



# REPORT: BUSINESS PLAN FOR THE DEVELOPMENT OF THE BOAT SCHOOL

*Maritime Museum of the Atlantic's Boat School*

March 31, 2020

**GROUP**  
**A-T-N**  
CONSULTING INC

Group ATN Consulting Inc.  
4th Floor, Collins Bank Building  
1883 Upper Water St.  
Halifax, NS B3J 1S9  
[www.groupatn.ca](http://www.groupatn.ca)

March 31, 2020

Ms. Kim Reinhardt, Manager  
Maritime Museum of the Atlantic  
1675 Lower Water St  
Halifax, NS B3J 1S3

By Email - [Kim.Reinhardt@novascotia.ca](mailto:Kim.Reinhardt@novascotia.ca)

**RE: Business Plan for the Development of the Boat School**

Dear Ms. Reinhardt,

Group ATN Consulting (GATN) is pleased to present the **Final Report** on the **Business Plan for the Development of the Maritime Museum Boat School**. We have enjoyed working on this fascinating and compelling assignment.

The Boat School would build on Halifax's historic waterfront – an ideal combination of a working harbor and signature tourism attraction, animating the province's deep connection with its boatbuilding heritage.

Our extensive outreach and engagement confirmed that this exciting next stage initiative is keenly supported by a diverse group of supporters and key collaborators and representatives of youth the school is mandated to engage in the boatbuilding craft.

The Boat School is an exciting and praiseworthy project with the potential to elevate the Halifax Waterfront experience to the next level. The initiative presents an opportunity to make a difference socially, environmentally, and economically to achieve powerful triple bottom line results.

The project uses boatbuilding to positively engage at-risk and disadvantaged youth. This social license dimension will have a special focus on Indigenous, African Nova Scotian and other under-represented youth groups. The careful configuration of this project introduces other important dimensions – educational, cultural, tourism and positive labour market impacts - all of which will contribute to the Boat School's ultimate value proposition for participants, investors, partners, and collaborators.

The proposed financial model and projections are calibrated to achieve both operational sustainability and social inclusion in support of the annual programming. While the primacy of financial support for the Boat School operation is expected to be available through the Maritime Museum of the Atlantic (MMA) budget, several innovative and promising pathways to revenue generation were developed through interviews with experts and thought leaders, along with our extensive analysis of leading analogue case studies. Case studies show that similar operators are spectacularly successful at attracting corporate and philanthropic support through a combination of creative event and activity-based annual fundraising efforts.

The operational and financial model for the Boat School aligns well in the context of COVID-19 and post pandemic adaptation. The design of the operation can easily accommodate social distancing while retaining the powerful experiential dimension. Furthermore, the Boat School can serve as an anchor in the Maritime Heritage District, with alignment to other strategies such as the Integrated Halifax Tourism Master Plan. Finally, as a 'shovel-ready' project, we believe the Boat School is well positioned to attract

COVID recovery investment.

Thanks again for the opportunity to work for the Maritime Museum and your enthusiastic partners. We look forward to following your progress on this important development.

Sincerely,



Ron L'Esperance, Principal  
Group ATN Consulting Inc.  
4th Floor, Collins Bank Building  
1883 Upper Water Street  
Halifax, Nova Scotia  
B3J 1S9  
[www.groupatn.ca](http://www.groupatn.ca)

Enclosed: Business Plan for the Development of the Boat School

# CONTENTS

Executive Summary.....	v
1 Introduction .....	1
1.1 Project Scope .....	1
1.2 This Report.....	2
2 The Concept & Vision.....	3
2.1 Leveraging Past Experience & Leadership .....	5
2.2 Project Cost .....	6
3 Research & Benchmarking Exercise .....	6
3.1 Museum and Foundation Analogues .....	7
3.2 Programs Serving At-Risk Populations .....	8
3.3 Findings Related to the Benchmarking Exercise .....	10
4 Stakeholder Engagement.....	12
4.1 General Observations .....	13
4.2 The Boat School’s Innovation Quotient .....	15
4.3 Funding Considerations .....	15
5 The Boat School from a Visitor Perspective.....	16
6 The Case for The Boat School .....	19
7 Proposed Governance & Organizational Structure.....	22
7.1 Financial Projections .....	25
7.2 Risk & Mitigation.....	28
8 Project Costs & Financing .....	29
8.1 Financial Analysis of Comparables.....	29
8.2 Comparables Rate Analysis .....	32
8.3 Capital Cost .....	34
9 Observations & Conclusions .....	34
9.1 Recommendations .....	36
9.2 Conclusion.....	36
Annex A – Benchmarking Exercise .....	37
Museum and Foundation Analogues .....	37
Programs Serving At-Risk Populations.....	40

Annex B: Key Interview Participants ..... 44

## Figures

Figure 1: Proposed Governance Structure..... 24

## Tables

Table 1: Summary Finding of Museum and Foundation Case Studies ..... 7

Table 2: Summary of Analogues Serving At-Risk Populations ..... 9

Table 3: Proposed Operating Budget..... 27

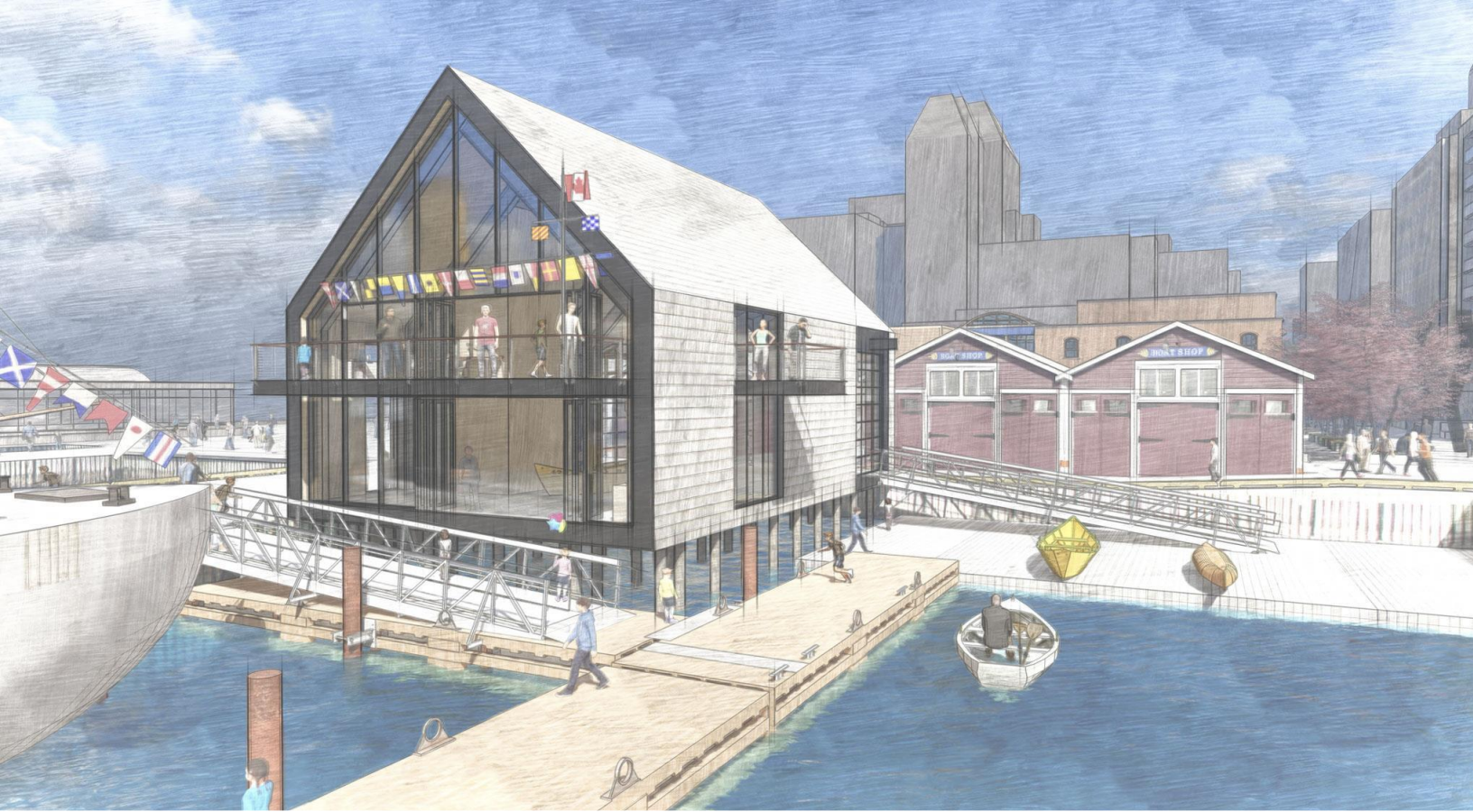
Table 4: Key Assumptions ..... 27

Table 5: Admission at Selected Reference Museums in Halifax ..... 32

Table 6: MMA Admission Prices ..... 32

Table 7: Sample Value-added Visitor Experiences..... 33

Table 8: Estimated Capital Costs / Construction Costs ..... 34



## Executive Summary

The Maritime Museum of the Atlantic (MMA) enjoys a prominent place on Halifax's storied waterfront. As a destination for visitors and locals alike, it is a gathering place and magnet that celebrates the province's maritime history and tradition. The museum has consistently been an important and popular destination for those exploring the Halifax waterfront, attracting Nova Scotians and visitors alike.

Building on a history of success on Halifax's historic waterfront and as a working harbour, the MMA is embarking on an exciting next stage initiative – the launch of the **Maritime Museum Boat School Development Project**, broadly supported by a diverse group of supporters and key collaborators.

Beyond celebrating maritime history and prowess, this project introduces added dimensions – educational, cultural, tourism and positive labour market impacts which will contribute to the Boat School's ultimate value proposition.

From an education perspective, the project embraces an important societal aim by using boatbuilding as an avenue to positively engage at-risk and disadvantaged youth. This social license dimension will have a special focus on Indigenous, African Nova Scotian and other under-represented youth. This project builds on MMA's extensive experience in offering youth-related outreach and programming across Nova Scotia.

As an anchor development within the soon-to-be-announced *Canadian Maritime Heritage District*, the proposed Boat School is a collaboration between the MMA, Develop Nova Scotia, the Department of Communities Culture and Heritage and the Canadian Maritime Heritage Foundation.

The MMA identified other potential strategic partners including the Canadian Naval Memorial Trust, Mount St. Vincent University, Dalhousie University, Ocean Frontier Institute, Ocean School, NSCAD University, Ambassadors, Nova Scotia Sea School, Mi'kmaw Native Friendship Centre (MNFC), YMCA



Immigrant Welcome Centre, the Bedford Institute of Oceanography, and The Centre for Ocean Ventures and Entrepreneurship (COVE).

### The Development Process

The focus is on using the Boat School to create a small craft makerspace and to enable youth to participate 'on the water' through experiential learning. The model also envisages the development of a year-round Learning Centre to function as a classroom and lecture space, a makerspace, and multi-media area.

The proposed Boat School will include adjoining infrastructure developments including:

- Lengthening of the wharf at which the *CSS Acadia* is currently berthed by approximately 80' to support visiting tall ships and other maritime partner's vessels.
- The addition of a series of floats with piles to surround *CSS Acadia* along with supporting finger piers to enable museum small craft to be displayed in the water; and
- These modifications will create a sheltered 'lagoon' for small craft programming on the water and provide increased storm surge protection while offering an enhanced and engaging visitor experience.

The MMA also plans to use the proposed Boat School as a 'hub' through which to offer these services and programming to at-risk and disadvantaged youth throughout the Province.

### Benchmarking Findings

Like the MMA, most maritime museums offer a range of programming related to boatbuilding, maritime culture, and summer scheduling. These are an important element of museum programming and are tailored to the local communities, cultures, traditions, and collaborators in proximity to the museums.

The museums that offer boat-building programs in support of broader social objectives and programs targeted to at-risk youth rely heavily on donations and government grants. Fund-raising efforts are often centered around annual galas and branded and innovative fundraising events through which most donations are made. Some analogues rely on endowment funds to increase program breadth and accessibility. Some of the museums examined through the benchmarking exercise undertaken as part of this study have been highly successful in this regard.

Innovations in these programs include social, emotional, and personal/professional development support. Some analogues working with disadvantaged and at risk youth provide wrap around social services, including licensed social workers, career advisors and a team of youth development specialists.

Partnerships have proven to be the key to the success of these programs. Notable examples include partnering with social agencies to recruit at-risk-youth and partnerships with school boards to make their educational programs available in schools. Other partnerships aim to increase market access and employment opportunities for future graduates in the marine industry and trades, an area in which there is a global skill shortage. Further partnership examples included marketing, branding, and social benefits monitoring / reporting.

### The Boat School from a Visitor Perspective

The MMA is an important dimension of the Halifax tourism cluster – a geographic concentration of complementary attractions and experiences. The proposed Boat School would enhance the overall

Halifax tourism cluster and constituent maritime cluster, increasing its diversity and sophistication.

The Halifax Waterfront is one of only three signature attractions in Halifax – along with the Citadel and Canadian Museum of Immigration. The proposed Boat School would also contribute to Halifax placemaking. This is critical to growing Halifax’s destination appeal. Placemaking includes projecting a culturally diverse city image with a vibrant heritage and culture with the harbour as a backdrop. Creating a place for residents is at the heart of placemaking to create a vitality, energy, and vibe. The thinking is that newcomers, businesses, and visitors will be compelled to follow the residents.

The Boat School initiative is aligned with Develop Nova Scotia’s commitment to plan, develop, and manage strategically significant land and infrastructure with and for people. The project will amplify the appeal of the waterfront as a public space and destination that differentiates Nova Scotia to attract visitors. In this context, the Boat School development makes a great deal of sense. The MMA is a toponym for the surrounding harbour, the sea and vicariously for the maritime history and tradition it embodies, creating a virtuous circle.

This development also aligns well with a number of other concurrent initiatives – the Nova Scotia Museum’s Interpretative Master Plan and the Nova Scotia Culture Action Plan, Develop Nova Scotia’s Strategic Waterfront Development Plan and their Placemaking Initiative, Discover Halifax’s Tourism Master Plan, HRM’s strategic plans (museum services, library services, and the soon to be completed culture strategy), the Mi’kmaw Native Friendship Centre’s (MNFC) new site plan, among others – to identify program alignment opportunities in supporting the social enterprise business case.

The Boat School will further cement Halifax’s leadership in marine visitation, the attraction of super yachts, among other initiatives designed to aggregate the impact of what the harbour and waterfront broadly offer.

The social dimension of the Boat School is laudatory. Diversity and inclusion are increasingly recognized as a vital component of a healthy economy and destination. This signals the importance of an economy of well-being. This is defined as a *‘capacity to create a virtuous circle in which citizens’ well-being drives economic prosperity, stability and resilience, and vice-versa - those good macroeconomic outcomes sustain well-being investments over time’*.

The Boat School encapsulates all the dimensions of well-being in its compelling value proposition. Inclusive growth embraces the concept of leaving no one behind to enhance social equality, while reflecting that quality of life (material living levels, health, education, participation and inclusion, political and civil rights, and happiness) are also important considerations.

Prior to the pandemic, both Halifax and the province experienced strong tourism growth. Halifax is the most popular destination within the province by a wide margin, while the Halifax waterfront remains the most popular attraction among visitors – well ahead of iconic Peggy’s Cove.

The tourism synergies with the Maritime Museum are clear. The Boat School will benefit from the established visitor market of the Museum. Two of Tourism Nova Scotia’s three priority market segments - Authentic Experiencers and Cultural Explorers are a strong fit for the Boat School. The proposed features of the Boat School firmly resonate with the values of these segments.



The Boat School's commitment to marginalized communities such as the Mi'kmaw Nation could be relevant in a tourism context. Indigenous Tourism Association of Canada (ITAC) and the Conference Board of Canada Research highlight the potential of First Nation tourism to further contribute to Indigenous economic and social inclusion, while strengthening cultural identity. ITAC's recent national study notes the pent-up demand for tourism experiences is an important opportunity for Indigenous Communities, entrepreneurs, and social enterprises.

A review of related research and strategic plans suggest that the Boat School will benefit from the substantial tourism activity on the waterfront, while advancing the area's experiential value for both residents and visitors.

### The Case for The Boat School

The proposed Boat School Project has broad appeal and ticks a lot of boxes. Being almost an island, Nova Scotia has had an enduring relationship with the sea that continues to this day. Despite this rich history, many Nova Scotians, particularly younger residents, have lost contact with the sea. The MMA wants to change that. Advancing the Boat School Project builds on the already extensive success MMA, with collaborators, has achieved in exposing youth to boatbuilding as a tool to build confidence, learn new skills and work as a team.

