

Youth Area Watch

Project Number: 01210

Research Category: General Restoration

Proposer: Chugach School District

Lead Trustee Agency: ADF&G

Cooperating Agency: DNR

Alaska SeaLife Center: Yes

Duration: 6th year, seven year project

Cost FY 00: \$115,000

Cost FY 01: \$100,000

Cost FY 02: \$90,000

Geographic Area: Prince William Sound, Resurrection Bay and Lower Cook Inlet including: Cordova Harbor and Orca Inlet, Port San Juan and Evans Island, Tatitlek Narrows, Boulder Bay, Landlocked Bay

Injured Resource/Service: Harbor seal, mussels, surf scoters, killer whales subtidal and intertidal communities, subsistence, passive.

ABSTRACT

Youth Area Watch links students in the oil spill impacted area with research and monitoring projects funded through the Trustee Council. The project involves students in the restoration process and provides these individuals the skills to participate in oil spill restoration now and in the future. Youth conduct research identified and delegated by principal investigators who have indicated interest in working with students. Youth Area Watch fosters long-term commitment to the goals set out in the restoration plan and is a positive community investment in that process. Participating communities include: Cordova, Chenega Bay, Nanwalek, Port Graham, Seldovia, Seward, Tatitlek, Valdez, and Whittier.

INTRODUCTION

Since the inception of Youth Area Watch, coordination between research and restoration projects and the communities affected by the oil spill continues to increase. Resulting from many factors, community involvement in the restoration process continues to grow and strengthen; Youth Area Watch is an example of this coordinated effort through the connection that students, the communities and researchers maintain. This relationship creates an environment where youth are encouraged to interpret the data collected and apply the information to the ecosystem.

Students from the oil spill impacted communities are screened and selected for participation in Youth Area Watch at the beginning of each school year. Those showing an interest, academic ability and concern for the oil spill effects on local ecosystems are invited to represent their community as a student of the project. Students work with principal investigators of research projects and community facilitators, as well as independently to achieve the set project objectives.

Four core research projects funded by the Trustee Council serve as the central link for all Youth Area Watch activities. Initial cooperating projects include pristane mussel analysis (01195), harbor seal management and biological sampling (01244F), surf scoter life history and ecology (01273) and comprehensive killer whale investigation in Prince William Sound (01012A). These projects continue to work with Youth Area Watch, providing specific research activities for students to conduct and training protocol for those duties. According to protocol, students collect samples and data for the cooperating research and monitoring projects. The samples and data are compiled by a Youth Area Watch project coordinator located in Anchorage and sent on to the principal investigator of the respective projects. Information on the data collected is maintained by the project coordinator for project analysis conducted by the students during group project sessions.

Yearly, students select a local restoration project to conduct. This year, students will begin by completing a planning process during the winter months. Students work with local Community Involvement coordinators to integrate, where possible, their knowledge and expertise.

Students will post project information on their web site for the public to view. This information will be updated throughout the project year.

NEED FOR THE PROJECT

A. Statement of Problem

Youth Area Watch, identified by the Trustee Council as a “general restoration” project, is committed to collecting the requisite samples and data for principal investigators of research projects to make informed decisions concerning the ecology of oil spill impacted areas. Research and restoration project PI’s identify needed data collection within the oil spill impacted communities that in many instances can best be facilitated through local involvement of community residents.

Given the finite resources available for project activities, cost containment is necessary. By working with local community youth, information can be collected at a minimal cost. In addition, a greater quantity of data collection from an increased number of sites throughout the year can be accomplished by Youth Area Watch project activities.

As a part of the Memorandum of Agreement and Consent Decree approved by the U.S. District Court, “meaningful public participation in the injury and assessment and restoration process” is recognized as an important component of the restoration process. While there are a variety of instituted mechanisms for this involvement, Youth Area Watch offers positive examples of meaningful public participation expressed by the oil spill impacted communities through the involvement of community facilitators (Community Involvement \052A) and other community-based projects. The project continues to receive strong support both within the communities that it is conducted as well as among the principal investigators involved with the youth.

