATERS

## Watch for unwanted aquatic hitchhikers when you move from one waterway to another!

Aquatic invasive species (AIS) are non-native plants and animals that threaten native plants, wildlife, and their habitat. AIS degrade boating and fishing areas, and can reduce lakeshore property values and tourism. Once AIS are established, containment is difficult. By practicing watercraft inspection, you can help ***SLOW*** the ***SPREAD*** of AIS.

## WATERCRAFT CHECK POINTS




### Before you leave a waterway:

- CLEAN & INSPECT: Inspect, remove, and properly dispose of any visible mud, plants, fish or organisms from boats, trailers, equipment, clothing, dogs, etc.
- DRAIN: Before leaving the launch, empty all water from spaces (i.e., bilges, buckets, live wells, etc.) that can hold water. Dump live bait at bait disposal sites or in the trash. Never move live baitfish between bodies of water.
- DRY: Dry anything that comes into contact with water.

**Never release plants, fish, or other animals into a waterway unless they came from that waterway.**

# STOP AQUATIC HITCHHIKERS!™

Prevent the transport of nuisance species.
Clean all recreational equipment.
**www.ProtectYourWaters.net**

## Aquatic Invaders to Watch For:

H. Smith, APIPP

### Water Chestnut

- Triangular leaves & toothed edges
- Forms dense floating mats
- Seeds & plants attach to trailers

J.E. Marsden, UVM & D. Jude

### Zebra & Quagga Mussels

- Tiny, "D" or oval shaped striped shells
- Cover hard surfaces; sharp shells cut feet
- Shells attach to plants & boat bottoms

Fox, Bugwood.org & Michigan DNR

### Eurasian Watermilfoil

- Feathery leaves in whorls of 4
- Forms dense beds
- Plant fragments attach to boats & trailers

DFWI & J. Gunderson, MN Sea Grant

### Spiny Waterflea

- Tiny, ½" crustacean with long, barbed tail
- Competes with fish for food
- Masses collect on fishing line

D. Moorhead & R.Vidéki, Bugwood.org

### Hydrilla

- Blade-like leaves in whorls of 4-8
- Forms dense beds
- Plant fragments attach to boats & trailers

J. Gunderson & D. Jude, Bugwood.org

### Live Bait

- Non-native crayfish and minnows
- Alters aquatic habitats & may carry pathogens
- Often released or illegally stocked

The Launch Steward Program is a collaborative education program offered at water access sites in New York's Lake Ontario and Oneida Lake regions to help slow the spread of aquatic invasive species and help preserve the integrity of water resources, recreational opportunities, and local economies.

SLELO PRISM
Partnership For Regional Invasive Species Management

Sea Grant New York

Cornell University Founded A.D. 1865

Design courtesy of Adirondack PRISM. For more information go to: www.sleloinvasives.org or www.nyis.info

# Watercraft Inspection

## Preparing for and Conducting Training

Sea Grant New York

New Steward Orientation Planning Checklist:

- Determine Orientation Date/s & Location/s
- Agenda & Scheduling
  - Standard Training Components
- Guest Speakers
- Determining Materials & Supplies needed
- Organizing Materials & Supplies
- Orientation Day

NYSG provided templates for program use

From: NYS Parks Blog

Standard Training Components Include:

- Organizational Orientation
- Introduced to the region (including natural resources, partners/local contacts, relationship with law enforcement, and issues of concern)
- AIS identification and data collection protocol
- Boater engagement and interpretation techniques, and
- Launch site visits

Sea Grant New York

## NYS WISP Handbook: Section 6

## Watercraft Inspection Steward Training & Field Guide

- Orientation: Prepare stewards to engage the public
- 4 key elements to emphasize throughout orientation
  - Appearance (STANDARDIZATION IN NYS)
  - Safety
  - Interaction with the Public
  - Documentation (& Reporting AIS)

Sea Grant New York

## APPEARANCE:

- Stewards should be identifiable and wearing program-approved dress while on duty
- Stewards should be aware of all uniform requirements
- Uniform help the public visually identify you as an official representative of the watercraft inspection program
- Red Uniform: consistent with SAH branding is bright and stands out from the surroundings.

Sea Grant New York

**STANDARD COLOR RED: EXAMPLES IN NYS…**

Sea Grant New York

https://www2.hws.edu/article-id-15620/

From: NYS Parks Blog

**STANDS OUT IN ENVIRONMENT, BRANDING…**

Sea Grant New York

# SAFETY INSTRUCTIONS

Steward & Public
Visible and Standard Setup

Boat launches are active areas - remind stewards be alert of moving vehicles and trailers!

Ask boaters to **turn off engines** during inspections

**Do NOT get into a boat or vehicle** during an inspection - ask the owner to help

Steward says "all clear!" when an inspection is complete and is safely out of the way

**Keep cell phones/tablets charged** and emergency contact list close by

Be cautious during severe weather – instruct to take shelter in car or at park home base office

Sea Grant New York

# INTERACTION WITH THE PUBLIC

- Communicating effectively and efficiently increases the opportunity to actively engage the public in controlling the spread of AIS and protecting uninfested waters.
- *Stewards* are representatives of your organization

**Encourage Stewards to Communicate Professionally**

- Maintain a professional but pleasant manner
- Be polite and respectful to all boaters and
- Be respectful if a boater has misinformation or a different point of view.
- Be punctual for duty

**Ways to incorporate throughout training:**

- Show how-to videos of watercraft inspections
- Role-playing exercises (classroom or outdoors)
- Program Do's and Don'ts
- Provide stewards with FAQ's
- Use NYSWISPHB as example

Sea Grant New York

# Expectations of Stewards

Develop responsibilities as a watercraft inspection steward

**While conducting inspections:**

- Engaging boaters and demonstrating inspections
- Informing boaters of the importance of inspections
- Informing boaters on proper removal and disposal
- Collecting inspection data from launch users
- Delivering AIS spread prevention messages during inspection
- Distributing AIS educational materials
- Responding to boaters' AIS-related questions

Emphasize the Clean~Drain~Dry educational message adopted by existing watercraft inspection programs

Sea Grant New York

# Engaging the Public Approach & Exit

- Establish Credibility & Introduction:
- Org. and Program
- 100% Voluntary
- Assistance in Inspection
- Inspection Checkpoint List
- AIS Conversation

- Remind stewards to maintain composure:
  - Have confidence
  - Speak clearly
  - Use protocol as a plan
  - Prepare stewards to answer questions

**What else does your program expect?**

Sea Grant New York

# Framing the Message to Inform Boaters

Each time stewards engage a boater in conversation about AIS, should communicate the Clean – Drain – Dry message, why it is important to limit the spread of AIS, and the benefits to boaters of practicing watercraft inspections.

Boaters usually want to protect the resources they love.

Sea Grant New York

# Framing the Message to Inform Boaters

When provided with the appropriate educational messages, boaters will quickly understand that their actions, or inaction can spread AIS and threaten their ability to boat, fish or otherwise enjoy the water resource.

CLEAN~DRAIN~DRY

Sea Grant New York

# Watercraft Inspection Messaging:

Existing Watercraft Inspection programs across NYS have adopted the national *Stop Aquatic Hitchhikers!™* Campaign and the **CLEAN ~ DRAIN ~ DRY** messaging.

## DOCUMENTATION: Data Collection & Reporting

- Data collection and reporting are crucial tasks.
- The information gained from data surveys , reports, and analyses is useful to many other organizations.
- Create reporting protocol to provide to stewards during training/initial training. This should include deadline expectations for data entry, reviewing your data, and correcting errors.
- Instruct stewards to write legibly (on paper) or to properly & carefully complete all survey questions using devices.
- The information collected also supports requests for stewards program funding in the future.

Table 5. Organism transport rates and AIS spread prevention steps taken by type of watercraft.

| Type of Watercraft | # boat groups transporting any organism | % of 1905 boat groups transporting any organism | Total # groups inspected | % of groups transporting any organism | % of groups taking AIS spread prevention steps |
|---|---|---|---|---|---|
| Barge- construction | 2 | 0.1% | 12 | 0.0% | 50% |
| Canoe | 81 | 4.3% | 1234 | 0.4% | 56% |
| Dock | 2 | 0.1% | 13 | 0.0% | 31% |
| Kayak | 39 | 2.0% | 727 | 0.2% | 56% |
| Motorboat | 1671 | 87.8% | 19329 | 7.4% | 71% |
| Personal Watercraft | 74 | 3.9% | 1014 | 0.3% | 59% |
| Rowboat | 23 | 1.2% | 179 | 0.1% | 55% |
| Sailboat | 10 | 0.5% | 155 | 0.0% | 62% |
| Stand-up paddleboard | 1 | 0.1% | 40 | 0.0% | 32% |
| **Total of boat groups transporting any organism** | **1,905** | | **22,703** | **8.4%** | **66%** |

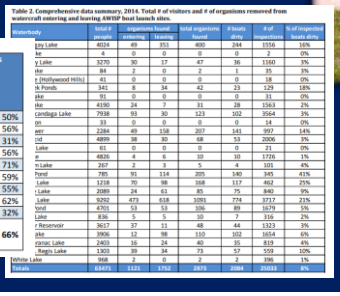


Table 2. Comprehensive data summary, 2014. Total # of visitors and # of organisms removed from watercraft entering and leaving AWISP boat launch sites.