The *Building Boats, Changing Lives* project undertaken by the MMA, as well as Mount Saint-Vincent University, and supported by the Canadian Maritime Heritage Foundation and ALION Canada is an impressive example of this programming in action. For two years, the program has taken place with youth from Pictou Landing First Nation (PLFN) where students from grade five and six participated in building a wooden boat.

Continuation of this type of programming at the Boat School and on an outreach basis throughout the Province will be facilitated through the development of the Boat School Project.

The findings arising from the research and benchmarking analysis in this report reinforces how others have used this approach to achieve significant impact and success with at-risk youth. As the research illustrates, within North America, there are a diversity of approaches using boatbuilding as a way to effectively intervene and enhance the lives and future prospects of at-risk and marginalized youth.

These programs share many of the same features including:

- Using boatbuilding to introduce youth to STEM and STEAM programming.
- Collaboration with the school system.
- Wrap-around social services.
- A foundation of success, inspiring youth to take on other growth opportunities; and
- Propelling youth to more fulfilling lives, both personally and professionally.

Beyond, the social impact of helping youth get on a track for greater success and achievement, the Boat School concept and vision offers other significant benefits including:

- **Educational, labour market and workforce development impacts** – At a time when there is a global skill shortage in marine trades and sea-going occupations, the programming offered at the Boat School will expose youth to potential future career opportunities.

- **A focus on culture in the broadest sense** – The Boat School seeks to honour traditional maritime culture and Indigenous culture relative to the sea and coastal Nova Scotia. Beyond celebrating Nova Scotia’s maritime history, a broader cultural objective is to use the Boat School as a venue through which to explore and bring this culture to life for Indigenous, African Nova Scotia and other youth.
- **Momentum toward ‘reconciliation’ with Canada’s First Peoples** - The Boat School provides a venue through which to explore the Indigenous perspective to maritime history and culture, while recognizing and honouring the skill and acumen in building birch bark canoes and freight-carrying vessels.
- **Obviating longer term social costs** – There is a compelling body of evidence confirming that early intervention in the lives of at-risk and disadvantaged youth pays significant dividends in the longer term through reduced costs in corrections, addictions, social supports and ongoing interventions.
- **Enhanced Museum offerings and overall value proposition** – Ultimately, development of the Boat School Project will enhance the MMA offerings and strengthen the attractiveness of the Museum as a destination for both Nova Scotians and visitors.
- **Tourism impacts** - The Halifax waterfront is a prized destination for Nova Scotians and visitors alike. The addition of the Boat School will provide a ‘living exhibit’ at a time when visitors are increasingly placing higher value on experiential and immersive tourism opportunities.
- **Extending the reach and impact of the MMA** – The Boat School will become a ‘hub’ through which programming for schools and organizations can be further developed and offered on an outreach basis throughout the Province; and
- **Applying the post-COVID lens** – At a time of social distancing, the Boat School development offers the opportunity to create outdoor, high-interest hives of activity on the Halifax Waterfront that will appeal to a broad audience and enhance the MMA’s value proposition as a ‘must-see’ living exhibit.

Taken together, these positive features of the Boat School Project present a virtuous circle offering premium dividends and payback on a relatively modest investment when compared to these impressive outcomes.

### Financial Analysis & Organizational Structure

The financial analysis was framed using the lessons learned from the case studies, interview findings, and past business plans prepared by GATN for similarly scaled operations and presented herein as a five-year breakeven cashflow analysis.

The operational focus is a revenue model that does not charge users / program participants, but one that sees revenue accrue through operating supports from government supplemented by private fundraising, and corporate sponsorship. Infrastructure investment is not factored into this analysis. Rather, it is assumed that capital to construct the facilities will be provided in full, from public, private, and philanthropic sources.

The proposed concept focuses on operational sustainability to enable the Boat School to support its annual programming.

As a project of the Maritime Museum of the Atlantic, it is anticipated that ongoing core operational funding requirements for the Boat School will be part of the overall annual operating funds the MMA receives through Nova Scotia Communities, Culture and Heritage (CCH).

As with other aspects of museum operations, in this context, some museum staff and administrative resources will be ordinarily available to the Boat School.

From a governance perspective, a Boat School Society (BSS) will be established to oversee operations on behalf of the MMA. The BSS will have a Board of Directors, including the Museum Manager (as ex officio), President of the Canadian Maritime Heritage Foundation (CMHF), and would also include representatives of the organizations that would be expected to utilize Boat School programming. These may include Indigenous, African Nova Scotian and new Canadian interests, incorporating the diversity that is to become a hallmark of the Boat School

BSS will hire and manage key/core staff. An Advisory Committee will be established to help build capacity and assess progress on Boat School goals and objectives/ annual plans. The BSS will work closely with the Canadian Maritime Heritage Foundation (CMHF) to identify special funding needs and opportunities. In this context, the CMHF is expected to continue to work collaboratively with the Museum in helping access philanthropy and philanthropic resources to assist in the build out of Boat School programming and bringing innovation to its mission and mandate. It is anticipated that the CMHF will add the Boat School, as a special project, to their mandate. The CMHF will lead project-based fundraising initiatives at local and corporate levels, monitor and apply to other Foundations for support and continue to liaise with Federal, Provincial and Municipal partners to support the mission and mandate of the Boat School.

Beyond these collaborators, it is expected that Boat School facilities will be able to access additional partner support including:

- Ongoing assistance from *Develop Nova Scotia* for waterfront security, float maintenance, installation, and removal; and
- The Department of Transportation and Infrastructure Renewal (TIR) for building maintenance and snow removal.

The Boat School will require its own management team. Strong management and operational efficiency are essential to creating a well-managed Boat School capable of operating in a highly responsive and sustainable mannered way. Experienced management recruited specifically for this operation will understand the necessary boatbuilding skills and techniques along with the knowledge and ability to work with youth to address sometimes complex needs, effectively manage the staff, as well as promote the Boat School and possibly do fund-raising.

### Conclusions

The Boat School Project enjoys a high degree of support among key stakeholders. The MMA has a wellspring of deep support and confidence in its ability to bring this complex project to fruition. The MMA's history of collaboration and leadership in building these partnerships is acknowledged by stakeholders consulted and lauded as a feature that will enhance the likelihood of success of the Boat School initiative. On one level, it has test-marketed this approach and its appeal through its innovative *Building Boats, Changing Lives* program.

Further, it is clear from the comprehensive benchmarking exercise completed as part of this analysis that these programs have enjoyed operational success and noteworthy outcomes in other jurisdictions in North America and beyond. From that perspective, our clear conclusion is that this project is eminently doable and able to be advanced sustainably.

Beyond that foundational consideration, the proposed mission and mandate and the social innovation that it includes is highly attractive to stakeholders and, particularly timely, in respect to efforts to create new pathways for at risk youth that will obviate longer term costs related to corrections, social spending, addictions, poor health and self esteem, among other factors. The social innovation mandate the Boat School embodies is an easy sell and an attractive concept on which to base sustainable sources of corporate and philanthropic support.

As an overarching development, the Boat School adds value to an already well-understood and respected brand that is the MMA on Halifax's iconic waterfront. As such, it aggregates the visitor experience and builds on the waterfront value proposition for an enhanced and high interest visitor experience.

At the level of its importance to Nova Scotia, the Boat School will be an educative tool bringing the Province's rich maritime history and culture into perspective for new audiences.

This study establishes the feasibility and the case for the Boat School. The evidence shows that this innovative development has the potential to become both a destination (attracting visitors to the area), as well as fulfilling its core mandate to support youth being exposed to the marine trades in a culturally and personally accommodating space designed to enhance their overall life chances.



# 1 Introduction

In support of the Maritime Museum of the Atlantic's (MMA) ambitious plan to establish a Boat School on the Halifax Waterfront, Group ATN (GATN) is pleased to provide the report and business plan for this development.

Building on its illustrious programming, including *Building Boats, Changing Lives*, the MMA, with its collaborators, is advancing this project as an anchor development within the, soon-to-be-announced, *Canadian Maritime Heritage District* located on the Halifax Waterfront.

This program has been delivered throughout the Province. In recent years, the MMA has developed a comprehensive range of programming for youth throughout Nova Scotia. This provenance and experience will be invaluable to the success of this initiative, around which there is growing excitement.

In advancing this project, the MMA will leverage this deep experience into an iconic new initiative to engage and train youth, with a special focus on Indigenous youth and those from under-represented and / or at-risk groups. Beyond this focus, this project aggregates an extensive range of other positive dimensions including social, cultural, education, tourism, and labour market impacts.

Boat school programming will get people outside while creating a 'hub' of activity on the Halifax waterfront and throughout the Province.

When fully developed, the Boat School will create a small craft makerspace and get youth 'on the water' through experiential learning. This will also include the development of a year-round Learning Centre to function as a classroom and lecture space, makerspace, and multi-media area.

## 1.1 Project Scope

As the basis for planning and to aid in the launch of a capital campaign to be led by the *Canadian Maritime Foundation*, the MMA has commissioned the development of this business plan for Phase 1 of the Boat School Project.

Specifically, this work encompasses the following:

- **Completion of a research and benchmarking exercise** to examine how similar models operate elsewhere. This analysis examined analogues which provide boatbuilding within the museum context broadly, as well as a separate examination of programming specifically for at-risk and disadvantaged youth. This analysis was designed to generate insights into programming models,

### 2019 Boatbuilding with Pictou Landing First Nation School

Excitement permeated the Pictou Landing First Nation School in anticipation of the 2019 boatbuilding program. So much so, that the grade three and four students wanted to digitally report on the experience. This video depicts boatbuilding from the eyes of these "roving reporters" who, in using their iPads, were amplifying their voices while situating themselves in the community.

<https://maritimemuseum.novascotia.ca/what-see-do/building-boats-changing-lives>

operational cost patterns and funding innovation related to successful programs elsewhere. This analysis also sought to document programming innovation, program funding and sponsorship models, along with vignettes and success stories of youth participating in the programs.

- **An analysis of the human resources requirements** for Boat School Program operations, including those required to support community-based programming.
- An analysis of **annual operational requirements and associated costs** for Phase 1 of the proposed Boat School; and
- As a foundational document to be used to engage both funders and benefactors, the consultant team has placed a strong emphasis on detailing the **potential societal impact of this initiative**. An important dimension of this analysis includes ‘telling the story’. Features of that story includes how this initiative relates to inclusion, to using boatbuilding and the makerspace as a bridge to an enhanced future for at-risk youth within the context of the strong community development principles underpinning this proposed development.

In addition, the team considered this development in the context of a range of other concurrent initiatives – the Nova Scotia Museum’s *Interpretative Master Plan* and the Nova Scotia *Culture Action Plan*, Develop Nova Scotia’s Strategic Waterfront Development Plan and their Placemaking Initiative, Discover Halifax’s *Tourism Master Plan*, HRM’s strategic plans (museum services, library services, and the soon to be completed culture strategy), the Mi’kmaw Native Friendship Centre’s (MNFC) new site plan, among others – to identify program alignment opportunities in supporting the social enterprise business case.

## 1.2 This Report

This Report is organized as follows:

- Section 1 provides an **Introduction**.
- Section 2 explores the **Concept and Vision**.
- Section 3 draws out the findings and conclusions arising from the **Research and Benchmarking Exercise**, with the summary of analogue learnings provided in **Annex A**.
- Section 4 addresses Stakeholder Outreach.
- The **Case for The Boat School** is presented in Section 6.
- Section 7 provides the Proposed Governance and Organizational Structure.
- Section 8 presents the Project Costs, Financing and Operations including:
  - An industry and market analysis.
  - An analysis of governance factors including management and personnel.
  - Operational costs.
  - Financial projections; and
  - Risks and mitigation.
- Our Conclusions and Recommendations are provided in Section 9.



## 2 The Concept & Vision

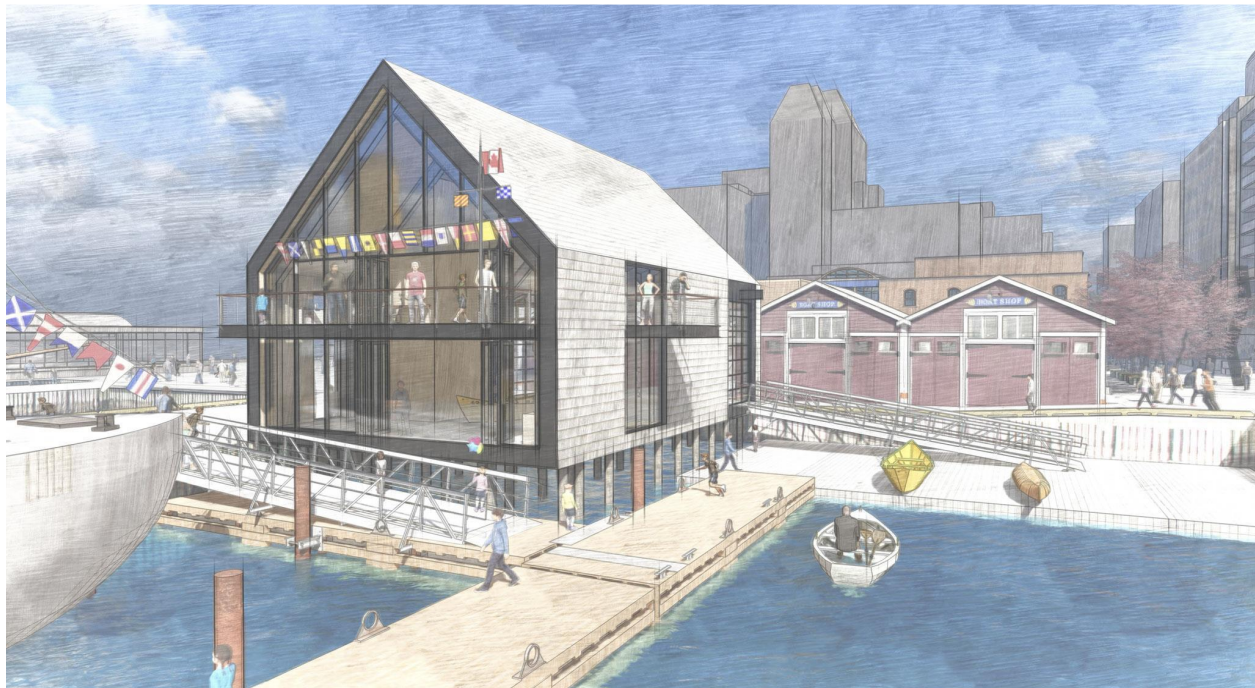
The Maritime Museum of the Atlantic enjoys a prominent place on Halifax’s storied waterfront. As a destination for visitors and locals alike, it is a gathering place and a magnet that celebrates our maritime history and tradition. It has been a consistently important and popular destination for those exploring the Halifax waterfront.

Building on a history of success on Halifax’s historic waterfront and as a working harbor, the MMA is embarking on an exciting next stage initiative – the launch of the Maritime Museum Boat School Development Project, broadly supported by a diverse group of supporters and key collaborators.

The Boat School is an exciting and ambitious project and, as a next stage development, will move the Halifax Waterfront experience to the next level.

Beyond celebrating the Province’s maritime history and prowess, this project also introduces other added dimensions – educational, cultural, tourism and positive labour market impacts, all of which will contribute to the Boat School’s ultimate value proposition.

From an education perspective, the project embraces an important societal aim by using boatbuilding as an avenue to positively engage at-risk and disadvantaged youth. This social license dimension will have a special focus on Indigenous youth, African Nova Scotian youth and other under-represented groups.



From a cultural perspective, the Boat School will embrace diversity and inclusion through immersion in Indigenous practices in watercraft and the sea-going and boatbuilding traditions, while illustrating these stories through immersive opportunities to construct boats, learn to use traditional boat-building tools and experience the vessels built at the school on the water.

As an anchor development within the soon-to-be-announced *Canadian Maritime Heritage District*, the proposed Boat School is a collaboration between the MMA, Develop Nova Scotia, the Department of Communities Culture and Heritage and the Canadian Maritime Heritage Foundation.

The MMA has also identified potential strategic partners including Canadian Maritime Heritage Foundation, Develop Nova Scotia, Canadian Naval Memorial Trust, Mount St. Vincent University, Dalhousie University, Ocean Frontier Institute, Ocean School, NSCAD University, Ambassatours, Nova Scotia Sea School, Mi'kmaw Native Friendship Centre (MNFC), YMCA Immigrant Welcome Centre, Bedford Institute of Oceanography, and The Centre for Ocean Ventures and Entrepreneurship (COVE).

