Alaska Department of Fish and Game
Division of Wildlife Conservation
December 2003

Wildlife Conservation and Restoration Program

Performance Reports
Projects Ending September 2003

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
WATCHABLE WILDLIFE AND EDUCATION

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-5
PROJECT NR.: 2.0

WORK LOCATION: Statewide

PROJECT DURATION: 1 December 2001 – 30 September 2003

PROJECT REPORTING PERIOD: 1 December 2001 – 30 September 2003

PROJECT TITLE: Viewing Access and Interpretive Signs

Project Objectives:

1. Identify at least 5 locations where signs interpreting ecological systems and relationships would benefit the public.
2. Develop and install at least 5 interpretive signs and/or kiosks in those locations addressing ecological systems, wildlife viewing opportunities, or other conservation issues.

Summary of Project Accomplishments:

1, 2 The following sign projects were completed:

- Dalton Highway: Two signs on fire ecology were professionally designed, manufactured and installed at the Angel Rocks and Granite Tors trailheads near Fairbanks. Through text and graphics, the first sign identifies the benefits of wild fires to wildlife and their habitat. The second shows the pattern of succession that follows a burn and the wildlife that use forests at each successional stage. The signs were also printed as posters and are being displayed at the Fairbanks library, railroad terminal and other public places. (photos attached)

- Tok area: Two signs on the recovery of the Fortymile Caribou Herd were developed and manufactured and await installation by the Alaska Department of Transportation as soon as the ground thaws. One sign will be installed along the Steese Highway, the other along the Taylor. The signs describe the history of this herd, which once was estimated at half a million animals and then declined to a low of 6,000. Recent efforts by managers & the public have successfully enabled the herd to grow.

- Mendenhall Wetlands State Game Refuge: A sign highlighting the stress unleashed dogs can place on wildlife was designed and manufactured through an RSA with State Parks. The

sign was installed in a prominent location along the popular Airport Dyke Trail, and posters of it have been distributed to public land managers throughout Alaska. (photos attached)

- Anchorage Coastal Trail and Valley of the Moon Park: Two signs on interpreting moose behavior and safety around moose were installed along the Coastal Trail at Westchester Lagoon and in Valley of the Moon Park. The signs will help people determine when a moose feels threatened and how to avoid an aggressive encounter with one of Anchorage's many urban moose.

- Chilkoot River Corridor, Haines: A sign about the interactions of anglers, wildlife viewers and bears along popular salmon streams was designed and manufactured. The sign addresses the need of bears to put on weight during the short summer season and ways to avoid disrupting or displacing them. The sign was printed as a poster as well and has been distributed to land and resource managers throughout the state.

Project Costs: Federal share $ 21,296 + state share $ 10,861 = total cost $32,157
(Actual state share exceeds the proposed match percentage.)

Prepared By: Michelle Sydeman, Assistant Director of Education & Outreach

Date: 11/26/03

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
NONGAME RESEARCH AND MANAGEMENT

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-4
PROJECT NR.: 4.0

WORK LOCATION: Juneau and other Southeast communities

PROJECT DURATION: 1 December 2001 – 30 September 2003

PROJECT REPORTING PERIOD: 1 December 2001 – 30 September 2003

PROJECT TITLE: Amphibian Monitoring in Southeast Alaska through Education Partnerships

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Project Objectives:

1. Partner with U.S. Fish & Wildlife Service and Juneau School District to design a curriculum that will educate Juneau School district students about amphibian declines and habitat conservation.
2. Design a data collection method that will facilitate information gathering from the public as well as agency field staff.
3. Gather historical and current information about amphibian distributions in Southeast Alaska.

Summary of Project Accomplishments:

No funds were expended on this project during the previous reporting period because our partners in the project had not received the necessary funding to participate. Juneau School District was awaiting processing of a grant from the Coastal Impact Assistance Program which was delayed by a key staff vacancy in the Department of Commerce and Community Development. Additional funds through the local US Fish & Wildlife Service office were also not available during the previous reporting period.

During the wait for funding for the school district, Juneau School District personnel and Division of Wildlife Conservation staff decided on a time schedule for the development of curriculum, and financial arrangements for distributing funds. Samples of field data collection forms have been obtained from various agencies. In addition, federal and state agency staff, and knowledgeable members of the public have been contacted for information on amphibian populations and habitat in Southeast Alaska.