B. Rationale/Link to Restoration

Community-based participation in ecosystem restoration is supported by recent research. Graduate field ecology work conducted through SUNY, Stony Brook applied co-management principles to revitalize the Oak Brush Plains Preserve of Long Island, New York (Block, p. 38). In this exercise, a local group familiar with the environment assisted in replanting and management efforts while the researcher actively participated in their experiential activities so that cooperative management strategies could best be achieved. This approach is supported by research techniques used in other ecological restoration projects such as fisheries (Pinkerton) and tropical rain forests (Allen). Furthermore, the link between Native cultures and environmental revitalization has gained significant support as a mechanism for sustaining ecological practices within communities (Rogers-Martinez). Given this research, appropriate extension is made to youth within the restoration region so that “the issue of how people will inhabit, utilize and maintain the area in a manner that sustains its integrity” can be addressed (Block, p. 38).

Youth Area Watch is based on the commitment by principal investigators of research and restoration projects to involve students in their work. Participating projects are funded by the Trustee Council and have met the guidelines under the settlement. It is through the cooperating projects that Youth Area Watch holds an interest in the immediate restoration activities.

As a long-term goal, project activities are expected to provide the foundation for long-term commitment to restoration of the impacted area to pre-spill levels. Involvement of youth in research and monitoring activities is essential in developing local commitment to the restoration plan adopted by the Trustee Council. Cooperating PI's request precise and detailed sampling/data collection from the youth. Students, in turn, have increased their knowledge and participation through their connection to the projects. As a result, students are now stakeholders in the restoration process.

C. Location

While Youth Area Watch is administered through the Chugach School District's main office in Anchorage by project coordinators, project activities currently take place in the nine participating communities and in the oil spill impacted area. Local communities include Chenega Bay, Cordova, Port Graham, Nanwalek, Seldovia, Seward, Tatitlek, Valdez and Whittier.

The science teacher (site teacher) within each of the nine communities oversees the day-to-day activities pertaining to the project. Project coordinators travel to the local communities to facilitate in-class integration of project activities and off-shore research in specific locations of importance to the identified research projects. Local projects activities identified by each site occur at or near the community.

COMMUNITY INVOLVEMENT AND TRADITIONAL ECOLOGICAL KNOWLEDGE

One of the main goals of Youth Area Watch is to facilitate community involvement in the restoration process at a primary and secondary school age. It is through community interest and participation that the project has had a positive impact on students. Ultimately, long-term impacts, to include local ongoing restoration and ecosystem sustainability, are anticipated as youth conduct established research and apply this knowledge to community efforts to understand and preserve species affected by the oil spill. As a result, communities continue to request participation in Youth Area Watch.

Local oil spill impacted communities are involved and participate in Youth Area Watch. The local facilitators of Community Involvement (/052A) continue to work closely with students and the community Youth Area Watch activities to involve youth. Local facilitators and parents of participating youth assist with various aspects of project activities such as serving as chaperones, providing traditional ecological knowledge and coordinating opportunities for youth to work with local projects. Through this cooperative effort, information is exchanged between projects and across generations.

As a component of the project scope, students at each site are asked to identify a local project that they will conduct. Through these local projects, students gain a greater understanding of what the research and restoration process means at the community level, as well as an interest in meaningful project outcomes.

PROJECT DESIGN

A. Objectives

Selected students from the identified communities participate in research and restoration activities set out by Alaska Department of Fish and Game principal investigators, NOAA staff, University of Alaska, Fairbanks biologists and other project principal investigators working with Youth Area Watch. As part of an area watch project that works with existing research and restoration projects, students collect samples and data that is then provided to the respective projects.

Youth Area Watch objectives include:

1. Research project principal investigators interacting with students.
2. Identifying all research and data collection activities.
3. Updating memoranda of agreement with school districts.
4. Completing site teacher orientation.
5. Conducting school orientations for students on Youth Area Watch.
6. Selecting students to participate in Youth Area Watch.
7. Conducting site teacher training on project activity protocol.
8. Completing the student project orientation and training.
9. Conducting oceanographic data collection.
10. Assisting local hunters/technicians collecting harbor seal biological samples.
11. Conducting a local research/restoration project.
12. Maintaining a Youth Area Watch web site.
13. Collecting blue mussels for pristane/mussel analysis.
14. Conducting surf scoter monitoring.
15. Facilitating project follow-up training for site teachers.
16. Conducting killer whale monitoring

B. Methods

The Chugach School District currently works with the Kenai Peninsula Borough School District, Cordova School District and Valdez School District through memoranda of agreement so that the communities of Chenega Bay, Cordova, Nanwalek, Port Graham, Seldovia, Seward, Tatitlek, Valdez and Whittier may participate. School districts will operate under the existing agreements during the sixth project year.