Advance planning included strong engagement with key external collaborators, including the MNFC, African Nova Scotian community, universities, Nova Scotia Apprenticeship Agency, and Nova Scotia Community College (NSCC), among others.

The focus is on using the Boat School to create a small craft makerspace and to get youth 'on the water' through experiential learning. The concept also envisages the development of a year-round Learning Centre to function as a classroom and lecture space, a makerspace, and multi-media area with additional space to accommodate the learning center required.

Historically, the MMA has had a strong interest in introducing youth to the Province's maritime heritage. This provenance will serve this development well by leveraging the comprehensive range of programming the Museum has developed over the years including:

- Community and youth programs.
- Collaboration with Mi'kmaw Elders and the MNFC.
- School programs including a focus on STEAM – science, technology, engineering, arts, and mathematics.
- Research and education.
- Adult maritime skills programing; and
- Festivals and events, among others.



The vision for the Boat School is to engage youth in hands-on boatbuilding ranging from simple designs to more ambitious projects involving small sailing vessels. Cultural activities include learning boatbuilding techniques from the past, as well as celebrating the Mi'kmaq tradition of building birch bark canoes and coastal skiffs. The resulting creations will become legacy pieces that will help advance the program, as well as support its outreach and engagement to communities across the province.

The Boat School will be augmented through use of the restored *CSS Acadia*, launched in 1913 at Newcastle-upon-Tyne, England and used in her early years for pioneering hydrographic research in Canada's Arctic waters. *CSS Acadia* will offer below-deck classroom space and an area where students can socialize and have meals while immersed in a renewed living historical artifact.

At the same time, the Boat School will offer an enhanced visitor experience at and around the MMA, while contributing to a new and exciting hive of activity on the waterfront.

The proposed Boat School will include other adjoining infrastructure developments including:

- Lengthening of the wharf at which the *CSS Acadia* is currently berthed by approximate 80' to create room for the construction of the Boat School and to support visiting tall ships and other maritime partner's vessels.
- The addition of a series of floats with piles to surround *CSS Acadia* along with supporting finger piers to enable museum Boat School boats to be launched, giving access to the Harbour; and
- These modifications will create a sheltered 'lagoon' for small craft programming on the water, as well as provide increased storm surge protection while offering an enhanced and engaging visitor experience.

## 2.1 Leveraging Past Experience & Leadership

This project builds on MMA's extensive experience in offering youth-related outreach and programming across Nova Scotia. A recent, highly, successful example was **Building Boats, Changing Lives**, an initiative to expose students at Pictou Landing First Nation (PLFN) Elementary School to small craft construction. This 3-day experiential learning program enabled these young students to learn to use tools and culminated with a boat launch at the local beach. This program was a collaboration between PLFN, the MMA and Mount Saint Vincent University (MSVU).

As part of the program legacy, the MMA plans to build on this programming by positioning the new Boat School as a 'hub' to support capacity-building projects in communities across the Province. This expanded outreach and engagement, supported by the Boat School, will provide these services and programming throughout the Province for at-risk and youth.





## 2.2 Project Cost

The estimated capital cost for the Boat School development is \$5.0 M. The project development and financing model will include a public/private partnership, with two-thirds of the funding derived from public sector sources (federal/provincial), with the remaining one-third to be raised privately through the fund-raising efforts of the *Canadian Maritime Heritage Foundation*.

To date, preliminary planning provides an assessment of project requirements including preliminary cost estimates and the development of initial conceptual drawings. Proponents hope to have the construction phase of the project completed in 2021.

## 3 Research & Benchmarking Exercise

Many Maritime Museums in North America and beyond offer boatbuilding programs and courses. These are often available to a broad range of users, including, in some cases, members of the museum, boaters and others who simply want to hone their skills and enhance their understanding of boats and seamanship.

There are also project-based, targeted, hands-on educational programs using boatbuilding as a vehicle to reinforce character development, academic competencies, and technical skills. These programs, encompassing both small and large boatbuilding projects, integrate hand, head, and heart learning.

To ensure that the insights gained through this research and benchmarking exercise offer enhanced value to the MMA, GATN examined a range of approaches, including:

- Programs operating within Maritime Museums and available to a broad range of potential participants. These well-known and respected maritime museums offer engaging educational programming that appeals to a broad audience; and
- Programs that are specifically designed to use boatbuilding as a means to achieve broader social objectives. This set of analogues focus on the venues/facilities/leaders in the learning space MMA wants to occupy with the Boat School Project, including the value to marginalized youth and populations - Indigenous, African Nova Scotian, new Canadians and those at-risk. The overall objective is to examine the broader purpose of addressing social issues and using the associated learning to build skills, character, and future career competencies.

To most effectively mine this research for the benefit of the MMA in advancing the Boat School Project, GATN's benchmarking analysis delved into the innovative practices, success and lessons learned from these analogues. Where the information was publicly available, we explored the funding sources and models of these programs. We also considered how the MMA's own current programming and branding compares to leading analogues focused on at-risk populations.

The detailed case study summaries detailing their unique features are included in **Annex A**.

### 3.1 Museum and Foundation Analogues

The case study analysis examined reputable museums and foundations offering boatbuilding and associated programming integrated into the museum’s operations. These included:

- Mystic Seaport Museum, Stonington, Connecticut
- Thousand Islands Boat Museum, Gananoque, Ontario
- Chesapeake Bay Maritime Museum, St. Michaels, Maryland
- The Northwest Maritime Center, Port Townsend, Washington
- Northwest School of Wooden Boatbuilding, Port Hadlock, Washington; and
- Nova Scotia Sea School, Lunenburg, Nova Scotia.

#### 3.1.1 Summary of Museum & Foundation Case Studies

Table 1 summarizes key findings from the initial benchmarking exercise.

**Table 1: Summary Finding of Museum and Foundation Case Studies**

Mission	Programs & Fees	Funding	Marketing & Innovations
<b>Mystic Seaport Museum</b> strives ‘to inspire an enduring connection to the American maritime experience.’	Over 50 programs including 43 K-12 Programs, two College and Graduate Programs, 12 sailing programs and 2 Professional Development Programs (fees \$19-\$950)	Donations (≈50% of revenue), annual fundraisers, and contribution to existing or creation of a new endowment fund allowing funding to specific programs.	Mainly marketed to educators for students – professional development programs, where educators learn how to use the museum’s resources in their curriculum; and teachers recognition award which celebrate innovative use of the museum’s resources in education.
<b>The Thousand Islands Boat Museum</b> ‘brings the heritage of the St. Lawrence River, the Thousand Islands, and the magic spirit of the region to life.’	Four programs including the G.I.S.S. Junior Boaters Program, TIBM’s High School Boatbuilding Program, Youth Summer Sailing School (weekly fee \$420) and Children’s Activity Center.	Private donors and grants.  Parents are welcome to pay more that program fees and additional funds are used for less fortunate youth.	Host events and festivals year-round including the annual boat show, winter river festival and Regattas, and a partnership with Antique Boat Museum located in New-York where both museums mutually promote each other’s programs.
<b>The Chesapeake Bay Maritime Museum</b> is dedicated ‘to preserving and exploring the history, environment, and culture of the entire Chesapeake Bay region, and making this resource available to all.’	Over 25 programs including eight school programs (\$5-\$8/student), three Rising Tide Programs (free), four Youth & Family Programs (\$15-\$40) , four Summer Camps (\$150-\$300/week), multiple Adult Programs and around four Apprentice for a Day Shipyard Programs per month (vary depending on workshop).	Donations and grants (≈70%), endowment fund, membership (\$60/person) and admission fees (\$6-\$16/person).	‘Friends Boards’, composed of individuals from local communities, were established to strengthen and create new partnerships with local and regional communities, groups, and businesses.

<p><b>Northwest Maritime Center</b> ‘engages and educates people of all generations in traditional and contemporary maritime life, in a spirit of adventure and discovery.’</p>	<p>A variety of youth, adult, and professional programs including summer programs (\$225-\$350), school &amp; groups programs (\$70/h-\$3,000+).</p>	<p>Contributions (≈50%), membership, and product sale. Sponsorship of local businesses, wedding and facility rentals and program fees.</p>	<p>Various events such as festivals, regattas and races including the Alaska Race and the Seventy48 race, both increasing the center’s visibility beyond the local community.</p>
<p><b>The Northwest School of Wooden Boatbuilding</b> ‘teaches and preserves boatbuilding and marine systems skills while developing the individual as a craftsperson.’</p>	<p>The school offers four programs: The Traditional Wooden Boatbuilding Program, the Contemporary Wooden Boatbuilding Program, the Marine Systems Programs, and the Marine System Intensives (tuition and fees: \$21,500-\$40,500)</p>	<p>Mainly funded through tuition (52% of revenue) and contributions (38%), large part of which are obtained during the Annual Gala &amp; Fundraiser.</p>	<p>No details on marketing approach were available.</p>
<p><b>The Nova Scotia Sea School</b> aims ‘to promote the maritime tradition of boats and the sea as a means for young people to learn the values that seafaring has taught for generations: leadership, courage, responsibility, cooperation, generosity and respect.’</p>	<p>Four program streams are available including sailing, wilderness, leadership track and sea kayaks (cost \$600-1,400).</p>	<p>Mainly funded through donations, participation fees and merchandise sale.</p>	<p>No details on marketing approach were available.</p>

Sample innovative program models are illustrated below:

### 3.2 Programs Serving At-Risk Populations

We also analysed programs designed to use boatbuilding as a means to achieve broader social objectives, while focusing on educational programming and innovative approaches to serving at-risk populations. These included:

- Hudson River Maritime Museum’s Youth Boat Programs, Kingston, New York
- Rocking the Boat’s Youth Development Programs, Bronx, New York
- Our Piece of the Pie’s River Wrights Boat Builders program, Hartford, Connecticut
- Broad Reach Foundation for Youth Leaders Programs, Toronto, Ontario
- Alexandria Seaport Foundation’s Apprentice Program, Alexandria, Virginia; and
- Community Boat Project’s Programs, Port Hadlock, Washington.



**Rising Tide Program at The Chesapeake Bay Maritime Museum** is an after-school program available free of cost for students in grade 6 to 12. The program allows these students to gain basic boatbuilding and woodworking skills and further develop mathematics, engineering, team building, and project management skills. Participating students may choose one of three projects: double compost bin, kinetic sculpture and kayak skill development.

**The G.I.S.S. Junior Boaters Program at the Thousand Island Boat Museum** was developed in partnership with the Gananoque and Intermediate Secondary School where participating students learn to safely operate a watercraft through hands on experiences. Lessons include learning how to use a flare gun, troubleshooting outboard motors and more.

### 3.2.1 Summary of Analogues Serving At-Risk Populations

Table 2 summarizes key findings from the at-risk component of the benchmarking exercise.

**Table 2: Summary of Analogues Serving At-Risk Populations**

Mission	Programs	Participants	Funding	Innovative Practices
<b>The Hudson River Maritime Museum’s Youth Boat Programs</b> aims ‘to empower youth, build character, and foster teamwork through the traditional craft of wooden boatbuilding and on-the-water activities.’	The program includes boatbuilding and on-the-water activities - two streams are available: a daytime and an afterschool program.	High school students aged 14 to 18.	Annual donations by individuals or businesses and membership fees. An annual gala includes a live and silent auction.	The program is accessible in the county’s eight schools.  A partnership with the high school offers a credit for students participating to the day program.
<b>The Rocking the Boat’s Youth Development Programs</b> ‘empowers young people from the South Bronx to develop self-confidence, set ambitious goals, and gain the skills necessary to achieve them.’	STEM-based youth development programs in three streams: boatbuilding, sailing and environmental science.	High school students from partner schools.	Donations and government grants. Two annual fundraising events, one of which includes a silent auction, and additional events such as races.	Students gain access to social services including social, emotional, personal and professional support.  Students become eligible for part-time positions as Program Assistants once they graduate high school.

<p><b>Our Piece of the Pie’s River Wrights Boat Builders program</b> aims to ‘eliminate and alleviate the causes and effects of poverty.’</p>	<p>One of three Youth Business programs where students learn boatbuilding.</p>	<p>High school students aged between 14 and 17.</p>	<p>Funded by government (60%) and contributions (27%).</p>	<p>Students have access to Youth Development Specialists with expertise in various sectors, to develop long-term goals and obtain the support needed to achieve these goals.</p>
<p><b>Broad Reach Foundation for Youth Leaders’ Programs</b> ‘offers at-risk youth opportunities to discover the sport, science, and experience of sailing.’</p>	<p>On-shore and on-water programs centered on intellectual, physical, emotional, and vocational development.</p>	<p>Youth aged 12 to 24 recruited through social agencies.</p>	<p>Grants and donations from government, individuals, corporations, and the sailing community.</p>	<p>Participating youth are recruited through 40 social agencies in the region.</p>
<p><b>Alexandria Seaport Foundation’s Apprentice Program’s</b> goal is ‘to provide a life-changing, hands-on learning opportunity for young people, ages 16-22, who have struggled with significant obstacles and are eager to get on a path to success.’</p>	<p>The Apprentice Program</p>	<p>Individuals aged 16 to 22.</p>	<p>Donations mainly obtained during two annual fundraisers, and through partnerships with companies and non-profit organizations.</p>	<p>Participants who do not hold a high school diploma gain access to tutoring and GED test preparation.</p> <p>Participants receive an hourly wage when accepted into the program.</p> <p>Seeking partners to include an externship as part of the program.</p>
<p><b>The Community Boat Project’s Programs</b> was created ‘to build a stronger Community by giving youth job and life skills through adult mentorship.’</p>	<p>Three free accredited project streams including the Community Boat Shop, Puget Sound Voyaging, and Shelter from the Storm</p>	<p>Local high-school students.</p>	<p>Material and monetary donations from local businesses, individuals, and foundations – 100% of staff are volunteers.</p>	<p>Developing a fourth program stream – a sailing program for woman and transgender individuals.</p>

### 3.3 Findings Related to the Benchmarking Exercise

Like the MMA, most maritime museums offer a range of generic and tailored programming related to boatbuilding, maritime culture, and summer programming. These are an important element of museum programming and are tailored to the local communities, cultures, traditions, and collaborators.

The museums that offer boat-building programs in support of broader social objectives and programs targeted to at-risk youth rely heavily on donations and government grants. Fund-raising efforts are often centered around an annual gala and fundraising events through which most donations are made. Organizations such as the Hudson River Maritime Museum and the *Rocking the Boat* Event include auctions, live and/or silent, in their fundraising events.

Many analogues also rely on endowment funds to cover operational costs and increase program accessibility. This approach has been successful at the Mystic Seaport Museum where individuals may contribute directly to the museum's endowment fund or, following a donation of \$100,000 or more, may create a new endowment fund in order to support a specific program. The Todd Wilkins Scholarship Fund is a great example of this, where an endowment fund was created in the memory of Todd Wilkins to ensure all youth have access to the museum's programming.

Generally, these organizations are heavily reliant on volunteers to support these programs. Volunteer work contributes to both the day to day operation of the organizations and programs, as well as the planning and logistics for fundraising efforts and additional events, such as festivals, races, and more.

Innovations in these programs include social, emotional, and personal/professional development support. These components are found in programs such as the Rocking the Boat's Youth Boat Program and the Youth Business programs of Our Piece of the Pie. For the first, this essential component is undertaken by two licensed social workers and a college and career advisor and has for goal of helping students navigate throughout high school, apply for post-secondary education, set long-term goals and determine a path to achieving them. For the latter, this task is undertaken by a team of Youth Development Specialists, each of whom is an expert in a specific sector. These specialists help students in their personal and professional development, again by helping develop and set long-term goals and support youth in achieving these goals.

Partnerships have also proven to be the key to the success of these programs and have been concluded to advance various objectives. Organizations such as the Broad Reach Foundation have partnered with social agencies across their region of operation to recruit at-risk-youth who would benefit from their programs. Others, such as the Hudson River Maritime Museum, have partnered with the Ulster BOCSE, the school board equivalent of their county, to make their educational programs available in all county schools.

Other partnerships aim to increase market access and employment opportunities for future graduates. This approach is undertaken by the Alexandria Seaport Foundation, which is currently seeking partnerships with local businesses to offer externships as part of their Apprentice program. The foundation hopes this effort will allow students to gain work experience and give them the opportunity to build a network in their aspiring sector.

