



**Exxon Valdez Oil Spill Trustee Council**  
**Long-Term Research and Monitoring, Mariculture, Education and Outreach**  
**Annual Project Reporting Form**

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*\*For Instructions for each section below, see Reporting Policy, II (B); the Reporting Policy can be found on the website, <https://evostc.state.ak.us/policies-procedures/reporting-procedures/>*

**Project Number:** 23220400

**Project Title:** Community Organized Restoration and Learning [CORaL] Network

**Principal Investigator(s):** Wei Ying Wong, Alaska SeaLife Center

**Reporting Period:** February 1, 2023 – January 31, 2024

**Submission Date (Due March 1 immediately following the reporting period):** April 3, 2024

**Project Website:** Alaska Sea Grant (ASG) is spearheading the effort in collaboration with the rest of the network. Development is in progress.

Please check all the boxes that apply to the current reporting period.

**Project progress is on schedule.**

**Project progress is delayed**

Website is still under development. Program schedule reflects goal completion during the third quarter of FY23. Anticipated completion by end of third quarter FY24.

**Budget reallocation request.**

**Personnel changes.**

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**ASLC**

- Hired Director of Mission Impact/Evaluator, John Fraser
- Hired Research Associate, Rosemary Aviste
- Dissolved Partnership Manager position, formerly Leslie Jacoby

**CRRC**

- Hired Education & Outreach Specialist, Robin McKnight

**CACS**

- Hired Seasonal Education Specialist, Sarah McIntosh
- Hired Full Time Education Specialist, Alexa Helm
- Hired CORaL Intern, Markus Furhman
- Hired CORaL Intern, Shania Tanape



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## **1. Summary of Work Performed:**

The CORaL Network comprising The Alutiiq Museum and Archeological Repository (AMAR), Alaska Sea Grant (ASG), the Alaska SeaLife Center (ASLC), Center for Alaska Coastal Studies (CACs), Chugach Regional Resource Commission (CRRC), and the Prince William Sound Science Center (PWSSC) had an activity packed year. Collaborations and relationships continue to grow as network partner learn to work together to address the needs of the communities in the oil-spill affected regions.

The network has played a critical role in bridging the gap between cultural preservation, education, and environmental stewardship in the past year. Our collective efforts have led to strengthened community bonds, enhanced scientific knowledge, and the promotion of Alutiiq heritage and marine ecosystem conservation. Key initiatives have included internships, educational programs, technological development, and strategic partnerships, all aimed at deepening the connection between Alaskan communities, their culture, and the environment.

The CORaL Network held its second annual meeting in Seward – jointly hosted by ASLC and CRRC. It was decided at this meeting that the network will also meet at the Alaska Marine Science Symposium (AMSS) each year as an additional touch point for planning and strategic opportunity to showcase the CORaL Network as a resource to researchers in the region.

Many educational and outreach products have been created (or are in development) as part of this grant. We continue to work with scientists and communities to bridge the learning and capacity gap in the region. Significant achievements this past year include the development of the Collective Alaskan Native Perspective Training (CANP, led by CRRC in collaboration with AMAR), Coastal Community Experience (CCE), Coastal Connections Camp (CCC, led by ASG) and multiple collaborative presentations and workshops at different venues. While different organizations took the lead on developing each of the programs, the successful deployment of all of them required the active participation of every network partner, whether providing access and resources or in participating in training.

This progression in network identity is also reflected in the development of a shared mission statement:  
*The CORaL Network empowers our region by collaborating, learning from one another, and sharing scientific, cultural, and traditional knowledge. We foster community co-creation and responsiveness to meet the needs of our partners and their service communities.*

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and a logo



Partners have developed new websites and/or incorporated CORaL into their existing websites and online presence. The CORaL website continues to be in development. ASG continues to work with partners and the website developer to refine the complex functions of the website and develop a working prototype.

AMAR has played a critical role in supporting the network by providing Alutiiq language content and facilitating connections with cultural and museum resources. CRRC continues to provide important training and connections for network organizations. They have also facilitated the participation of the Chugachmuit Language and Heritage Preservation division into the network. The latter's active engagement with the network partners have been crucial in developing programs as extension to the existing grant.

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## **2. Products:**

### Peer-reviewed publications:

N/A

### Reports:

N/A

### Popular articles:

In addition to the monthly CORaL newsletter that all CORaL Network participate in creating, CORaL partners also produced the following popular media (print, audio, and other media):

1. *Field Notes:*

- Dr. Alysha Cypher's (PWSSC) [mariculture research](#) (February 2023)
- [Herring Survey Information](#) (March 2023)
- [Otters](#) (December 2023)



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2. *Tuesday Night Talks* - Community Lecture Series

- Caitlin McKinstry of Native Village of Eyak, [NVE Mariculture](#)
- Dr. Alysha Cypher of PWSSC - [Oil Effects on Herring](#)
- Dr. Pete Rand of PWSSC discusses [Patterns in the Migration of Adult Sockeye Salmon in a Changing Copper River](#)
- Sierra Greene of UAF and Aaron Jones of ASG - [Environmental Drivers of Growth on Kelp and Oyster Farms](#)
- Tamsen Peeples of [UAF: Kelp, I Need Some Algae](#)
- [A Methodology for Determining Optimal Line Spacing](#) was presented by Lexa Meyer of UAF
- Dr. Julia Parrish of COASST, the COASST volunteer program
- Charlotte Westing of ADF&G - status of [Moose Populations](#)
- Matt Piche of NVE - spawning distribution and stock-specific run timing of copper river chinook salmon: a comparison over time
- Kate Trudeau (PWSSC)- [connections across ecoregions](#), and Lauren Bien (PWSSC) - the Copper River Stewardship Project
- Kate McLaughlin of The Hummingbird Banding Project - [Rufous Hummingbirds and 15 years of banding work](#)
- Ellen Dymit of the University of Oregon (U of O) - The [Surf n' Turf Special](#) - Marine Resource Utilization by Coastal Wolves in Southwest Alaska
- John Bocci of Audubon - [There Be Dragons](#): future of the Cape St Elias Lighthouse and birding opportunities on Kayak Island
- Sabrina Garcia of ADF&G - [shark biology and her shark research project in the Bering Sea](#)
- Collin Bronson of the City of Cordova - [South Harbor Reconstruction Project](#)
- Tory Rhodes of ADF&G - [As the Seasons Turn: 10 years of Aleutian tern surveys](#)
- Brandt Meixell (USFS): [Bands, Swabs, and Feathers](#)
- Natalie Monacci (UAF-OARC): [Monitoring Alaska's Ocean Chemistry](#)
- Jesika Reimer (TWR): [Bats!](#)
- Eden McCall (UofO): Coastal Wetlands
- Milo Burcham of Audubon: Christmas Bird Count
- Lance Westings Marine Science Class: talk postponed until January due to weather
- [A Methodology for Determining Optimal Line Spacing](#) was presented by Lexa Meyer of UAF
- [Anna's Hummingbird: Alaska's Winter Hummingbird](#) was presented by Kate McLaughlin of the Alaska Hummingbird Project
- Lance Westings Marine Science Class: The L-pod. Southern Alaska Resident Killer Whales

3. Social Media

- [Pete Rand teaching 5th grade about GWA funded salmon research](#) (March 2023)
- [Scott Pegau GWA Herring Surveys](#) (March 2023)



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- [Kelp the Sound Workshop Post](#) (March 2023)
  - Coletti et al., 2022 Facebook [post](#)
  - Posted about Gulf Watch Alaska [article](#) on [social media](#) (April 2023)
  - [Alysha Cypher Sonar Imaging](#) (July 2023)
  - [Lydia Shaw salmon stomach dissections GWA](#) (August 2023)
  - [Pete Rand Gulf Watch Alaska post](#) (August 2023)
  - [Pete Rand Gulf Watch Alaska post](#) (October 2023)
  - [Kelp hatchery post](#) (October 2023)
  - [Gulf Watch Alaska survey post](#) (November 2023)
  - [Gulf Watch Alaska paper publication post](#) (November 2023)
  - [Gulf Watch Alaska PI meeting post](#) (November 2023)
  - [Autonomous Moored Profiler post](#) (January 2024)
4. Science Trivia Night
- Fish-themed *Science Trivia* hosted by Dr. Alysha Cypher (PWSSC) (March 2023)
  - Salmon Research *Science Trivia* hosted by Lydia Shaw (September 2023)
  - Mariculture-themed *Science Trivia* hosted by Dr. Alysha Cypher (PWSSC) (November 2023)
5. Videos:
- [Video](#) summarizing **Traiger et al., 2021**, Evidence of Increased Mussel Abundance Related to the Pacific Marine Heatwave and Sea Star Wasting
  - **Schoen et al., 2022**: Paper on melanism in a Common Murre. PWSSC is creating an outreach video.
  - AMAR produced the short film [Who Are We](#), directed by Josh Branstetter. The film explores Alutiiq identity in the 21<sup>st</sup> century with interviews, historic photos, and songs in the Alutiiq language (9minutes)

Conferences and workshops:

1. Collective Alaskan Native Perspectives (CANP) cultural training in Seward. September 25-27, 2023. First workshop of a semi-annual offering. (Hosted by CRRC in collaboration with AMAR)
  - Elders: Pete Kompkoff, Sugpiaq, Chenega/Anchorage; Esther Munson Ronne, Inupiat, Seward/Anchorage; Sally Ash, Sugpiaq, Nanwalek; Nancy Yeaton, Sugpiaq, Nanwalek; Colette Brantingham, Yupik, Hooper Bay/Seward; Eric Clock, Eyak/Athabaskan, Seward
  - Guest Speakers: Reverend Dr. Michael Oleksa, Intercultural Communications; Professor Dr. Henry Huntington, Center for Cross-Cultural Studies, University of Alaska-Fairbanks; Rita Mirgalia, Anthropologist; Naomi Palosaari, Attorney CRRC, Anchorage; Dolly Wiles, Qutekcak Native Tribe, Seward
  - Mentors: Brooke Mallory - Special Project Lead - Chugach Regional Resources Commission – Native Village of Eyak Tribal member; Michael Opheim – Tribal Fish and Wildlife Liaison -Chugach Regional Resources Commission – Native Village of Ouzinkie Tribal member; Dehrich Schmidt-Chya – Alutiiq Museum & Archaeological



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- Repository – Sun’aq Tribal member; Dustin Carl – Tribal Wildlife Biologist CRRC – Native Village of Kipnuk Tribal member
2. Outreach workshop at Alaska Marine Science Symposium (AMSS), January 29-31, 2024  
*Rethinking Your Science Communication with the CORaL Network*  
Workshop designed to help researchers navigate the diverse world of science communication and demonstrate how working with community partners can make scientific outreach more impactful and have a better understanding of how to share research with students, Alaska Native communities and organizations, and the general public. Additional information on how the CORaL Network can help with future outreach and education efforts.
  3. AMAR led a lecture series in partnership with the Kodiak History Museum in October 2023, featuring local research on Kodiak brown bears, Alutiiq place names, archaeology and storytelling, ancestral Alutiiq pottery, and Kodiak’s Historic Preservation Commission.
  4. AMAR began offering monthly Kodiak Alutiiq/Sugpiaq Cultural Orientation, alternating between in person in Kodiak and via Zoom. These one-hour sessions are free and open to the public, and there are plans to produce recorded versions for online access in 2024.
  5. PWSSC is offering Nature Yoga – a series of nature-centered yoga focusing on species in the region

Public presentations:

1. **PhytoCLAS: Learning about phytoplankton in the Gulf of Alaska through culture, language, art and science**, Alaska Marine Science Symposium (AMSS), January 2024.  
*Katie Gavenus (CACS), Dehrich Schmidt-Chya (AMAR), Shannon Moore (CACS), Kathryn Williams (Western Washington University)*

Abstract: The PhytoCLAS project integrates emerging science discoveries from the Northern Gulf of Alaska (NGA), local Indigenous languages, and interdisciplinary experiences for youth in the region. Its goal is to increase local awareness and appreciation of phytoplankton. The NGA’s productive and diverse marine and coastal ecosystems are critically important in many ways. The ocean’s bounty has shaped local cultures for millennia, and relationships continue through subsistence practices that provide food and sustain culture. NGA food webs also support commercial fisheries and marine-focused tourism. From Akhiok to Valdez, people living in these coastal communities understand the importance of what the ocean provides and many have accumulated deep knowledge of aspects of marine ecosystems through their cultural practices and lived experiences. However, some aspects of local ocean ecosystems are all-too-often invisible to people living along the coast. Phytoplankton comprise (much of) the foundation of the ocean food webs communities rely upon, and yet these microscopic organisms are largely overlooked in community discourse about the ocean. Phytoplankton is largely absent from K-12 curricula, popular culture, or artwork. This project seeks to address the lack of education and public discourse about phytoplankton, using local languages, science, and art to elevate phytoplankton into the spotlight, alongside species like sockeye salmon, humpback whales, Dungeness crab, and tufted puffins. This project highlights the crucial roles of NGA phytoplankton while inspiring curiosity about phytoplankton. The presentation will describe multifaceted, flexible learning opportunities we’ve created in Afognak, Homer, Nanwalek, and Chenega that help youth make cultural and personal connections with the fascinating and diverse world of phytoplankton. We will focus on how this project weaves together hands-on science labs and art-based activities. A central focus of this project is how science integrates with culture and language through collaboration with Indigenous first language speakers to identify or create words for phytoplankton. This



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presentation will highlight Alutiiq descriptions for plankton identified by the Elders Sessions of the Alutiiq Museum & Archaeological Repository.

2. AMAR developed, recorded, and aired four Public Service Announcements on the importance of archaeological site preservation and maintenance. The announcements were aired on local public radio KMXT and local station KVOK. One announcement was made in the Kodiak Daily Mirror. All announcements were shared on AMAR social media.

*Data and/or information products developed during the reporting period:*

AMAR continues to produce the archaeology brochure, archaeology booklet, and Traditions book developed in FY22.

*Data sets and associated metadata:*

N/A

*Additional Products not listed above:*

1. Websites
  - The Alutiiq Museum and Archeological Repository launched a new website in January 2024. <https://alutiiqmuseum.org/>
  - ASG continues to work with partners and the website developer to refine the complex functions of the website to develop a working prototype
2. Curriculum
  - The Alutiiq Museum developed an Archaeology Education box, beginning with Elementary Curriculum for 3rd and 5th grade.
  - CACS staff have been working on updating our Onboard Oceanography curriculum, with input from the rest of the education team as well as key community partners and volunteers.
3. Exhibits
  - AMAR began the design phase of new exhibits focused on archaeology and subsistence in the newly renovated gallery, slated to open in June 2025.
  - ASLC began planning for integration of Sugt'stun language and knowledge into its exhibits
  - Stitch Your Science temporary exhibit at CACS
  - Nature Journaling temporary exhibit at CACS
4. App
  - ASG collected information from kelp farmers and is using Survey123 for mariculture needs.



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- ASG had a meeting with GWA researcher Scott Pegau of the PWSSC to discuss Citizen Science app possibilities that would support his intertidal monitoring project.

5. Logos



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### 3. Coordination and Collaboration:

CORaL Network partners continue to work closely with each other, other EVOSTC funded projects, and our communities including but not limited to:

- On-board Oceanography (OBO) Programs. Conducted the first 2-hour OBO Program in September 2023 for students from Port Graham in partnership with instructors from Project Grad. CACS staff have been working on updating our Onboard Oceanography curriculum, with input





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from the rest of the education team as well as key community partners and volunteers. Funding through the CORaL Network will allow us to offer 12 OBOs for free to local area schools in 2024.

- Gulf Watch Alaska (GWA) PI Meeting. Presented on the CORaL Network, PWSSC led the GWA outreach discussion and coordinated with GWA PIs about outreach opportunities and delegated education and outreach opportunities amongst the
- Mariculture Research and Restoration Consortium PI Meetings

*EVOSTC Mariculture Projects*

Mariculture Research and Restoration Consortium (Mar ReCon) Project 23220302

- PWSSC attended two days of PI Meetings. PWSSC presented the CORaL Network at the Mar ReCon PI Meetings. PWSSC networked with members of Mar ReCon.
- A cohort of 10 T3 high school students from various regions of Alaska visited Cordova to delve into mariculture education. Collaborating with the Native Village of Eyak and PWSSC, they engaged in an experiment where they produced plastic from dried-out seaweed. Exploring Fleming Spit at low tide, they identified different varieties of seaweed, aiming to expand their understanding of its diversity. Under the guidance of Dr. Alysha Cypher from PWSSC, they conducted a spore release activity. The day concluded with a discussion at the Science Center, where they explored the ecological benefits of seaweed, highlighting its significance in marine ecosystem

*EVOSTC Education and Outreach Projects*

See “Popular Articles” above

*Trustee or Management Agencies*

N/A

*Native and Local Communities*

- AMAR produced the short film Who Are We, directed by Josh Branstetter. The film explores Alutiiq identity in the 21st century with interviews, historic photos, and songs in the Alutiiq language (9minutes)
- AMAR continued to support local schools throughout the year. Coordinating with several other organizations, AMAR staff led cultural activities during Alutiiq Weeks at all five rural schools. AMAR staff also supported local summer camps by leading activities at Native Village of Afognak’s Dig Afognak and at the community of Akhiok’s Alitak Kids Camp. AMAR also sent Education Boxes to Nuniaq Camp, organized by the community of Old Harbor.
- PWSSC partnered with the Native Village of Eyak (NVE) to lead a lesson on the science of drums.
- Katie G. (CACS) attended an Elders and Alutiiq Language Speakers Session through the Alutiiq Museum and Archaeological Repository. They are assisting CACS in compiling words for



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plankton, where they already exist, and helping to create descriptive words/phrases for different types of plankton. This is a part of the PhytoCLAS Project (funded by the North Pacific Research Board) to increase student and community awareness and familiarity about plankton around the Gulf of Alaska. While in Kodiak, she also met with the administrator for the Native Village of Afognak and planned a visit as a guest instructor during one of their harvest & survival camps during Dig Afognak Camp. This is an important part of our CORaL Network community partnerships and an opportunity to use the Alutiiq words in plankton activities with them, as part of the PhytoCLAS Project

- ASLC is working with Chugachmuit on an initiative “Acknowledge Sugt'stun” to integrate the knowledge and stories of the Alutiiq peoples into onsite interpretation.
- For other relevant activities, please see above in “Conferences and Workshops” and “Public Presentations”

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**4. Response to EVOSTC Review, Recommendations and Comments:**

N/A

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**5. Budget:**

| Budget Category:                           | Proposed<br>FY 22  | Proposed<br>FY 23  | Proposed<br>FY 24  | Proposed<br>FY 25  | Proposed<br>FY 26  | 5-YR TOTAL<br>PROPOSED | ACTUAL<br>CUMULATIVE |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|------------------------|----------------------|
| Personnel                                  | \$1,108,919        | \$1,168,245        | \$1,201,966        | \$1,214,819        | \$1,195,726        | \$5,889,676            | \$841,194            |
| Travel                                     | \$165,642          | \$171,396          | \$195,290          | \$194,549          | \$202,512          | \$929,388              | \$127,987            |
| Contractual                                | \$406,357          | \$437,642          | \$356,372          | \$353,658          | \$512,852          | \$2,066,881            | \$113,176            |
| Commodities                                | \$140,351          | \$84,131           | \$72,570           | \$69,152           | \$55,516           | \$421,721              | \$55,520             |
| Equipment                                  | \$10,000           | \$15,000           | \$0                | \$0                | \$0                | \$25,000               | \$0                  |
| Indirect Costs (rate will vary by project) | \$460,978          | \$424,612          | \$416,272          | \$411,340          | \$421,938          | \$2,135,141            | \$248,382            |
| <b>SUBTOTAL</b>                            | <b>\$2,292,248</b> | <b>\$2,301,027</b> | <b>\$2,242,470</b> | <b>\$2,243,517</b> | <b>\$2,388,544</b> | <b>\$11,467,806</b>    | <b>\$1,386,259</b>   |
| General Administration (9% of subtotal)    | \$206,302          | \$207,092          | \$201,822          | \$201,917          | \$214,969          | \$1,032,103            | N/A                  |
| <b>PROGRAM TOTAL</b>                       | <b>\$2,498,550</b> | <b>\$2,508,119</b> | <b>\$2,444,292</b> | <b>\$2,445,434</b> | <b>\$2,603,513</b> | <b>\$12,499,908</b>    | <b>\$0</b>           |
| Other Resources (In-Kind Funds)            | \$0                | \$0                | \$0                | \$0                | \$0                | \$0                    | \$0                  |

**INSTRUCTIONS:** This summary page provides a five-year overview (FY 22-26) of proposed funding and actual cumulative spending which includes the **non-trustee agency** and **trustee agency worksheets**. **The formulas reference the cells in the non-trustee agency and trustee agency worksheets and should automatically populate. Please make sure the totals given are correct.** The column titled 'Actual Cumulative' will be updated each fiscal year and included in the annual report (include information on the total amount actually spent for all completed years of the project). On the Project Annual Report Form, if any line item exceeds a 10% deviation from the originally proposed amount; provide detail regarding the reason for the deviation.

**COMMENTS:** Category "other" not included in EVOSTC but exists for project budgets. Moved to closest EVOSTC budget category. January billing period pending final closure.

|                |   |                      |
|----------------|---|----------------------|
| <b>FY22-26</b> | <b>Program Number:</b> (assigned by EVOSTC office)<br><b>Program Title:</b> Community Organized<br>Restoration and Learning (CORaL) Network | <b>SUMMARY TABLE</b> |
|----------------|---|----------------------|



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**1. PROGRAM SCHEDULE**

Project milestone and task progress by fiscal year and quarter, beginning February 1, 2022. C = completed, X = planned or not completed. Fiscal Year Quarters: 1= Feb. 1-April 30; 2= May 1-July 31; 3= Aug. 1-Oct. 31; 4= Nov. 1-Jan 31

**FY 2022-2026**

| Milestone/Task   | FY22 |   |   |   | FY23 |   |   |   | FY24 |   |   |   | FY25 |   |   |   | FY26 |   |   |   |
|--|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|  | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| <b>Program Administration</b>                              |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Annual travel meeting of core partners                     |      |   | C |   |      |   | C |   |      |   | X |   |      |   | X |   |      |   | X |   |
| Annual internal review for workplan development            |      |   |   | C | C    |   | C | C |      |   | X | X |      |   | X | X |      |   | X | X |
| <b>Evaluation/Iterative Adaptations</b>                    |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Development of 5-year Evaluation Plan                      |      |   |   |   |      | C | X | X | X    | X |   |   |      |   |   |   |      |   |   |   |
| Formative assessments for Website, Data Viz App, & COMPASS |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X |   |      |   |   |   |
| Integration of evaluation activities into work plan        |      |   |   |   |      |   | C | C |      |   | X | X |      |   | X | X |      |   | X | X |
| Assessment summaries inform annual meetings                |      |   |   |   |      | C | C |   |      |   | X | X |      |   | X | X |      |   | X | X |
| <b>CORaL Network Website</b>                               |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Website design and build                                   |      |   |   |   | C    | C | C | C | C    | X | X |   |      |   |   |   |      |   |   |   |
| Aggregation of resources & dialogue integration            |      |   |   |   |      |   |   | C | C    | X | X | X |      |   |   |   |      |   |   |   |
| Recruitment of users and shared resources                  |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |



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| Milestone/Task   | FY22                           |   |   |   | FY23 |   |   |   | FY24 |   |   |   | FY25 |   |   |   | FY26 |   |   |   |
|--|--------------------------------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|  | 1                              | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| <b>Community Sharing</b>   |                                |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Stakeholder discussions to determine annual schedule and formats |                                | C | C | C | C    | C |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Agendas published prior to facilitated meetings                  | To be determined by above task |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Design protocols with Scientists in the Community                |                                |   | C | C | X    | X | X | X | X    |   |   |   |      |   |   |   |      |   |   |   |
| Publish Applications with Scientists in the Community            |                                |   |   |   |      |   |   |   |      | X |   |   |      | X |   |   |      |   | X |   |
| (NO LONGER APPLICABLE) Application Reviews                       |                                |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| (NO LONGER APPLICABLE) Administer/Mentor visits                  |                                |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| <b>Cultural &amp; Communication Learning Opportunities</b>       |                                |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Formative & development eval of competency needs                 |                                |   |   | C | C    | C | C | C | X    | X | X | X |      |   |   |   |      |   |   |   |
| Alaska Native Relations Capstone Course, annual                  |                                |   |   |   |      |   | C |   | C    |   |   |   |      | X |   |   |      |   | X |   |
| Alaska Native Relations Short Course, quarterly                  |                                |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |
| Build & deliver ongoing, complementary offerings                 |                                |   | C | C | C    | C | C | C | C    | C | X | X | X    | X | X | X | X    | X | X | X |
| <b>Intern Institute</b>  |                                |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Develop curricula & schedules with partners                      |                                |   |   | C | C    | C |   | C | C    | C |   | X | X    | X |   | X | X    | X |   | X |



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**Long-Term Research and Monitoring, Mariculture, Education and Outreach**  
**Annual Project Reporting Form**

| Milestone/Task  | FY22 |   |   |   | FY23 |   |   |   | FY24 |   |   |   | FY25 |   |   |   | FY26 |   |   |   |
|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|   | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| Recruit participants with local partners  |      |   |   | C | C    | C | C | C | C    | C | X | X | X    | X | X | X | X    | X | X | X |
| Implement 5-week course   |      |   |   |   |      | C | C |   |      | C | X |   |      | X | X |   |      | X | X |   |
| Post-institute follow-up with interns & partners  |      |   |   |   |      |   |   |   | C    | C |   |   | X    | X |   |   | X    | X |   |   |
| <b>Community Science &amp; Outreach Resources</b>   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| ASLC, ASG, AMAR, CACS, CRRC, PWSSC build five-year outreach products plan with EVOSTC-funded projects |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| ASLC, ASG, AMAR, CACS, CRRC, PWSSC develop and deliver annual programs, products, and exhibits        |      |   |   |   |      | C | C | C | C    | C | X | X | X    | X | X | X | X    | X | X | X |
| ASLC, ASG, AMAR, CACS, CRRC, PWSSC install kiosk stations at 6+ sites.                                |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |
| ASLC, ASG, AMAR, CACS, CRRC, PWSSC develop video library for kiosks, updated quarterly.               |      |   |   |   |      |   |   |   |      |   | C | C | X    | X | X | X | X    | X | X | X |
| ASG designs & builds Data Viz App with contractor   |      |   |   |   |      |   |   |   |      |   |   |   | X    | X | X |   |      |   |   |   |
| Data Viz App dissemination & training   |      |   |   |   |      |   |   |   |      |   |   |   | X    | X |   |   |      | X | X |   |
| Data Viz App: Data verification   |      |   |   |   |      |   |   |   |      |   |   |   | X    | X |   |   | X    | X |   | X |
| Assess additional data streams to incorporate into Data Viz App                                       |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   | X    | X | X | X |
| COMPASS Curriculum design   |      |   |   |   | C    | C | C | C | C    |   |   |   |      |   |   |   |      |   |   |   |



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|--|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|  | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| COMPASS pilot school projects  |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |
| Data analysis & review of COMPASS  |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |
| Dissemination of best practices and outreach products from COMPASS   |      |   |   |   |      |   |   |   |      |   |   | X |      |   |   | X |      |   |   | X |
| Build sustainability plans with COMPASS participants   |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X | X | X    | X | X | X |
| <b>Reporting</b>   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Annual reports (due Mar1)  |      |   |   |   |      |   | C |   |      | C |   |   | X    |   |   |   | X    |   |   |   |
| FY work plan   |      |   |   | C |      |   |   | C |      |   |   | X |      |   |   | X |      |   |   |   |
| 5-year review  |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   | X    |   |   |   |
| <b>Deliverables</b>  |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |
| Evaluation Plan  |      |   |   |   |      |   |   |   |      |   | X | X | X    | X |   |   |      |   |   |   |
| Evaluation Summaries   |      |   |   |   |      |   | C |   |      |   | X |   |      |   | X |   |      |   | X |   |
| CORaL Network Website  |      |   |   |   |      |   |   |   |      |   | X | X |      |   |   |   |      |   |   |   |
| Community Sharing schedule and agendas   |      |   |   | X | X    | X | X | X | X    | X | X | X | X    | X | X | X | X    | X | X | X |
| Suite of communication, social science, and native relations learning opportunities – formats and specific outcomes TBD, reported annually |      |   |   |   | C    |   |   |   | C    |   |   |   | X    |   |   |   | X    |   |   |   |
| 5-week Intern Institute program  |      |   |   |   |      | C | C |   |      | C | X |   |      | X | X |   |      | X | X |   |
| ASLC, ASG, AMAR, CACS, CRRC, PWSSC outreach products (curricula, distance learning sessions, podcasts, etc.)                               |      |   |   |   | C    | C | C | C | C    | C | X | X | X    | X | X | X | X    | X | X | X |



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|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|
|   | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |
| Network of kiosks across the region & video library |      |   |   |   |      |   |   |   | C    | X | X | X | X    | X | X | X | X    | X | X | X |
| Data Visualization App for Community Science        |      |   |   |   |      |   |   |   |      |   | X | X | X    | X | X |   |      |   |   |   |
| COMPASS Community Science model for schools         |      |   |   |   |      | C | C | C |      |   |   |   |      |   |   |   |      |   |   |   |