Youth Area Watch project coordinators work with the principal investigators of the cooperating projects to solidify project expectations. Protocol is established for sample/data analysis. In addition, principal investigators commit to working with the students for a period of time during the training and/or data collection stage.

The Chugach School District developed an application and screening tool to select students for participation in the project. Up to 28 students will be selected from the

communities to be a part of Youth Area Watch. While the distribution may vary according to the interest and ability of students that apply, it is expected that the distribution will be as follows: two student from Chenega Bay, three students from Cordova, two student from Port Graham, two students from Nanwalek, two students from Seldovia, six students from Seward, three students from Tatitlek, four students from Valdez, three students from Whittier and one remote site student.

Prior to the beginning of school in the fall, participating Youth Area Watch teachers at the local sites will come together for an orientation session facilitated by project coordinators. It is anticipated that site teachers will again receive protocol training directly from principal investigators. This training will occur at one community site and the training will be videotaped for future referral.

Youth Area Watch relies on the participation of research projects, sites and program resources to successfully fulfill the project objectives. Throughout the project year, students travel to research vessels, specific project sites near their community and research labs in the process of project activity completion. In the past year, Youth Area Watch was able to coordinate with projects conducting research cruises and work cooperatively on task completion while sharing the costs of vessel hiring. In the FY99 and FY00, Youth Area Watch coordinators assisted with the coordination of harbor seal protocol training. It is expected that this type of cooperative effort will continue in the present and coming years.

Students will participate in the four core research projects as a group. This will consist of coming together as a group to work on collection protocol, as well as conducting activities for these projects in their community. In addition, students will participate in local projects that pertain to their geographic area. It is during the local project work that students receive a high degree of one-on-one interaction and involvement with principal investigators and their research. Youth Area Watch coordinators will continue to be open to working with other projects funded by the Trustee Council if students can have meaningful participation in these projects.

Ongoing Youth Area Watch research and restoration projects include:

1. Pristane/mussel analysis, Project Number 01195. Jeff Short and Pat Harris at the NOAA Auke Bay laboratory study the pristane levels in blue mussels. There are approximately thirty mussel collection sites in Prince William Sound. Students will continue to collect mussels twice a month at sites appropriate for collection according to set protocol. During the fall and winter months, students are responsible for overall mussel bed seasonal watch. Students will tag, identify mussel bed characteristics and predator/prey activities.
2. Harbor seal management and biological sampling, Project Number 01244F. The project is conducted by Monica Reidel of the Alaska Native Harbor Seal Commission, in cooperation with Vicki Vanek from the Department of Fish and Game in Kodiak. After they have participated in traditional ecological knowledge and protocol training, students will pair up with local technicians/hunters and assist

with bio-sampling activities. Students collect different parts of the seal, including the skin, blubber, teeth and stomach. Adherence to sampling protocol is ensured by working directly with the local hunters.

3. Surf Scoter Life History and Ecology: Linking Satellite Technology with Traditional Knowledge to Conserve the Resource, Project Number 01273. The principal investigator is Dan Rosenberg. The project studies the population of surf scoters in Prince William Sound and the lower Cook Inlet. This local resource is one of particular importance to subsistence. Youth will assist in capturing and monitoring the scoters to define the breeding, molting and wintering areas. Students also collect local traditional knowledge on the surf scoters and other sea birds.
4. Comprehensive Killer Whale Investigation in Prince William Sound, Project Number 01012A. The principal investigator is Craig Matkin. The project tracks the killer whale population in Prince William Sound and Kenai Fjords. Whales are photographed and cataloged based on identifying markings and family relationships. Genetic studies on the whales are also conducted through the use of darting. Students will assist in locating and identifying the whales during day cruises in and around Resurrection Bay.

In addition to the four core projects that Youth Area Watch students participate in, each site is selecting a restoration project to work on in their local community. This restoration activity is something that the students select and not necessarily a project that is currently funded by the Trustee Council. However, local projects are closely linked to existing restoration activities.

This year, local projects include: creating an informational video on local resources in Seward, building nesting boxes for migratory shore birds in Chenega Bay, repairing existing informational signs in Valdez, providing garbage and recycling bins around the community in Nanwalek, planting trees in Port Graham, and monitoring the kittiwake colony in Whittier.