**Our Piece of the Pie's River Wrights Boat Builders program** is one of three programs found under the Youth Business. Students not only build a boat, but will also market and sell the finished product, allowing them to further develop professional and social skills.

Partnerships have also been created for marketing and brand visibility purposes. This is the case with the Thousand Islands Boat Museum and New-York's Antique Boat Museum partnership, where both museums mutually promote and cross-market each other's programming, ultimately increasing visibility beyond their respective regions. Plans to further develop this partnership are currently underway, with hopes to establish a shuttle service between both museums to increase accessibility.

Innovative approaches to creating partnerships are reflected in these case studies. Notably, the Chesapeake Bay Maritime Museum created a Friend's Board, composed of volunteers in the local and regional communities. The board's main goal is to strengthen ties with local and regional communities, while identifying potential partnerships with local businesses and organizations.

In terms of branding, these programs are typically presented as fostering personal, professional, and societal benefits. The development of transferable skills, such as team building, project management, communication and more, is emphasised throughout these organizations, regardless of the client target. These programs are also presented as strengthening intergenerational ties and creating closer ties between youth and their region's history and culture.

Programs focusing on at-risk youth highlight the societal benefits these programs generate, notably around education, employment, and their impact on reducing crime rates. The Alexandria Seaport Foundation is a great example of this. Their website features economic data positioning their program as a cost-effective approach to reducing crime and increasing income and, concomitantly, overall enhanced quality of life. Web pages presenting programs will typically include an introductory video, a program description, visuals such as students at work, as well as testimonials from previous students.

The *Building Boats Changing Lives* summary is a great page on the MMA site that is attractive, has good branding and compelling videos making it highly competitive with those surveyed as part of the benchmarking exercise. Our assessment is that it easily morphs into the essence and raison d'être of the proposed Boat School as it is easy to align with the Boat School vision/mission/values. However, a stronger emphasis on the STEM / STEAM dimensions that boatbuilding offers to inspire youth to embrace this learning, and the larger societal benefits these programs present seen in some analogues could strengthen the Boat School's value proposition and appeal to potential investors, benefactors and collaborators.

## 4 Stakeholder Engagement

In conducting this feasibility assessment and business plan analysis, an important consideration for the MMA was to ensure that broad-based input was secured. Those interviewed included MMA officials, government partners, key collaborators (including the Nova Scotia Sea School, the Mi'kmaq Native Friendship Center, African Nova Scotians, and Mount Saint Vincent University) and the Canadian Maritime Heritage Foundation, among others.

**Annex B** identifies key outreach targets consulted during the outreach and engagement process. GATN utilized an MMA-approved interview guide designed to draw informants out on both strategic and tactical considerations related to the proposed Boat School Development. Funding, potential funding innovations and partnerships were also included.

A summary of findings and observations arising from the stakeholder engagement process is presented under specific headings as follows:

- General observations
- Innovation; and
- Funding considerations

### 4.1 General Observations

- There is strong support for the Boat School Project across the broad range of stakeholders consulted. Stakeholders generally see this as a sensible next-stage development and very much like the focus on 'at-risk' youth. Diversity and inclusion is a high interest contemporary issue and one on which the Boat School can make a meaningful contribution.
- Stakeholders reflect a high degree of confidence in MMA programming for the Boat School. The MMA's experience in offering these programs at the museum and on an outreach basis, in collaboration with others (the Nova Scotia Sea School, PLFN, the Fisheries Museum and the Shelburne Dory Shop, as examples), is widely recognized and stakeholders perceive that the MMA can hit the ground running in the build out of the Boat School Project and the associated programming. There is uniform confidence among stakeholders in terms of the MMA's ability to execute this project seamlessly.
- The importance of the MMA as a tourism generator and as a high-interest and engaging destination on Halifax's waterfront is well-understood and consistently highlighted among key informants. Stakeholders believe that the Boat School, as a 'living exhibit', will add significant value to the Museum's offerings, including the possibility of increased museum entrance pricing to specifically include the Boat School feature and related activities as part of the museum visit.
- Beyond tourism, stakeholders understand the broader value proposition the Boat School offers. Several informants commented on the opportunity to honour and showcase culture including Indigenous culture, as well as, Nova Scotia's sea-going culture and historical maritime traditions. This is a source of deep pride for many Nova Scotians who see the Boat School as revitalizing interest and mobilizing knowledge around maritime traditions.
- Stakeholders are strongly supportive of the 'social objectives' of this project and the social contract it embodies. The aspiration to target at-risk and under-represented, Indigenous and African Nova Scotian youth in a context of inclusiveness and gender equity is very attractive to stakeholders. They see alignment with national objectives related to reconciliation with Canada's First Peoples, empowering African Nova Scotia youth and they appreciate the emphasis on the integrated skills-building approach emphasizing maker activities, tool use, team work, building pride and longer term career development opportunities for youth .
- Some stakeholders also reflected on the importance of providing wrap around social services to the youth involved in the programming, emphasizing the importance of collaboration with social agencies and social service providers as being an integral aspect of the initiative's potential success. This observation is borne out in some of the models examined as part of the benchmarking exercise detailed above.
- Continuing this theme, some stakeholders see the proposed boat school as an opportunity to

“amplify children and youth voices”. In this view, the Boat School becomes a gateway to instill confidence, self-worth, and to empower disadvantaged youth in ways that will positively impact their future life prospects.

- The MMA is seen by stakeholders as a valued collaborator. This observation generally augurs well for the launch of the Boat School Project. Some collaborators, such as the Nova Scotia Sea School, point to the importance of the infrastructure that will be available through the MMA’s Boat School initiative as being important to other stakeholders who have similar missions and have a history of collaborative programming with the MMA. The MMA’s history of collaboration and leadership in building these partnerships is acknowledged by stakeholders consulted and lauded as a feature that will enhance the likelihood of success of the Boat School initiative.
- Stakeholders respond favourably to the concept of using the Boat School as a ‘hub’ through which to offer programming throughout the province. The MMA already has an enviable track record in this regard and the Boat School is seen by many as a way to support the further build-out of this capacity, ensuring that the benefits extend beyond Halifax.
- Some stakeholders see value in this development as an asset to ensuring continuing community visitation to the MMA in a post-COVID environment. Those who reflect this view generally recognize that requirements respecting crowds and the need for social distancing are likely to be continuing features of the landscape in the near- to medium- term. As such, by moving activity out of doors and showcasing the Boat School hive of activity as a ‘living exhibit’, this approach is likely to be more appealing and marketable and acceptable in this new, as yet uncharted environment.
- There was strong support to use the Boat School experience as a vehicle of discovery to reinforce cultural identity and its importance to specific youth cohorts, for example Mi’kmaq youth or African Nova Scotia youth. By enabling youth to discover themselves through boatbuilding, there is the opportunity to link this journey to cultural anchors of significance to the youth cohort. As an example, the story of Mi’kmaq Rowers travelling to Montreal in 1967<sup>1</sup> offers a compelling connection to making boats, the sea, and transportation.
- There is also a labour market and workforce development dimension to this project. At a time when skill shortages in marine occupations feature prominently, the Boat School is seen as a potential catalyst for participating youth to consider becoming involved and pursuing further studies in sea-going and marine occupations. Some of the benchmarked programs examined in this study formalize occupational learning in marine areas, while assisting the youth completing these programs to become engaged in apprenticeships and to secure labour market attachment in these occupations. This is seen as a benefit by some stakeholders including larger companies who are constantly seeking talent supply and who may be incented as potential supporters and benefactors for Boat School programming,

---

<sup>1</sup> <https://www.facebook.com/thebeatoninstitute/photos/in-recognition-of-national-aboriginal-day-this-coming-sunday-were-sharing-this-a/395303554010233/>



## 4.2 The Boat School's Innovation Quotient

- Stakeholders see the design of the Boat School, the creation of the demonstration/experiential 'lagoon' on the Halifax Waterfront and the inclusion of the *Acadia* as part of the infrastructure to support boat school programming (classroom space as an example) as setting the stage for a highly innovative '**living exhibit**' on the Halifax waterfront. Stakeholders commented on the added-value dimension of this from a tourism attraction point of view, from an MMA enhanced product and experience perspective, as well as the social innovation associated with targeting at-risk youth that is implicit in the design.
- Some stakeholders commented on the Boat School as a vehicle to create social capital in the community by stimulating new networks, opportunities within existing networks and inducting youth into team membership structures with all the accompanying mutually reinforcing activities and group learning that can spring from their participation in Boat School programming. Stakeholders point to the opportunity to model best practices in terms of gender equity and diversity. Stakeholders also made note of the potential to create new cultural capital by opening the door for enabling social mobility as a result of the confidence-building activities these youth will be exposed to through this innovative programming.

## 4.3 Funding Considerations

- Collectively, stakeholders commented on the important partnership opportunity in the approach to securing capital funding to build out the Boat School Project. Many see this as a potential partnership including the public sector, the private sector and philanthropy through the Canadian Maritime Heritage Foundation. This approach was endorsed by stakeholders who believe that this unique configuration of supporters and benefactors will strengthen the model and contribute to its overall success.
- Similarly, in respect to funding for operational costs, several practical considerations were advanced through the stakeholder engagement process. One such opportunity is an innovative concept of creating a fund-raising partnership with several players, for example, the Port of Halifax, the container terminals, logistics companies, and major shipping companies, in a venture referred to as '*pennies for tons*'. Essentially, companies involved in moving port cargo would donate a small amount on a tonnage basis. This effectively syndicates social responsibility to the MMA / Boat School who provide a turnkey way for shippers to participate in local social development. Others mentioned the potential to use the '*value proposition*' feature in defence contracts as another potential vehicle in tandem with the emphasis on workforce development this project offers as a pathway to address future talent supply addressing existing skill shortages in the marine industries sector.
- Officials at MMA and stakeholders familiar with how other maritime museums are funding comparable operations point to their funding models as a viable option. Most have a hybrid model involving a combination of public, private, and philanthropic support coupled with innovative approaches to fund-raising, often utilizing the connectivity of the Boards which established to provide oversight to these programs. The public sector, particularly through social service and/or educational organizations will often participate in the funding of the wrap-around social services required for at-risk youth.

## 5 The Boat School from a Visitor Perspective

Beyond its proposed mandate, the proposed Boat School will:

- Enhance the Halifax Waterfront experience and value proposition; and
- Align with other areas of focus including tourism and cultural impacts.

The “life-blood” of a contemporary tourism destination is a robust mix of natural, cultural, historic, and Indigenous experiences. The Boat School ticks all these boxes.

The MMA is an important dimension of the Halifax tourism cluster – a geographic concentration of complementary attractions and experiences. The proposed Boat School would enhance the overall Halifax tourism cluster and constituent maritime cluster. A strong tourism cluster is an imperative to growing a destination as it contributes to a critical mass of things to see and do that attract and retain visitors. The Boat School would increase the diversity and sophistication of the Halifax maritime tourism cluster.

The Halifax Waterfront is one of only three signature attractions in Halifax – along with the Citadel and Canadian Museum of Immigration. The proposed Boat School would contribute to Halifax placemaking. This is critical to growing Halifax’s destination appeal. Placemaking includes projecting a culturally diverse city image with a vibrant heritage and culture with the harbour as a backdrop. Creating a place for residents is at the heart of place making to create a vitality, energy and vibe.

The thinking is that newcomers, businesses, and visitors will be compelled to follow the residents. The concept of place as a catalyst for economic and social development is at the heart of place making. Develop NS (DNS) – the custodian of the Halifax waterfront – is a recognized leader in place making. At its most basic, a place is a space or location that has meaning for people. The stronger the meaning, the better the place. One of the precepts of Halifax place making is thinking of the water as the centre – not the edge of the experience. The Boat School advances this concept by getting participants on the water, while giving those on shore another pathway to imagining the harbour experience.

The Boat School initiative is aligned with DNS’s commitment to plan, develop, and manage strategically significant land and infrastructure with and for people. The development will amplify the attraction of the waterfront as a public space and destination that differentiates Nova Scotia to attract visitors. Places that people love are places where people want to stay and live, where people want to start and grow businesses, and where people want to visit. Placemaking best practices build places for locals first. Building for locals first is a draw for a high value tourist who is looking for authentic experiences. These places attract tourists to visit, stay longer, and spend more money.

In this context, the Boat School development makes a great deal of sense. The MMA is a toponym for the surrounding harbour, the sea and vicariously for the maritime history and tradition it embodies, creating a virtuous circle.

The Boat School is also well aligned with the Halifax Working Waterfront Strategy (presently under development). It is well understood that a mixed-use waterfront offering a variety of experiences is more sustainable.

The Boat School would further cement Halifax's leadership in marine visitation, the attraction of super yachts, among other initiatives designed to aggregate the impact of what the harbour and waterfront broadly offer. The Boat School would contribute to a more vibrant waterfront, while ensuring and enhancing public access.

The social dimension of the Boat School is laudatory. Diversity and inclusion are increasingly recognized as a vital component of a healthy economy and destination. This signals the importance of an economy of well-being. This is defined as a *'capacity to create a virtuous circle in which citizens' well-being drives economic prosperity, stability and resilience, and vice-versa those good macroeconomic outcomes sustain well-being investments over time'*. An economy of well-being has several key characteristics:

- Expanding opportunities for upward social mobility and for improving people's lives along the dimensions that matter to them.
- Ensuring these opportunities translate into well-being outcomes for all society, including those at the bottom of the income distribution.
- Reducing inequalities; and
- Ensuring environmental and social sustainability.

The Boat School encapsulates all these dimensions in its compelling value proposition. Inclusive growth embraces the concept of leaving no one behind to enhance social equality, while reflecting that quality of life (material living levels, health, education, participation and inclusion, political and civil rights, and happiness) are also important considerations.

Prior to the pandemic, both Halifax and the entire province experienced strong tourism growth. Over the past decade, tourism revenues for Nova Scotia grew by 29%, with gains in all years except 2013 through 2015. Tourism export growth (44%) significantly outpaced resident revenues (8%).

Tourism revenues for the Halifax Tourism Region hit \$1.42 Billion in 2018 or 54% of the provincial total. The Halifax share grew from 53% in 2016. Community traffic flows confirm that Halifax is the most popular destination within the province by a wide margin. Two-thirds (65%) of the 2.4 million non-resident overnight tourists to Nova Scotia in 2018 visited "urban" Halifax, with 44% staying overnight. The Halifax waterfront remains the most popular attraction among visitors – well ahead of iconic Peggy's Cove. The Halifax waterfront was visited by 52% of out-of-province visitors in 2017 compared to 40% for Peggy's Cove.

The tourism synergies with the Maritime Museum are clear. The Boat School will benefit from the established visitor market of the Museum. The MMA attracts nearly 200,000 visitors annually (195,000 in 2018/19). The MMA holds the distinction as the most visited attraction in the Nova Scotia Museum family. The MMA boast a visitation that is nearly 50% higher than the next most visited facility (the Museum of Natural History).

The Maritime Museum is also a popular attraction for cruise visitors. Cruise traffic hit a record high of 323,709 in 2019. Cruise visitation has shown strong growth over the past decade (24%) and since 2014 (49%). In 2019, vessels declined from 198 to 179, but the average number of passengers increased from 1,600 to 1,815. Cruise travel is among the hardest hit sectors in the pandemic.

Prior to COVID, the Halifax Port Authority projected cruise visitation to 2040 under three scenarios as part of its long-range strategic planning. The 2040 high growth scenario represents a potential three-fold increase – or an average annual growth of 7%. The most modest scenario of the three models a annual average growth of 3%. Despite the dramatic absence of cruise visitation in 2020, the sector has proven resilient in the face of past challenges and tourism partners are optimistic about recovery efforts.

Explorer Quotient (EQ) builds on traditional segmentation criteria by incorporating psychographics - people's social values and world views - to better understand what drives a person's travel selection and purchasing decisions. Tourism Nova Scotia began using EQ as their lead market segmentation tool in 2015. EQ helps to identify who is most drawn to the province's unique landscapes, cultures, and experiences, while tailoring marketing approach to appeal to these potential visitors. The three EQ types that offer the best fit with what Nova Scotia has to offer as a tourism destination are:

- Authentic Experiencers
- Cultural Explorers; and
- Free Spirits

Authentic Experiencers<sup>2</sup> value both natural and cultural environments. They seek to be fully immersed in their travel experience, avoiding group tours and rigid plans. Authentic Experiencers are ethical, eco-conscious and open-minded, among other characteristics. This segment is attracted to museums. The proposed features of the Boat School resonate with their values of learning, cultural immersion, and personal development.