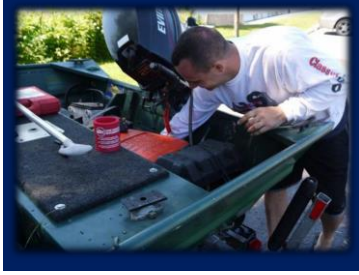
| Waterbody | total # people | organisms found entering | leaving | total organisms found | # boats dirty | # of inspections | % of inspected boats dirty |
|---|---|---|---|---|---|---|---|
| ipsy Lake | 4024 | 49 | 351 | 400 | 244 | 1556 | 16% |
| ke | 4 | 0 | 0 | 0 | 0 | 2 | 0% |
| y Lake | 3270 | 30 | 17 | 47 | 36 | 1160 | 3% |
| ke | 84 | 2 | 0 | 2 | 1 | 35 | 3% |
| e (Hollywood Hills) | 41 | 0 | 0 | 0 | 0 | 18 | 0% |
| k Ponds | 341 | 8 | 34 | 42 | 23 | 129 | 18% |
| ake | 91 | 0 | 0 | 0 | 0 | 31 | 0% |
| ke | 4190 | 24 | 7 | 31 | 28 | 1563 | 2% |
| ondoga Lake | 7938 | 93 | 30 | 123 | 102 | 3564 | 3% |
| on | 33 | 0 | 0 | 0 | 0 | 14 | 0% |
| ater | 2284 | 49 | 158 | 207 | 141 | 997 | 14% |
| ld | 4899 | 38 | 30 | 68 | 53 | 2006 | 3% |
| Lake | 61 | 0 | 0 | 0 | 0 | 21 | 0% |
| e | 4826 | 4 | 6 | 10 | 10 | 1726 | 1% |
| h Lake | 267 | 2 | 3 | 5 | 4 | 101 | 4% |
| Pond | 785 | 91 | 114 | 205 | 140 | 345 | 41% |
| Lake | 1218 | 70 | 98 | 168 | 117 | 462 | 25% |
| Lake | 2089 | 24 | 61 | 85 | 75 | 840 | 9% |
| Lake | 9292 | 473 | 638 | 1091 | 774 | 3717 | 21% |
| Pond | 4701 | 53 | 53 | 106 | 89 | 1679 | 5% |
| Lake | 836 | 5 | 5 | 10 | 7 | 316 | 2% |
| r Reservoir | 3617 | 37 | 11 | 48 | 44 | 1323 | 3% |
| ake | 3906 | 12 | 98 | 110 | 102 | 1654 | 6% |
| ranac Lake | 2403 | 16 | 24 | 40 | 35 | 819 | 4% |
| Regis Lake | 1303 | 39 | 34 | 73 | 57 | 559 | 10% |
| White Lake | 968 | 2 | 0 | 2 | 2 | 396 | 1% |
| Totals | 63471 | 1121 | 1752 | 2873 | 2084 | 25331 | 8% |

Next Steps: Once you have completed Section 5 Step #7b-c-d: *Develop Data Collection Protocol, Develop Training on Proper Identification of Aquatic Organisms, Develop and Define AIS Specimen Collection Protocol*

# Two Critical parts of inspection training:

## Physically Inspecting Boats

- Train for 3:30:3 minute rule (some can take longer)
- Stewards should NOT board watercraft, operator will assist by boarding the boat and inspecting
- Steward asks the operator to drain water,
- Remove and properly dispose of the materials
- Ask operator to move motors to vertical position
- Stewards refer to the inspection Checkpoint List (Section 6:15).



Next Steps: Once you have completed Section 5 Step #7b-c-d: *Develop Data Collection Protocol, Develop Training on Proper Identification of Aquatic Organisms, Develop and Define AIS Specimen Collection Protocol*

# Two Critical parts of inspection training:

## What to Do When Observing Water and Hitchhiking Organisms/Debris

- If in the course of an inspection stewards encounter water and non-AIS debris, provide protocol to dispose of
- Provide stewards with AIS identification and specimen collection and instruct steward to refer the boater to Clean~Drain~Dry details
- Develop "bag and tag" specimen collection approach for program
  - Details in Handbook
  - Date; time; collector's name and contact information, name of waterbody, name of launch site or where
- Develop method to collect specimen from steward
- If applicable; steward can update data records and iMapInvasives.org

# New York Sea Grant's Role in WCI

- New York State Watercraft Inspection Steward Program Handbook
- Training assistance for Watercraft Inspection Steward Programs
- Watercraft Inspection Steward Program Leaders Workshops
- Watercraft Inspection Steward Program Leaders Webinar Series
- Tool/Resource development

**NYSG provided templates for program use**

Sea Grant New York

# Watercraft Inspection:
## Introduction & Training

*TEMPLATE WILL BE AVAILABLE ONLINE PRIOR TO 2017 TRAINING SEASON

Sea Grant New York

# Presentation Outline

- What is Watercraft Inspection
- Value of Watercraft Inspection
- Goals of Watercraft Inspection
- Framing the Message to Boaters
- Watercraft Inspection Messaging

**CLEAN~DRAIN~DRY**

Sea Grant New York

# What is Watercraft Inspection?

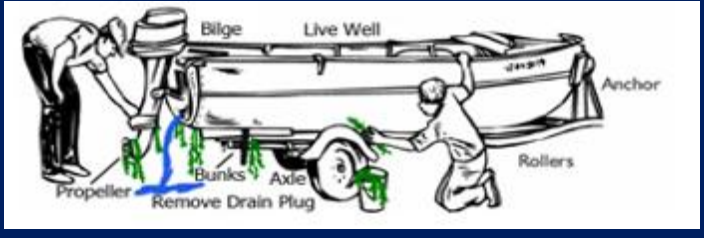
Watercraft inspection consists of visually inspecting all areas of boating and recreational equipment (i.e., boat, trailer, motor, livewell, anchor, swim fins, scuba gear, etc.) that come in contact with or hold water; removing all visible plants, animals, and mud; and draining water from all compartments and containers.

These practices reduce the risk of movement of all organisms from one body of water to another.

Sea Grant New York

# Clean - Drain - Dry

## Legislation and Regulations




* TEMPLATE WILL BE AVAILABLE ONLINE PRIOR TO 2017 TRAINING SEASON

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## Presentation Outline:

- History of Aquatic Invasive Species Regulations
- Regulatory Efforts
- Permits
- Exemptions
- Standardizing Programs & Importance
- Stewards Role
- Frequently Asked Questions

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# Regulatory Efforts

**Amendment to Article 3 of the Navigation Law**

- "AIS spread prevention signs at all public boat launches"

**6 NYCRR Part 59.4 (NYSDEC)**
**& 9 NYCRR Part 377.1 (NYSOPRHP)**

- "AIS spread prevention regulations for boat launching/retrieving at DEC and Parks-owned sites"

Sea Grant New York

# Invasive Species:
## Fighting the Frontlines to Prevent the Spread

*TEMPLATE WILL BE AVAILABLE ONLINE PRIOR TO 2017 TRAINING SEASON

Sea Grant New York

# Presentation Outline

- What are Aquatic Invasive Species
- Characteristics and Concerns
- Why should the public care?
- Strategies for management
- Species Examples
- Specimen Collection Protocol
- Additional Resources

# Hydrilla (*Hydrilla verticillata*)

**Native Range/ Introduction:**

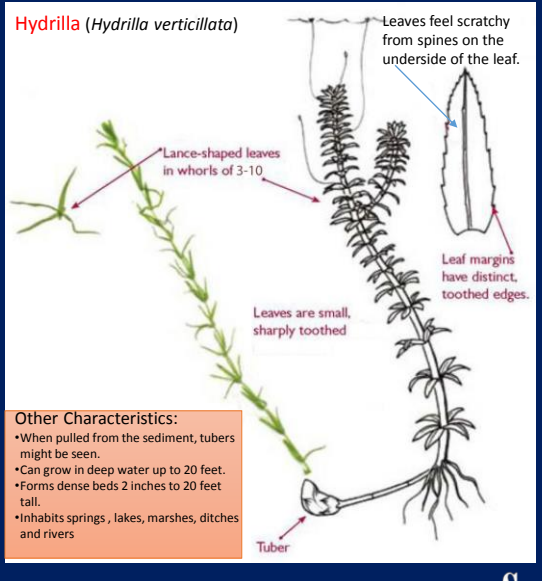
Indian subcontinent, Korea/Imported

**Ecological Threat:**

Aggressively spreads and dominates native, beneficial, aquatic plants. Renders surface waters unusable for recreation and fishing. Winter dieback may reduce dissolved oxygen levels.

**Best Control:**

Mechanical harvesting and herbicide release or injection of herbicide below the surface of the water are common control methods for Hydrilla.



# Other items to keep in mind:

**Summary: Key Points**

- Stewards actions reflect on themselves, your program, the supervising organization and program partners, and all watercraft inspection programs, and impacts how well your message is received.
- Stewards should know the proper watercraft inspection protocol from approach to exit.
- Reporting: Data analyses are only as good as data collected.
- Be sure stewards know, personal and public safety is a priority at inspection sites.
- Remind stewards to maintain professional conduct and composure at all times.
- Stress the boater education message of **Clean~Drain~Dry**.

**Launch Site Visits**

- Schedule time in your training to bring stewards to the launch they will be stationed at
- Show stewards where they should beset up and how to set up stations
- If possible, use this time to demonstrate watercraft inspection

**During training, encourage stewards to:**

- Ask questions regarding protocol
- Read documents thoroughly
- Interact with and "get-to-know" each other
- Incorporate breaks/activities to keep engaged

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# Summary:

- Use handbook as a guide
- Standardize when possible
- Call on partners for guidance and topical expertise as needed
- Stay in touch with NYSG

# Questions?

**Contact Information:**
Mary Austerman
Email: mp357@cornell.edu

Sea Grant New York

# Watercraft Inspection Steward Training & Field Guide

*Refer to handbook page 6:1*

*Lake Ontario at Oswego, NY*

Watercraft inspection stewardship programs exist across New York State (NYS) to protect the integrity of NY's waters and prevent the spread of aquatic invasive species.

New York State's watercraft inspection programs educate watercraft operators at launch sites to increase public awareness of aquatic invasive species (AIS) and how the boating public can help control the spread of AIS through proper watercraft inspection practices and care of recreation equipment. The goal of this training manual is to provide you with the tools and resources to help you be part of a professional and well-received watercraft inspection program.

## A Professional Approach to Stewardship

By becoming a watercraft inspection steward, you are joining and strengthening an existing network of educators and people interested in natural resource protection. Your actions as a steward represent yourself, your program, the supervising organization and program partners, and watercraft inspection programs in New York State and elsewhere. As paid stewards and volunteers conducting the watercraft inspections, you are "the face" of your respective programs, and represent New York State to local residents and the thousands of visitors who come to New York to enjoy our water resources.

## Prepare Yourself to Engage the Public

Your demeanor while conducting inspections impacts the effectiveness of your program as a public education tool and an AIS prevention method. Professional delivery of the watercraft inspection and the AIS messages encourages the public to take an interest in implementing best management practices to support the program's ultimate mission of protecting pristine waters and preventing the movement of AIS into and out of your region.

Dealing with the public can be both rewarding and challenging. Four key elements to demonstrate professionalism as watercraft inspection stewards are:

- ***Appearance***
- ***Safety***
- ***Interaction with Public and Staff***
- ***Documentation.***

***Refer to handbook page 6:2***

***APPEARANCE:***
**Identifying Yourself Visually**

Stewards should wear program-approved dress while on duty. Your uniform helps the public visually identify you as an official representative of the watercraft inspection program. It may draw people to you, creating educational opportunities. When you approach boaters to offer an inspection, your uniform lets the boaters know that they are being approached by someone in a professional capacity for a legitimate reason.