Coordination between Youth Area Watch and participating research projects remains strong. Where possible, research vessel costs are shared to maximize resources for project activities. In the case of the pristane/mussel project, Youth Area Watch has paid for the biologist's chartered flights to sites for mussel collection to allow students to participate in the process. In other instances, time and resources are contributed by participating projects to Youth Area Watch.

Objectives and Activities

Objective 1: Youth Area Watch students will interact with research project principal investigators, gaining a greater understanding of the affects of the oil spill on the ecosystem.

Activity 1: Principal investigators commit to working with students

directly at least once during the project year.¹

- Activity 2: Students work beside principal investigators during field work.
 - Activity 3: Students independently conduct activities set out by the principal investigators.
 - Activity 4: Students draw conclusions from their independent work to be reported at the annual Science Review.
 - Activity 5: Students work with Community Involvement (/052) local facilitators and community members to increase awareness of restoration activities and the status of the ecosystem.
- Objective 2: Project coordinators identify all research and data collection activities to be conducted by students at all sites participating in Youth Area Watch.
- Activity 1: Project coordinators meet with the principal investigators or delegate project research personnel either by phone or in person to set student activity parameters.
 - Activity 2: Activity protocol forwarded by the principal investigator or delegate, including sample and data forwarding process, to project coordinators.
 - Activity 3: Project coordinators finalize project activities for site teacher and students.
- Objective 3: Project coordinators update memoranda of agreement with the Valdez School District, Cordova School District, and Kenai Peninsula Borough School District for participation in Youth Area Watch.
- Activity 1: Project coordinators contact each school district to evaluate the current agreement and make any necessary changes.
 - Activity 2: Site teachers are identified by each school district for the participating communities.
- Objective 4: Site teachers receive Youth Area Watch project orientation.
- Activity 1: Project coordinators develop an orientation and training session plan in consultation with research project principal investigators.

¹ It is expected that additional contact occur throughout the project year, though not necessarily in person. Research project PIs receive updates and samples according to the protocol set out for students.

Activity 2: Project coordinators set a date in the latter part of August to conduct orientation. Site teachers are contacted to determine the most appropriate dates.

Activity 3: Project coordinators perform site teacher orientation and training.

Objective 5: Project coordinators conduct school orientations on Youth Area Watch.

Activity 1: Project coordinator travels to each participating school site prior to beginning the project year.

Activity 2: Project coordinators present Youth Area Watch to community science classes. Students that have participated in prior years will be asked to assist.

Activity 3: Students will be informed of the process to apply and participate in Youth Area Watch '01.

Objective 6: Students are selected to participate in Youth Area Watch.

Activity 1: Project coordinator distributes student applications to project sites. All village council/tribal offices (Chenega Bay, Seward, Tatitlek, Valdez) will receive application forms, as well as the Valdez, Cordova and Kenai Peninsula Borough School Districts for their respective community sites.

Activity 2: Project coordinators convene a committee to review student applications for Youth Area Watch participation. The committee is comprised of Chugach School District staff and may be assisted by participating school district staff and community facilitators (/052).

Activity 3: The review committee examines applications and selects students based on science interests, academic achievement, maturity and site teacher recommendation.

Objective 7: Project coordinators conduct site teacher training on project activity protocol.

Activity 1: Project coordinators set a date in late September for site teacher protocol training and coordination

Activity 2: Project coordinators request the attendance of research project principal investigators at the site teacher orientation.

Activity 3: Project coordinators facilitate a protocol training session to ensure that correct information and research practices are followed by students during the project year.

Objective 8: Project coordinators complete the student project orientation and training. All participating students from the community sites collectively meet at the Seward SeaLife Center for the Youth Area Watch introduction and preliminary activity participation.

Activity 1: Project coordinators work with SeaLife Center staff to determine appropriate dates for orientation.

Activity 2: The project coordinators invite research project principal investigators to participate in the student orientation.

Activity 3: The Youth Area Watch principal investigator coordinates travel arrangements for student participation in the orientation.

Activity 4: In cooperation with the research project principal investigator(s), project coordinators conduct the student orientation to Youth Area Watch goals, responsibilities and activities. Students learn about the ecosystems, and identify ways in which project activities fit into the biotic cycle.

Objective 9: Students conduct oceanographic data collection in their local communities. Site teachers oversee these activities.

Activity 1: Students take monthly water temperature and depth readings at their local site.