Cultural Explorers<sup>3</sup> constantly seek opportunities to embrace, discover, and immerse themselves in the entire experience of the culture, people, and settings of the places they visit. They visit museums and are also keen to participate in the modern-day culture as well. Cultural Explorers are open-minded, curious risk-takers among other characteristics. The proposed features of the Boat School resonate with their values of living history/culture, learning and exploring.

Free Spirits<sup>4</sup> are energetic travellers seeking to sample high quality experiences. Their affinity for high profile consumption does not align with the Boat School as well as the other two priority segments, but there may be experiences that could be developed for the Free Spirits in the longer term.

The Boat School's commitment to marginalized communities such as the Mi'kmaq of NS could be relevant in a tourism context. Research conducted by The Indigenous Tourism Association of Canada (ITAC) and the Conference board of Canada highlight the potential of First Nation tourism to further contribute to Indigenous economic and social inclusion, while strengthening cultural identity. ITAC's recent national study highlights the gap between the supply and demand for Indigenous product and services in Canada. Leveraging this pent-up demand for tourism experiences is an important opportunity for Indigenous Communities, entrepreneurs, and social enterprises.

---

<sup>2</sup> <https://quiz.canada.travel/caen/traveller-types/ttAE>

<sup>3</sup> <https://quiz.canada.travel/caen/traveller-types/ttCE>

<sup>4</sup> <https://quiz.canada.travel/caen/traveller-types/ttFS>

Other visitor research confirms the important place the Boat School would have for visitors. Heritage experiences and experiences in, on and near the water are at or near the top of the list for Halifax's competitive *unique selling proposition* (USP) relative to other top cities. The waterfront is the largest driver of visitation (49%), particularly among Non-Regional Residents (57%). The Boat School is an acknowledged opportunity to build out the city's maritime culture.

Precontact Mi'kmaq built canoes using cedar frames and birch-bark shells. These vessels were of varying lengths (typically between 5.5 and 8.5 metres) and resilience – some could make only short voyages along rivers and lakes, while others were sea-going vessels able to cross long distances carrying entire families and their possessions.

<https://www.heritage.nf.ca/articles/aboriginal/mikmaq-land-use.php>

A review of related research and strategic plans suggest that the Boat School will benefit from the substantial tourism activity on the waterfront, while advancing the area's experiential value for both residents and visitors. The Boat School resonates with both tourism and cultural impacts.

## 6 The Case for The Boat School

As has been noted, the proposed Boat School Project has broad appeal and ticks a lot of boxes. Being almost an island, Nova Scotia has had an enduring relationship with the sea that continues to this day.

Despite this rich history, many Nova Scotians, particularly young Nova Scotians, have lost contact with the sea. The MMA wants to change that. Advancing the Boat School Project builds on the already extensive success MMA, with collaborators, has achieved in exposing youth to boatbuilding as a tool to build confidence, learn new skills and work as a team.

The *Building Boats, Changing Lives* project undertaken by the MMA, as well as Mount Saint-Vincent University, and supported by the Canadian Maritime Heritage Foundation and ALION Canada is an impressive example of this programming in action. For two years, the program has taken place with youth from Pictou Landing First Nation (PLFN) where students from grade three and four participated in building a wooden boat.

Continuation of this type of programming at the physical site of the Boat School and on an outreach basis throughout the Province will be facilitated through the development of the Boat School Project.

The findings arising from the research and benchmarking analysis in this report reinforces how others have used this approach to achieve significant impact and success with at-risk youth. As the research shows, within North America, there are a diversity of approaches using boatbuilding as a way to effectively intervene and enhance the lives and future prospects of at-risk and marginalized youth.

These programs share many of the same features including:

- Their curricula focus on using boatbuilding to introduce youth to STEM and STEAM programming, implicit in the process of boatbuilding.

- They are often developed in collaboration with the school system, where some of these youth have not flourished. In some cases, they serve as an alternative to the traditional school setting or, in partnership with the school, as a higher-interest, more hands-on adjunct to the traditional school curriculum.
- In some cases, these programs provide wrap-around social services for the youth participating in these programs to ensure they are supported through the process.
- For many of the youth participating in these programs, a common finding is that the boatbuilding experience is the first time that they have experienced success. As a result of participating in these programs, powerful carry-over, even inspirational effects on the rest of their lives have been documented among program alum; and
- Many of these programs have been operating for decades and have shown consistent success in having alumni go on to lead successful lives, some in the marine industry, as a result of exposure to these opportunities during the boat school programming. Many of these programs speak compellingly on the epiphany some youth experience when they build something with their hands and are able to sail the vessel and learn how to manage and maintain it.

A culture shaped by the sea — Nova Scotia is a peninsula, almost completely surrounded by the sea; no community in the province is more than sixty kilometres from saltwater. The people who live here have been shaped and defined, over four centuries of European settlement, by this proximity to the ocean. The relationship is a complicated one, filled with the potential for great reward, fuelled by determination and calculated risk-taking, and threatened always by danger, death and immense loss.

One hundred and fifty years ago, Nova Scotia had the fourth largest merchant-shipping fleet in the world. Sail-powered wooden vessels built in Nova Scotia shipyards and crewed by Nova Scotia men were renowned internationally for their strength, speed, elegance of style, seaworthiness and durability.

<https://novascotia.ca/archives/virtual/?Search=THsea&List=all>

In developing the Boat School, the MMA is bent on taking the next step in aggregating programming, with which it has already experienced success, in a way that will provide both a ‘hive’ of activity on the Halifax Waterfront, as well as a ‘hub’ from which to project these opportunities in collaboration with others to communities throughout the Province.

Beyond, the social impact of helping youth get on a track for greater success and achievement, the Boat School concept and vision offers other significant benefits including:

- **Educational/labour market and workforce development impacts** – At a time when there is a global skill shortage in marine trades and sea-going occupations, the programming offered at the Boat School will expose youth to potential future career opportunities. The research bears out that these programs have success in facilitating labour market attachment for these youth in the marine sector, as well as in other occupational areas.



- **A focus on culture in the broadest sense** – As noted in the preceding text boxes, pre-contact Mi'kmaq and settlers of Nova Scotia alike have a centuries-long relationship with the sea. The centrality of the cultural life blood of the sea has been an enduring theme in Nova Scotia's maritime history and culture. In its vision, the Boat School seeks to honour that history – traditional maritime culture and Indigenous culture relative to the sea and coastal Nova Scotia. This approach synergizes well with the overall mission and mandate of the MMA, while opening a new dimension to the Museum's value proposition.

Beyond celebrating Nova Scotia's maritime history, a broader cultural objective is to use the Boat School as a venue through which to explore and bring this culture to life for Indigenous youth, African Nova Scotia youth and others who have not always had the opportunity to understand the shape and contours of this history and its present day importance, influence and relevance. Partnerships with the Mi'kmaw Native Friendship Centre (MNFC) and the African Nova Scotian community have been explored and there is a keen interest in the opportunity the Boat School presents to expose Indigenous and African Nova Scotia youth to this history in a way that brings it to life and imbues it with the meaning that only a hands-on experience can create.

Further, at a time when there is real momentum toward 'reconciliation' with Canada's First Peoples, the Boat School provides a venue through which to explore the Indigenous perspective to maritime history and culture, the skill and acumen in building birch bark canoes and freight-carrying vessels in ways that recognizes and honours these accomplishments.

- **Obviating longer term social costs** – There is a compelling body of evidence confirming that early intervention in the lives of at-risk and disadvantaged youth pays significant dividends in the longer term through reduced costs in corrections, addictions, social supports and ongoing interventions. As such, the Boat School provides a living laboratory through which to document and demonstrate these impacts.
- The MMA's collaborations with Nova Scotia universities and research facilities have been activated to demonstrate and validate these impacts and will be a significant dimension of the work of the Boat School. This consideration presents an important offsetting cost impact in respect to the investment in the Boat School Project that can animate these savings in the longer term, while opening the opportunity for productive, fulfilling and contributing lives for these youth.
- **Enhanced Museum offerings and overall value proposition** – Ultimately, development of the Boat School Project will enhance the MMA offerings and strengthen the attractiveness of the Museum as a destination for both Nova Scotians and visitors. It will also enhance the Museum's already illustrious international reputation. There is a case to be made that this added dimension and experiential opportunity could be parlayed into a general fee increase or as an add-on, separately priced feature at the Museum, thereby creating an increased revenue opportunity leading to greater institutional sustainability. Further, broad marketing of the Boat School as an opportunity to observe working exhibits will undoubtedly increase interest in the MMA as a destination, particularly at a time when experiential tourism is in the ascendency.

- **Tourism impacts** – The Halifax waterfront is a prized destination for Nova Scotians and visitors alike. As explored in detail above, addition of the Boat School will provide a ‘living exhibit’ at a time when visitors are increasingly placing higher value on experiential and immersive tourism opportunities. As a reputation enhancing and new marketing opportunity, the Boat School, and the demonstration of seamanship in the lagoon area will be of high interest for visitors.
- **Extending the reach and impact of the MMA** – To date, the MMA has been offering boatbuilding programs on an outreach basis to schools and organizations across the Province. An important feature of the Boat School Project is to continue to support and, indeed, grow this effort. In this configuration, the Boat School will become a ‘hub’ through which this programming can be further developed and offered on an outreach basis throughout the Province; and
- **Applying the post-COVID lens** - Considering the level of uncertainty that presently permeates the post-COVID recovery, one thing is clear. As businesses and institutions open up, social distancing will continue to be a feature of the next stages of recovery well into the future. For the MMA, early thinking, as expressed by key informants consulted as part of this analysis, indicates that more of MMA’s programming and activities will move ‘outside’ where social distancing is more easily accomplished and maintained. Considering this trend, the Boat School development offers the opportunity to create a new, high-interest hives of activity on the Halifax Waterfront that will appeal to a broad audience and enhance the MMA’s value proposition as a ‘must-see’ living exhibit.

Taken together, these positive features of the development of the Boat School Project presents a virtuous circle offering premium dividends and payback of this relatively modest investment when compared to these impressive outcomes.

## 7 Proposed Governance & Organizational Structure

From the review of the organizational structures of similar operations, not unexpectedly, there is considerable variance depending on the program focus. That said, many similarities emerge. Typical components which may apply to the MMA Boat School include:

- The creation of an overarching Board of Directors and / or an Advisory Committee,
- Specialized program coordinators or managers for each program stream (or all programming depending on the number of programs offered),
- First Nations relations for Indigenous programs. This position may also be fulfilled by the program coordinator,
- Focused liaison with local / regional schools/educators with related programming often developed in collaboration with schools,
- The inclusion of a counsellor, social worker or similar resources required to provide wrap around social services and to specifically assist with supporting enhanced personal, professional, and educational outcomes for participating youth. In some cases, these are brought in as part of a specific program cohort or are available within the program, and

- Instructors for various programs – some programs use a mix of employed instructors, volunteers or staff resources provided through collaborating agencies.

As a project of the Maritime Museum of the Atlantic, it is anticipated that ongoing core operational funding requirements for the Boat School will be part of the overall annual operating funds the MMA receives through Nova Scotia Communities, Culture and Heritage (CCH).

As with other aspects of museum operations, in this context, some museum staff and administrative resources will be ordinarily available to the Boat School including:

- Office space, computers, cellular, Internet, office equipment, power and utilities, security.
  - Seasonal programming support staff.
  - Communications support staff; and
  - Administration, including financial coordination staff support.
- A Boat School Society (BSS) will be established to oversee operations on behalf of the MMA. The BSS will have a Board of Directors, including the Museum Manager (as ex officio), President of the Canadian Maritime Heritage Foundation (CMHF), and would also include representatives of the organizations that would be expected to utilize Boat School programming. These may include Indigenous, African Nova Scotian and new Canadian interests, incorporating the diversity that is to become a hallmark of the Boat School
  - BSS will hire and manage key/core staff. An Advisory Committee will be established to help build capacity and assess progress on Boat School goals and objectives/ annual plans. The BSS will work closely with the CMHF to identify special funding needs and opportunities. In this model, it is anticipated that the CMHF will be able to provide funds directly to BSS projects and operational activities. The Advisory Committee can provide linkages with key community stakeholders who have an interest in the Boat School's mission and mandate and its overarching social objectives. It could also include industry representatives who have an interest in community and youth development.
  - In this context, the CMHF is expected to continue to work collaboratively with the Museum in helping access philanthropy and philanthropic resources to assist in the build out of Boat School programming and bringing innovation to its mission and mandate. It is anticipated that the CMHF will add the Boat School, as a special project, to their mandate. The CMHF will lead project-based fundraising initiatives at local and corporate levels, monitor and apply to other Foundations for support and continue to liaise with Federal, Provincial and Municipal partners to support the mission and mandate of the Boat School.
  - Beyond these collaborators, it is expected that Boat School facilities will be able to access additional partner support including:
    - Ongoing assistance from *Develop Nova Scotia* for waterfront security, float maintenance, installation, and removal; and
    - The Department of Transportation and Infrastructure Renewal (TIR) for building maintenance and snow removal.

**Figure 1** provides a high-level overview of this proposed governance structure for the Boat School.

The Boat School will also require a visionary manager and small staff team. Effective leadership and operational efficiency are essential to creating a well-managed Boat School capable of operating in a highly responsive and sustainable manner.

Effectively operated as a *living exhibit* of the MMA, an experienced manager will be recruited specifically for the Boat School operation. This is a unique position, requiring a leader who not only understands boatbuilding skills and techniques, but also has the knowledge and ability to work with youth with complex needs, as well as marketing skills to promote the Boat School and its programming to diverse stakeholders.

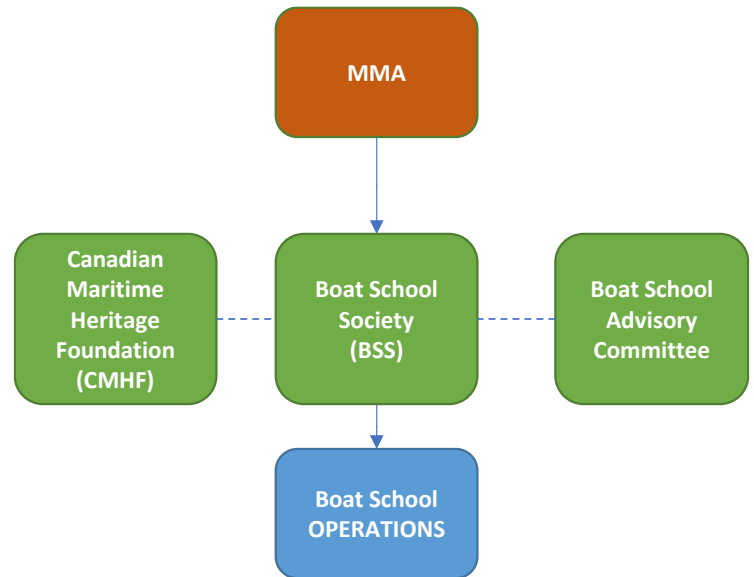
Full-time and contract staff would be recruited to offer Boat School programming including working as a team, water safety and related skills to the youth participants. Duties would include providing hands-on instruction and supervision to youth participants in boatbuilding, as well as instruction in safety on the water, while fulfilling any contracted group programs.

Staff will have knowledge of boatbuilding, be trained in sailing, paddling / kayaking / stand up paddle boarding and other forms of watercraft operations, and, when built vessels are in use, staff will be responsible for instruction in vessel operation and safe management.

The small staff team will work with guest boat builders and other partners and collaborators to facilitate programs under direction of the Boat School Manager. These positions must be effective leaders and communicators.

All staff will have participated in cultural sensitivity training and related programming, be trained to recognize trauma and actions that need to be taken to respond and understand trauma-informed teaching strategies.

Recruitment of these positions will also focus on seeking qualified staff persons drawn from target communities and those with a high level of cultural competency, first-hand knowledge and lived experience.



**Figure 1: Proposed Governance Structure**

## 7.1 Financial Projections

The financial analysis is framed using the lessons learned from the case studies, interview findings, discussions with MMA officials and reference to past business plans prepared by GATN for similarly scaled operations. This includes a five-year breakeven cashflow analysis.

As envisaged, the operation of the Boat School will be included in the MMA budget. Its operational focus is a revenue model that does not charge users / program participants.

Once established, operating the Boat School under a ‘Society’ will enable the program to augment financing of more expansive youth programming through private fundraising, corporate sponsorship, as well as fee-for service arrangements for cohort programming offered to organizations and agencies working with these youth.

As a significant waterfront real estate legacy, infrastructure investment is not factored into this analysis. Rather, as earlier noted, we have assumed that capital to construct the facilities will be provided in full, from a combination of public, private, and philanthropic sources.