Funding became available from the Coastal Impact Assistance Program in May 2003 and the following items were accomplished:

Objective 1. An outline for the amphibian curriculum designed for 5th-8th grade was written and a copy is included as an appendix to this report. Background information for the curriculum was collected through a variety of activities: A PhD. student doing research on color differentiation in

toads in southeast Alaska was interviewed. In the spring, local lakes and ponds were examined for the presence of toad eggs with Forest Service researchers. Later in the summer, beaver ponds along the Juneau road system were sampled for water temperature, dissolved oxygen, Ph, and the presence of amphibians, aquatic insects, and fish. Toad ponds on the Mendenhall State Game Refuge were investigated and wetlands plants were identified. Seven tadpoles from these ponds were collected to determine the feasibility of raising them for educational purposes. Permits were obtained, two aquariums were prepared, and one tadpole was successfully raised to toad-let stage. A record of its growth and behavior were kept until it hibernated. Hopefully, it will emerge alive and well in a couple of months. Because so few toad breeding ponds were discovered in the Juneau area we decided not to raise live tadpoles for use in the classrooms. Although more abundant, rough-skinned newts are highly toxic and would not be a good choice for display around children. So an educational display utilizing local amphibians may not be feasible. A draft copy of the curriculum was begun, but it will be finished outside of this reporting period.

Objective 2. Recently, the U.S. Fish & Wildlife Service helped fund the publication of an Alaska Amphibian Field Guide which contains a data collection method. It was reviewed by several Southeast Alaska amphibian experts and in the interest of consistency, should probably be retained as the model field form. So, objective 2 has been met although not through this project.

Objective 3. The amphibian curriculum includes three sections where students are asked to gather historical and current information about amphibian distribution. When they "Monitor Local Wetlands for the Presence of Amphibians" students will interview long-time residents about their knowledge and memory of amphibians. In addition, students will also learn about the cultural significance of amphibians as well as their historical presence when they study "Amphibians and Southeast Alaska Natives". Finally, students may contribute to an on-going mapping project which is recording anecdotal amphibian sightings and locations.

Project Costs: Federal share $ 10,588.57 + state share $ 2,927.26 = total cost $ 13,515.83

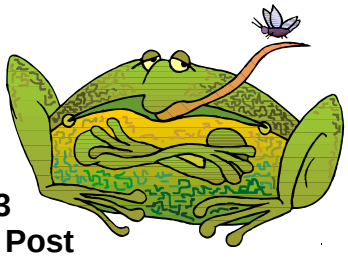
Prepared By: Anne Post, Wildlife Biologist II

Date: December 9, 2003

Amphibian Curriculum Outline

December 3, 2003

Anne Post



Introduction with general information about amphibians, both local and world wide

Hard copy for teachers:

- Why study amphibians
- Big, important, ideas about amphibians in general
- Weird facts about amphibians, frogs
- Big, important, ideas about amphibians in Southeast Alaska (toads, frogs, newts, salamanders, introduced species)
- Life history, life cycle
- Habitat requirements
- Why declining/deformed? briefly recount theories
- Vocabulary words

Power Point presentation –highlights of the above

- incorporate a couple of calls and animation (if possible) into power point

Build a Frog -teach about frog adaptations by turning a student into a frog

Extension- Art Activity

- Students work in groups or alone. Choose an amphibian, Alaskan or not, create the animal out of paper mache and place it in a realistic habitat display. Students will research the appearance and life history of their amphib. Share their work with the class.

Extension- How humans benefit from amphibians

- How salamanders regenerate lost limbs is a mystery. Research what is being learned about this regeneration process and how it can be used to help people. Present your findings to the class, publish on–line, etc.

- Chemical compounds from several frog species are being used to produce antibiotics and analgesics (painkillers). Research how these chemicals are being produced and how they are helping people. Present your findings to the class, publish on-line, etc.

Population Decline/Deformities
Activities:

- Brief introduction to declines/deformities
- Introduction to Scientific method –(broken lamp, extend to flat tire on bike) & introduction to frog deformities- Hartwick college on-line.
- Why are frogs declining?- *The Case of the Missing Anurans* (student groups research & present to class) **add info on fungus**
- Vocabulary words

Frog Anatomy(both virtual and hands-on dissection options are offered)

- Make a frog sandwich (not edible)
- vocabulary words
- functions of the various organs
- get posters, science books with pics of frog, human anatomy, models
- www.frogguts.com –for dissection (no head dissection, need to find.)
- The amphibians –frog lab key- from **www.howe.k12.ok.us/~jimaskew/bamphib.htm**
- for dissection incorporate use of microscope hooked to a computer to project organs and other frog parts on screen,
- Compare to human anatomy – how is a frog like a human? How is it different? from website - **www.lookd.com/frogs/anatomy**
- In what ways are amphibians adapted for aquatic life?
- In what ways are amphibians adapted for terrestrial life?
- Extension: osmosis & diffusion- There are no amphibians in Alaska that live in the ocean. Give reasons for this. There are observations of toads in southeast Alaska swimming in salt water. How do they tolerate the salt water?

Monitoring Local Wetlands for the Presence of Amphibians

- Listen to calls – get CD of frog calls, where to report amphibian sounds, sightings
- I.D. wetlands plants
- Water quality testing using a variety of scientific instruments/procedures
- field data forms
- Compare your data to a known amphibian area
- Could Amphibians live here? Why aren't they here? (Kids research impact to amphibians and write report – language arts – use all resources including people
- Take pictures with a digital camera

Amphibians & Southeast Alaska Natives

- Cultural significance- fear of frogs, toads
- Artwork
- Myths – Exploratorium website, Myra, Matt Kookesh, Angie Lunda, Sitka woman, Ishmael Hope
- Wetland plant use- make a salve
- Knowledge from elders –Kiksadi tribe-Sitka

Over All -For each section students write 3 questions on strips of paper. At the end of this unit there should be dozens of questions. Put questions into hat, divide kids in teams and– hold a quiz game/contest where teams of students answer the questions and get points – team with most points wins…something.

Incorporate students research or activities into existing ADFG, USFWS, National Park Service projects(Lance Lerum, Richard et al., Matt K.)

- Students will assist in gathering information or utilize information gathered by scientists
- Assessment & monitoring of ponds for presence of amphibians
- Students will report anecdotal information (amphibian sightings and locations) to an ongoing mapping project. (Richard's)

Publish student research, pictures, projects, artwork on ADFG website, or school district website - Digital pictures of kids in action, pictures they've taken themselves.

Provide amphibian references and sources of teaching materials including a list of local experts.
Include copy of "Wetland Activities Geared to the Seven Intelligences"

Additional Notes

- Will complement Juneau School District Science Curriculum/ State Standards
- Incorporate Alaska Native knowledge – ways of knowing, contributions to science,
- Utilize an integrated curriculum – including science, social studies, art, language arts, and technology.
- Include only a few websites, as they change and become inaccessible.
- Include vocabulary words as science uses its own terms that students should become familiar with.

Second Phase – ARC Voyager

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PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
WATCHABLE WILDLIFE AND EDUCATION

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-5
PROJECT NR.: 3.0

WORK LOCATION: Chilkoot River, Haines

PROJECT DURATION: 1 December 2001 – 30 September 2003

PROJECT REPORTING PERIOD: 1 December 2001 – 30 September 2003

PROJECT TITLE: Chilkoot River Corridor

Project Objectives:

1. Develop guidelines for fishing in bear country and for bear viewing in the Chilkoot River Corridor.
2. Delineate travel corridors for bears based on observations.
3. Facilitate the planning process by using bear study information to highlight areas of high concern

Summary of Project Accomplishments:

1. Develop guidelines for fishing in bear country and for bear viewing in the Chilkoot River Corridor.

The Chilkoot River Corridor Work Group developed general guidelines to address the most commonly observed and undesirable human behaviors around bears, such as approaching bears and leaving food or fish scraps available to them. The Division further refined these guidelines and worked with Commercial and Sports Fisheries Divisions to make certain that all divisions were in agreement about what was being asked of the public. These guidelines were posted in several places near the river as well as in commercial establishments in Haines. In addition, once a river monitor was hired, he used the guidelines as a point of departure when talking to the public about expected human behaviors in the area. A copy of these guidelines is attached in Appendix I.

2. Delineate travel corridors for bears based on observations.

Although two potential sites for bear corridors were discussed, the division did not establish any dedicated corridors along the Chilkoot River. The area of the road from Deer Rock upstream to the Fish and Game weir is likely the most heavily used by bears on the road side of the river. However, the weir proved an attractant to bears when spawned fish are caught by it as they drift downstream, making it a *de facto* travel corridor of sorts. One strategy that was tried in 2002 was to use two traffic cones to establish a 'moving corridor' which changed

depending on location bear activity. This strategy was also used in 2003 by the river monitors.

At the present time, planning for interpretive materials for the Chilkoot River Corridor is continuing, and this information will need to be considered before "hardening" of any travel corridors. In the meantime, the moveable corridors are somewhat effective and may present a means of collecting some response information from humans and bears alike.

3. Facilitate the planning process by using bear study information to highlight areas of high concern.

This grant provided funding to support a Utah State University graduate student study of bear/human interactions and the collection of human use information. The study collected several thousand hours of observations of human and bear use of the Chilkoot River Corridor, using video cameras and direct observations. The graduate student's report is attached as Appendix II. The division used some of the information from this study to further inform the planning process. Actual observations of traffic and of bear-human interactions made possible optimal scheduling for an on-site river monitor. Observations also showed the division where it needs to concentrate its educational effort with respect to humans. This information also resulted in the Working Group's general agreement of the need for an on-site 'river monitor' to oversee the use of the guidelines, the concept and location for a bear corridor, and the importance of closing the park road to overnight camping. The latter is one of eight original recommendations made by the Working Group and was accomplished in 2001-2002 by a transfer of management authority from Department of Transportation to Department of Natural Resources/Division of Parks and Recreation and by posting signs along the road.

Through this grant, the Division has been able to work with local people to plan and in some places to bring about management changes in a heavily used area. Most importantly, this grant has allowed us to work with other ADF&G divisions and state departments find areas of agreement, and to help support graduate research that has done an exceptional job of qualifying and quantifying human and bear use of the Chilkoot River Corridor. The planning process is continuing, but this grant has demonstrated that forward progress is possible within a planning framework.

Project Costs: Federal share $7,500 + state share $2,500 = total cost $ 10,000

Prepared By: Polly Hessing, Wildlife Biologist II

Date: 24 November 2003

Chilkoot River Corridor Points of Agreement within ADF&G

DESIRED ACTIONS:

- Establish “bear migration” corridors along Chilkoot Road. Post (2-3) areas known to be used frequently by bears. No parking or stopping allowed in these areas. Fishing and walking through these areas discouraged.

- Establish river access sites. Designate areas to access the river for fishing to minimize bank disturbance. Develop trails, handicap access, steps, etc to make it easier to use these sites. Discourage use at other sites (signage, railing?).

- Get more enforcement of existing rules and regulations.

- Develop more latrine facilities along the road.

GUIDELINES:

Wildlife Watching

- Do not pursue or chase wildlife, whether by foot, boat, or in a vehicle. This includes moving your vehicle into a position that effectively "blocks" bears that are trying to cross a roadway. Bears approaching the road are almost always looking to cross. Allow it to happen. Avoid chasing or harassing animals under any circumstances. Harassing animals is against state law and punishable by a $1,000 fine and up six months in jail.
- Learn wild animal signals that tell you that you are too close
- Avoid attracting bears through improper handling of food or garbage. Do not feed or touch wild animals. Feeding wildlife can lead to the conditioning of the animal to human’s food that in turn can result in injury or death. “A fed bear is a dead bear” A food conditioned animal can also pose a threat to human safety. If you encounter an animal on the road, stay in your vehicle.
- Drive slowly. Chilkoot State Park speed limit is 25 mph, but really, 15 mph is fast enough if you want to spot wildlife. Also, the chance of hitting an animal and causing its injury or death is reduced as you slow your speed. This is particularly true near dusk and dawn and at night. However, if you are traveling slower than those behind you, please pull over and let them pass.
- Use pullouts. When viewing wildlife from or near your car, pull off of the road so you do not block traffic. Use pullouts when available, but avoid creating new pullouts by parking on vegetation or in wet or otherwise sensitive areas. Avoid parking in known bear migration corridors. If a place to pull off is not available, move on and use the next available spot.
- Be conscious of where you stand and walk, bears can emerge from anywhere.
- Use telephoto lenses to photograph wildlife at a distance. Use binoculars or spotting scopes to get those close up views
- Avoid surprising bears at close distance; look for signs of bears and make plenty of noise.
- Avoid crowding bears; respect their "personal space."
- Don’t “spotlight” bears.
- Avoid coming between members of a group, particularly a sow and her cubs.
- Do not walk into areas posted as closed.

- Do not leave the roadway to view wildlife.
- If traveling with a vehicle, please remain in it or stand within an arm's length of it when viewing wildlife. Stay in a group.
- Respect everyone's experience: watch quietly.
- Do not use firearms to scare or warn bears. This could result in a wounded bear.
- If a bear approaches, stand your ground and speak in a normal voice. Never run away from a bear. Don't whistle, call to, or otherwise try to get a bear's attention.

Fishing Activities

- Avoid trampling the stream bank. Use well established sites to access the river.
- Clean your fish in the river, and place fish remains in swiftly moving water.
- Under 5 AAC 75.050, sport fishing is closed within 300 feet (100 yards) on either side of the Chilkoot River weir. It is unlawful to cast, drift, or place by any means a hook, bait lure or fly into this area.
- Cease all fishing activity when a bear approaches to within 100 yards or at a point where the bear could obtain your fish if you hooked one, whichever is greater. Immediately release your hooked fish (by cutting or breaking the fishing line) when a bear approaches to within 100 yards or at the point when it is attracted by your struggling fish, whichever is greater. If anglers are in a boat, you may move to deeper water to maintain separation between the angler and the bear. Make every effort (including releasing hooked fish) to prevent a bear from obtaining an angler's fish.
- Store your food, fish and garbage in bear-resistant containers (or in your vehicle) at all times. Never leave your food, fish or garbage unattended. We encourage you to clean your fish, to bag it immediately, and to store it in a cooler in your vehicle.
- Do not cast at bears.
- Do not eat along the river.
- Avoid fishing early in the morning or late at night. This is when bears are most active.
- Avoid fishing in areas where bears are known to frequent such as the east shore (opposite side from the road).

Camping/Day Use

- Camp only in the campground at the lake or at one of the commercial campgrounds.
- Please use the outhouses provided in the campground.
- Remove all garbage, food scraps, and food remains from the area and dispose of properly.
- Do not eat along the river. Do not leave any gear or coolers or other belongings unattended on the shore of the river or lake.
- The feeding of bears is prohibited; allowing bears to obtain improperly stored food, fish and garbage is prohibited; and intentionally leaving food, fish or garbage in a manner that attracts bears is prohibited.
- Leave pets in your vehicle, or have them under leash control at all times. If you must feed your pet, do so at your campsite and clean up any dropped food.

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

WILDLIFE CONSERVATION AND RESTORATION PROGRAM (WCRP) GRANT
COTTONWOOD CREEK BRIDGE

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-6
PROJECT NR.: 1.0

PROJECT DURATION: 1 December 2001 – 30 September 2003

PROJECT REPORTING PERIOD: 1 December 2001 – 30 September 2003

PROJECT TITLE: Palmer Hay Flats/Susitna Flats Access

PROJECT LOCATION: Palmer

Project Objectives:
1. Repair abutments on both sides of the Cottonwood Creek bridge
2. Replace the rusting surface grating on the Cottonwood Creek bridge.
3. Clear and scrape the surveyed right-of-way to provide continued access to Horseshoe Lake on Susitna Flats State Game Refuge.

Summary of Project Accomplishments:
During this period the following major repairs to the Cottonwood Creek ORV bridge were completed (Objectives 1 & 2):

- Structural steel pipes driven into the ground and steel support crossbeams replaced the old creosote timber abutments.
- The bridge was raised and attached to the new abutments to reduce chances of ice damage.
- The approaches were rebuilt and Geoblock installed on the approaches to reduce erosion. The metal surface has not been replaced due to higher than anticipated costs of fixing the bridge structure, but weakened areas were covered with plywood until a new surface can be installed. (See interim report, attached photos Appendix A)
- In May 2003 vandals destroyed the bridge railing. ADF&G staff fixed the railing and a local Boy Scouts Troop attached wire-fencing materials to the sides of the bridge posts. (See photo attached to this report.)

The following improvements were made to the Horseshoe Lake Access to Susitna Flats State Game Refuge (Objective 3):

- A new access road was scraped along the surveyed right-of-way from the end of Holstein Avenue to the vicinity of Horseshoe Lake. The new access is at least 12 feet wide and approximately 1 mile long. (See interim report, attached photo Appendix B).

Project Costs: Federal share $27,155.27 + state share $11,367.84 = total cost $ 38,523.11
(Actual state share exceeds the proposed match percentage.)

Prepared By: Colleen Matt, Lands and Public Services Coordinator, Region II

Date: December 10, 2003

Cottonwood Bridge

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
WATCHABLE WILDLIFE AND EDUCATION

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-5
PROJECT NR.: 9.0

WORK LOCATION: Southcentral Alaska

PROJECT DURATION: 1 December 2001 – 30 September 2003

PROJECT REPORTING PERIOD: 1 December 2001–30 September 2003

PROJECT TITLE: Sanctuary Management

PROJECT LOCATION: Palmer

Project Objectives:

1. In conjunction with the Habitat and Restoration Division, administer the McNeil River and Walrus Island State Game sanctuaries to protect their exceptional wildlife resources, while providing safe and sustainable wildlife viewing experiences.
2. Provide updated and accurate information to the public via the Internet, newspaper, and other media on the McNeil River and Round Island viewing programs.
3. Respond to inquiries from scientists, filmmakers and educators interested in photographing and studying bears at McNeil River State Game Sanctuary.
4. Supervise one Fish and Wildlife Technician V and indirectly supervise a college intern and a Fish and Wildlife Technician III in the operation of the field facility and viewing program at McNeil River State Game Sanctuary.
5. Supervise one Fish and Wildlife Technician IV at Walrus Islands State Game Sanctuary.
6. Provide wildlife viewing guidance and field camp support for bear viewers through salaries of a seasonal Fish and Wildlife Technician V and a seasonal Fish and Wildlife Technician III.

Summary of Project Accomplishments:

Objectives 1, 4, 5 and 6: Joe Meehan (Lands Coordinator) administered both sanctuaries for two seasons of public viewing in 2002. All field staff were rehired from the previous summer and all completed their duties successfully. No resource damage occurred at McNeil River and 175 visitors were accommodated. There were 9 incidents of low-flying planes causing walrus disturbance on Round Island. Field staff reported each incident to USFWS Law Enforcement for violations of marine mammals protection laws. Fifty-six day visitors and 22 overnight campers were accommodated at Round Island during the summer.

Objective 2: Joe Meehan, with the help of programmers in Information Management, worked to revise the McNeil River application process which was instituted in January 2003.

Objective 3: Seventeen Sci/Ed and Commissioners' permits were awarded during the 2002 season.

Interim Project Costs: Federal share $29,402, state share $17,889 = total cost $47,291
(Actual state share exceeds the proposed match percentage.)

Prepared By: Colleen Matt, Lands and Public Services Coordinator, Region II

Date: December 10, 2003

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
NONGAME MANAGEMENT AND RESEARCH

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-4
PROJECT NR.: 2.0

WORK LOCATION: Statewide

PROJECT DURATION: 1 July 2001–30 September 2003

PROJECT REPORTING PERIOD: 1 July 2001 – 30 September 2003

PROJECT TITLE: Partnership Agreements

Project Objectives:

1. Develop and distribute a Request for Proposals, including criteria for awarding partnership funds.
2. Award partnership funds to nongame, education, and wildlife-related recreation projects that best meet the established criteria. Enter into at least two cooperative agreements.
3. Leverage funds beyond those provided through the WCRP program and other Department of Fish and Game sources.
4. Increase involvement and ownership of local governments, non-governmental entities, and others in the conservation of wildlife and their habitats.

Summary of Project Accomplishments:

1 A Request for Proposals and Project Proposal Form were developed and distributed statewide by way of the State of Alaska Public Notices web site. Notice of availability was announced via e-mail to targeted lists serving educational, biological, and wildlife viewing interests and through notice of the announcement in various print media. The RFP was released on March 7, 2002. Proposal deadline/opening date was April 17, 2002. Thirty-four proposals were submitted for projects, requesting a total of over $1.2 million and offering a total match of almost $900,000.

2-4. A review team consisting of one representative each from the nongame, watchable wildlife, and education programs plus an assistant director evaluated the proposals and awarded 4 partnerships under this grant. Contracts for the partnerships were prepared and entered into as follows:

Eagle River Nature Center – education project – $25,633 WCRP, $10,830 match
Friends of Creamer's Field – viewing – $33,708 WCRP, $24,399 match
City of Petersburg Parks and Recreation – viewing – $26,974 WCRP, $16,852 match
Burchell High School – education – $12,880 WCRP, $10,000 match

Total contract commitments:

Federal share $99,195 + match share $62,081 = total cost $161,276

Final project costs:

Eagle River Nature Center	– $25,600 + $18,286 = $43,886
Friends of Creamer's Field	– $32,772 + $22,504 = $55,276
City of Petersburg Parks and Recreation	– $23,449 + $18,235 = $41,684
Burchell High School	– $12,880 + $ 9,400 = $22,280

Federal share $94,701 + match share $68,425 = total cost $163,126

Below are details on individual project objectives and accomplishments for projects funded under this grant.

Prepared By: Karla Hart, Project Coordinator

Date: 10 December 2003

EAGLE RIVER NATURE CENTER, EAGLE RIVER (SOUTHCENTRAL)

Project Objectives:

1. To purchase and erect a 30 foot diameter yurt on a wooden platform (to be constructed) at Eagle River Nature Center, on Chugach State Parks land.
2. Furnish the yurt classroom with stacking chairs (35) and folding tables (2) and a stove for heating.
3. Provide wildlife conservation education to program participants.

Summary of Project Accomplishments

The yurt is completed, furnished and in use. $25,600 in WCRP funds were matched with $8420 in in-kind contributions and $9866 in volunteer labor.

FRIENDS OF CREAMER'S FIELD, FAIRBANKS (INTERIOR)

Project Objectives:

1. To add 3 short loop trails, along with 3 interpretive signs, 1 viewing station binocular, and 3 educational brochures. Includes upgrade of pond to attract more shorebirds.
2. To construct 3 new viewing and photography blinds.
3. Provide opportunities for wildlife viewing.

Summary of Project Accomplishments

The shorebird pond was reconstructed with a liner. A well and pump were required to provide a suitable water level (an amendment to the original project). Two inter-connected loop trails, a viewing platform, and bridge (that doubles as a viewing platform) were constructed. One viewing station fixed binocular has been installed and a second, wheelchair accessible, binocular is on hand for spring installation. A third trail was developed to optimize seasonal viewing opportunities and minimize disturbance to birds during August. One educational brochure was completed.

The largest of the three viewing and photography blinds is constructed and ready for spring viewing placement. The smaller two blinds are designed, materials in place, and they will be ready for use during the spring 2004 migration.

Unforeseen circumstances required additional resources and planning to accomplish the pond and bridge construction, and participation of a key volunteer was limited due to illness. A wheelchair-accessible fixed binocular was purchased in lieu of the planned interpretive signs. Interpretive staff and volunteers still anticipate developing interpretive products, but outside of the scope of this project.

CITY OF PETERSBURG, PARKS AND RECREATION, (SOUTHEAST)

Project Objectives:

1. To build a 20-foot diameter, six-sided gazebo with three fixed binoculars (one wheel-chair accessible) and three benches on a former waterfront landfill site.
2. To provide information about local marine ecology with an emphasis on whales in at least 3 interpretive panels.
3. The project will be completed in time for a grand opening in May 2003.

Summary of Project Accomplishments

1. The viewing shelter is completed, binoculars and benches in place. Photos below. This turned into a landmark construction project using traditional Norwegian craftsmanship rather than erection of a pre-fabricated gazebo kit.
2. One of the three planned interpretive panels were finished and installed.
3. The grand opening will be in May 2004 during the Little Norway Festival. Construction was completed at the end of September 2003.

BURCHELL HIGH SCHOOL, WASILLA (SOUTHCENTRAL)

Project Objectives:

1. Construct six portable skeletons that can be put together and reassembled.
2. Design and construct six display cases of varying sizes that will house and protect skeletons [already in the Burchell collection].
3. Development of two manuals that will illustrate how wolf and bear skeletons are articulated together.
4. Creation of a power point presentation that can be shown by teachers that would assist the students in the articulation of the bear, moose and wolf skeletons.
5. Produce a videotape that shows how to field dress, debone, bone and articulate bear, moose and wolf skeletons.
6. Development of a program that will allow students to become academically successful while improving their understanding and skills in science and technology.

Summary of Project Accomplishments

1. Six skeletons (one male and one female each -- moose, black bear, and wolf) were prepared and articulated as portable kits.
2. Eight cases were constructed to display existing skeletons.
3. We contracted with Lee Post to write and illustrate *Wolf in a Box or Construction of a Carnivore,* 50 pages, and modify existing bear and wolf manuals to fit this project (*Bear in a Box or Organizing an Omnivore*, 48 pages, and *Moose in a Box or Erecting a Herbivore*, 59 pages).
4. *Skeleton in a Box: Instructional CD,* a 20 minute presentation (38 slides), assists the teacher and students in assembling each skeleton.
5. Keith Rose, a Burchell High School student, created three videotapes (approximately 7 minutes each) showing how to assemble the stands and articulate the prepared skeletons. Field dressing and deboning were left out of the final videos since that information is not needed for assembling the prepared kits. In lieu of that, they provide in each kit a 36 slide Powerpoint presentation on how to field dress and butcher a road-killed moose (done by Burchell students in 2001).
6. Attached newspaper articles from the Frontiersman and the Juneau Empire highlight this program that allows at-risk youth to be successful in the classroom and learn technological skills that will benefit them in the future.

ALASKA DEPARTMENT OF FISH AND GAME
DIVISION OF WILDLIFE CONSERVATION
PO Box 25526
Juneau, AK 99802-5526

Wildlife Conservation and Restoration Program (WCRP) Grant
WILDLIFE PROGRAM PLANNING AND DEVELOPMENT

STATE: Alaska **GRANT AND SEGMENT NR.:** R-1-8
PROJECT NR.: 1.0

GRANT TITLE: Enhanced Wildlife Education and Viewing Program

WORK LOCATION: Statewide

PROJECT DURATION: 8 July 2002 – 30 June 2005

PROJECT REPORTING PERIOD: 8 July 2002 – 30 June 2003

PROJECT TITLE: New Initiatives in Wildlife Viewing and Education

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Project Objectives:

1. Develop and implement new watchable wildlife programs
2. Continue and expand existing regional state-funded watchable wildlife projects and programs in Alaska.
3. Development of new and continuation of existing youth-based education programs including Project Wild and the Alaska Wildlife Curriculum
4. Develop community-based education programs

Summary of Project Accomplishments:

For this reporting period, we focused our efforts on youth education programs including Project Wild and the Alaska Wildlife Curriculum (objective 3). In the coming year, we will expand our focus to development of new statewide watchable wildlife programs (objective 1), expansion of existing regional programs (objective 2) and development of new community education programs (objective 4).

Objective 3 accomplishments:

- Trained 12 Project Wild/Alaska Wildlife Curriculum facilitators in the Fairbanks area.
- Coordinated 14 workshops using volunteer or contracted Project Wild/Alaska Wildlife Curriculum facilitators with 257 total participants.
- Of these 14 workshops, offered 9 for credit through UAA.
- Represented Project WILD and the Alaska Department of Fish and Game on the Project Learning Tree Steering Committee, at the International Project WILD Coordinator's Conference, the Alaska Natural Resource and Outdoor Education Association annual meeting, and the Oil Spill Recovery Institute's Educators meeting.

- Promoted use of ADFG wildlife conservation education materials through displays at statewide educational conferences, partnering opportunities with other resource education programs, public contacts, and web page development.
- Expanded use of the Alaska Wildlife Curriculum through workshop integration with Project WILD (from 50% to 100%), course offerings (up to 3 for this time period), networking with other resource education professionals, and integration into materials generated by other organizations.

Project Costs: Federal share $9,250.42 + state share $3,083.48 = total cost $12,333.90

Prepared By: Michelle Sydeman, Assistant Director

Date: October 3, 2003