Activity 2: A weather station is installed at each site under the supervision of the site teacher. Students measure the wind speed and direction, air temperature and barometric pressure.

Activity 3: Data is collected at each site and transmitted to the project coordinator periodically.

Activity 4: Data is posted on the Youth Area Watch web page by the project coordinators

Objective 10: Students assist local hunters/technicians collecting harbor seal biological samples.

Activity 1: Project coordinators work with principal investigators to coordinate harbor seal biosampling trainings for students and local hunters.

Activity 2: Students analyze an available sample to become acquainted with what is taken and what to look for in a sample. Students collect various parts of the seal for analyzing, which include: skin, blubber, teeth, stomach, skull, liver, heart and kidney. Additionally, measurements and weight are taken for each animal.

Activity 3: Students at local sites participate in taking samples from harvested seals.

Activity 4: Students assist the hunter/technician in preparing the sample for shipment to the harbor seal management principal investigator.

Objective 11: Each community site conducts a local research/restoration project.

Activity 1: The site teachers and project coordinator work with participating students to identify a local research/restoration project.

Activity 2: During the winter months of November through January, students develop a plan for their local restoration project. This is completed with the appropriate assistance and coordination of community facilitators.

Activity 3: Site teachers work with project PIs where appropriate to develop protocol for student participation.

Activity 4: Students conduct local project activities according to protocol and timelines set out by site teachers.

Activity 5: Students provide data/samples to project PIs according to protocol.

Objective 12: Students maintain a Youth Area Watch web site.

Activity 1: Students become Internet proficient and learn to update their web site with current YAW information.¹

Activity 2: Students analyze data collected from the research projects, both past and current.

¹ While many students will be familiar with the Internet, some communities recently linked will need training. Additionally, previous Youth Area Watch participants may be proficient at updating the web site, yet new students will need assistance.

Activity 3: Using the established reporting format, the data is posted on the web site.

Activity 4: Students update data on research activities as necessary.

Objective 13: Students at each site collect blue mussels for pristane/mussel analysis.

Activity 1: Students tag and identify mussel bed characteristics during fall and winter months at their local sites.

Activity 2: Students note predator/prey activity at the identified mussel bed sites monthly.

Activity 3: Students collect mussels according to principal investigator request during the spring months. Sites are selected by the principal investigator and noted in project reporting.

Activity 4: Students label and cold storage mussels for transport to the Auke Bay laboratory in Juneau.

Activity 5: Students send mussels to project coordinators once an adequate collection has accumulated for transport to Auke Bay Labs.

Activity 6: Students count mussels in the beds according to set protocol.

Activity 7: Students compile site data for transmission to the project coordinator.

Activity 8: Students travel to the Auke Bay laboratory to participate in the analysis of data.

Objective 14: Students conduct surf scoter monitoring and collect traditional ecological knowledge for identification of life cycle patterns.

Activity 1: Students capture scoters according to set protocol for bird monitoring.

Activity 2: Students assist the principal investigator in implanting satellite transmitters in scoters as appropriate.

Activity 3: Students monitor the scoters that have been implanted with the transmitter.

Activity 4: Students identify breeding, molting and wintering areas of the scoter within their area.

Activity 5: Students collect traditional ecological knowledge from community members on surf scoter breeding and migratory patterns, hunting and uses. This information is forwarded to the principal investigator, Dan Rosenberg.

Objective 15: Project coordinators facilitate project follow-up training for site teachers in the spring.

Activity 1: Project coordinators set a date convenient for site teachers to conduct a spring follow-up session.

Activity 2: Project coordinators invite principal investigators of participating projects to assist in the follow-up session.

Activity 3: Project coordinators facilitate a follow-up session for site teachers to share information and identify strategies for improving student activities.

Objective 16: Students participate in killer whale identification project.

Activity 1: Principal investigators train students in killer whale identification methods. Students are also informed of project scope and goals.

Activity 2: Students participate in a day cruise with principal investigators to track and identify killer whales in and around Resurrection Bay including: hydrophonic monitoring of whales, photographic recording of individual animals, and darting to obtain blubber and skin samples.

C. Cooperating Agencies, Contracts, and Other Agency Assistance

The Chugach School District serves as the administrative agency for Youth Area Watch through their contract with the Department of Fish and Game. The school district has shown that it is an effective link to the students and communities impacted by the oil spill. As the administrative entity, the Chugach School District will maintain memoranda of agreement with the Valdez School District, Cordova School District and Kenai Peninsula Borough School District as the school districts that serve the identified communities.