The proposed concept focuses on ensuring operational sustainability and is designed to enable the Boat School to maintain the necessary budget requirements in support of the annual programming, beginning with Bevin's Skiff<sup>5</sup> class vessel assembly and, over time, advancing to include more complex project work (e.g., Bird Class). In all cases, materials / project cost would be covered through operations. Over time, more expansive programming may be advanced through corporate sponsorships and other forms of fund-raising through the leadership of the CMHF.

Under the direction of the Boat School Manager, the operation will engage boat builders to work along with students and, engage with a broad diversity of community partners – Mi'kmaw Native Friendship Centre, the Delmore Buddy Daye Learning Institute, Immigrant Settlement Association of Nova Scotia (ISANS), YMCA, the Nova Scotia Sea School and educators, among others. As the programming gains momentum there will doubtless be others who will come forward with interest in being part of these services. These partners will assist in the recruitment of youth cohorts within the target population of underrepresented / vulnerable youth.

In addition to skills in facilities and program management in a marine trades related field, the skill set of the manager would ideally include boatbuilding, or at least familiarity with the craftsmanship of building wooden boats. The full-time manager would be supported by one full-



<sup>5</sup> Image1: Source: <https://smallboatsmonthly.com/article/bevins-skiff/>; by Matthew P. Murphy

Image 2: <https://smallcraftadvisor.com/our-blog/?p=1688>



year, full-time position. Additional supporting roles may include administrative functions. A provision for contract staffing is also included.

For the vulnerable youth cohorts, there is expected to be the opportunity to augment Boat School revenue through a fee for service for cohort programming charged to third-party youth program providers, with no or minimal fees collected from program participants. The Boat School could also explore ancillary revenues through the sale of, for example, branded merchandising, auctioning completed boats for sale, among other possibilities. These have not been considered in the revenue model presented below.

As an example of a fundraising option, the Halifax equivalent of the highly successful **Rock the Boat – Rocking Manhattan** fundraiser could be a row around George’s or McNab’s Island, where participants are charged a fee to participate in the race, focusing on corporate entries.

Seattle’s R2AK (a project of the [Northwest Maritime Center](#)) provides another example that could be scaled to Halifax. Imbued with a sense of the absurd, this is a race from Seattle to Alaska with proceeds in support of the Northwest Maritime Center where the winner collects \$10,000 that is literally nailed to a tree and second place gets steak knives, and all others get to tell a story.

Other fundraising ideas were identified during the stakeholder interview process. As an example, one concept was to target shipping companies regularly calling on the Port of Halifax, in a ‘pennies for cargo’ concept. Another idea was to use the ‘value proposition’ component of Canada’s defence procurement strategy for large scale defence contracts, such as the Irving-led shipbuilding program and/or targeting companies involved in the Ocean Supercluster in the Atlantic Region. This type of marketing of Boat School programming could emphasize the value of the Boat School in providing companies with a virtual turnkey program for enhanced corporate social responsibility (CSR), while, at the same time, contributing to important workforce development initiatives.

Finally, as a living exhibit, offsetting revenues could be augmented through an add-on to MMA admissions to include a tour of the Boat School. The financial analysis undertaken through this project examined competitive fee structures for other museums and concluded that there is potential room for the MMA to increase the admissions fee while still remaining competitive with similar attractions. This would help offset some of the operating costs. There may also be options of reducing some Boat School operating costs through the assumption of designated cost categories within the overall MMA budget.

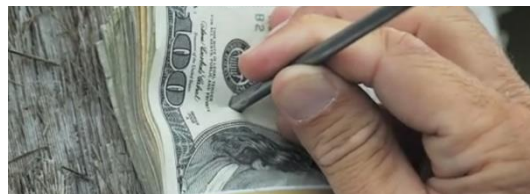
Regardless of the compositions, the revenues expressed below in **Table 7** represent a revenue target in a high-level break-even analysis.



ROCKING MANHATTAN



ROCKING THE BOATHOUSE



**Table 3: Proposed Operating Budget**

#	Description	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Staffing</b>						
1	Boat School Manager / Coordinator (CO)	\$75,000	\$76,500	\$78,030	\$79,591	\$81,182
2	Program Staff	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
3	Contract Staff	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
<b>Sub-Total Staffing</b>		<b>\$175,000</b>	<b>\$178,500</b>	<b>\$182,070</b>	<b>\$185,711</b>	<b>\$189,426</b>
<b>Tools &amp; Equipment</b>						
4	Tool Up	\$100,000				
5	Tool Maintenance and Replacement		\$10,200	\$10,200	\$10,200	\$10,200
<b>Sub-Total Tools &amp; Equipment</b>		<b>\$100,000</b>	<b>\$10,200</b>	<b>\$10,200</b>	<b>\$10,200</b>	<b>\$10,200</b>
<b>Materials and Supplies</b>						
6	Boat Kits (Partial Expenses)	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
<b>Sub-Total Tools &amp; Equipment</b>		<b>\$30,000</b>	<b>\$30,600</b>	<b>\$31,212</b>	<b>\$31,836</b>	<b>\$32,473</b>
<b>TOTAL OPERATING</b>		<b>\$305,000</b>	<b>\$219,300</b>	<b>\$223,482</b>	<b>\$227,748</b>	<b>\$232,099</b>

Core assumptions are noted in the following table.

**Table 4: Key Assumptions**

#	Notes
1	Project Coordinator / Manager is based on a proposed full-time, full-year annual salary of \$75,000, inclusive of all payroll related costs.
2	The Program Delivery Staff is assumed to draw a full-time, full year salary of \$50,000, inclusive of all payroll related costs.
3	The proposed contractor budget is set at \$50,000 and is inclusive of all costs to procure instructors for course deliver. This estimate is inclusive of any related costs.
4	Provision for a one-time tool acquisition cost of \$100K for small tools and equipment necessary to kit-up the Boat Shop
5	A provision of 10% of the initial investment tools is provided for repair, maintenance, and tool replacement costs.
6	A provision for boat kit costs is provided at \$30,000 (annually) and is reflective of a partial expense for this cost to purchase materials related to the boat building kits.

An important consideration in the implementation of the Boat School Program is the branding, marketing and communications that will be required to support its success and to effectively reach the organizations and target groups that it is seeking to engage. The MMA's previous experience and network that has been developed through the *Building Boats, Changing Lives* program will be invaluable in this effort. This effort will also be assisted through the design of the governance model for the Boat School which includes a separate Board of Directors and the development of a Boat School Advisory Committee drawn from communities of interest in the mission, mandate and values of the Boat School concept and vision. Additionally, new MMA partnerships will need to be cultivated and existing partnerships enhanced to fully integrate the opportunities the Boat School presents.

## 7.2 Risk & Mitigation

While the Boat School Project is a relatively small and focused undertaking, it is always important to consider the risk profile of any undertaking and to take steps to mitigate and manage associated risks.

Typically, in addressing risk, the leadership team responsible for a development will undertake a deeper analysis of the risk profile and develop a risk register. Its highest and best use is the provision of a format and approach to the identification and management of project risks. The risk register provides a vehicle through which the organization can regularly assess and monitor risk within a clear accountability framework around overall risk management.

An initial analysis of risk for this project identified the following considerations:

- Overall project financing and project implementation from the perspective of financial and temporal considerations.
- Building and sustaining the requisite partnership opportunities and collaborative structures to ensure Boat School mission and mandate fulfillment. These include partnerships to ensure that wrap around social services can be provided.
- Community readiness for the full range of opportunities needed to optimize the Boat School,
- Ensuring a stage-gated plan to effectively plan and manage the development and growth of the opportunities associated with this project, including creating partnerships with communities/collaborators outside Halifax.
- Developing a strategy to effectively utilize the Boat School development in the asset mix and overall MMA offering in a manner that generates the requisite revenue growth potential which can offset overall operational costs.
- Recruitment of staff with the requisite and unique skill sets to effectively work in this field and also provide culturally competent interventions with at-risk youth.
- Development of an effective, high interest, compelling and sustainable approach to fundraising that will reduce the risk of shortfalls on the operational side; and
- Managing the impact of COVID-19 and other unforeseen events.

While by no means exhaustive, anticipating and planning strategies to address these risks should provide a strong success orientation to this proposed initiative, while reducing uncertainty. The risk register and the risk mitigation plan provide a useful framework and monitoring tools to contemplate and manage these and other risks that may occur throughout implementation.

## 8 Project Costs & Financing

This section of the report explores the revenues and expenses of the proposed boat school.

### 8.1 Financial Analysis of Comparables

Relative to other centres that are operated on a *fee-for-service* model, the intent of the Boat School is to offer participatory opportunities in the marine trades to those who would otherwise not likely experience the opportunity to build a watercraft. At its core, the services of the boat school will be offered without fees to the vulnerable youth who are its core constituency.

To frame this operating model on a comparative basis, we conducted a financial analysis of comparable facilities. This analysis was undertaken referencing the most recent available financial statements (typically 2019 or 2018) from five institutions:

- Mystic Seaport Museum, Stonington, Connecticut
- Chesapeake Bay Maritime Museum, St. Michaels, Maryland
- The Northwest Maritime Center, Port Townsend, Washington
- Northwest School of Wooden Boatbuilding, Port Hadlock, Washington; and
- Our Piece of the Pie, Hartford, Connecticut.

In an effort to provide the MMA with robust background information, this financial analysis focused on learning how these analogues generate revenue, including their source and share in the overall revenues collected. We also examined expenses, including the categories of expenses and the share of these categories in the overall operational expenditures made on similar programming. As might be expected, each organization tracks, reports, financial information slightly differently.

In order to draw comparisons, we created a financial model to assemble a composite of the five organizations. Within this, revenue sources were combined extrapolating from financial statements.

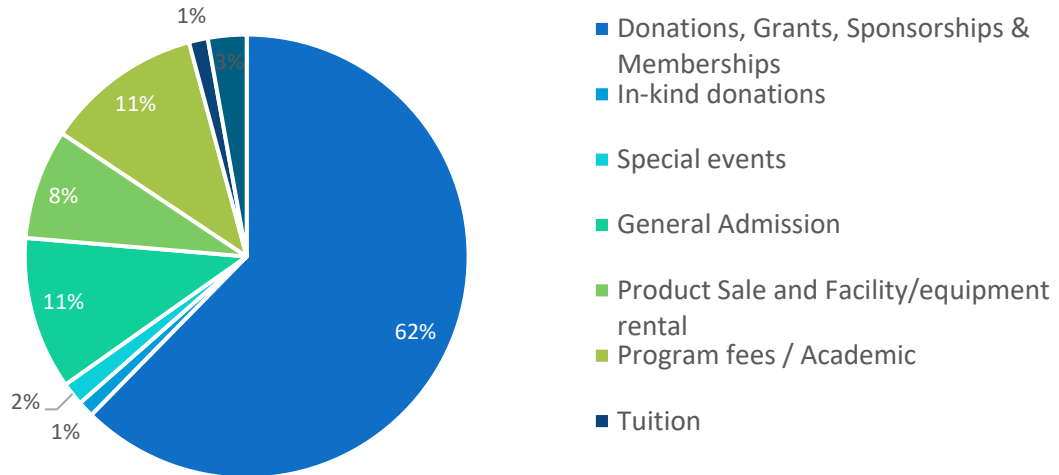
The average estimated share of expenditure was determined using a similar approach; however, a detailed breakdown of expenditures was only available for the Chesapeake Bay Maritime Museum and the Northwest Maritime Center.

Per visitation rates were estimated using most recent financial statements and visitation estimates provided by institutions (typically 2018). Similarly, the weighted average of revenues was used to estimate potential revenue for the MMA, while average expenditures were used to estimate potential operational costs.

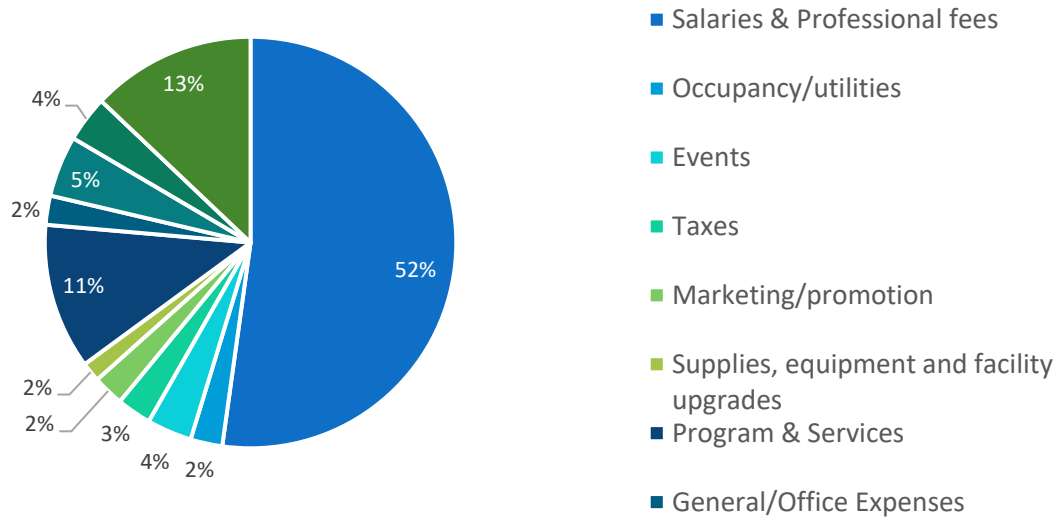
According to these statements, contributed revenue was estimated to account for 64% of total revenue, while earned revenue accounted for 36%. In terms of operating costs, programming accounts for the large majority of expenses (83%), while administration costs accounted for 12%, and fundraising for 5%.

A detailed breakdown on revenue and expenditure sources are provided in **Figure 1** and **Figure 2**, respectively.

**Figure 1. Estimated Share of Revenue by Source**



**Figure 2. Estimated Share of Expenditure by Source**



The primary purpose of this analysis was to assess the revenue and expense performance of the comparable facilities on a per visitor / per participant basis. Although not perfect – not all reported visitors / participants and those that do not charge may have less accurate visitor / participant data – the comparables do very well in terms of revenues collected per visitor / participant.

***Our estimates show that the average revenues per visitor / participant are on the order of US\$3,338. This is comprised of \$3,042 in contributed revenues (donations, grants, sponsorships, memberships, and in-kind donations) and US\$296 in earned revenues (including fees, admissions, product sales, and the like).***



Figure 3 and Figure 4 present a detailed breakdown of revenues and expenses on a per visitor / participant basis.

Figure 3. Estimated Revenue Per Visitor / Participant by Source (US \$)

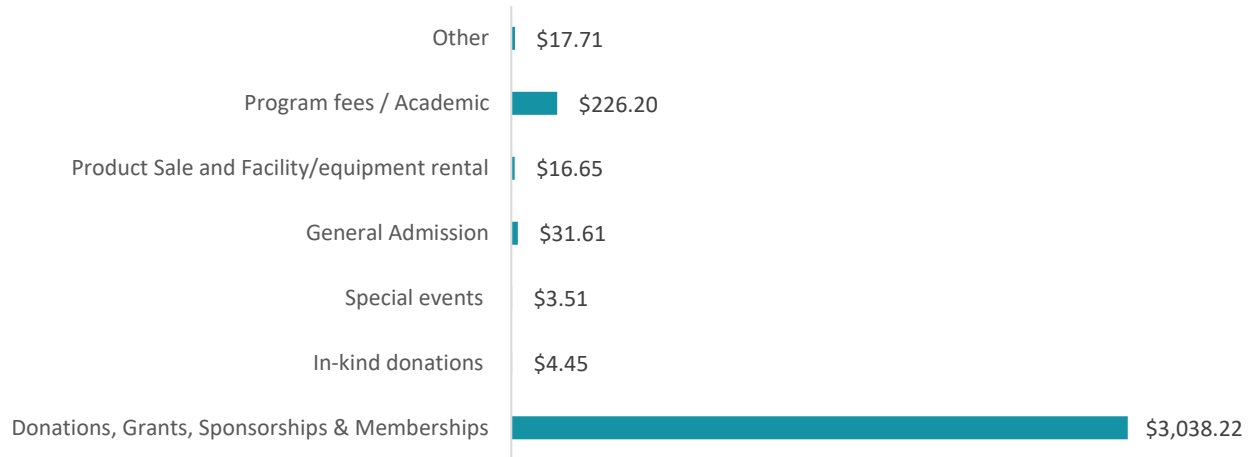
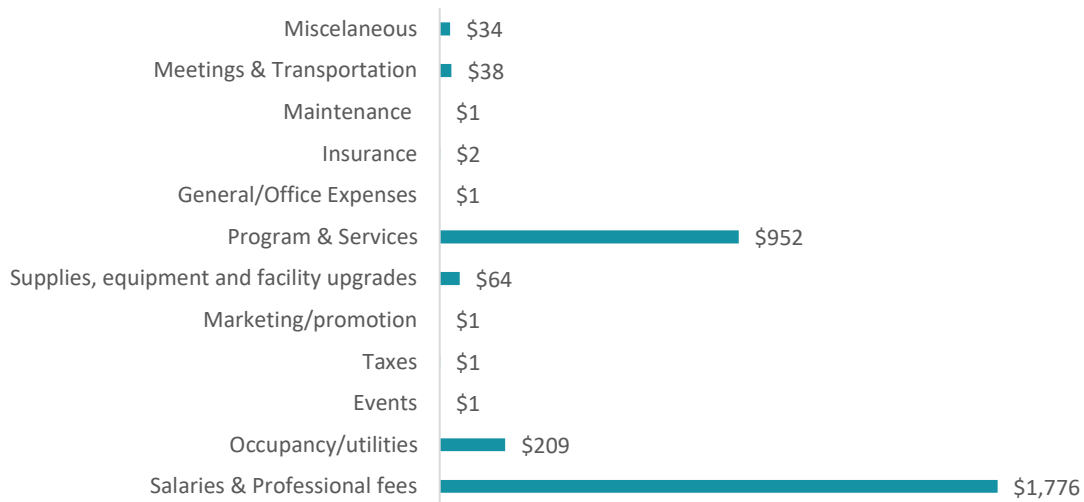


Figure 4. Estimated Expenditure Visitor / Participant by Category (US \$)



As shown, expenditures from the Chesapeake Bay Maritime Museum and the Northwest Maritime Center suggest salaries and related professional fees are about 56% of the total operating costs, while program and delivery costs are about 20% (Figure 4).