Most programs supply a uniform or uniform components: shirt, jackets, caps, etc. Your clothing should be clean and unwrinkled. Neat personal grooming is expected. Maintain good posture at all times; do not lounge or lay down on duty. Be alert at all times.

***SAFETY:*** **Maintaining Personal and Public Safety**

Your safety and the safety of those around you is your top priority. Boat launches and ramps are typically active places with frequent movement of watercraft, people, vehicles, animals, children, etc. The boaters and visitors are there to relax and may be eager to launch their vessels or load watercraft to leave after a fun day on the water. You are there to work. To protect public and personal safety, follow these steps:

- When setting up your work area, assess the safety hazards and take all appropriate measures to eliminate risks.
- Ask boaters to turn off vehicle engines during inspection.
- Be alert to your surroundings and aware of where the boat owner and others are at all times, particularly those with moving watercraft.
- While checking around wheels, motors, trailers, etc., you will sometimes be out of the direct line of drivers' vision during inspections, so keep those around you alert to your location.
- Always plan for a personal exit path should a boat/vehicle start moving in your direction for any reason. Be especially aware of trailer wheels, propeller, and hitch.
- Have a charged cell phone and a key contact list that includes your program coordinator/immediate supervisor, launch manager, and local law enforcement.
- Avoid dangerous situations and confrontations with the public.

*Refer to handbook page 6:3*

## *SAFETY:* Special Risks and Circumstances

Special safety concerns may occur spontaneously. Stewards should be alert as you may be called upon to communicate your observations as a witness of an incident. Be a good observer and record as much detail about the occurrence as possible.

**In Case of Emergency: Be Prepared & Equipped to Call 911**

*Stewards working in areas with limited cell phone access should know the locations of the nearest accessible landlines.*

If you must leave your launch site for safety reasons, notify your designated supervisor/ contact person immediately. Follow your program's specific protocol when dealing with the following risks and circumstances. In all circumstances, maintain your composure.

- **Storms/Lightning/High Winds:**
  Storms can approach quickly without warning when on/near water. Use your judgment to determine if you can seek shelter in your vehicle or a nearby building.
- **Rude/Threatening Public Behavior:**
  Do NOT confront people acting in a rude/threatening way. If your personal safety is threatened, retreat to your vehicle and lock the doors. Leave the site, record as much information about the individual and location as possible and relay that information to your supervisor or designated contact person immediately.
- **Fear for Personal Safety:**
  If you fear your safety is being jeopardized, enter your vehicle and/or leave the launch site. Contact your supervisor, and, if appropriate, law enforcement, immediately. Remember that you do not have law enforcement responsibilities or powers; your role is to educate the public.
- **Potentially Dangerous Facilities:**
  If your assigned launch is unsafe because facilities are in need of repair, potentially dangerous people or animals are frequenting the site, or similar site-related risks exist, notify your supervisor, and, when appropriate, the launch manager.
- **Nuisance/Potentially Dangerous Wildlife Encounter:**
  Do not approach or feed the animal. Make others aware of the animal and notify property manager. In extreme cases, calmly leave your site to enter your vehicle or a nearby building, contact Wildlife Control or appropriate local authority, and notify your supervisor.

*Refer to handbook page 6:4*

- **Environmental Quality Incident: gas/toxic spill, litter, sewage/head release, dumping of materials into water, etc.:**
  Contact property manager and New York State Department of Environmental Conservation (NYSDEC) regional headquarters. If the incident occurs after regular business hours, call NYSDEC 24-hour tip line: **1-800-TIPP DEC (1-800-847-7332)**.
- **Lost Person:**
  Call 911 immediately. Record as much information about the lost person as possible, e.g., age, gender, height, weight, complexion, clothing, distinguishing characteristics (scars, tattoos, piercings, etc.), and last known whereabouts. Notify your program supervisor or designated contact person. Complete and submit an incident report as instructed by your program coordinator.
- **Public Injury:** Assess the situation and person's condition; work within the limitations of your steward training and level of comfort. Call 911. Call your supervisor. Complete and submit an incident report as instructed by your program coordinator.
- **Public Fatality:** Assess the situation and call 911. Call your supervisor. Keep the area as secure as possible to prevent contaminating potential evidence.

***INTERACTION with the PUBLIC and STAFF:***

**Communicate Professionally**

Communicating effectively and efficiently with boat launch users, managers, program coordinator and fellow stewards increases the opportunity to actively engage the public in controlling the spread of AIS and protecting uninfected waters.

- Maintain a professional but pleasant manner appropriate to the working environment, i.e., a recreational setting for the public. Boaters are more willing to participate in activities when they feel comfortable.
- Be polite and respectful to all boaters and other people at launch sites.
- Stand up to address the public.
- Be respectful if a boater has misinformation or a different point of view. Do not challenge to "prove your point," rather offer to inform them of other details/resources.
- Be punctual for duty; this is especially important at launches where inspection hours are posted at launch facilities.
- If you are working with other stewards, treat one another as professional colleagues at all times.

*Refer to handbook page 6:5*

## Establishing Credibility

The most successful stewards are those that the public view as responsible, credible and helpful, and those with the ability to engage and make the public feel comfortable.

- **Identify yourself verbally**
  Always introduce yourself by name; identify the steward program for which you work, and why you are at the launch site.

  Boaters should be completely clear about why you are approaching them. For example, once you are close to the boater, calmly say:

  > "*Hi, my name is Sam. I work for the Paul Smith's College's Watershed Stewardship Program and am here to demonstrate ways to prevent the spread of aquatic invasive species between waterbodies. Do you mind answering a few questions and participating in a watercraft inspection?*"

- **Use an upbeat approach**
  Maintain a respectful attitude in all situations. People are more likely to engage in conversations when you are polite, pleasant, and confident.

  Although rare, some conversations can become negative, especially if a boater arrives already irritated about something. It is vital in these situations that you are positive during and at the close of your conversation. Thank the boaters for helping to protect New York's waters.

- **Be knowledgeable, honest, and realistic**
  One of the best ways to achieve credibility with boaters is to be knowledgeable, honest, and realistic when responding to their questions.

  Inevitably, you will be asked questions that you cannot answer or cannot answer correctly; in those instances, relay the questions to your supervisor with the boater's contact information for follow-up response.

*Refer to handbook page 6:6*

## Framing the Message to Inform Boaters

Each time you engage a boater in conversation about AIS, communicate the **Clean~Drain~Dry** message, why it is important to limit the spread of AIS, and the benefits to boaters of practicing watercraft inspection.

Because boaters typically want to protect their access to recreational opportunities, they are likely to listen and implement simple AIS spread prevention practices like watercraft inspection.

When provided with the appropriate educational messages, boaters will quickly understand that their actions, or inaction, can spread AIS and threaten their ability to boat, fish, or otherwise enjoy the water resource.

To maintain consistent educational messaging within your program and across the state, use the primary message: **Clean~Drain~Dry**.

- **CLEAN**: Remove and properly dispose of any visible mud, plants, fish or organisms from boats, trailers, equipment, clothing, dogs, etc.
- **DRAIN**: Before leaving the launch, empty all water from spaces (i.e., bilges, buckets, live wells, ballast tanks, etc.) that can hold water. Dump live bait at bait disposal sites or in an approved trash receptacle. For more information, see NYSDEC Baitfish Regulations: http://www.dec.ny.gov/outdoor/47282.html.
- **DRY**: Dry boat, trailer, and anything that comes into contact with water. Drying time varies greatly with localized environmental conditions. The minimum recommended dry time before launching in new waters is no less than 5 days. The 100th Meridian website has a Drying Time Estimator (for zebra/quagga mussel contaminated boats) interactive map with average drying times based on air temperature and humidity by month and by state.

*Refer to handbook page 6:7*

## Conducting Inspections: Expectations of Stewards

During the course of each interaction with boat operators, stewards will teach boaters how to look for and remove aquatic hitchhikers and drain all water from the vessel and compartments; collect visual data; ask survey questions; and provide AIS information to the boaters.

Your responsibilities as a watercraft inspection steward include:

- Engaging boaters and demonstrating how to look for hitchhiking organisms/debris on boats, trailers, and other boating and water recreation equipment
- Informing boaters of the importance of draining water from all water containers, including bilge, bait buckets, live wells, motor, and other compartments
- Informing boaters on properly removing and disposing of any aquatic organisms and/or debris encountered
- Collecting inspection data from launch users, e.g., whether or not the boater takes any measures to prevent the spread of AIS, and the last body of water the vessel was in during the prior two weeks
- Delivering AIS spread prevention messages during inspection
- Distributing AIS educational materials, and
- Responding to boaters' AIS-related questions.

Emphasize the **Clean~Drain~Dry** educational message adopted by existing watercraft inspection programs, and remind boaters why they should follow the easy-to-remember procedures every time they launch and retrieve their boats.

## Conducting Inspections: Setting Up Your Inspection Station

Your program coordinator has worked with property owners to determine the best location to set up your stations.

Follow instructions for locating workstation: table, chair, sign, display materials, etc. (above) and inspection station (right).

*Refer to handbook page 6:8*

In general, your inspection station should be located in an area in close proximity to the launch area, but in a place that does not create congestion on a semi-permeable dirt or gravel surface.

Whenever possible, set up far enough away from the water and launch ramp that drained water and removed debris cannot flow back into the waterbody.

Removed debris, including plants, should be bagged and trashed, or placed in an approved AIS disposal facility, e.g., Nuisance Invasive Species Disposal Stations (right) at New York State Department of Environmental Conservation-managed launches.

Boat inspections, bilge draining (left) and removal of visible organisms and debris should all occur in one location. This helps limit unnecessary visitor movement and enhances your ability to inspect boats quickly and correctly.

*Refer to handbook page 6:9*

## Conducting Inspections: Steward Supplies

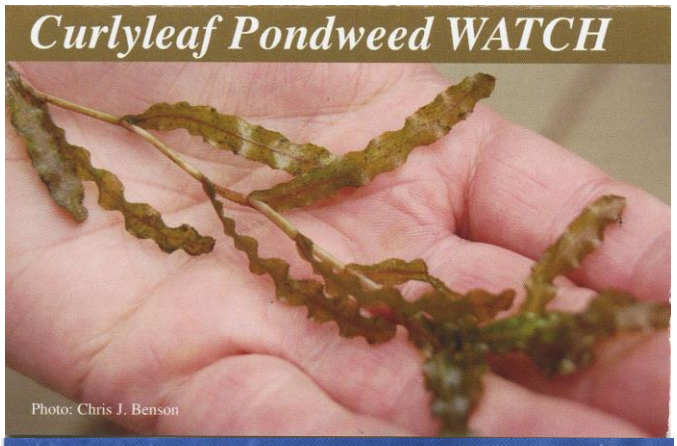
- Uniform items (shirt, hat, nametag, etc.)
- Steward on-duty sign (sandwich-board design works well)
- Fully-charged cell phone
- Emergency Contact Lists: Program-related emergency and law enforcement contacts
- Chair, and table, if not available at site
- Data sheets
- Clipboard and weatherproof (e.g. Rite in the Rain) notebook
- Pens/pencils
- AIS specimen sample collection materials: pruning shears, waterproof markers to label plant samples, zip-lock bags, cooler
- Flashlight, magnifying glass, mirrors on extendable wands
- 5-gallon bucket
- Plastic file box with distributional materials
- Paper towels and/or rags
- Hand sanitizer and sunscreen
- First aid kit
- Drinking water for yourself
- Optional: Rake to clear launch of aquatic plants, organisms and other debris.

*Refer to handbook page 6:10*

## Conducting Inspections:
## Recommended Distributional and Display Materials

Select distribution and display items based on the needs of your area/region:

- Clean Boats, Clean Waters rack card (Section 6:12)
- AIS Watch Cards (two examples below)
- Species-specific AIS fact sheets, e.g., Asian Carp: Appendix A, Section 8:3-4
- Display copies of AIS-related regulations and safety guides, e.g., NYS fishing regulations, NYS boating safety guide, firewood transport restriction notice, etc.
- AIS distribution maps: Appendix B.
- Laminated/preserved specimens to illustrate AIS vs. native look-a-likes
- Local Partnership for Regional Invasive Species Management (PRISM) information with upcoming AIS education outreach events, brochure, newsletter, etc.



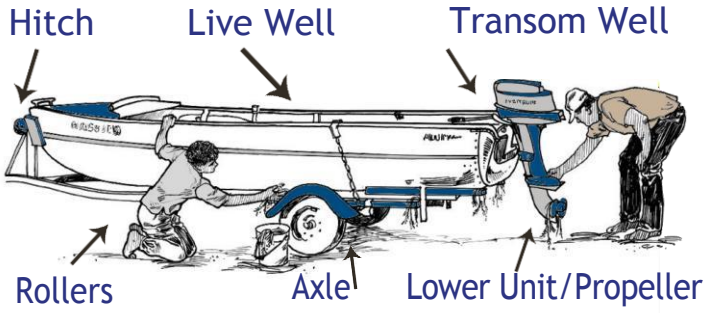
*Refer to handbook page 6:11*

# CLEAN BOATS CLEAN WATERS

## Watch for unwanted aquatic hitchhikers when you move from one waterway to another!

Aquatic invasive species (AIS) are non-native plants and animals that threaten native plants, wildlife, and their habitat. AIS degrade boating and fishing areas, and can reduce lakeshore property values and tourism. Once AIS are established, containment is difficult. By practicing watercraft inspection, you can help ***SLOW*** the ***SPREAD*** of AIS.

## WATERCRAFT CHECK POINTS




### Before you leave a waterway:

- CLEAN & INSPECT: Inspect, remove, and properly dispose of any visible mud, plants, fish or organisms from boats, trailers, equipment, clothing, dogs, etc.
- DRAIN: Before leaving the launch, empty all water from spaces (i.e., bilges, buckets, livewells, etc.) that can hold water. Dump live bait at bait disposal sites or in the trash. Never move live bait fish between bodies of water.
- DRY: Dry anything that comes into contact with water.

**Never release plants, fish, or other animals into a waterway unless they came from that waterway.**

# STOP AQUATIC HITCHHIKERS!™

Prevent the transport of nuisance species.
Clean all recreational equipment.
www.ProtectYourWaters.net

## Aquatic Invaders to Watch For:

H. Smith, APIPP

### Water Chestnut

- Triangular leaves & toothed edges
- Forms dense floating mats
- Seeds & plants attach to trailers

J.E. Marsden, UVM & D. Jude

### Zebra & Quagga Mussels

- Tiny, "D" or ovalshaped striped shells
- Cover hard surfaces; sharp shells cut feet
- Shells attach to plants & boat botto ms

Fox, Bugwood.org & Michigan DNR

### Eurasian Watermilfoil

- Feathery leaves in whorls of 4
- Forms dense beds
- Plant fragments attach to boats & trailers

DFWI & J. Gunderson, MN Sea Grant

### Spiny Waterflea

- Tiny, ½" crustacean with long, barbed tail
- Competes with fish for food
- Masses collect on fishing line

D. Moorhead & R.Vidéki, Bugwood.org

### Hydrilla

- Blade-like leaves in whorls of 4-8
- Forms dense beds
- Plant fragments attach to boats & trailers

J. Gunderson & D. Jude, Bugwood.org

### Live Bait

- Non-native crayfish and minnows
- Alters aquatic habitats & may carry pathogens
- Often released or illegally stocked

The Launch Steward Program is a collaborative education program offered at water access sites in New York's Lake Ontario and Oneida Lake regions to help slow the spread of aquatic invasive species and help preserve the integrity of water resources, recreational opportunities, and local economies.

SLELO PRISM Partnership For Regional Invasive Species Management

Sea Grant New York

Cornell University Founded A.D. 1865

Design courtesy of Adirondack PRISM. For more information go to: www.sleloinvasives.org or www.nyis.info

## Conducting Inspections: How to Conduct a Watercraft Inspection

NYS watercraft inspection programs strive to change the behavior of boaters through instructional demonstration of watercraft inspection designed to encourage boaters to self-inspect boats, trailers, and equipment in the absence of stewards.

### Approach

- Approach boaters as they prepare to enter (launching) and exit (retrieving boat) the water.
- Identify your name, your organization, and why you are there.

**For Every Inspection:**
**Identify your name, your organization, and your purpose**

- Initiate conversation with boaters on or near launch ramp. Ask if the boater has time to answer a few questions and participate in a short watercraft inspection. Inform the boater the inspection and associated questions will take only a few minutes.

**Sample Steward Introduction Script**

*"Good morning, my name is Gretchen. I am a lake steward with the Lake George Association. We are here to help prevent the spread of aquatic invasive species in New York's waters. Aquatic invasive species spread from lake to lake by hitchhiking in water and attaching themselves to boats, gear, and trailers. Do you have a few minutes to answer some questions and participate in a quick inspection for hitchhiking organisms? Please join me and I will point out some common places where these organisms collect."*

### Delivery

- Traffic levels vary at most boat launches. Adapt the length of your message to the traffic level to minimize delays and boat ramp congestion.
- Invite boater to walk around the vessel with you during the inspection. Assisting you in the inspection process makes boaters more likely to conduct inspections on their own. Hands-on participation by the boat operator during the inspection provides stewards with the opportunity to ask valuable survey questions, helping to minimize inspection time.
- Point out the places aquatic hitchhikers are typically found (Section 6:15).
- Collect visual and boater survey data.
- Ask if the boater has any questions. (Also, see Appendix E.)
- Give the boater a Clean Boats, Clean Waters rack card.
- Thank the boater for his/her time and participation, and emphasize as your final prevention message: *"Remember to Clean~Drain~Dry to prevent the spread of aquatic invasive species."*

*Refer to handbook page 6:13*

**Conducting Inspections: Physically Inspecting a Boat**

Although the duration of each inspection will vary depending on the size and type of the boat, conversation with the boater, the amount of hitchhiking debris present, and the level of launch traffic, most inspections generally take about three minutes.

- Do not board watercraft. To inspect interior compartments, ask the operator if they will assist you by boarding the boat and inspecting livewells and bilge compartments for standing water.

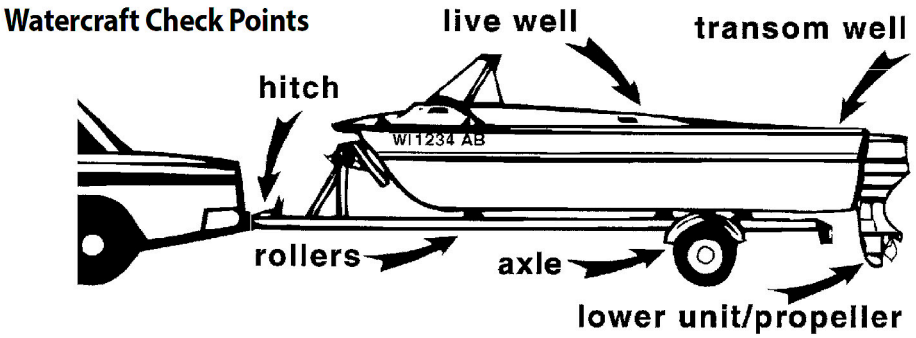
**Stewards do not board watercraft. Ask the boat operator to check areas that require being onboard the vessel.**

- If any aquatic materials or water are found, ask the operator to drain the water and remove and properly dispose of the materials. Offer to use your bucket to catch water draining from internal compartments. Ask that the operator move motors to vertical position. Place your bucket underneath to catch water draining from the lower unit of inboard/outboard motors.
- While moving through the inspection, refer to the Inspection Checkpoint List (Section 6:15).

**Conducting Inspections:**
**What to Do When Observing Water and Hitchhiking Organisms/Debris**

- If in the course of an inspection you encounter water and non-AIS debris, dispose of water and aquatic debris as instructed.
- If you discover an aquatic species that you cannot identify or you suspect may be an invasive species, follow AIS identification and specimen collection protocols as designated by your program (see below) and refer the boater to additional **Clean~Drain~Dry** details on the ProtectYourWaters.net and NYSDEC websites.

  In general, a "bag and tag" specimen collection approach is followed:
  - Using the provided waterproof permanent marker, write the date; time; collector's name and contact information, name of waterbody, name of launch site or, if the specimen is found aboard a boat, the boat name; and any ID numbering/lettering system your program uses on a ziplock bag provided as part of your steward supplies.
  - Follow your program instructions for placing and sealing specimen in bag for delivery for identification. Keep it cool per your program instructions.
  - Follow your program's specimen delivery and reporting protocol developed for:
    - where the specimen goes
    - how the specimen gets there
    - who (contact information) will receive the specimen, and
    - how the expert notifies the program (steward, coordinator, both, etc.) of specimen identification results.
  - Update data records and *i*MapInvasives.org database when results are received.




## Inspection Checklist for Thoroughly Inspecting Boats, Watercraft, and Water Gear

**BOATS**

- ❒ Motor
  - ❒ Prop
  - ❒ Intake pipes
- ❒ Trailer
  - ❒ License plate
  - ❒ Taillights/wiring
  - ❒ Wheels and axels
  - ❒ Frame
  - ❒ Rollers
- ❒ Boat
  - ❒ Floor
  - ❒ Hull
  - ❒ Livewell
  - ❒ Transom well
- ❒ Accessories
  - ❒ Anchor
  - ❒ Bow Line
  - ❒ Ladder
  - ❒ Life jackets
  - ❒ Tow ropes
  - ❒ Water skis, wake boards, tubes
- ❒ Recreational Gear
  - ❒ Swim fins
  - ❒ Scuba/snorkeling gear, including BCDs: buoyancy compensator devices
- ❒ Fishing Gear
  - ❒ Bait bucket
  - ❒ Landing net
  - ❒ Tackle
  - ❒ Fishing reel/rod
  - ❒ Waders
  - ❒ Boots

**PERSONAL WATERCRAFT (PWC)**

- ❒ Trailer (at left under BOATS)
- ❒ PWC body
- ❒ Intake
- ❒ Propulsion
- ❒ Life jacket

**KAYAKS & CANOES**

- ❒ Boat
- ❒ Paddles
- ❒ Life Jacket

**DOCUMENTATION: Data Collection & Reporting**

Data collection and reporting are crucial tasks. Data analyses are only as good as the data collected. The information gained from data surveys, reports, and analyses is useful to natural resource managers for their AIS control activities. The information also supports requests for steward program funding.

Follow the reporting and data-related protocol provided by your coordinator. This includes meeting established deadlines for reporting and data entry, reviewing your data, and correcting errors.

If your program uses paper survey forms, write legibly; properly completed hard copies of the field survey forms are imperative for quality assurance checks. If your program collects data electronically, enter data carefully. Record the GPS coordinates of your launch in decimal degrees. If you need a GPS unit, notify your program coordinator.

**Data Attributes and Data Collection Protocol**

All watercraft inspection field survey form mandatory fields must be filled out completely. Lack of data entry is considered "no information was collected." (Some programs use additional optional datafields.)

***All watercraft inspection field survey form mandatory fields must be filled out completely.***

***Lack of data entry is considered "no information was collected."***

Standardized attributes and how entries should be recorded follow. Items with an *asterisk below may be collected without any contact with boat launch users.

***Time**

- Use military time format (midnight is 0000, noon is 1200; e.g., 1:30pm is 1330)
- This is the time when the boater approaches area (from road or boat launch) to launch or retrieve boat from the water and the steward begins collecting survey data.

***Launch/Retrieve**

- "L" if vessel is preparing to go into the water.
- "R" if the vessel is coming out of the water.

***Boat Type**

- "M" for a motorized vessel
- "C" for canoe
- "K" for kayak
- "PWC" for personal watercraft or jet ski
- "PB" for paddleboard
- "S" for sailboat
- "R" for rowboat
- For another boat type, record the best match for the vessel encountered, e.g., a barge is not listed, but is motorized and should be recorded as "M."

***Group Size**

- Record the total number (numeric form) of people in the vessel party.

***State of Registration:**

- Record two capital letters for the U.S. state of vessel registration.
- Some non-motorized vessels do not have a state of registration for these vessels leave the field blank.
- For vessels registered in Canada, record two capital letters for the province, e.g., Quebec: QC, New Brunswick: NB, with exception of Prince Edward Island: PEI.
- Record other abbreviations (from the boat registration) for later decoding.

**Inspected (Y/N)**:

- "Y" indicates yes, you conducted a courtesy boat inspection on your own or with the assistance of the vessel owner.
- "N" indicates you did not conduct the inspection either because you did not have time or because you did not have cooperation from the vessel owner.

**Aquatic organism(s) (Y/N):**

- "Y" represents yes, you found organisms (native non-native aquatic plants or animals) on the boat, trailer, or other recreational equipment during inspection.
- "N" indicates no organisms found.

**Species Identification**

- Record the abbreviation for the species found; if no abbreviation is provided on the field survey form, write in the species name
- If multiple species are found, record each one in this cell
- A blank cell indicates no species were found (record "N" in Aquatic Organism/s Found cell) or that a species was found but was not able to be identified in the field. In such a case, the steward is required to collect a sample to send to the program-designated expert for identification. The steward is responsible for filling in this data point once the species has been identified.

**Spread Prevention Methods**

- The appropriate question is "*Do you take any steps intentionally to prevent the spread of AIS?*"
- Do not list possible AIS spread prevention measures to elicit a response from the vessel owner. If the owner indicates that he/she does not take any measures, record "None," then provide examples of easy measures the vessel owner may take.
- Indicate whether or not the boat launch user/vessel owner has taken any spread prevention measures to reduce the spread of AIS. Abbreviations are provided for common spread prevention steps on the field survey form.
- If the vessel owner takes some action to prevent the spread of AIS that is not indicated on the sheet, write that method in.

- If the vessel owner has not/does not take steps to prevent the spread of AIS, indicated on the field survey form as "None."
- Multiple spread prevention measures may be entered in the space provided.

**Last Waterbody Visited in 2 Weeks**

- Record the name of the last water body visited. You must record the name of the body of water and the state in which it is located. Record the town/county name when possible. Pay particular attention to spelling.
- If a vessel has not have been in any body of water in the past two weeks, record "None." Only record the name of the body of water, town/county, and state of the body of water if the vessel has visited it in the past two weeks.
- If a vessel has been in multiple bodies of water in the past two weeks, record only the most recent body of water that the vessel was in during the past two weeks.

**Exiting the Inspection**

Because boat launches can be hectic with the movement of people, vehicles, trailers, pets, children, etc., make certain you and the boater acknowledge when the inspection is over and when you are safely away from all moving parts of the vehicle and tow equipment. One method is to call out "*CLEAR*" at the end of each inspection.

## Conducting Inspections: When Boaters Don't Want to Participate

When a boater does not want to participate in an inspection, respect the boater's wishes. Depending on the circumstance and receptivity of the boater, you might ask

> "*May I share this information card with you with tips to limit the spread of unwanted aquatic hitchhikers? Aquatic invasive species grow quickly and have the ability to outcompete native species. Once established, the invasive species can disrupt the food web, change species composition, limit or prevent recreational activities such as swimming and boating, and lower property values*."

Offer boaters a Clean Boats, Clean Waters rack card and thank them for helping to protect New York's waters.

**Summary: Key Points**

- How you represent yourself as a steward reflects on you, your program, the supervising organization and program partners, and all watercraft inspection programs, and impacts how well your message is received. Know the proper watercraft inspection protocol from approach to exit.
- Make personal and public safety a priority at inspections sites.
- Maintain professional conduct and composure at all times.
- Stress the boater education message of **Clean~Drain~Dry**.

**Sample Data Collection Sheet, page 1**

Steward Number: _____ Site Name: _____

Date: _____

| # | Inspect Time | Launch Direction | Days in Waterbody | Watercraft Type | Group Size | Reg State | Reg # | Prev Stew | Inspect Agree | Activity | Prior AIS Awareness | Extent AIS Raised | Prior Fq Methods |
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## Sample Data Collection Sheet, page 2

Steward Number: _____ Site Name: _____

Date: _____

| # | Post fq Methods | Prevent Measures | Measures Taken | Prev Waterbody | Info Waterbody | Species Detection | Species ID | Comments |
|---|---|---|---|---|---|---|---|---|
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# A Program Coordinators Guide to Training Watercraft Inspection Stewards

The goal of New Steward Orientation is to provide watercraft inspection stewards with the necessary tools and information to confidently and accurately complete their duties. The length and breadth of training varies among existing steward programs responsible for watercraft inspections from one day to week or longer. Standard training, or the initial orientation for stewards, consists of 1-2 days (depending on number of stewards and launch sites).

Some training is done in the classroom while other components (watercraft inspection demonstration) is done in the field at launch sites.

In addition to initial orientation, watercraft inspection staff and volunteers may require additional training throughout the season. For example, follow-up aquatic invasive species (AIS) identification training in the field is recommended once aquatic plants are visible.

Please note: The following are recommendations and each program may vary in training needs and methods. The following orientation recommendations aligns with the New York State Watercraft Inspection Steward Handbook, particularly Sections 5 and 6. Please note, some of these steps will happen simultaneously or in a different order based on individual program's needs.

**Six Steps to planning your New Steward Orientation:**

1. Determine Orientation Date/s and Location/s
2. Develop Orientation Agenda
3. Orientation Logistics
4. Develop and Prepare Materials for Steward Orientation and Season
5. Tips for Conducting a Successful Orientation
6. Evaluations and Follow-up

**Step #1: Determine Orientation Date/s and Location/s**

Determine orientation location/s

- Some suggested locations for hosting your orientation include your organization's office, New York State Office of Parks, Recreation and Historic Preservation facilities, Cornell Cooperative Extensions, and/or local universities. Venue fees vary.

Determine orientation date/s

- Orientation typically occurs the week prior to stewards being stationed at launches. Many programs plan around Memorial Day weekend as the inspection start date, and Labor Day to close out the season. These dates may vary for your program contingent upon funding.

**Step #2: Develop Orientation Agenda**

Based on your program needs, identify key training topics and experts to present this information. Determine who will be presenting each topic, whether they are partners, outside organizations or employed within your organization. It is best to contact them as early as possible. New York Sea Grant has provided a customizable orientation agenda template.

Be sure to collect presentations from presenters and save them on a jump drive to avoid technologic issues and maintain smooth transitions between presentations.

Standard training topics include:

- Organizational Orientation
    - It is important for stewards to know about your organization. Topics may include your organizational mission, history, function, general scope of work the stewards will be performing, location of organization, chain of command, human resource information, etc. Be sure that your stewards can properly answer questions about your organization, or know who to forward questions to.
- Geographic Orientation
    - Some areas to cover regarding the region are natural resources, partners/local contacts, relationship with law enforcement, and issues of concern.
- Professionalism
    - It is important that stewards understand the need to maintain a professional appearance and demeaner. Stewards' actions are a reflection of themselves, your program, the supervising organization and program partners, and all watercraft inspection programs, and can impact how the Clean, Drain, Dry message is received by boaters.
- Boater engagement and interpretation techniques
    - Many programs follow the 3:30:3 rule of inspections (3 seconds, 30 seconds and 3 minutes), communicating professionally, establishing credibility, framing the message to inform boaters, conducting inspections (approach, delivery and exit) and steward expectations.
    - NYSG has developed a series of instructional videos that covers approaching/exiting an interview with a boater, dispelling common myths, and how to conduct a watercraft inspection. These can be used as part of your training protocol. Videos can be accessed at: http://nyis.info/watercraft-inspection-steward-training-videos
- Safety
    - Steward safety is something that should be covered during orientation and throughout the season. Possible threats to safety include situations with boaters and/or the public, weather, animals, etc. Should a steward 's safety be compromised, for any reason, it is recommended that vacate their site and contact their supervisor immediately.
- AIS identification and data collection protocol
    - Identifying aquatic plants and animals are common watercraft inspection steward duties. Potential training topics include the ecology and transport of invasive species (identification of threats, spread prevention, regional and state priority species). Additional training on species (priority species, AIS and native lookalikes) identification and specimen collection protocol is often done in the field once plants are visible.
        - *Regional invasive species priority lists can be found on PRISM websites, which may serve as a guide to which species to focus on.*
    - Stewards should become familiar with your organization's data collection protocol. Training stewards on using data collection systems (hard copy paper forms, paperless collection with hand-held device or a combination of both) and collection/entry frequency expectations should also be established during steward orientation. Some programs collect additional data based on needs, local issues and funding sources.
        - It is recommended that this is clearly described in your Quality Assurance/Quality Control document.
    - It is recommended that identification training be repeated later in season, after the plants are visible in the aquatic environment.
- Launch site visits
    - As part of your initial orientation, it is recommended that you familiarize your stewards with the launches they will be stationed at. This allows the stewards to

be more comfortable before they start staffing their launch. Topics to discuss at launch sites include proper location at setup for their station, parking and facility amenities. Stewards should also be alerted about safety concerns and possible solutions at launches.

**Step #3: Orientation Logistics**

**Breaks and Meals:** Steward orientation is content heavy for both those conducting and the stewards attending the training. It is recommended that you build in time for the stewards to process what they've been learning as well as allowing for team-building. This is typically done during break and meal time. If providing food during break and lunch times, it is best to inquire about food restrictions. Whether you are providing refreshments, or the stewards are responsible for their own food/drink, sufficient break and meal times foster a comfortable setting which creates a productive learning environment.

**Travel:** Preferably a week before your event, provide presenters and stewards with your orientation agenda (including date, location and time) so they can plan accordingly. You might also use this opportunity to share parking instructions, and information about reimbursable travel expenses.

**Lodging:** If overnight accommodations are necessary, provide adequate time for stewards and presenters to make travel plans. You might offer suggestions lodging suggestions and prearrange a group rate.

**Step #4: Develop and Prepare Materials for Steward Orientation and Season**

This step take time. Allow yourself adequate time to prepare/print orientation materials and purchase/organize steward supplies that will be distributed at orientation.

Typical training materials include:

- Steward Orientation Agenda
    - Watercraft Inspection New Steward Orientation Agenda and Schedule (NYSG Template)
- New hire documents & procedures
    - Contact your Human Resources department for instructions about required documentation.
- Role playing instructions
    - You might consider developing scenarios and/or rules for role play.
    - Boater engagement and interpretation techniques
        - Many programs follow the 3:30:3 rule of inspections (3 seconds, 30 seconds and 3 minutes), communicating professionally, establishing credibility, framing the message to inform boaters, conducting inspections (approach, delivery and exit) and steward expectations.
        - NYSG has developed a series of instructional videos that covers approaching/exiting an interview with a boater, dispelling common myths, and how to conduct a watercraft inspection. These can be used as part of your training protocol. Videos can be accessed at: http://nyis.info/watercraft-inspection-steward-training-videos
- Develop an orientation evaluation. NYSG has provided a customizable template for consideration.
- Presentations for training topics
    - NYSG has provided the following presentation templates:
        - Watercraft Inspection Introduction & Training (NYSG Template)
        - Clean-Drain-Dry Legislation and Regulations (NYSG Template)
        - Aquatic Invasive Species, Fighting the Frontlines to Prevent the Spread (NYSG Template)
- Standard Steward Supplies
    - These supplies will be loaned to the steward for the duration of the season. A standard steward supplies list can be found in the NYS Watercraft Inspection Steward Program Handbook, Section 6:10.

        - Examples include: chair, small folding table, uniform, and resource kit (see below).
    - Steward Resource Kit: Some programs utilize plastic file boxes to organize pertinent information for their stewards that can be used as an informational resource for the steward as well as a place to hold materials they will be distributing to the boaters they are interacting with. Examples of items include Clean, Drain, Dry rack card, AIS fact sheets, maps of the area, and specimen sample collection protocol.

**Step #5: Tips for Conducting a Successful Orientation**

Take the opportunity to get to know the new staff members. Some reminders:

- Use NYS Watercraft Inspection Steward Program handbook to organize your orientation and program.
    - Standardize your protocol when possible.
- When possible allow for interactive sessions or times that stewards are encouraged get out of their seats and move around the room
    - For example, ice breakers and watercraft inspection role playing.
- Document orientation: Take photos or videos, as they may be useful for reporting, media, reporting, blogging, etc.
- Call on partners for guidance and topical expertise as needed.
- A comfortable setting creates a god learning environment.
- Frequently check with the trainees to see how they are handling the content. They will be asked to learn a lot of information, which may be new to them, in a short time. Tailor your event based on their questions, reactions, and feedback.

**Step #6: Evaluations and Follow up**

At the end of your event, provide stewards with short orientation evaluation. Anonymous evaluations (not collecting name etc.) may entice more honest responses to questions. NYSG has provided a customizable orientation evaluation template for consideration.

# Watercraft Inspection Steward Program New Steward Orientation Planning Checklist

| Planning for | Training | | |
|---|---|---|---|
| **Complete** | **Task** | **Timeframe** | **Notes** |
| ☐ | Determine Orientation Dates | | |
| ☐ | Confirm Orientation Venue | | |
| ☐ | Submit Payment for Venue (If Applicable) | | |
| ☐ | Determine Key Training Components | | |
| ☐ | Develop Steward Orientation Agenda | | |
| ☐ | Invite & Confirm Guest Speakers | | |
| ☐ | Develop & Finalize Process Agenda | | |
| ☐ | Finalize Training Evaluation | | |
| ☐ | Identify Workshop Facilitator (If Applicable) | | |
| ☐ | | | |
| ☐ | | | |
| ☐ | | | |
| **Training &** | **Resource Material Development** | | |
| ☐ | New Steward Orientation Agenda | | |
| ☐ | New Staff Documents Needed (If Applicable) | | |
| ☐ | Compile Steward Supplies | | |
| ☐ | Confirm Vessel for Inspection Demonstration | | |
| ☐ | Send Reminder to Guest Speakers | | |
| ☐ | Send Reminder to Stewards | | |
| ☐ | Assemble Orientation Folders for Stewards | | |
| ☐ | | | |
| ☐ | | | |
| ☐ | | | |

**Resource Materials Needed:**

☐ Steward Contact List
☐ NYS WISP Handbook
☐
☐
☐
☐ Orientation Agenda
☐ Orientation Folders
☐
☐
☐

**Training Supplies Needed:**

☐ Attendance/Sign In Sheet
☐ A/V Equipment
☐ Vessel for Demonstration
☐
☐
☐
☐ Steward Supplies
☐ Notepads
☐ Pens
☐
☐
☐

# Watercraft Inspection Steward Program New Steward Orientation Planning Checklist

## Five Typical Training Components Include:

□ **Organizational Orientation**
□ **Introduction to the region (including natural resources, partners/local contacts, relationship with lawenforcement, and issues of concern)**
□ **AIS identification and data collection protocol**
□ **Boater engagement and interpretation techniques**
□ **Launch site visits**

## Detailed Training Components Include:

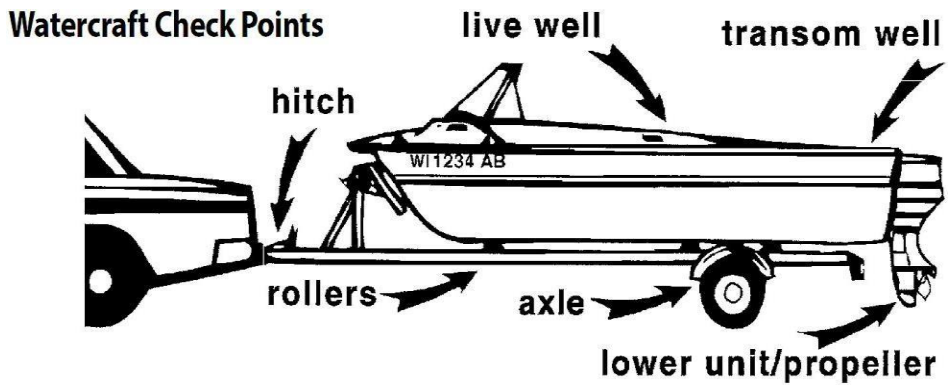
□ **A Professional Approach to Stewardship**
□ **Prepare Yourself to Engage the Public (Four Key Elements)**

□ **APPEARANCE:**
- **Identifying Yourself Visually**

□ **SAFETY:**
- **Maintaining Personal and Public Safety**
- **Special Risks and Circumstances**

□ **INTERACTION WITH THE PUBLIC AND STAFF:**
- **Communicate Professionally**
- **Establishing Credibility**
- **Framing the Message to Inform Boaters**
  - **Clean, Drain, Dry Campaign**
- **Conducting Inspections:**
  - **Expectations of Stewards**
  - **Setting Up Your Inspection Station**
  - **Steward Supplies**
  - **Recommended Distributional and Display Materials**
  - **How to Conduct a Watercraft Inspection**
    - **Approach and Delivery**
- **Physically Inspecting a Boat**
- **Refer to What to Do When Observing Water and Hitchhiking Organisms/Debris (See page 6:14 in the NYS Watercraft Inspection Steward Handbook)**
- **When Boater's Don't Want to Participate**
- **Exiting the Inspection**

□ **DOCUMENTATION:**
- **Data Collection & Reporting**




**Trailer:**

- ❒ Axle
- ❒ Bunks
- ❒ Frame
- ❒ License Plate
- ❒ Lights Wiring
- ❒ Rollers
- ❒ Spare Tire
- ❒ Wheels
- ❒ Winch Rope

**Boat:**

- ❒ Floor
- ❒ Hull
- ❒ Livewell
- ❒ Transom Well

**Motor:**

- ❒ Intake Pipe
- ❒ Prop
- ❒ Lower Unit

**Boat Accessories:**

- ❒ Anchor
- ❒ Bow Line
- ❒ Ladder
- ❒ Tow Rope
- ❒ Transducer
- ❒ Bait Bucket
- ❒ Fishing Line
- ❒ Landing Net
- ❒ Tackle

# *Watercraft Inspection Steward Program leader Training Workshop*

**WHEN:** Wednesday, October 19, 2016
**TIME:** 10am – 3pm
**WHERE:** Onondaga Soil & Water Conservation District Conference Room
6680 Onondaga Lake Parkway
Liverpool, NY 13088
Please note OSWCD is located on the 2nd floor of the Skä·noñh Great Law of Peace Center

**Project Goal:** To standardize watercraft inspection in NY State.

**Workshop Objective:** To provide watercraft inspection steward program leaders with the information and tools they need to train and supervise their stewards

**Workshop Outcome:** Program leaders in attendance will be able to use standardized protocol and tools to train their stewards.

| Wednesday, October 19th | |
|---|---|
| 10 - 10:15 am | Participant Sign- In/Refreshments provided by New York Sea Grant |
| 10:15 - 10:30 am | Welcome/Introductions and Workshop Overview<br>*Mary Austerman, Coastal Community Development Specialist, New York Sea Grant* |
| 10:30 - 10:45 am | Introductions<br>*Brittney Rogers, Watercraft Inspection Program Leader Trainer, New York Sea Grant* |
| 10:45 - 11:00 am | Watercraft Inspection in NYS and NYSG's role<br>*Brittney Rogers* |
| 11:00 - 12:15 pm | Starting a Watercraft Inspection Program: what needs to be done before the stewards start<br>*Mary Austerman* |
| 12:15 - 1:15 pm | Lunch provided by New York Sea Grant |
| 1:15 - 2:15 pm | Planning & Conducting Steward Orientation<br>*Brittney Rogers* |
| 2:15 - 2:45 pm | Evaluation and Implementation Discussion<br>*Mary Austerman* |
| 2:45 - 3:00 pm | Next Steps & Closing<br>*Brittney Rogers* |

# TRAINING AGENDA: May 23–25, 2018

## WATERCRAFT INSPECTION STEWARD PROGRAM
## SPRING 2018 LH REGIONAL TRAINING

**Wednesday:**

New York State Boater Safety Course

**Thursday:**

Introduction to Watercraft Inspection
Aquatic Invasive Species Identification
Hydrilla; the need to know
NYS Environmental Conservation
iMapInvasives Training
Importance of the Hudson

**Friday:**

Outreach, Education and Interpretation
Data Collection; Standards and Protocol
Survey 123 Software training
Watercraft Inspection Scenario Role Playing

STOP AQUATIC HITCHHIKERS!™
Be A Good Steward.
Clean. Drain. Dry.
StopAquaticHitchhikers.org

The purpose of this training is to provide watercraft inspection steward programs a standardized training event with local concentration and expertise. Lunch and other refreshments will be provided throughout the training.

*By attending this training, you agree to grant New York Sea Grant permission to photograph the event. These images may be published for editorial and/or educational purposes only. An evaluation will be disseminated at the conclusion of this training, this information will be used to improve future programming efforts.*

Contact Brittney Rogers, New York Sea Grant;
E: Blr93@cornell.edu P: (315)331-8415



Sea Grant New York
NEW YORK STATE OF OPPORTUNITY. Department of Environmental Conservation | Parks, Recreation and Historic Preservation

## TRAINING LOCATION

Norrie Point Environmental Center
Margaret Norrie State Park
256 Norrie Point Way
Staatsburg, NY 12580


## ACKNOWLEDGMENTS

New York Sea Grant would like to thank the following partners for their help and assistance with making this training possible. Buffalo Niagara Waterkeeper. Hudson River Sloop Clearwater. Finger Lakes Institute at Hobart & William Smith Colleges. Lower Hudson PRISM. NY Natural Heritage Program. NYS Department of Environmental Conservation, Invasive Species Coordination Unit. NYS Office of Park, Recreation and Historic Preservation, Division of Environmental Stewardship and Planning. St. Lawrence Eastern Lake Ontario PRISM. Western NY PRSIM. Samantha Fischer, Intern at Buffalo Niagara Waterkeeper.

## FUNDING

This Project has been funded in part by a grant from the New York State Department of Environmental Conservation, Invasive Species Spread Prevention Grants Program through appropriations from the New York State Environmental Protection Fund and the US Fish & Wildlife Service Great Lakes Restoration Initiative monies to the Finger Lakes-Lake Ontario Watershed Protection Alliance.


| Wednesday, May 23: 8:00 AM – 5:00 PM | |
|---|---|
| 8:00-8:30 | REGISTRATION |
| 8:30-12:00 | **NYS Boating Safety Course and Certification**<br>*Frank Boger and Kathy Boger, New York State Office of Parks* |
| 12:00-12:30 | LUNCH |
| 12:30-4:30 | **NYS Boating Safety Course and Certification**<br>*Frank and Kathy Boger* |
| 4:30-5:00 | **End of Day Wrap Up**<br>*Nordica Holochuck, Hudson Estuary Specialist, New York Sea Grant* |

| Thursday, May 24: 8:00 AM – 5:00 PM | |
|---|---|
| 8:00-8:30 | BREAKFAST AND REGISTRATION |
| 8:30-9:30 | **Housekeeping, Introduction to Watercraft Inspection and Safety**<br>*Brittney Rogers- Watercraft Inspection Steward Program Trainer, New York Sea Grant* |
| 9:30-11:30 | **Aquatic Invasive Species Identification**<br>*Chris Doyle- Senior Aquatic Biologist, Solitude Lake Management*<br>*Emily Mayer- Biologist, Solitude Lake Management* |
| 11:30-11:45 | BREAK |
| 11:45-12:15 | **Hydrilla; The need to know**<br>*Cathy McGlynn- NYS Department of Environmental Conservation* |
| 12:15-12:45 | LUNCH |
| 12:45-1:15 | **NYS Environmental Conservation**<br>*John Helmeyer- Region 3, NYS ENCON Police* |
| 1:15-2:00 | **iMapInvasives Training**<br>*Leah Gorman- Aquatic Invasive Species Coordinator, Capital Mohawk PRISM* |
| 2:00-2:15 | BREAK |
| 2:15-3:00 | **Day 2 Review and Quizzes**<br>*Brittney Rogers and Nordica Holochuck* |
| 3:00-5:00 | **Importance of the Hudson (Outdoor Program)**<br>*Nordica Holochuck* |

| Friday, May 25: 8:00 AM – 5:00 PM | |
|---|---|
| **8:00-8:30** | BREAKFAST AND REGISTRATION |
| **8:30-9:30** | **Greetings and Housekeeping**<br>*Brittney Rogers and Nordica Holochuck* |
| **9:30-10:30** | **Outreach, Education and Basic Biology Translations**<br>*Samantha Epstein- Hudson River Sloop Clearwater* |
| **10:30-10:45** | BREAK |
| **10:45-11:15** | **Introduction to Data Collection**<br>*Brittney Rogers* |
| **11:15-12:15** | **Survey 1,2,3 Software Training**<br>*Meg Wilkinson- iMapInvasives, New York Natural Heritage Program* |
| **12:15-12:45** | LUNCH |
| **12:45-4:00** | **Watercraft Inspection Role Playing & Testing Software**<br>*All Hands, Break on own** |
| **4:00-5:00** | **Day 3 Review, Quizzes and Survey**<br>*Brittney Rogers, Samantha Epstein, Nordica Holochuck* |
| **5:00** | **TRAVEL HOME**<br>*Safe travels, thank you for attending!* |

# WATERCRAFT INSPECTION STEWARD PROGRAM
# SPRING 2018 LH REGIONAL TRAINING

New York Sea Grant and partners strive to improve the quality of workshops and training events. Your feedback on the quality and content of this workshop is crucial to our future planning efforts.

Q1. Have you attended a similar training hosted by NYSG or partners in the past?

- ❍ Yes, in-person (please explain): _____
- ❍ Yes, online (please explain): _____
- ❍ No, I have not attended any watercraft inspection trainings/workshops

Q2. Have you previously conducted watercraft inspections in NYS? (Previous steward/coordinator?)

- ❍ Yes
- ❍ No, I have not conducted watercraft inspections
- ❍ Not sure, N/A

Q3. Were you familiar with watercraft inspection processes before this training?

- ❍ Yes
- ❍ No, I had little to no knowledge of watercraft inspections
- ❍ Not sure, N/A

Q4. What region(s) would your program be located in? (See Map)

- ❑ Adirondacks
- ❑ Capital/Mohawk
- ❑ Catskills
- ❑ Finger Lakes
- ❑ Long Island
- ❑ Lower Hudson
- ❑ St. Lawrence & Eastern Lake Ontario
- ❑ Western New York

Q5. How useful were the following presentations/sessions?

| | Very Useless | Useless | Neutral | Useful | Very Useful |
|---|---|---|---|---|---|
| New York State Boater Safety Certification | ❍ | ❍ | ❍ | ❍ | ❍ |
| Introduction to Watercraft Inspection | ❍ | ❍ | ❍ | ❍ | ❍ |
| Aquatic Invasive Species Identification | ❍ | ❍ | ❍ | ❍ | ❍ |
| Hydrilla; the need to know basics | ❍ | ❍ | ❍ | ❍ | ❍ |
| NYS Environmental Conservation | ❍ | ❍ | ❍ | ❍ | ❍ |
| iMapInvasives Training | ❍ | ❍ | ❍ | ❍ | ❍ |
| Importance of the Hudson (Outdoor Tour) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Outreach, Education and Interpretation | ❍ | ❍ | ❍ | ❍ | ❍ |
| Data Collection; Standards and Protocol | ❍ | ❍ | ❍ | ❍ | ❍ |
| Survey 123 Software training | ❍ | ❍ | ❍ | ❍ | ❍ |
| Watercraft Inspection Scenarios | ❍ | ❍ | ❍ | ❍ | ❍ |

Q6. If you rated any of the presentations/sessions as *very useless or useless*, please explain below.

Q7. Please rank each of the following statements:

| | Strongly Disagree | Disagree | Neither | Agree | Strongly Agree | N / A |
|---|---|---|---|---|---|---|
| Overall, the training was informative | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The format of the training was appropriate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The overall length [3 days] of the training was adequate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The length [8:00am – 5:00pm] of each day was adequate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The lunch and refreshments were adequate for each day. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| I would recommend the lunch and refreshments for future trainings. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| I would recommend Norrie Point's facilities for another meeting. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The time limit of each presentation was adequate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The topics covered by the presenters were adequate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The materials provided at the registration table were appropriate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| The time and quality of interactions with speakers and other participants were appropriate. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Content and materials provided will improve the watercraft inspection component of my position. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

Q8. If you rated any of the statements as *Strongly Disagree or Disagree*, please explain below.

Q9. Would you/your organization attend a future Watercraft Inspection related training in the future?

- ❍ Yes
- ❍ No
- ❍ Other; Please Explain:

Q10. If you indicated you would attend a future related training, what topics would you recommend be covered? *These could be similar topics or additional suggestions.*

Q11. **How can we improve**: What are the most useful takeaways from this training that you will apply to your program? Based on the content that you've heard today, are there any gaps that remain in your knowledge of how to implement a watercraft inspection? Your detailed responses will help shape the development of future trainings and workshops.

# History & NYSG's Role:

## Watercraft Inspection Steward Programs

Brittney Rogers
New York Sea Grant
Watercraft Inspection Steward
Program Leaders Trainer

STOP AQUATIC HITCHHIKERS!

Sea Grant New York

# History of AIS Activities in NYS

**Timeline of Invasive Species Activities in New York State**

| | |
|---|---|
| **Prior to 2003** | Invasive species management was being initiated and conducted at local and regional levels. These local and regional partnerships continue to be essential to the current invasive species coordination and management. |
| **2003** | New York State creates NYS Invasive Species Task Force. |
| **2005** | NYS Invasive Species Task Force presents a comprehensive report on the status of AIS and localized efforts to address AIS statewide with 12 recommendations to the Governor and State Legislature. The complete report is online at www.nyis.info/pdf/NYS_ISTF_Final_Report.pdf. |
| **Aug. 2007** | New York State establishes NYS Invasive Species Council & Invasive Species Advisory Committee under Title 17 of state Environmental Conservation Law to access "the nature, scope and magnitude of the environmental, ecological, agricultural, economic, recreational and social impacts caused by invasive species in the state" and to identify and coordinate actions to prevent, control, and manage invasive species. The Invasive Species Council webpage is www.dec.ny.gov/animals/6989.html. |
| **Dec. 2007** | NYSDEC forms an Office of Invasive Species Coordination to serve as a single point of contact and ensures coordination for New York State on all invasive species matters, in statewide, inter-state, national and international settings. The mission of the OISC is to prevent or minimize the harm caused by invasive species on New York's environment by collaborating and coordinating efforts with all stakeholders, including biologists, foresters, universities, other state agencies, and non-profit organizations to support research and raise public awareness of the AIS issue. Specific tasks have included:<br>• Creation of a New York Invasive Species Research Institute at Cornell University.<br>• Creation of an integrated map that pinpoints invasives in and near New York (iMapInvasives.org), and<br>• Support of Partnerships for Regional Invasive Species Management. (PRISMs). |
| **2010** | NYS Invasive Species Council presents "A Regulatory System for Non-Native Species" report with rankings and processes for invasive species assessment. |
| **Ongoing** | AIS management efforts statewide by PRISMs and diverse partners. |

→ AIS MANAGEMENT

→ NYS IS TASK FORCE

→ PRISMs

→ INVASIVE SPECIES ADVISORY COMMITTEE

→ NYISRI AND iMAPINVASIVES

→ MORE FUNDING OPPORTUNITIES

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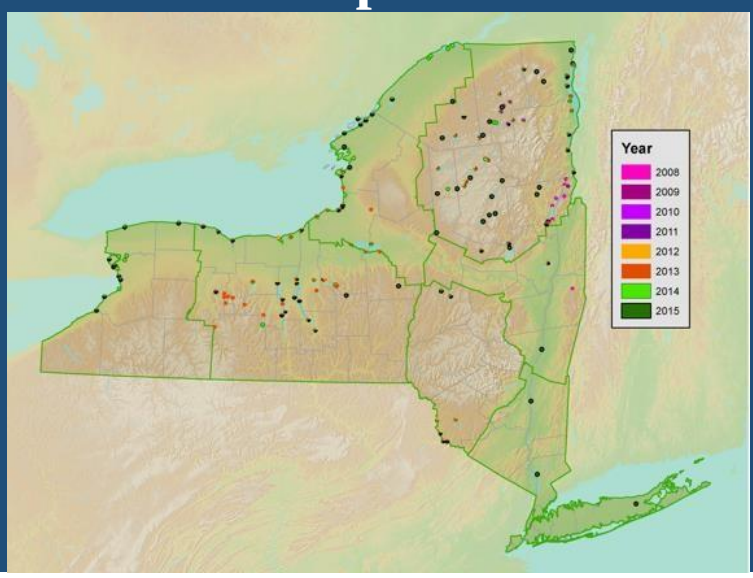
# The History of New York State Watercraft Inspection Locations




*Please note, this map with locations is only through 2015

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# History of AIS & Watercraft Inspection in NYSG

Dune & River Steward Program

Launch Steward Program

**Train-the-Trainer (TTT)**

***Statewide Standardized Training (SST)***

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# Standardizing Watercraft Inspection

Achieving a greater level of consistency in protocols and standards employed by watercraft inspection programs across NYS benefits the area both environmentally and economically.

STOP AQUATIC HITCHHIKERS!™

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# Standardizing Watercraft Inspection:

- Limits variation among watercraft inspection programs.
- Provides guidance and start-up support for newly developed/young programs.
- Increases effectiveness by ensuring that programs use the best science and technology currently available.

STOP AQUATIC HITCHHIKERS!™

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# Standardizing Watercraft Inspection:

- Establishes consistency among programs that promotes credibility with boaters.
- Makes it easier for the boating public to recognize, understand, anticipate and comply with watercraft inspection and prevention programs.

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# New York Sea Grant's Role in WCI

- New York State Watercraft Inspection Steward Program Handbook
- Training assistance for Watercraft Inspection Steward Programs
- Watercraft Inspection Steward Program Leaders Workshops
- Watercraft Inspection Steward Program Leaders Webinar Series
- Tool/Resource development

What would you like to see from NYSG?

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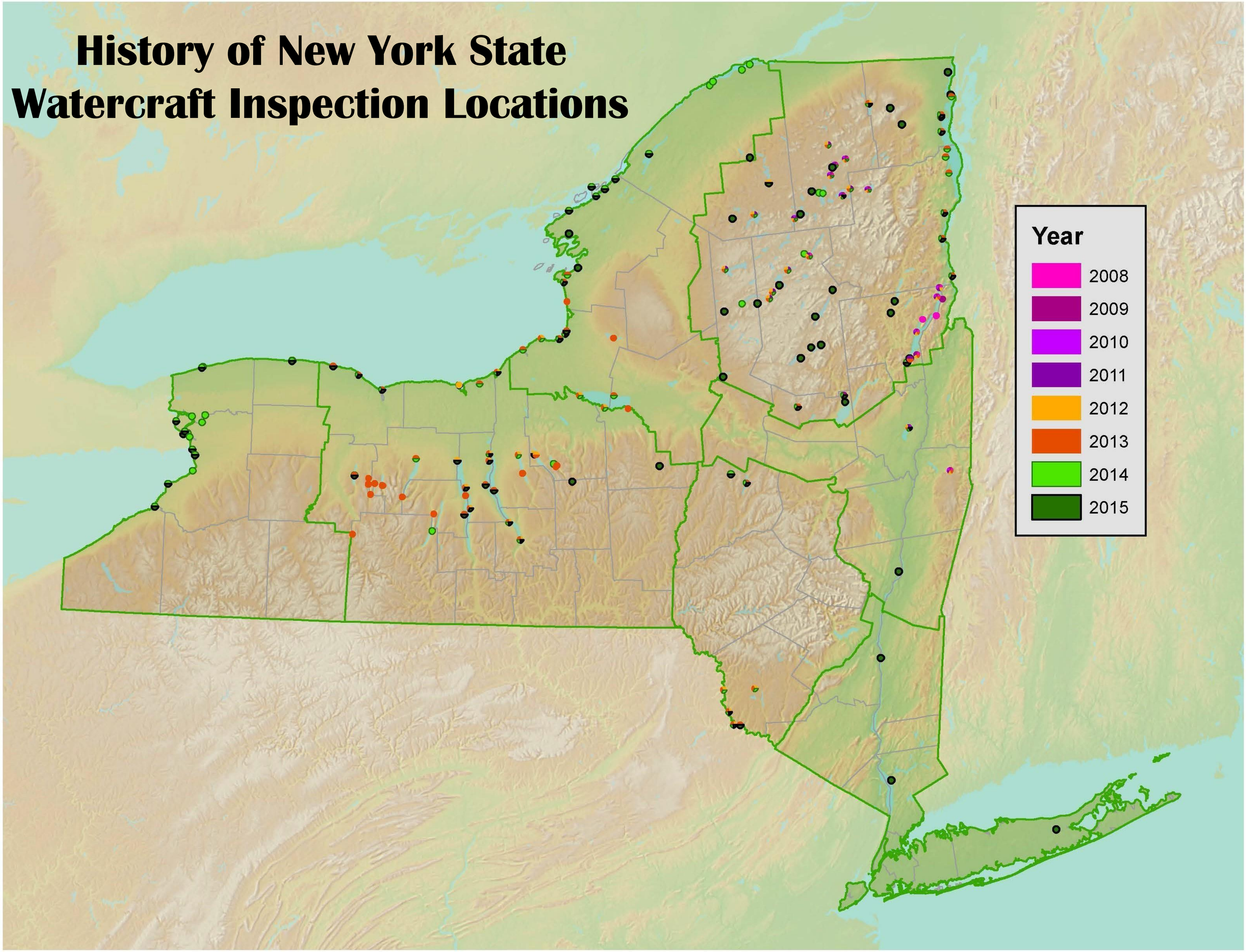
# History of New York State Watercraft Inspection Locations