The Chugach School District continues to work with the University of Alaska in an effort to provide credit for progressively responsible activities and research conducted by students participating in Youth Area Watch. The district views the University of Alaska system as an integral partner in a continuum of active ecosystem awareness and restoration. Through the Native Marine Sciences Program at the University of Alaska Fairbanks, students will have the opportunity to further their understanding of research and restoration activities, as well as explore personal goals that may lead to a career in this field.

The Chugach School District continues to work with the Chugachmiut and Chugach Regional Resources Commission to coordinate and exchange community information with regard to regional restoration activities. As the coordinating agency for community involvement, Chugach Regional Resources Commission works with the youth through the local facilitators so that students may participate in research and restoration activities.

Since the inception of the project, significant contributions have been made and are identified in the budget. Contractors have provided discounted services, as in the case of vessel hiring. Expensive equipment used in project activities are offered by coordinating agencies. Cooperating agencies provide technical assistance, student supervision and support for project activities. The Chugach School District relies heavily on the commitment and participation of cooperating school districts involved in the project. Site teachers dedicate their time to the goals of Youth Area Watch, serving as an in-kind contribution.

In keeping with its commitment to secure additional support for Youth Area Watch activities, Chugach School District has sought and received two significant grants that offset the cost of the project. A five-year (\$498,750) U.S. Department of Labor grant allows the District to couple real life activities with education, focusing on how these experiences will be applied in adulthood; a particular objective of the grant is directed at science opportunities in response to Youth Area Watch. The second grant is a three-year (\$510,000) 21-Century grant from the Department of Education that provides funds for real life after-school activities for students. In addition, the District will continue to commit general funds to the project and will seek out alternative funding sources as the program transitions away from Trustee Council support. The success of the project activities motivates the Chugach School District to commit additional funding through diversified means so that the youth are equipped to continue their restoration and ecological management activities as an integral component of their education.

As Trustee Council responsibility for restoration activities decreases due to the decline of settlement funds, the project coordinators continue to pursue opportunities where Youth Area Watch project activities can transition. Toward this end, the school district maintains cooperative relationships with entities engaged in ecological management and restorative projects, independent of Trustee Council funding. Particularly with respect to local restoration projects where other agencies, organizations and private groups are involved, the Youth Area Watch project scope is expanding so that a smooth shift of focus can occur. By building and maintaining these cooperative working relationships, resource exchanges can be enhanced to augment other district resources.

SCHEDULE

A. Measurable Project Tasks for FY 01 (October 1, 2000 - September 30, 2001)

July 1 - August 1, 2000:

Confirm research & data collection activities

August 15 - 31, 2000:

Site teacher orientation

Prepared 3/10/00

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Project 01210

September 1 - 18, 2000:	School site orientations
September 15 - 30, 2000:	Students selected for participation
October 1 - 31, 2000:	Site teacher training on protocol
October 1 - 31, 2000:	Student orientation and training
November 1 - 7, 2000:	Sites prepare weather stations
November 1 - July 30, 2001:	Students participate in research activities
November 1 - May 31, 2001:	Students maintain web site
March 1, 2001 :	Project Coordinator sends data to PIs
May 1 - 15, 2001:	Site teacher follow-up training
June 1, 2001:	Project Coordinator sends data to PIs
June 1, 2001:	Students complete project reports for FY 01

Ongoing Activities:

February 01 - August 01:	Student bi-monthly collection of mussels
October 00 - September 01:	Student mussel bed monitoring
October 00 - September 01:	Student weather station monitoring (daily)
October 00 - September 01:	Students collect harbor seal samples with local hunters
October 00 - September 01:	Students conduct local project activities
October 00 - September 01:	Students assist in documenting local TEK
October 00 - September 01:	PIs interact and exchange information with students

B. Project Milestones and Endpoints

October 17, 2000:	Students selected for participation
October 30, 2000:	Protocol training complete
November 1, 2000:	Students conduct project activities
March 1, 2001:	Data/samples to PIs
June 1, 2001:	Data/samples to PIs and reports complete

October 17, 2001:	Students selected for participation
October 30, 2001:	Protocol training complete
November 1, 2001:	Students conduct project activities
March 1, 2002:	Data/samples to PIs
June 1, 2002:	Data/samples to PIs and reports complete

October 17, 2002:	Students selected for participation
October 30, 2002:	Protocol training complete
November 1, 2002:	Students conduct project activities
March 1, 2003:	Data/samples to PIs
June 1, 2003:	Data/samples to PIs and reports complete

C. Completion Date

Objectives identified in the project design will continue to serve as guidelines for community involvement within the civil settlement throughout the life of the restoration effort. It is expected that the Youth Area Watch project will be completed upon termination of the restoration process.