## 8.2 Comparables Rate Analysis

Although not envisioned in the proposed revenue model, we also conducted a scan of comparable admission rates focusing on the Halifax waterfront area.

This analysis was undertaken to determine how the MMA visitor admissions fee structure compares to similar organizations and the extent to which there may be flexibility to include a possible fee increase as a means to offset some of the operational costs associated with the Boat School Program.

Adult admission for the four reference museums in Halifax ranges from \$6 for the Museum of Natural History to \$15 for the Discovery Centre. In some cases, these museums may charge for enhanced programming. For example, the MNH most recently added a \$2 surcharge for the Egypt exhibit. These attractions typically charge a reduced rate for groups such as cruise, motor coach, and schools.

In comparison, the adult admission rate for the Maritime Museum of the Atlantic is mid range - \$9.55 (May to October). The MMA admission rates are structured seasonally. The fee schedule is as follows:

**Table 6: MMA Admission Prices**

	Nov 1 - April 30	May 1 - Oct 31
Adult	\$5.15	\$9.55
Senior <b>65 +</b>	\$4.40	\$8.50
Youth <b>6 - 17</b>	\$3.10	\$5.15
Child <b>5 and under</b>	Free	Free
Family <b>Youth under 17 + 2 adults</b>	\$11.85	\$24.75

With approximately 200,000 annual visitors, an increase in MMA rates from a mid range of \$9.50 to rates on par with the Discovery Centre or the AGNS (e.g., \$13.50) could add several hundred thousand dollars to the MMA revenue stream. This revenue, or a portion thereof, could then be applied to the funding required for the expanded programming offered through the Boat School.

### 8.2.1 Value Added Experience Analogues

There is also a potential to develop value added visitor experiences associated with the Boat School. This could include demonstrations, tutorials, and structured hands-on opportunities to learn more about boat building, the tools and technologies used and the history of the craft in Atlantic Canada. Depending on the programming, the following analogues provide a guide to consider in pricing Boat School experiences.

**Table 5: Admission at Selected Reference Museums in Halifax**

Attraction	Admission (excl HST)
<b>Discovery Centre</b>	Adult \$15 Child \$12
<b>Art Gallery of NS</b>	Adult \$12 Youth \$5
<b>NS Museum of Natural History</b>	Adult \$6.30 Child \$4.05
<b>Canadian Museum of Immigration</b>	Adult \$12.60 Child \$8.00

**Table 7: Sample Value-added Visitor Experiences**

Signature Experience	Overview	Duration	Cost (excl. HST)
<b>Eskasoni Cultural Journeys</b>	The Eskasoni attraction offers an outdoor hands-on experience based guided tour along a 2.4 km trail. The experience involves eight stations including smudging, food preparation, language, basketry, games, and hunting/fishing.	2-3 hours	\$40 (adult) \$20 (youth)
<b>Kejimikujik Seaside Adjunct</b>	“Gone Crabbin” is a citizen science seaside adventure that allows visitors to help protect native species from the invasive European Green Crab. Includes ATV ride to a secluded lagoon. At the field station participants learn about trapping techniques and data collection, before travelling in rowboats to pull traps and handle fish and crabs.	4 hours	\$60.00
<b>Halifax Citadel National Historic Site</b>	<i>Soldier for a Day</i> program allows visitors to experience life in the 19th century as a 78th Highlander. Includes a fitted uniform, marching, practice drills, learning how to fire a rifle and mess hall with the other soldiers.	3 hours	\$199 (adult) \$175 (child)
<b>Fortress of Louisbourg National Historic Site</b>	<i>Prisoner of the Day</i> allows visitors to participate in the public punishment. Participants are fed bread and water before being escorted by soldiers to the iron collar.	30 minutes	\$32
<b>Fortress of Louisbourg National Historic Site</b>	Fulfill your dream to be a cannoneer and fire a cannon! Light the fuse and wait for the blast of a cannon identical to those that defended 18th-century Louisbourg. An exclusive, exciting 45 minutes of French colonial artillery techniques shared by fellow soldiers will officially make you a cannoneer in training.	45 minutes	\$48
<b>Alexander Graham Bell National Historic Site</b>	The White Glove Tour provides a behind-the-scenes look at Alexander Graham Bell’s artifacts, photos, mementos, gadgets, and gizmos! Includes an introduction to the Bell collection and the basics of museum conservation.	30 minutes	\$10.50

These museum / historic site experiences outlined above range from thirty minutes to four hours with fees spanning widely from \$10 to \$200.

### 8.3 Capital Cost

The capital cost estimate for the Boat School was prepared for Develop Nova Scotia and provided to our Team for inclusion in this business plan. The total capital cost is estimated at just over \$5 million. This is inclusive of preconstruction expenses (design, testing, among others), the actual costs associated with the building and wharf (the majority of the estimated costs at \$4.6 million), and a budget of \$500,000 is provided for public art. **Table 8** provides further details.

For purposes of the financial analysis, we assumed that 100% of the construction costs will be supported through the earlier referenced public, private, philanthropic funding model and that the facility will be owned by the Province of Nova Scotia and / or one of its agencies. Under this assumption, the operation of the proposed Boat School will not be required to cover financing costs / repairs and maintenance costs associated with the ownership of the facility.

**Table 8: Estimated Capital Costs / Construction Costs**

PROJECT: Centre for Small Craft - Proposed Boat Shed Building, Wharf Extension and Floating Docks	
BUDGET SUMMARY	
January 2, 2020	
<b>PRECONSTRUCTION</b>	<b>TOTAL BUDGET WITH CONTINGENCY</b>
Description	
Design, Consulting, Studies, Testing, etc.	\$ 255,722
<b>TOTAL PRECONSTRUCTION</b>	<b>\$ 255,722</b>
<b>CONSTRUCTION</b>	<b>TOTAL BUDGET (A)</b>
Description	
<b>Building</b>	
General Conditions (70% of total)	\$ 155,920
Site Construction/Foundations	\$ 357,890
Building Envelope	\$ 577,395
Finishes	\$ 63,847
Conveying Systems (Lift)	\$ 72,450
Mechanical Systems	\$ 204,750
Electrical Systems	\$ 90,636
Utilities	\$ 113,400
<b>Total Building Costs</b>	<b>\$ 1,636,288</b>
<b>Wharves</b>	
General Conditions (30% of total)	\$ 66,823
Foundations (Timber Piles)	\$ 558,600
Steel Piles	\$ 226,800
Gangways	\$ 234,738
Timber Pile Extension	\$ 1,093,143
Floating Docks	\$ 701,896
Utilities (Water, Electrical)	\$ 106,313
<b>Total Wharf Costs</b>	<b>\$ 2,988,312</b>
<b>TOTAL CONSTRUCTION</b>	<b>\$ 4,624,600</b>
<b>PUBLIC ARTWORK</b>	<b>TOTAL BUDGET (A)</b>
Description	
Tresoldi Sculpture	\$ 500,000
<b>TOTAL PUBLIC ARTWORK</b>	<b>\$ 500,000</b>
Preconstruction	\$ 255,722.40
Construction	\$ 4,624,599.86
Public Artwork	\$ 500,000.00
<b>TOTAL COSTS</b>	<b>\$ 5,380,322.26</b>
<b>ARTWORK FUNDING BY OTHERS</b>	<b>\$ (300,000.00)</b>
<b>TOTAL</b>	<b>\$ 5,080,322.26</b>

## 9 Observations & Conclusions

A salutary observation from this analysis is the high degree of support this project has engendered and is enjoyed by key stakeholders. The MMA has a wellspring of deep support and confidence in its ability to bring this complex project to fruition. The MMA’s history of collaboration and leadership in building these partnerships is acknowledged by stakeholders consulted and lauded as a feature that will enhance the likelihood of success of the Boat School initiative. On one level, it has test-marketed this approach and its appeal through its innovative *Building Boats, Changing Lives* program.

Further, it is clear from the comprehensive benchmarking exercise completed as part of this analysis that these programs have enjoyed operational success and noteworthy outcomes in other jurisdictions in North America and beyond. From that perspective, our clear conclusion is that this project is eminently doable and able to be advanced sustainably.

Beyond that foundational consideration, the proposed mission and mandate and the social innovation that it includes is highly attractive to stakeholders and, particularly timely, in respect to efforts to create new pathways for at risk youth that will obviate longer term costs related to corrections, social spending, addictions, poor health and self esteem, among other factors. The social innovation mandate the Boat School embodies is an easy sell and an attractive concept on which to base sustainable sources of corporate and philanthropic support.

As an overarching development, the Boat School adds value to an already well-understood and respected brand that is the MMA on Halifax's iconic waterfront. As such, it aggregates the visitor experience and builds on the waterfront value proposition for an enhanced and high interest visitor experience.

At the level of its importance to Nova Scotia, the Boat School will be an educative tool bringing the Province's rich maritime history and culture into perspective for new audiences. That said, the MMA and advocates for the proposed Boat School Project are faced with a number of key issues to consider in regard to its development including funding, governance, and operational parameters. Helpfully, considerable advance work has already been completed by the MMA and this analysis provides some important insights, benchmarks and proposed approaches that will also be an invaluable resource in the implementation process.

In advancing this project, two important considerations include the governance and operational structure:

- **Build out the governance structure** – there are a variety of options related to overall project governance and ongoing management. The preferred option is for the establishment of a Boat School Society (BSS) with its own Board of Directors to oversee operations on behalf of the MMA. Directors may include Indigenous, African Nova Scotian and new Canadian interests, as well as the President of the Canadian Maritime Heritage Foundation (CMHF). An Advisory Committee will also be established to help build capacity and assess progress on Boat School goals and objectives/ annual plans. The BSS will work closely with the CMHF to identify special funding needs and opportunities.
- **Operational considerations** – An important consideration in the implementation of the Boat School Project is the operational parameters. This will inevitably involve working with key collaborators in the identification, accommodation and potential fee for service arrangements associated with at-risk youth cohorts. Refining the curriculum, developing the wrap-around social services that may be required are critical success factors in the program execution phase. Other factors will revolve around considerations of whether it is a seasonal or year-round operation. There may be merit in opening seasonally initially, expanding to year-round over time – as warranted by demand / activity. There may be reduced hours during non-peak season. These operational considerations will need to be examined and sorted out to ensure a smooth launch and early win strategy associated with the implementation of this ambitious project.

## 9.1 Recommendations

Arising from this analysis completed on this two-phase Boat School project, GATN advances the following:

- The analysis bears out a strong case for advancing this project. There is a high level of support and belief in the project. The MMA brings extensive leverageable experience in its development and there is clear evidence of sustainable success in similar programming incorporating this social innovation dimension in museums and boat schools elsewhere. It is our conclusion that the MMA team can advance this project with confidence.
- There is a compelling business case for the proposed Boat School – both from a social and financial perspective. This project incorporates a focus on issues that are a contemporary preoccupation for many and, as such, there is a tremendous opportunity to further socialize this Boat School concept with potential investors and partners leveraging this Business Plan to seek timely and sustainable support.
- Leveraging the important advance work and experience already completed, concurrently, the MMA should evolve the *Building Boats, Changing Lives* branding and marketing collateral to more fully capture the historical, cultural and social innovation dimensionality of the proposed Boat School in alignment with the Boat School vision/mission/values. An additional feature can be a stronger emphasis on the STEM / STEAM aspects that boatbuilding offers to inspire youth to embrace this learning. There is also the opportunity to celebrate the significant societal benefits these programs offer, an aspect that strengthens the Boat School's value proposition and appeal to potential investors; and
- In service of the social innovation aspects of using boat building to positively impact at-risk youth, MMA project leaders can advance discussions with potential collaborators in respect to the provision of wrap around social services to the youth involved in the programming. This will be an integral aspect of the initiative's potential success. This observation is borne out in many of the successful and highly effective analogues examined as part of the benchmarking exercise in this report.

## 9.2 Conclusion

Ultimately, the Boat School will offer a new and flexible programable space on the waterfront with programming that can be adapted as the School evolves and grows. This flexible design of the facility will allow for a variety of programs and events, including in-water events, as well as other purposes outside of programming hours that can support earned revenues.

This study establishes the feasibility and the case for the Boat School. The evidence shows that this innovative development has the potential to become both a destination (attracting visitors to the area), as well as fulfilling its core mandate to support youth being exposed to the marine trades in a culturally and personally accommodating space designed to enhance their overall life chances.

Building on the extensive advance planning already undertaken, the School will continually seek ways to create new synergies with existing waterfront attractions, businesses, and collaborators to offer meaningful opportunities and value to the youth being served. The School will also succeed by building community relationships between businesses in the sector and a cohort of youth who might not otherwise have the rich experience and opportunities the Boat School will provide.



## Annex A – Benchmarking Exercise

The following sections provide the results of the benchmarking research group as those that pertain to museum and foundation analogues, and those pertaining to Programs Serving At-Risk Populations.

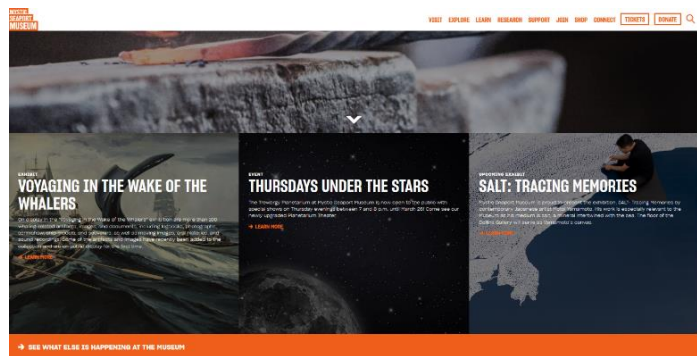
The case study analysis examined reputable museums and foundations offering boatbuilding and associated programming integrated into the museum’s operations. These included:

- Mystic Seaport Museum, Stonington, Connecticut
- Thousand Islands Boat Museum, Gananoque, Ontario
- Chesapeake Bay Maritime Museum, St. Michaels, Maryland
- The Northwest Maritime Center, Port Townsend, Washington
- Northwest School of Wooden Boatbuilding, Port Hadlock, Washington; and
- Nova Scotia Sea School, Lunenburg, Nova Scotia.

### Museum and Foundation Analogues

#### Mystic Seaport Museum

The Mystic Seaport Museum located in Mystic Connecticut was founded in 1929 with the mission to ‘inspire an enduring connection to the American maritime experience’. The museum offers a wide range of educational and sailing programs, in addition to college and graduate programs in partnership with Williams College and the Munson Institute. Educational program focus



on the history and the science of the maritime experience with programs such as the Life in a Seaport Town program where students compare historical and current living conditions in seaports, the Phases of the Moon program where student learn about the moon cycle through various models and how it impacts earth, and may even stay overnight on the 1882 full-rigged ship *Joseph Conrad* when participating to the Ship to Shore program. Programs are mainly marketed for students and educators, with additional programs in place for professional development targeted at educators. In 2018, the museum saw 259,647 visitors including 32,000 students. Educational programs fees vary greatly with tours and workshops around \$19 per student, in-school and digital programs around \$225, overnight programs price ranging between \$75 and \$460 based on the number of nights, while sailing program fees range from \$225 to \$950. The museum also offers variety of financial aid and scholarships. These financial aid programs are funded by private donors through various funds including the Todd Wilkins Scholarship Fund and the George Gordon Breed Memorial Fund which both cover up to \$200.

The museum is managed by an executive committee and a President’s Advisory Council. The main sources of income include admission fees, membership fees, investment income and philanthropic donations. In 2018, the museum raised \$12.2M in donations with 54% provided by individuals, 26% from trustees, 8% from foundations, 7% from Government and 5% from corporations. A large part of operational costs are covered by funds raised during *The America and the Sea Award Gala and Auction*, the museums largest

fundraising event. Endowment funds have also been established, a third of which are used to support educational programs. Educational programs typically accounted for 10% of expenses and 20% of the museum’s operating income.

## Thousand Islands Boat Museum



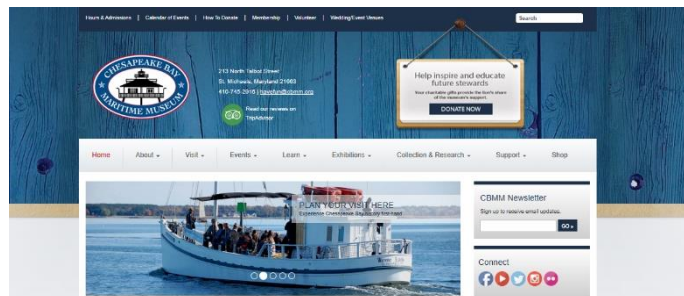
The Thousand Islands Boat Museum located in Gananoque Ontario has for its mission to bring ‘the heritage of the St. Lawrence River, the Thousand Islands, and the magic spirit of the region to life’. The Thousand Islands Antique Boat Museum Trust was created in 1993 to raise funds with the hopes of creating a museum, which signed a lease agreement with the town in 2014. The trust and museum now operate as one, under the Thousand Islands Boat Museum, and is registered as a Charity with the Canada

Revenue Agency. The museum mainly collaborates with local and regional high schools and offers various programs with a focus on marine skills and boatbuilding. These programs include the G.I.S.S. Junior Boaters Program, a two-fold program where students first restore a boat and have the option of completing an operator course, and the TIBM’s High School Boatbuilding Program which teaches student basic wood construction skills and outboard motor repair. In addition, the museum holds a Youth Summer Sailing School and a Children’s Activity Center and is currently working on further developing their boating and sailing programs offerings. While fees for programs developed for High School are undisclosed, participation to the summer sailing school has an associated weekly fee of \$420. The museum also developed the Pay What You Can Scholarship to increase accessibility to programs.

The museum is governed by volunteer board members and is heavily reliant on volunteers and summer internships from local youth. Operations and scholarships are fully funded by private donations and grants obtained from various levels of government. As the end of the construction of a new boat facility is fast approaching, 85% of the \$4.5M raised were from private donors.

## Chesapeake Bay Maritime Museum

The Chesapeake Bay Maritime Museum located in Maryland US was founded in 1965 with a mission to ‘preserve and explore the history, environment, and culture of the entire Chesapeake Bay region, and making this resource available to all’. The museum offers a variety of programs focused on the heritage, ecology, and culture of the Chesapeake Bay. These include school programs, youth and family programs, summer camps, adult programs and apprentice for a day shipyard programs. One of its staple programs, the Rising Tide program, is an after-school program available free of cost for students grade 6 to 12. The program allows these students to gain basic boatbuilding and woodworking skills and further develop mathematics,



engineering, team building, and project management skills. Participating students may currently choose one of three projects: double compost bin, kinetic sculpture build and kayak skill development. Previously available projects include the Mary and Susan project, where students learned to build models of skiffs, and the Cattail project, where students built a replica of a railbird skiff found in the museum's small boat collection.

The museum is managed by a Board of Governors and a Friends Board composed of individuals from the local community. Operational costs are covered through government funding, annual fund gifts and admission and membership fees. In 2018, the museum generated \$7.3M in revenue and support including \$4.2M raised in contributions; \$476,821 from memberships, \$ 83,874 from grants and \$649,263 from general admissions. The museum has also created endowment funds, with an estimated worth of \$11M. In 2018, Educational programs and events had an associated cost of \$220,000, while educational programs generated \$123,000 in revenues.

### Northwest Maritime Center



The Northwest Maritime Center located in Port Townsend, Washington (US). The center's mission is 'to engage and educate people of all generations in traditional and contemporary maritime life, in a spirit of adventure and discovery'. As the first LEED Gold non-profit waterfront center in Washington State, the center does not operate within a museum context and

has adopted environmental stewardship as part of their core goal. They offer a variety of youth, adult and professional programs. Youth programs include summer programs available to children aged between 5 and 17, where children may learn how to sail, explore the region and learn marine skills; and school and group programs, where teachers may choose between an on the water, boatbuilding or mariners program. Other programs welcome veterans as building boats is considered as therapeutic for people with post-traumatic stress disorder or traumatic brain injuries.

In 2018, the center generated \$2.8M in total revenue, with 31% (or \$847,375) was obtained through individual contributions and memberships, followed by 16% (or \$457,003) in product sale. Other revenue streams include sponsorship by private businesses, weddings and facility rentals. Program fees account for 6% of revenue or \$175,672, while program operation account for 80% of their operating expenses. The biggest operating expense is by far staff, volunteers and professional fees, with an associated spending of \$1.8M, followed by events with \$206,806. With expenses totaling \$2.7M, the Northwest Maritime Center generated a net income of \$237,788 in 2018.

### Northwest School of Wooden Boatbuilding

The Northwest School of Wooden Boatbuilding located in Port Hadlock, Washington was founded in 1981, with for mission 'to teach and preserve boatbuilding and marine systems skills while developing the individual as a craftsperson'. The school offers four programs: The Traditional Wooden Boatbuilding Program, the Contemporary Wooden Boatbuilding Program, the Marine Systems Programs and the Marine System Intensives. Program length varies ranging from 12-months to 5-days after which students obtain an AOS Degree, or a recognized diploma or certificate. As an accredited post-secondary vocational

school, programs are available for men and woman of all ages following secondary education. The school also offers scholarships which are allocated on a needs-basis and offer connecting students with numerous other organizations offering scholarships.

Governance is undertaken by a Board of Directors composed of six individuals, a Program Advisory Committee composed of 17 individuals, and is operated by 16 staff members and instructors. The school's main revenue stream are tuitions and donations. In 2018, the school had a net revenue of \$1,606,549 with 52%, or \$833,533, obtained through tuitions, and 37%, or \$594,618 obtained through donations; while expenses were of \$1,469,258 with 74%, or \$1,087,662, spent on programs.

### Nova Scotia Sea School

The Nova Scotia Sea School located in Halifax and Lunenburg was founded in 1994 with for mission 'to promote the maritime tradition of boats and the sea as a means for young people to learn the values that seafaring has taught for generations: leadership, courage, responsibility, cooperation, generosity and respect.' The school services youth aged 12 to 21 and prioritize diversity and serving marginalized individuals. Four program streams are available including sailing, wilderness, leadership track and sea kayak, with associated costs ranging from \$600 to \$1400 and free participation to the Leadership Track for selected individuals.

The Sea School is operated by a Board of Directors and a robust staff team composed of both part-time and full-time employees. The school mainly obtains its revenue through donations, participation fees and merchandise sale. According to CanadaHelps, the Sea School had a \$310,082 revenue in 2018; with four main expense programs, with an associated cost of \$279,452, followed by administrative costs of \$40,835. The school undertakes an annual Year-End Fundraising Campaign, which allowed them to raise over \$25,000 in 2019.

### Programs Serving At-Risk Populations

#### Hudson River Maritime Museum's Youth Boat Programs.

The Youth Boat Program takes place at the Wooden Boat School, owned by the Hudson River Maritime Museum, located in Kingston New York (U.S.). The program's mission is 'to empower youth, build character and foster teamwork through the traditional craft of wooden boatbuilding and on-the-water activities.' The HRMM Wooden Boat School allows students from diverse backgrounds to work alongside skilled shipwrights and craftspeople. The school offers two program streams including a daytime and an afterschool program. The Daytime program was developed in partnership with Ulster BOCSE (Board of Cooperative Educational Services – oversees activity in 8 high schools), with school credits available for Kingston High School students; while the afterschool program is available to students aged 14 to 18 in the Hudson Valley. Through the boatbuilding process, students put STEM skills to work as they follow building plans, use specialized tools and materials, and solve problems.





The Wooden Boat School relies greatly on volunteers, as these lead school groups. Operational costs are mainly covered using annual donations by individuals or businesses and membership fees. A large part of funds is raised during the museum’s annual gala, the Pilot Gala, which include a live and silent auction.

### Rocking the Boat’s Youth Development Programs



*Rocking the Boat* was launched by an East Harlem Junior High school in 1996 with a mission ‘to empower young people from the South Bronx to develop self-confidence, set ambitious goals, and gain the skills necessary to achieve them’. *Rocking the Boat* engages over 200 teens per year in a series of STEM-based programs that last throughout their high school careers and into college.

They offer a range of STEM-based youth development programs in three streams: boatbuilding, sailing and environmental science. These are available to high school students and give them opportunities for paid apprentice and part-time work as Program Assistants following graduation. Participants also receive required social services, including social and emotional support in their professional development, notably, to help them graduate high school, apply to post-secondary institutions and overcome obstacles to post-secondary attainment. *Rocking the Boat* currently has partnerships with close to 50 high schools in New York City.

From a financing perspective, *Rocking the Boat* relies heavily on donations and government grants to cover operational costs. While large donations are received through foundations and corporations, individual donations are mainly received through two fundraising events, the ‘Rocking the Boathouse’ event which includes a silent auction, and ‘Rocking Manhattan’, a full-day rowing exposition and race. Other events take place during the year including sip-n-shop events and film screenings for additional fund raising.

### Our Piece of the Pie’s River Wrights Boat Builders program

*Our Piece of the Pie* was established in 1999 by the Department of Labor and the Department of Children and Families, with for mission to ‘eliminate and alleviate the causes and effects of poverty’.

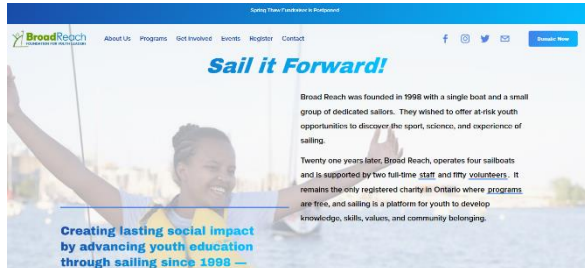


As a component of *Our Piece of the Pie*, the River Wrights Boat Builders program is a 10-week after school program that welcomes convicted or at-risk youth aged between 14 and 17. The program teaches teens boatbuilding enabling participants to develop not only carpentry and building skills, but also skills such as teamwork, discipline, and planning. Participants receive a weekly stipend and a share of the profits made by selling the boats they build, the sale price of which can reach up to \$5,000 depending on the type of boat built. With a focus on helping at-risk teens, participants also gain access to literacy training, counselling and employment training to ensure long-term success.

In 2019, *Our Piece of the Pie* obtained its funding mainly through government funding (60% or \$4.7M) and contributions (27% or \$2.1M). The same year, youth program expenses accounted for 24% of functional expenses, or \$1.9M; while salaries and benefits were the greatest expenses representing 60% of functional expenses, or \$4.9M.

With an estimated success rate of 95%, that is where 95% of past participants are in school and/or working, the program has been expanded to other cities in the United States including New Britain and Bristol.

## Broad Reach Foundation for Youth Leaders Programs



The Broad Reach Foundation for Youth Leaders located in Toronto was established in 1998 with for mission to ‘offer at-risk youth opportunities to discover the sport, science, and experience of sailing’. The Foundation works with over 40 youth and social agencies such as the Native Canadian Centre of Toronto to promote accessibility and inclusion for

unprivileged youth who need it the most, offering a free program for disadvantaged youth that combines building life skills, job training and sailing in a unique setting aboard our 40' sailboats. The programs centre on four aspects of their lives - intellectual, physical, emotional and vocational. Through on-shore and on-water programs, youth aged 12-24, use sailing as a learning medium to develop confidence, leadership, teamwork, responsibility and positive work ethic.

The foundation is highly dependant on volunteers as it only counts two full-time staff. Operational costs are covered through grants and donations received from various levels of government, individuals, corporations and the sailing community. According to Canada Help, programs accounted for the largest expense, costing \$136,933; while the Foundation had a revenue of just over \$909,705.

## Alexandria Seaport Foundation



The Alexandria Seaport Foundation located in Alexandria US was founded in 1982 with mission to ‘provide a life-changing, hands-on learning opportunity for young people, ages 16-22, who have struggled with significant obstacles and are eager to get on a path to success’. The Foundation offers an Apprentice Program, a six to nine month three-tier curriculum, teaching woodworking and boat construction, and soft and life skills. The program is targeted to 16 to 22-year-olds

who are often having issues with law enforcement, have not succeeded in school, or suffer from anxiety. The foundation also hopes to partner with various companies and non-profit organizations to offer externships to graduating apprentices. Participation in the program is free, and apprentices are paid a weekly or hourly stipend.

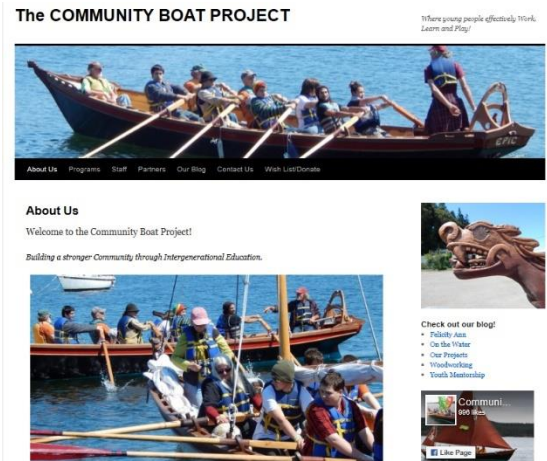
The Foundation is managed by a Board of Directors, four employed staff members and is highly dependent on the help of volunteers. Operational costs are covered using donations mainly obtained during two annual fundraisers, Wine on the Water and the Portside Fall Festival, as well as through partnerships with companies and non-profit organizations.



## Community Boat Project's Programs

The Community Boat Project located in Port Hadlock has for mission 'to build a stronger Community by giving youth job and life skills through adult mentorship.' The project was born from a partnership between Puget Sound Voyaging Society, 4-H/WSU, the Northwest School of Wooden Boatbuilding, School Districts of Chimacum, Port Townsend, and Quilcene, and others. The project targets local high school students who will work alongside mentors in one of three free accredited project streams including the Community Boat Shop, Puget Sound Voyaging, and Shelter from the Storm. The Shelter from The Storm program presents an internship opportunity for youth aged 18 to 25-year-old. With around 80% of participating youth coming from a single parent, welfare homes and high poverty and unemployment rates in the county, the program aims to teach youth meaningful skills to ensure access and participation to the workforce. The project aims to expand its impact with targeted programs for veterans as well as programs to empower woman, girls and transgender individuals.

The project is heavily reliant on donations and volunteers, with over 50 volunteers working over 12,000 hours during the 2017-2018 school year. Material and monetary donations from local businesses, individuals and foundations were key to launching the project and is still, to this day, keeping the project afloat.



## Annex B: Key Interview Participants

Adam Langley, Develop Nova Scotia

Eamonn F Doorly, Nova Scotia Museum

Heather Kelday, Nova Scotia Seas School

John E. Hennigar-Shuh, Maritime Museum of the Atlantic

Kim Reinhardt, Maritime Museum of the Atlantic

Pamela Glode Desrochers, Mi'kmaw Native Friendship Centre

Shane Theunissen, Mount Saint Vincent University

Stephanie N. Smith, Communities, Culture and Heritage Department, Province of Nova Scotia

Sylvia Parris-Drummond, The Delmore “Buddy” Daye Learning Institute