PUBLICATIONS AND REPORTS

Youth Area Watch was featured in “The Science Teacher,” “Living on Earth” and “Alaska Magazine.” Copies of these articles have been forwarded to the Restoration Office. In addition, the project has been featured on NPR. The project will also be featured during state-wide broadcasts on the Alaska Rural Communication System during programs on standards in education.

PROFESSIONAL CONFERENCES

Throughout the year, Chugach School District administrative staff showcase Youth Area Watch. This year, the project will be highlighted at a project based learning conference hosted by the Autodeck Foundation. The program was also presented at a meeting of 30 school districts in Ohio. Project coordinators will be running workshops on Youth Area Watch and how other schools could run similar programs at the Alaska Staff Development Network Rural Academy for Culturally Responsive Schools at the end of May in Fairbanks. The principal investigator will continue this programmatic modeling in FY 01 as opportunities become available.

NORMAL AGENCY MANAGEMENT

This section is not applicable.

COORDINATION AND INTEGRATION OF RESTORATION EFFORT

Youth Area Watch relies on the participation of Trustee Council funded projects to maintain coordination with restoration efforts. Through the commitment of principal investigators, youth conduct research activities with and for participating projects. Students work independently, as well as beside researchers during the project year. Costs are shared between projects to allow for increased research vessel time and one-on-one interaction between students and the researchers.

Various people contribute the necessary technical assistance and resources. Local community facilitators from Community Involvement (/052) work with students and serve as chaperones for project activities. School districts provide teacher time and facility space for activities.

A variety of funding sources and project contributions ensure the success of the project. The school district commits over \$164,385 in FY 00 to the project. School districts contribute \$54,700 in teacher time and \$24,050 in facility resources. Communities and school districts contribute \$12,600 in lodging. Equipment in-kind contributions total \$7,200. Participating principal investigators from research projects contribute \$9,140 worth of their time.

EXPLANATION OF CHANGES IN CONTINUING PROJECTS

Students involved in Youth Area Watch will continue to collect meteorologic and oceanographic data on a regular basis. This data will be compiled and posted on the Youth Area Watch web page. However, at this time, these activities are not associated with a Trustee Council funded project.

A MOA has been established with Craig Matkin of the North Gulf Oceanic Society that allows students to contribute to the Comprehensive Killer Whale Investigation (/012A).

PROPOSED PRINCIPAL INVESTIGATOR

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PRINCIPAL INVESTIGATOR

Richard DeLorenzo is the superintendent of the Chugach School District. He maintains administrative authority over all day-to-day functions of the district's activities. Mr. DeLorenzo has extensive experience administering grants, adhering to project objectives and managing budgets. Mr. DeLorenzo will be directly responsible for budget expenditures, negotiating contracts and working with the participating school districts to ensure effective project management.

OTHER KEY PERSONNEL

Project Coordinators: Jennifer Childress and Joshua Hall. Both Ms. Childress and Mr. Hall are certified secondary teachers with Bachelor of Science degrees in physical science.

As noted previously, the project coordinator position has been split into two, part-time positions to most effectively meet the objectives of the project. Jennifer Childress and Joshua Hall will share the following responsibilities:

1. working with principal investigators of research projects to ensure proper protocol.
2. coordinating student selection process.
3. coordinating all orientation and training sessions with site teachers and staff.
4. ensuring that site teachers and students have proper supplies.
5. completing site visits.
6. monitoring project activity of students.
7. providing support to site teachers.
8. coordinating principal investigator-student interaction through research.
9. transmitting data to principal investigators.
10. completing necessary project reports and/or materials for publication.
11. continuing to seek additional funding sources for project activities beyond the life of the Trustee Council.

LITERATURE CITED

Allen, W.H. "Biocultural Restoration of a Tropical Forest." Bioscience. 38(3): 156-161, 1988.

Block, Mindy. "Pine Barrens - Upland Associations." Notes, 1997.

Pinkerton, E. Cooperative Management of Local Fisheries: New Directions for Improved Management and Community Development. Vancouver: University of British Columbia Press, 1989.

Rogers-Martinez. "The Sinky One Intertribal Park Project." Restoration & Management Notes, 1992.

2001 EXXON VALDEZ TRUSTEE COUNCIL PROJECT BUDGET

October 1, 2000 - September 30, 2001

Budget Category:	Authorized FY 2000	Proposed FY 2001				
Personnel	\$56.4	\$52.0				
Travel	\$30.0	\$25.0				
Contractual	\$5.0	\$5.0				
Commodities	\$4.0	\$3.0				
Equipment	\$0.0	\$0.0	LONG RANGE FUNDING REQUIREMENTS			
Subtotal	\$95.4	\$85.0			Estimated FY 2002	Estimated FY 2003
Indirect	\$18.6	\$15.0				
Project Total	\$114.0	\$100.0			\$90.0	\$80.0
Full-time Equivalents (FTE)	1.0	1.0				
Dollar amounts are shown in thousands of dollars.						
Other Resources	\$264.3	\$277.5			\$291.3	\$305.1

Comments:

Personnel - The two, part-time project coordinators share the duties of monitoring and facilitating the project activities at all sites.

Travel - Students travel by both charter (especially when conducting field work, such as mussel collection with the scientist). Student travel to Anchorage for the Science Review is a project contribution. Only transport expenses are requested through the budget. All per diem expenses are contributed to the project.

Contractual - The hiring of boats at a rate of \$1,000 per day (5 days) will occur in conjunction with research on surf scoters and kittiwakes.

Commodities - Each major classroom site is allocated \$333 for project supplies. Supplies from previous years will be used as well.

Indirect - School district administrative costs are calculated at 20%. This accounts for the direct oversight of fiscal reporting and associated support at the administrative offices in Anchorage. In addition, these costs offset the expenses that sites incur including telephone, fax, postage and other general support.

Other resources - Teacher time (\$59,700); participating PIs (\$9,140); Youth Area Watch PI (\$13,025); Facility space (\$24,050); equipment (\$7,200); travel facilities, lodging and additional administrative

FY01

Project Number: 01210
 Project Title: Youth Area Watch
 Name: Chugach School District

Prepared:

2001 EXXON VALDEZ TRUSTEE COUNCIL PROJECT BUDGET

October 1, 2000 - September 30, 2001

Personnel Costs:				Months	Monthly	Overtime	
Name	Position Description			Budgeted	Costs		
Project Coordinator	The coordinator facilitates training for both site teachers and participating students; coordinates youth interaction with research PIs; schedules project travel; works with local sites to develop community restoration projects; works with local facilitators and site teachers to ensure the exchange of information; monitors the completion of project activities; solicits additional funding for project enhancement.			12.0	4.33		
Subtotal				12.0	4.3	0.0	
			Personnel Total				
Travel Costs:			Ticket	Round	Total	Daily	
Description			Price	Trips	Days	Per Diem	
Charter and /or commerical trips for students to training/research.			0.5	37			
Project coordinator from Anchorage to Cordova.			0.3	2			
Project coordinator from Anchorage to Nanwalek.			0.2	2			
Project coordinator from Anchorage to Port Graham.			0.2	2			
Project coordinator from Anchorage to Seldovia.			0.2	2			
Project coordinator from Anchorage to Seward.			0.1	3			
Project coordinator from Anchorage to Tatitlek.			1.0	2			
Project coordinator from Anchorage to Valdez.			0.2	2			
Research PI travel to training sites.			0.5	4			
			Travel Total				

FY01

Project Number: 01210
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 Name: Chugach School District

Prepared:

2001 EXXON VALDEZ TRUSTEE COUNCIL PROJECT BUDGET

October 1, 2000 - September 30, 2001

New Equipment Purchases:		Number of Units	Unit Price	
Description				
Those purchases associated with replacement equipment should be indicated by placement of an R.		New Equipment Total		
Existing Equipment Usage:		Number of Units		
Description				
Weather stations have been purchased in previous years. They will continue to be used in FY 01.		5		
Computers and peripherals are used at each site to synthesize and post information on the Youth Area Watch web site.		8		
Video equipment is used to document activities for future review and use.		1		
A GPS unit is used during various project activities.		1		

FY01

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 Name: Chugach School District

Prepared: