

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672
4574 HHS HB 495 - HB 500

Program Development:

The development of a seafood industry educational and vocational program in Alaska is the proper function of all government agencies responsible for education within the state, including the secondary, vocational and academic sectors. And, a comprehensive program to address the needs of industry can only be created through the cooperative efforts of all the educational administrators and educators who exist throughout the many levels of state and local government.

Preceding sections of this paper have included quotations that criticize existing programs for a variety of failures. Those quotations also contain a number of recommendations for the development, implementation, coordination and expansion of programs. However only after industry has defined the needs, purposes and goals to be served by a seafood education program, then and only then, should government begin the process of program development.

Undoubtedly, much can then be achieved through a reorganization of existing programs and resources. And, much can undoubtedly be achieved through a coordination of existing programs. However optimum efficiency and program productivity will be difficult to achieve if fishery educational programs continue to be spread in a fragmented fashion throughout a multitude of government jurisdictions. Such fragmentation can

only serve to dilute resources, diffuse responsibility, and ultimately defeat the purpose of the program. In order to maintain the link with private industry that is fundamental to its purpose, a seafood industry educational program must have an identity of its own. It must have an identity and an existence that is manifest in an institution or an agency with clearly defined responsibilities and the authority to respond to the advice, recommendations and requests of industry.

RECOMMENDED PLAN OF ACTION

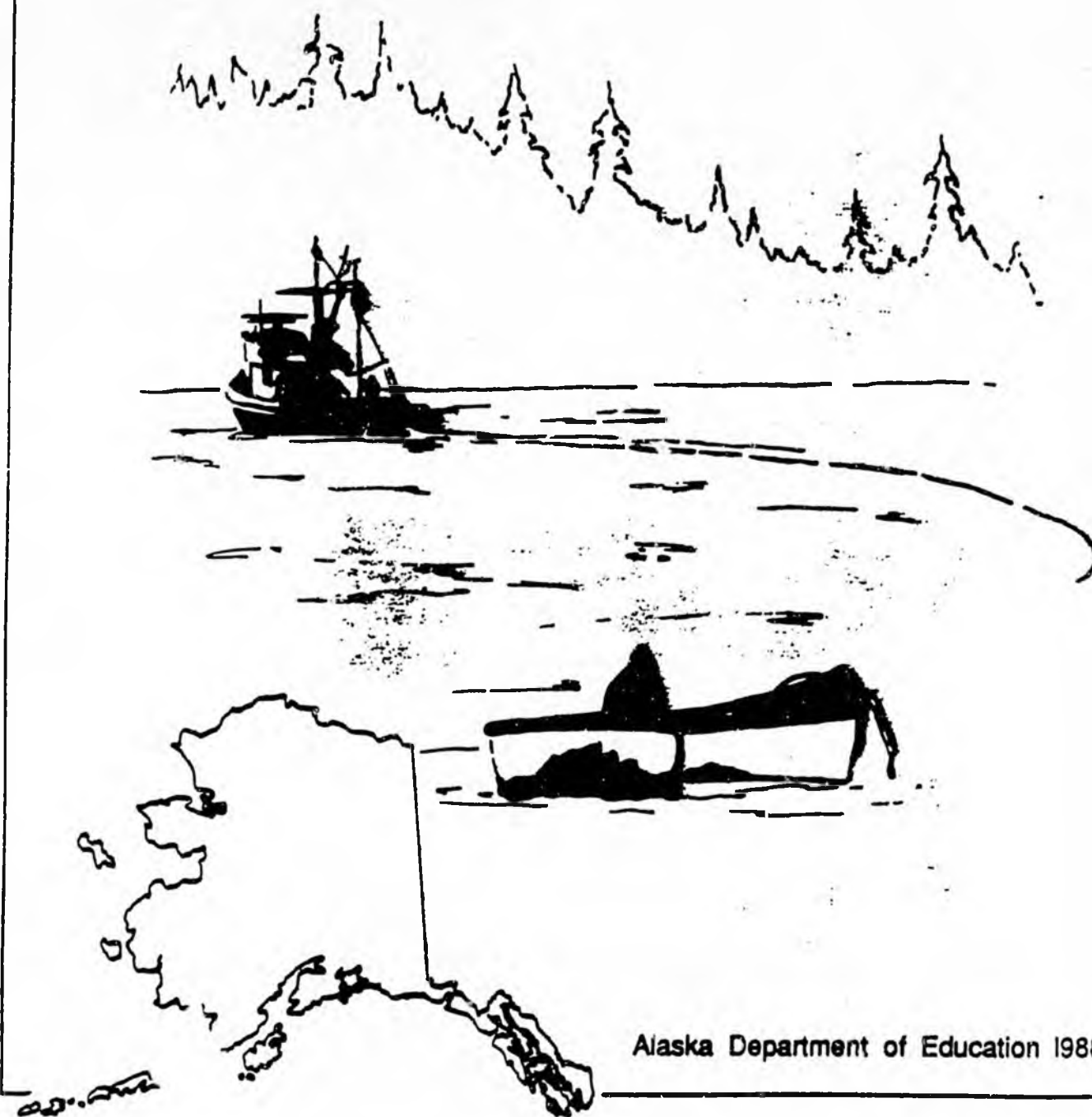
The following actions are recommended as a plan of action for creating a seafood industry education program in Alaska.

1. Invite representatives of the seafood industry to participate in a meeting for the purpose of defining industry needs that can be satisfied through an educational program, and organizing a Seafood Industry Educational Development Council.
2. Request the House Research Agency to conduct a study of the seafood industry educational programs of other major fishing nations of the world, including Norway, Great Britain, Canada, and Japan. The study should include examinations of the programs' purposes, structure and content as well as their record of accomplishments.

3. Request the House Research Agency to conduct a study of the manner in which the land grant colleges of the nation have served the needs of the agriculture industry, and compare that with the conduct of the Sea Grant program. Include an analysis of the Sea Grant program's relationship to the seafood industry both on a national and an Alaskan basis.

4. After completion of the foregoing, hold a symposium for the purpose of defining an action plan for the development of an industry driven seafood education program in Alaska. The symposium should be attended by representatives of the many organizations and interests in the seafood industry as well as representatives of the University of Alaska, the Department of Education, the secondary schools of the state, the Department of Labor and the Department of Commerce and Economic Development. The symposium should be hosted either by the Governor's Office or by a legislative entity so as to ensure that no educational institution or agency is permitted to dominate the program development process in a self serving manner.

Renewable Natural Resources/ Agriculture Curriculum



Alaska Department of Education 1988

Renewable Natural Resources/ Agriculture Curriculum

**Secondary and Postsecondary
Articulated Curriculum**

State of Alaska
Steve Cowper, Governor

Developed by the
ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

William Demmert, Commissioner

Karen Ryals, Acting Director for Vocational Education

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Fishing and Fisheries



(A) Denotes more advanced competency or task.

I. Work with the Resource.

Competency: Identify employment and educational opportunities in fishing and fisheries

Tasks: Identify educational and occupational opportunities
Locate resources for finding employment
List prospective employers
Identify and implement SOEP, Coop, or OJT
Identify work in:

- | | |
|--------------------------|---------------------------------------|
| a. fisheries enhancement | d. equipment and facility maintenance |
| b. hatcheries | e. fish and game biology |
| c. commercial fishing | f. fish and wildlife protection |
| d. canneries | g. sports fishing |
| e. cold storages | h. fisheries laboratories |

II. Use the Resource.

A. Safety

Competency: Practice personal safety and accident prevention

Tasks: Prepare for vessel emergencies
Explain emergency procedures for: fire, collisions, capsize, foundering, man-overboard and personal injuries:

- alert crew
- issue personal flotation and immersion protection devices
- administer first aid to prevent shock and control bleeding
- administer CPR
- don survival suit
- launch and operate lifeboat and life raft
- close emergency fuel shutoff valves
- extinguish Class "C" fire
- act as lookout to keep person in sight who has been lost overboard
- secure engine room to prevent spread of fire
- send out distress signals
- sound abandon-ship alarm

Use cold-water survival skills
Treat victims for hypothermia
Apply first aid
Explain preparation for helicopter rescue
Use life raft survival
Explain survival suit use
Identify shore survival techniques
Identify sources of water and food in a wilderness setting



Competency: Maneuver a vessel

- Tasks:** Observe the "rules of the road"
Follow safe boating practices
Pilot using dead reckoning, time, distance, and speed
Use various forms of running fixes including:
a. 45-90
b. 22 1/2-45 c. 26 1/2-45
Pilot using a cross bearing
Use navigational aids, tide and current charts and equipment
Maintain adequate safety margins regarding weather and sea conditions

Competency: Use the rules of the road

- Tasks:** Identify marine vessel boundaries
Identify terms and definitions related to marine charts and rules of the road
Use steering and sailing rules including:
a. rules when approaching sailing vessels
b. rules for vessels meeting, nearing a bend, leaving berth
c. rules for passing a vessel head on
d. rules for overtaking a vessel
e. general prudential rules
Identify special situation lighting and signals
Plot a course on a chart and convert true bearings to compass bearings
Identify day markers and fog signals
Identify distress signals

Competency: Use modern electronic systems

- Tasks:** Use echosounders and depthfinders to:
a. differentiate among types
b. interpreting signals
Use Radio Direction Finders (RDF) to:
a. identify range of equipment available
b. install loop antenna
c. use RDF aboard small craft
d. identify marine radio beacon stations and systems
e. plot radio bearing and finding position with RDF
Use RADAR including:
a. install, identify components of, and operate RADAR
b. use RADAR as a navigational aid
c. interpret RADAR signals
d. pilot using RADAR
e. monitor RADAR beacons (RACON)
f. identify radiation hazards
g. install and use RADAR reflectors
Use LORAN C or OMEGA including:
a. explain hyperbolic navigation systems
b. differentiate among groundwaves and skywaves
c. characterize LORAN C and OMEGA receivers
d. navigate with LORAN C

Mend nets by:

- a. using 1, 2, and 3-bar hole repair
- b. trimming problem area
- c. initiating starter knot
- d. using pick up sider and bar
- e. maintaining proper net length with repair

Patch nets by:

- a. trimming problem area
- b. splitting edges
- c. squaring repair patch
- d. lacing twine

Complete complicated net and line repairs



Competency: Operate and maintain gear hydraulics

Tasks: Define basic principles of hydraulics
Diagram vessel hydraulic systems
Use proper hand signals while operating hydraulic equipment

Competency: Maintain and operate processing equipment

Tasks: Explain the maintenance and operating procedures for:

- a. freezing equipment
- b. canning equipment
- c. ice-making equipment
- d. auxiliary power generating equip.
- e. seafood cleaning equipment
- f. conveyor and product handling equip.
- g. chilling and cooling equipment
- h. testing and quality control equipment

D. Vessel operation and maintenance.

Competency: Conduct deckhand duties

Tasks: Wear proper clothing for duties
Hand or hoist equipment and supplies aboard
Cast vessel off
Coil lines
Work riggings such as nets, slings, hooks, cables, booms, and hoists
Stand lookout, steering, and engine room watches
Operate dories, dinghies, and skiffs
Attach accessories, such as floats, weights, and markers to nets and lines
Pull and guide nets and lines onto vessel
Wash deck, conveyors, knives, and other equipment, using brush, detergent, and water
Lubricate, adjust, and maintain engines and equipment

Competency: Maintain vessels

Tasks: Arrange for grid, dry docking, or haul-out
Change brushes in auxiliary engines
Change lube oil and fuel filters on auxiliary engines
Determine if motor bearings are excessively worn
Clean electric motor
Prepare list of hoses, valves, connections, gaskets, and tanks needing repairs
Determine if const-a-voltage regulator is functioning properly
Determine if drive belts on air compressors are excessively loose
Tighten panel box fittings to prevent vibration
Clean keel cool strainers, oil coolers and oil strainers in marine gears

Explain the procedure for obtaining a limited entry permit
Keep records related to loan



(A) Competency: Compute the tax liabilities of a fisherman

Tasks: Calculate estimated tax payments
Calculate depreciation of vessel and other equipment
Calculate investment credit
Calculate sale and exchange of assets
Calculate deduction and substantiation

F. On-board fish handling.

Competency: Understand the importance of fish quality

Tasks: Explain the importance of maintaining on-board fish quality
Maintain fish quality

Competency: Handle fish correctly aboard the vessel

Tasks: Explain the importance of good handling practices
Relate catching rates to correct fish handling
Correctly bleed and gut fish
Wash fish
Store fish on the vessel
Unload fish from vessel

Competency: Practice vessel sanitation

Tasks: Explain the importance of vessel and product sanitation
Use sanitation tools
Use chemical sanitizers
Identify potential sanitation problems

Competency: Store fish aboard the fishing vessel

Tasks: Explain the importance of chilling seafood
Store fish without refrigeration
Ice fish
Store fish with chilled sea water
Store fish with refrigerated sea water
Freeze fish at sea

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

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Competency: Use boating safety and seamanship skills



- Tasks:** Explain the basic terms and principles of seamanship
Use basic knot techniques
Describe boating laws
Explain navigational aids and charts
Use nautical equipment including:
- | | |
|----------------|------------------|
| a. barometers | f. loran |
| b. CB | g. marine radios |
| c. compasses | h. radar |
| d. dividers | i. sextants |
| e. fathometers | j. sonar |
- Use marine VHF, using proper procedures, etiquette, and channels
Obtain and explain a current weather forecast
Recognize changes in weather conditions
Recognize importance of US Coast Guard
(A) Complete a USCG license course

B. Seamanship.

Competency: Use a tide book, nautical chart, and coast pilot

- Tasks:** Determine tide for a given location
Explain how to determine tide from a known tide level
Use the "Rule of Twelve" to determine tide level at any point in tidal cycle
Identify symbols used on nautical charts
Plot and find directions and distances on a chart
Read current tables

Competency: Check out and get a vessel underway

- Tasks:** Develop and follow a check list for getting underway
Engage bilge and engine room blowers and bilge pumps
Maintain proper level of coolant in expansion tank
Determine if all navigation lights are functioning
Tighten engine mounts
Inspect fire-fighting equipment for wear, location, and type
Secure deck equipment, lashings, hausers, or mooring lines
Inspect personal flotation devices for number, fit, integrity, and location
Inspect survival suits for number, fit, integrity, location and type
Inspect vessel for fuel leakage
Prepare list of equipment to be checked for oil leakage
Secure watertight doors, hatches, vents, and skylights
Bleed air compressor of water
Check and maintain batteries
Determine fuel levels
Inspect water level indicators for cleanliness
Test radio equipment
Inspect antennas
Determine if hydraulic steering equipment is free of air and water
Determine that rudder stuffing box is functioning properly
Tighten propeller stuffing box
Determine if proper voltage is being generated
File a float plan

Competency: Maneuver a vessel

- Tasks:** Observe the "rules of the road"
Follow safe boating practices
Pilot using dead reckoning, time, distance, and speed
Use various forms of running fixes including:
 a. 45-90
 b. 22 1/2-45 c. 26 1/2-45
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Identify distress signals

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 a. identify range of equipment available
 b. install loop antenna
 c. use RDF aboard small craft
 d. identify marine radio beacon stations and systems
 e. plot radio bearing and finding position with RDF
Use RADAR including:
 a. install, identify components of, and operate RADAR
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 g. install and use RADAR reflectors
Use LORAN C or OMEGA including:
 a. explain hyperbolic navigation systems
 b. differentiate among groundwaves and skywaves
 c. characterize LORAN C and OMEGA receivers
 d. navigate with LORAN C

Use SONAR

- a. install, identify components of, and operate SONAR
- b. interpret SONAR signals
- c. navigate and find fish with SONAR



Competency: Use marine lights and sound signals

Tasks: Explain when marine lights are needed

Identify rules for the following situations:

- a. steam vessel underway
- b. steam vessel towing and pushing
- c. sailing vessel and vessels in tow
- d. small vessels
- e. pilot vessels
- f. fishing vessels
- g. stern lights
- h. anchor lights
- i. signals to attract attention

Sound signals for the following situations:

- a. steam vessels underway
- b. sailing vessels underway
- c. vessels at anchor
- d. vessels towing or being towed
- e. speed in fog

Competency: Get along with other members of crew

Tasks: Explain common causes of strife aboard vessels
Explain the importance of getting along with others while at sea
Utilize stress-reduction techniques
Utilize communications techniques
Practice communications techniques with others
Explain how to take a grievance to the captain

Competency: Anchor vessel

Tasks: Anchor vessel by using anchor winch or windlass
Secure anchor on bottom
Retrieve and secure anchor and stack (tier) anchor chain in locker

Competency: Dock a vessel

Tasks: Assign tasks and stations for vessel mooring
Maneuver to dock
Secure mooring lines to dock and/or other vessels
Secure engine room and secure propeller shaft
Release towing gear

C. Building, handling, and maintaining gear

Competency: Build, mend and repair nets and lines

Tasks: Define terms related to net and line construction and repair

Build, mend and repair lines including:

- a. corkline
- b. leadline
- c. weedline
- d. breastline

Melt, tape, or whip line ends to prevent unraveling

Mend nets by:

- a. using 1, 2, and 3-bar hole repair
- b. trimming problem area
- c. initiating starter knot
- d. using pick up sider and bar
- e. maintaining proper net length with repair

Patch nets by:

- a. trimming problem area
- b. splitting edges
- c. squaring repair patch
- d. lacing twine

Complete complicated net and line repairs



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Tasks: Wear proper clothing for duties
Hand or hoist equipment and supplies aboard
Cast vessel off
Coil lines
Work riggings such as nets, slings, hooks, cables, booms, and hoists
Stand lookout, steering, and engine room watches
Operate dories, dinghies, and skiffs
Attach accessories, such as floats, weights, and markers to nets and lines
Pull and guide nets and lines onto vessel
Wash deck, conveyors, knives, and other equipment, using brush, detergent, and water
Lubricate, adjust, and maintain engines and equipment

Competency: Maintain vessels

Tasks: Arrange for grid, dry docking, or haul-out
Change brushes in auxiliary engines
Change lube oil and fuel filters on auxiliary engines
Determine if motor bearings are excessively worn
Clean electric motor
Prepare list of hoses, valves, connections, gaskets, and tanks needing repairs
Determine if const-a-voltage regulator is functioning properly
Determine if drive belts on air compressors are excessively loose
Tighten panel box fittings to prevent vibration
Clean keel cool strainers, oil coolers and oil strainers in marine gears

Drain water out of fuel traps
Tighten fuel and oil line connections on engines
Inspect day tanks containing fuel for leaks
Lubricate deck and engine room equipment
Determine vessel's manning requirements
Splice eye into line
Wash down vessel's superstructure and decks
Inspect and maintain hull, keel, and rudder assembly



Competency: Prevent marine corrosion problems

Tasks: Explain how electrolysis causes marine corrosion
Design appropriate bonding systems for vessel components
Wash, brush, and paint problem areas

E. Other duties and skills.

Competency: Prepare meals aboard the vessel

Tasks: Plan menus
Order supplies
Store food properly
Prepare a balanced meal
Clean galley deck, woodwork, cabinets, dishes, glasses, flatware, trays, pots and pans
Practice safety with oil stoves
Use a microwave
Use a fire extinguisher

Competency: Maintain and analyze records related to fishing

Tasks: Maintain trip record
Maintain ship's log
Maintain business ledger
Record catch
Record income
Record fish sales records
Keep expense records
Use checking account
Reconcile bank statement
Inventory assets
Analyze profits and losses including:
 a. variable and fixed costs
 b. opportunity cost
 c. return to labor, management investment
Determine net worth
Apply skills to SOEP, Coop, or OJT

(A) Competency: Secure loans from bank and state agencies

Tasks: Differentiate among types of credit:
 a. commercial credit
 b. production credit
 c. state loans

Explain the procedure for obtaining a limited entry permit
Keep records related to loan



(A) Competency: Compute the tax liabilities of a fisherman

Tasks: Calculate estimated tax payments
Calculate depreciation of vessel and other equipment
Calculate investment credit
Calculate sale and exchange of assets
Calculate deduction and substantiation

F. On-board fish handling.

Competency: Understand the importance of fish quality

Task: Explain the importance of maintaining on-board fish quality
Maintain fish quality

Competency: Handle fish correctly aboard the vessel

Tasks: Explain the importance of good handling practices
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Wash fish
Store fish on the vessel
Unload fish from vessel

Competency: Practice vessel sanitation

Tasks: Explain the importance of vessel and product sanitation
Use sanitation tools
Use chemical sanitizers
Identify potential sanitation problems

Competency: Store fish aboard the fishing vessel

Tasks: Explain the importance of chilling seafood
Store fish without refrigeration
ice fish
Store fish with chilled sea water
Store fish with refrigerated sea water
Freeze fish at sea

G. Marine products processing.



Competency: Process fish

Tasks: Describe both shore-based and floating processing operations

Use processing procedures including:

- | | |
|-----------------------------|--------------------------------|
| a. assembly-line processing | j. canning |
| b. beheading | k. cooking |
| c. gutting | l. drying |
| d. skimming | m. smoking |
| e. scaling | n. foil wrapping |
| f. cleaning | o. freezing |
| g. icing | p. maintaining quality control |
| h. chilling and cooling | w. shipping live |
| i. crating | |

Explain steps involved in roe processing

Competency: Handle and process marine products

Tasks: Store fish products using icing and refrigeration

Clean seafood

Use quality control in processing

Keep seafood cool, clean, moist and moving

Pack fish eggs for shipping

(A) Trace marine products from the ocean to the retailer

(A) Explain economics of seafood processing

(A) Explain marketing considerations involved in proper seafood handling

Competency: Maintain fish quality during storage and shipping

Tasks: Explain the importance of chilling seafood

Define fish processing and refrigeration terms

Identify fish processing sanitation principles and procedures

Determine how long various marine products can be preserved by refrigeration

Identify potential chemical, biological and bacteriological problems in the fishing industry

- a. conduct bacteria tests
- b. identify problems by sight and smell
- c. dispose of contaminated marine products
- d. recognize how to anticipate and prevent sanitation problems before they occur

Explain upper and lower refrigeration temperature limits for the various marine products

- a. recognize potential sanitation problems
- b. explain disinfecting procedures
- c. plan stock rotation to insure freshness
- d. control temperature during processing

Control/modify atmosphere storage of product

Freeze product

Ship processed product

Competency: Sanitize seafood plant

- Tasks:**
- Explain the importance of cleaning and sanitizing seafood plant
 - Use cleaning equipment
 - Use chemical sanitizers
 - Control pests
 - Maintain personal health and hygiene



H. Actively fish.

Competency: Net fish

- Tasks:**
- Explain principles and techniques associated with various net fisheries
 - Locate quarry using equipment available
 - Operate and maintain net fishing equipment such as dip, diver, gill, hoop, lampara, pound, trap, reef, trammel, and travel nets
 - Operate and maintain seine equipment such as purse seine, haul, drag, or beach seine and power skiffs
 - Insert and attach hoops, rods, poles, ropes, floats, weights, beam runners, other boards, and cables to form, reinforce, position, set, tow, and anchor net as required
 - Tow net to location and anchor in place
 - Attach appropriate flags and lights to buoys to mark and identify nets
 - Haul net with appropriate gear
 - Remove catch using appropriate techniques and equipment such as dip net, brail buckets, hydraulic pumps, conveyor, lifting net, blocks, tackles, and dumping catches
 - Clean, store and transfer catch appropriately
 - Sort and clean fish, throwing undesirable and illegal catch overboard
 - Stow catch in hold or transfer to tender
 - Repair fishing nets and gear
 - Complete minor repairs of engines and equipment
 - Wash deck and equipment

Competency: Line fish

- Tasks:**
- Define line fishing terms
 - Explain principles and techniques associated with various line fisheries
 - Lay out gear
 - Attach:
 - a. hooks
 - b. bait
 - c. sinkers
 - d. anchors
 - e. floats
 - Anchor bottom line for bottom fishery
 - Cast line into water and hold, anchor, or troll for troll fishery
 - Retrieve gear onto boat deck by hand, reel, or winch
 - Haul line by hand or reel and winch onto deck
 - Unload fish from boat
 - Clean, pack and store catch appropriately
 - Slit fish, remove viscera, wash cavity and prepare for storage
 - Wash deck and equipment using brush, detergent and water
 - Lubricate and make minor repairs to engines and equipment

Competency: Pot and trawl fish



Tasks:

- Define pot fishing terms
- Explain pot fishing techniques
- Rig boat and deploy gear such as pots, floats and markers
- Tie marker float to line, attach line to pot, fasten bait inside pot, and lower pot into water
- Retrieve gear and remove catch
- Hook marker float with pole and haul up pot
- Remove catch or dump catch on deck
- Measure catch with fixed gauge
- Place legal catch in container and return illegal catch to sea
- If applicable, rig and lower dredge (rake scoop with bag net attached), drag dredge behind boat to gather marine life from water bottom, and hoist it to deck by hand using block and tackle
- Store catch aboard vessel

(A) Competency: Plan and implement mariculture venture, SOEP, Coop, or OJT

Tasks:

- Gain capital securities
- Obtain required permits and necessary statements
- Complete business plan including:
 - a. five-year cash flow plan
 - b. production system
 - c. construction and operating costs
 - d. expected problems and solution
 - e. projected market supply and demand
 - f. projection of overall stability and flexibility

(A) Competency: Analyze economic factors related to a mariculture venture

Tasks:

- Analyze economic factors including:
 - a. tenure of site
 - b. initial capital investment for constructing and operating
 - c. environmental conditions which will affect production cost
 - d. level of security needed
 - e. transportation means and distance to marketplace
 - f. local competitors
 - g. type and cost of personnel

(A) Competency: Select species for mariculture venture

Tasks:

- Analyze viability of species including:
 - a. sources and availability of stocking species
 - b. stocking density and rates
 - c. feeding requirement and sources, availability, cost, quality, quantity, etc.
 - d. growth rates
 - e. behavioral response to environmental stress, handling, and transporting
 - f. vulnerability to disease and predators, and response to treatment
 - g. behavior patterns which will influence management strategies
 - h. harvesting strategies and frequencies

- Analyze marketability of selected species including:
- a. demand throughout the year and its stability
 - b. supply throughout the year and degree of saturation
 - c. wholesale and retail prices
 - d. consumer's preferences
 - e. similar and substitute products
 - f. expenses and cost
 - g. gross and net profits
 - h. rate of return



(A) Competency: Locate feasible mariculture site

- Tasks:** Analyze environmental resources including:
- | | |
|---|--|
| a. sea conditions | f. accessibility throughout the year |
| b. bottom conditions | g. activities of surrounding area |
| c. topography of site and surrounding areas | h. other marine resources present and impacts of mariculture development |
| d. climatic conditions | |
| e. other uses of site | |

(A) Competency: Construct and maintain mariculture site

- Tasks:** Examine area
- Sketch out design, taking into account:
- a. biological needs of the cultured species
 - b. ecological needs of the cultured species
 - c. utilizing topography and environment so as to minimize operating costs
 - d. keeping harvesting methods efficient
 - e. keeping construction costs minimal
- Remove obstacles which may interfere with operations
- Select appropriate type and size of cage to:
- a. meet the biological need of the cultured species
 - b. withstand the elements
 - c. endure pressure of water current and when transporting
 - d. screen out predators
- Examine unit cost per cage in relation to operating, harvesting, yields, and net profit
- Design cage lay-out system considering:
- | | |
|--------------------------------------|---------------------------|
| a. position of cages in water column | e. ease of cultivation |
| b. water quality and circulation | f. ease of transportation |
| c. predators | g. unexpected problems |
| d. disease | h. security |
- Construct cages to endure interaction with environment
- Install and secure cages
- Maintain cages

(A) Competency: Stock and maintain species in cages

- Tasks:** Calculate proper stock density considering:
- a. natural productivity
 - b. the need for supplemental feeding and/or fertilizer
 - c. the size of the cages
 - d. biological characteristics of the target species
 - e. economic (profitability) factors
- Check that stocking material are healthy

Acclimate stocking material to sea water and sea water temperature and release
Determine available natural food source by analyzing:
a. quality of food present
b. quantity of food present
c. environmental influences including temperature, sunlight, and water chemical characteristics
d. characteristics of the cage

Clean cages of undesirable sea life
Select feeds to meet nutritional requirements of target species
Determine feeding rates and amount
Mix, mince, dry, and/or cook foods as needed
Store foods
Apply feeds manually, mechanically, and/or automatically



(A) Competency: Harvest mariculture fish and/or material

Tasks: Net, trap and/or lift material from cages
Process fish and/or material, including:
a. sorting and grading
b. chilling or putting fresh material in tanks
c. freezing whole, tails only, or fillets, depending on market
Transport fish and/or material to market

(A) Competency: Increase production as feasible

Tasks: Increase production by:
a. expanding numbers of cages
b. manipulating stocking frequency and rates
c. sorting population size and/or ages, then segregating into different ponds
d. using supplemental feeding techniques and formulas
e. altering harvesting techniques

III. Manage and Protect the Resource.

Competency: Understand the important state and federal regulations and regulatory agencies pertaining to fisheries

Tasks: Identify the role of:
a. State Board of Fisheries
b. fishery advisory committees
c. International Halibut Commission
d. Alaska Department of Fish and Game
e. Alaska Division of Fish and Wildlife Protection
f. U.S. Coast Guard
Identify rules pertaining to catch and size for local fishery - include throwing illegal catch overboard

Competency: Understand the important state and federal regulations and regulatory agencies pertaining to navigation



Tasks: Identify different classes of vessels including:

- a. Class A
- b. Class 1
- c. Class 2
- d. Class 3

Register vessel and display number on boat
Explain how vessels and/or captains may take passengers for hire
Explain enforcement of rules of navigation
Identify the role of the U.S. Coast Guard
Explain rules pertaining to distressed vessels

Competency: Understand fish management practices

Tasks: Assess fish stock
Explain concepts of sustained yield fishery
Explain concepts of limited entry fisheries
Identify the consequences of fishery over-exploitation
Explain the future of local and statewide fisheries
Trap and strip fish
Maintain rear ponds
Stock lakes and streams
Rehabilitate waters
Explain how to rescue fish
Survey fish
Remove rough fish
Improve spawn areas
Explain enforcement of proper fishing harvest laws and fish habitat protection laws

(A) Competency: Define important factors for hatchery placement

Tasks: Contrast early salmon hatcheries with contemporary ones
Explain the need for salmon hatcheries
Explain a hatchery's need for a steady water supply
Explain environmental factors of salmon hatchery placement
Explain the importance of proximity to good fish habitat

Competency: Define important hatchery techniques

Tasks: Explain salmon hatchery spawning
Explain salmon hatchery incubation
Explain the feeding of salmon fry
Explain the issue of fish disease in hatcheries
Explain how hatchery smolt are released

Competency: Work in a hatchery

Tasks: Complete paperwork related to hatchery
Construct and maintain incubation system
Collect adults to serve as brood stock
Transport milt and eggs
Fertilize eggs
Monitor eggs during incubation

Identify various developmental stages
Remove dead fish and eggs
Determine survival rates at various stages of development
Maintain environmental factors promoting the development
and survival of eggs, fry, and adults
Collect and analyze samples from incubation water
Mark released fry
Monitor return runs to establish survival rates
Collect, record, and analyze data obtained



Competency: Care for fish in a hatchery

Tasks: Explain salmon development from unfertilized egg to adult salmon
Define anadromous
Identify salmon hatchery procedures
Identify internal and external characteristics of salmon anatomy
Identify environmental factors affecting salmon survival
Identify natural events and cycles affecting salmon survival

Competency: Manage salmon

Tasks: Identify agencies involved in management of Alaska's salmon
Explain different methods for assessing the fishery
Identify the goals of salmon management

IV. Define the Resource.

Competency: Understand Alaska's water resources

Tasks: Explain the origins of the oceans
Examine the geology of Alaska's sea bottom
Point out major tidal areas in Alaska
Explain possible effects of water pollution on Alaska's water resources
Point out locations of major Alaskan fisheries
Identify major Alaskan seaports
Identify major Alaskan watersheds

Competency: Identify attributes of Alaska's commercial fish species

Tasks: Understand attributes of salmonids including:

- a. external anatomy
- b. internal anatomy
- c. classification
- d. distinguishing characteristics
- e. life histories including:
 1. embryology
 2. life history stages

Identify attributes of bottomfish including:

- a. anatomy
- b. classification
- c. distinguishing characteristics
- d. life history including:
 1. embryology
 2. life history stages



Identify attributes of dungeness, tanner, and king crabs including:

- a. anatomy
- b. classification
- c. distinguishing characteristics
- d. life history including:
 1. embryology
 2. life history stages

Identify attributes of shrimp including:

- a. anatomy
- b. classification
- c. distinguishing characteristics
- d. life history including:
 1. embryology
 2. life history

Identify the natural foods of fish including:

- a. aquatic insects
- b. plankton

Age fish by:

- a. scales
- b. otoliths
- c. bones
- d. back calculations (growth)

Use plankton net in studying microscopic water life

Use hand dredge for examination of bottom samples

Use seines for identification of small forage fish

Identify Alaska's under-utilized marine resources

Competency: Understand the life cycles of Pacific salmon

Tasks: Explain the:

- a. hatching process of salmon
- b. life processes of salmon fry
- c. life processes of adult salmon
- d. reproductive phase of salmon
- e. importance of dead salmon to stream replenishment
- f. issue of man-made hindrances to salmon reproduction

V. Understand the Importance of the Resource.

Competency: Understand the economic importance of fishing to Alaska

Tasks: Understand the importance of marketing fisheries resources to the viability of Alaska's fishing industry

Identify the relative dollar value of the Alaskan fishing industry

Locate important Alaskan fishing ports on a map

Identify potential expansion in the fishing industry including:

- a. salmon farms
- b. oyster farms
- c. other shellfish and finfish mariculture developments
- d. bottom fishery

Explain the importance of seafood in the life and economy of Alaska

Contrast life histories of the major commercial fishery species of Alaska

Contrast methods, vessels and gear involved in the Alaskan commercial fisheries

Explain how fisheries managers attempt to regulate the fisheries to the mutual benefit of the resource and the fisherman

Compare and contrast the following fisheries:

- a. salmon
- b. halibut
- c. herring
- d. king crab and tanner crab
- e. bottom fish
- f. shrimp and other invertebrates
- g. shellfish



Identify different species within each fishery

Identify gear and vessels used for each fishery

Competency: Understand the traditional importance of fishing to Alaska

Tasks:

Trace the history of the marine harvest in Alaska including:

- a. historic Native harvest
- b. Russian fur trade
- c. turn of the century canneries

Relate the importance of fishing to Native Alaskan cultures

Contrast the Native salmon fishery past and present with the non-Native salmon fishery

Project future trends in Alaska's fisheries

Competency: Understand the international importance of fishing to Alaska

Tasks:

Identify foreign fishing fleets which frequent Alaskan waters

Identify international rules and regulations which pertain to fishing in Alaskan waters

Identify boundaries of U.S. fishing regulations

VI. Understand Competing Uses.

Competency: Understand the role of fisheries management

Tasks:

Explain the importance of fisheries management

Identify general management policies related to fish species including:

- a. sport fish
- b. rough fish
- c. forage fish

Identify general management policies related to fish habitat management

Competency: Understand forces competing for Alaska's fishery resources

Tasks:

Identify state, national, and international groups competing for Alaska's fishery resources

Explain the introduction of shellfish and finfish mariculture on traditional fisheries



KEMP PACIFIC FISHERIES, INC.

P.O. Box 70647 • Seattle, Washington 98107-0647 • Phone (206) 283-6808

January 27, 1988

A.W. Hall
Alaska Commercial Fishing and Agricultural Bank
2550 Denali Street
Suite 1201
Anchorage, AK 99503

Dear Bill:

Thank you for the information you provided me regarding the Alaska Seafood Industry. Both papers represented extended research on your part. Not being familiar with any of the resource references you made, I found some new sources for information.

Your paper on Alaska Hire has inspired me to do two things: First, I will send a copy to our plant managers. I want all our people to be aware of the Alaska hire problem in our industry. Secondly, I am having our human resource department study and review your papers and develop a program that Kemp Pacific Fisheries can follow.

Hopefully I will be able to report some positive results the next time I see you in Alaska.

Thanks again.

Regards,

KEMP PACIFIC FISHERIES, INC.

R. Stephen Smith
President

RSS/be

Dear Adelheid + Rhona,

Our shared efforts to provide a better education program in fishing appear to have some value despite the lukewarm reception of the Dept of Labor Seafood Industry Advisory Group.

*Regards,
Bill Hall*

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

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Bill Hall*

STATE OF ALASKA

STEVE COWPER, GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF ADULT AND VOCATIONAL EDUCATION

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500
PHONE: (907) 465-4685

March 1, 1988

RECEIVED MAR - 4 1988

Representative Adelheid Herrmanns
Alaska State Legislature
Box V
Juneau, AK 99811

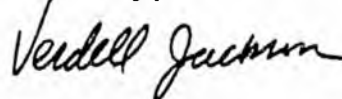
Dear Representative Herrmanns:

Your assistant called and indicated that you had expressed interest in the Youth-At-Risk Conference scheduled for March 9-12, at the Anchorage Hilton. Enclosed is an agenda. She also said that you were interested in our curriculum development effort. Enclosed is a copy of the latest vocational curriculum developed by the Office of Adult and Vocational Education. It has been sent to all secondary schools and to the campuses of the University of Alaska. We are optimistic that this curriculum will stimulate student interest and encourage schools to develop programs relevant the Alaska's job market.

This year we developing curriculum in Tourism, Welding, Small Engine/Marine Mechanics, and Nonrenewable Natural Resources. We have given the Lake and Peninsula School District (Frank Hill) a grant for \$5,000 to work on a secondary fisheries curriculum with the understanding that our office can adapt it (if necessary) for state-wide distribution. These curriculums are scheduled to be printed this summer and distributed before school starts in the Fall See the enclosed brochure.

If you have questions or want to examine other curriculum products we have developed, please contact me at 465-2980.

Sincerely,



Verdell Jackson
Curriculum Specialist for
Vocational Education



SOUTHWEST ALASKA MUNICIPAL CONFERENCE

Box 89 • Unalaska • Alaska 99685

RESOLUTION 88-11

A RESOLUTION OF THE SOUTHWEST ALASKA MUNICIPAL CONFERENCE (SWAMC) SUPPORTING THE DEVELOPMENT OF FISHERIES AND SEAFOOD INDUSTRY EDUCATION AND TRAINING OPPORTUNITIES AT THE UNIVERSITY OF ALASKA.

WHEREAS, the commercial fishing industry is the largest private employer in the State of Alaska; and

WHEREAS, in the rural, coastal communities of Southwest Alaska the fishing industry is the only private source of employment; and

WHEREAS, these fisheries and the majority of the income and employment opportunities in the industry are currently held by urban Alaskans or non-State residents; and

WHEREAS, lack of trained, skilled local Alaskan residents is one of the major reasons cited by the industry in preventing local hire.

NOW, THEREFORE, BE IT RESOLVED that the SWAMC urges the University of Alaska to recognize its responsibility toward fisheries education and training in SW Alaska by:

- Designating fisheries training as a major segment of its vocational-technical program and funding;
- Establishing an industry advisory committee capable of assessing educational and training needs directly linked to employment possibilities;
- Working together through the School of Fisheries and Ocean Sciences and the Alaska Vocational Technical Institute to establish coordinated fisheries training.

NOW, BE IT FURTHER RESOLVED that the University of Alaska research and develop scholarship programs designed to allow rural Alaskans the opportunity to benefit from these training opportunities.

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

Alaskan Youth
Preparing
for a
Fishing Future
in
Alaska

Commercial Fisheries
Apprenticeship Program
Corporation, Alaska



Patty Hamelin practices her steering skills on the Enchantress.

The Commercial Fishing Apprenticeship Program

by Belle Mickelson

Students in Cordova, Alaska are gearing up this year for a commercial fishing program. Cordova is a small commercial fishing town (pop. approximately 2500) on Alaska's southcentral coast. City officials recently became concerned because limited entry permits for the salmon gillnet and seine fisheries are leaving the community. So a committee was formed and a grant written to the state's Office of Adult and Vocational Education, jointly sponsored by the Cordova Aquatic Marketing Association (CAMA) and the Cordova Public Schools. The goal of this \$63,800 grant is to give local students a chance to enter the fishing industry. It's a pilot program anxiously being watched by other coastal communities around the state of Alaska.

Recently, on an evening cruise on the *M/V Discovery*, a 65' charter boat, I asked students why they'd signed up for the program. "That's easy," they said, "jobs...money." They laughed.

And it's true. In Cordova in the summertime, netmending, cannery work, or a job as a crew member pays much, much more than babysitting. And yet many young people in Cordova, unless a parent has a fishing boat — just don't have a chance for these jobs. And even if they do get a summer job, it's just too expensive to think of getting their own boat and limited entry permit sometime in the near future. Some students are looking at the program as a way to get some training in marine biology, or to pay their way through college or vocational school. And after all, there's a lot of folks in Cordova with Master's and PhD degrees, who after years of schooling and other jobs, decided they'd just rather "be fishing."

The Commercial Fisheries Apprenticeship Program is designed to

better prepare students for these fishing jobs. It's being set up as a three year program — though some students may want to take longer. Here are the basic components:

1. Students will take a variety of courses at the high school and community college during the school year. Many topics will be integrated into

regular high school classes such as welding; (building aluminum skiffs); power mechanics (inboard outboard motors); marine biology; vocational math (navigation); home economics (boat cookery); science (fisheries biology, oceanography, weather, wetlands); physical education (safety and survival); health (boat living); personal finances (break even analysis income



16-year-old Gwynn Thomas at the wheel of a Cordova gillnetter.
Photo by Brian Trani, Cordova High School senior.

THE COMMERCIAL FISHERIES APPRENTICESHIP PROGRAM

October 5, 1987

The Commercial Fisheries Apprenticeship Program is designed to help students be better prepared to enter the fishing industry--and get a limited entry permit. The program is being set up right now as a 3-year program--though some students may want to take longer. Cordova Aquatic Marketing Association (CAMA) is working with the Cordova Public Schools and the City of Cordova in this effort. Here are the basic components:

1. Students will take a variety of courses at the high school and college during the school year.
2. Students will work on fishing vessels during the summer. A CAMA screening committee will match students and skippers.
3. A portion of the students' earnings will be set aside in a trust fund--earmarked for each student. Upon successful completion of the program requirements (coursework and crew experience), students will meet the State's requirements for eligibility to apply for low interest financing to obtain a Limited Entry Permit, vessel and gear--and these trust funds can be used for this purpose.
4. Each student will be assisted by a CAMA big brother or big sister who will help them with their program. In addition, the Project Director, Belle Mickelson, and Administrative Assistant, Marilyn Leland, and all the teachers and instructors will be working with the students.

The Commercial Fisheries Apprenticeship Program is designed for success. Students will have numerous opportunities to go out on boats, try out survival gear in the pool, work on engines, design and build boats, practice boat cookery as well as learning about fisheries and marine biology, weather, Coast Guard rules and regulations, personal finance, boat loans and insurance. Important concepts will be repeated and integrated to ensure success.

If you would like to participate in the program, please fill out the following form and return to Belle Mickelson, 424-3292, Supt. Office, Box 140, Cordova, AK 99574 or Marilyn Leland, 424-3559, CAMA, Box 359, Cordova, AK 99574.

NAME _____

ADDRESS _____

PHONE _____ GRADE _____

I would be available to take a Seamanship/Fisheries class next semester:

_____ During the school day
_____ After school
_____ Evenings

I can't sign up for the full program right now, but I'm interested in taking some of the courses.

I am interested in fisheries because _____

The Commercial Fishing
Apprenticeship Program
will help keep
ownership of permits
in Alaska

This will bolster our economy!



Project Director Belle Mickleson and CFAP students David Sanders, Teresa Werner, David Glasen, Marcos Vogelpohl, Neil Galosich, (back row) Jim Bass, Andy Billings, Patty Hamelin, Josh Billings, Roger Havens and Jerry LeMasters get ready for another field trip.



commercial fish NEWSBREAK

A publication of the Commercial Fishing
Apprenticeship Program

November 1987 Belle Mickelson,
editor

CFAP GOES TO FISH EXPO



News of CFAP (the Commercial Fishing Apprenticeship Program in case you were wondering) was displayed at the recent Fish Expo in Seattle. Cordova High School students were featured in photos and storyline as communities along the coast wait to see how our program develops. Fish Expo is attended by people in the fishing industry from around the nation--and by foreign lands as well. Marilyn Leland, who organized the CFAP display as part of the CAMA (that's the Cordova Aquatic Marketing Association) booth, will be back next week with news of what happened there. She also scheduled meetings with Seattle insurance agents who will hopefully be able to answer questions about insuring students on boats.

STUDENT/PARENT MEETING PLANNED THIS MONTH

Students interested in the Commercial Fishing Apprenticeship Program will be invited to bring their parents to the CAMA office sometime this month (watch for news of the date) to meet the CAMA members and talk about the Program. Refreshments will be served.... And we would like to plan an OVERNIGHT BOAT TRIP to study boats and motors, anchoring, fishing techniques. More on that later.

A VOYAGE ON THE M/V DISCOVERY

Imagine a sunny day in the midst of rain and storm; killer whales so close we could hear them blowing; jellyfish on parade; marine biology sampling; chili, cornbread, and ice cream; fishing stories and some fiddle tunes. It was a wonderful experience and a chance to talk about the direction the Commercial Fishing program will be heading.

Ask Dea Church, Teal Copeland, Neil Galosich, Adam Garland, Melanie Guerrero, Patty Hamelin, Roddy Havens, or Gwynn Thomas if you want to know more... Dan Bilderback, Riki Ott, Ken Adams, Pete Nispell, Belle Mickelson, Marilyn Leland, Rebecca Horn, and (naturally) the crew of the DISCOVERY were there, too.

ASSEMBLIES INTRODUCE CFAP TO STUDENTS



Students in grades 7-11 had a chance to learn about the fisheries program Oct. 12 & 13. Jerry McCune, Riki Ott, Marilyn Leland, Belle Mickelson, Ken Adams, and Gloria Clark explained the program and then students watched a few minutes of a Sea Survival film. Gloria's netmending was the highlight--together with the news that she was making \$25/hr. Speaking of which, mark your calendar. Gloria will be teaching two netmending classes:

NETMENDING at the College Nov. 20-21 or Jan. 15-16.



Call the College or see Belle Mickelson (at the Superintendent's Office 424-3292) if you'd like to sign up.

Fees will be covered for students enrolled in the Commercial Fisheries Apprenticeship Program. Gloria will schedule more classes if these fill up.

NEXT SEMESTER

Many aspects of the Commercial Fisheries Apprenticeship Program will be integrated into high school classes next semester (and this semester as much as possible). Topics will include inboard/outboard motors, welding aluminum skiffs, navigation, boat cookery, safety and survival, break even analysis, fishing issues, fisheries biology, weather, and ocean life. We would like to offer a seamanship/fisheries course in-class and/or after school. Belle Mickelson is working on curriculum and instructors for that course. Prince William Sound Community College may also be offering additional courses. We're very open to suggestions on how the program should be designed. In preparation for students getting jobs in the fishing fleet this summer--we want to give them many opportunities for practical experience in safety and survival, anchoring and running boats, navigation, and rules of the road.

It takes three years of
experience on a fishing vessel
and
a down payment
to qualify for
a State Loan

You can only purchase a permit
with a State Loan or a CFAB loan.

In 1988

the cost of permits

is approximately

\$80,000 for a gillnet

\$110,000 for a seine

and

\$30,000 for a set net



CFAP students David Glasen and Julie Quailes check items for their survival kit when aboard a fishing vessel.

The Commercial Fishing
Apprenticeship Program

trains Alaskan Youth

in

welding, power mechanics,
biology, navigation, cookery,

safety and survival,

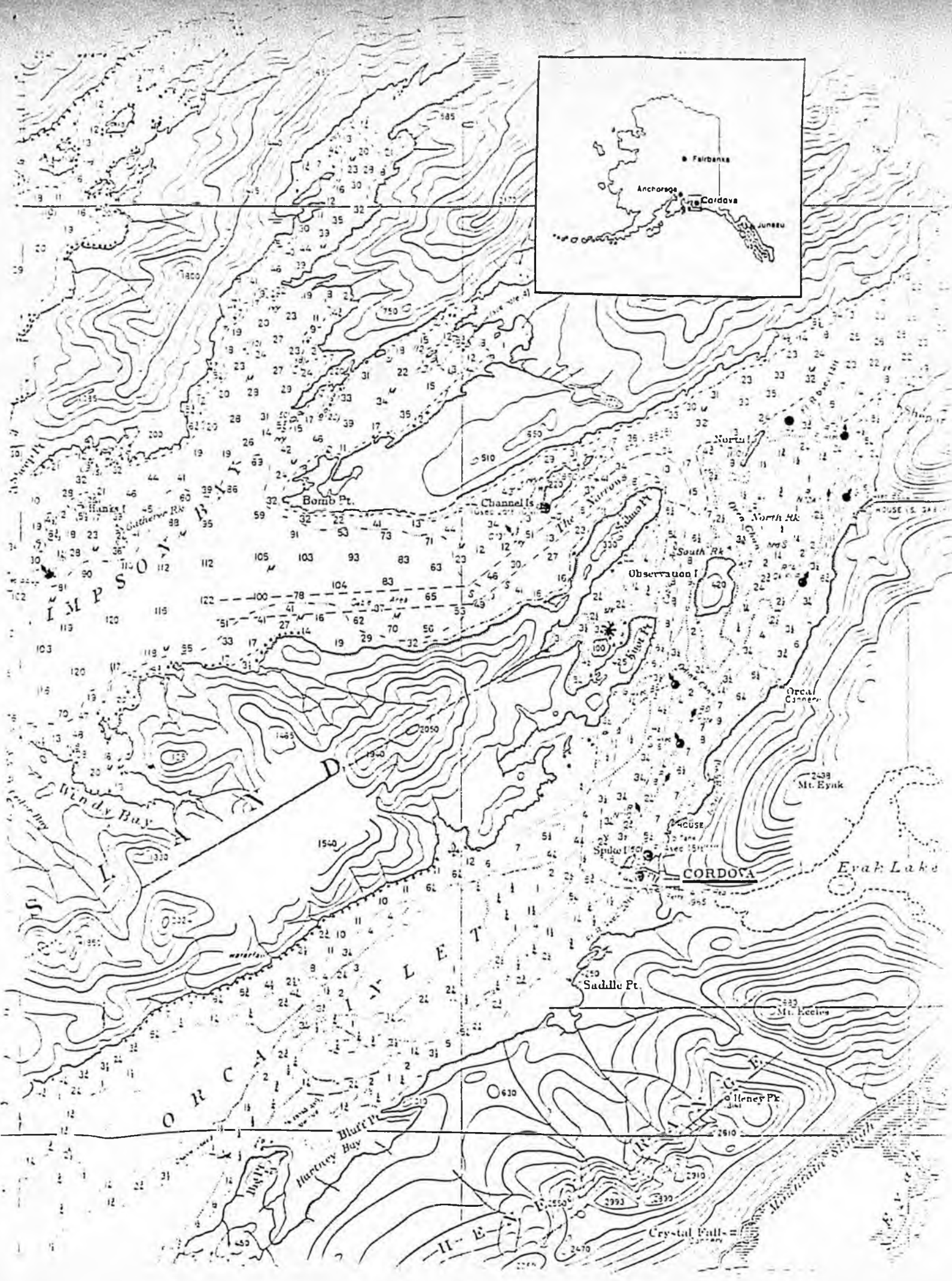
taxes and loans,

and

marketing



CFAP student Roger Havens with CAMA Administrative Assistant Marilyn Leland go over the necessary first aid equipment for a fishing vessel.



PRINCE WILLIAM SOUND
COMMUNITY COLLEGE
COPPER BASIN - CORDOVA - VALDEZ
ALASKA

COURSE OUTLINE
for
COURSE APPROVAL

Course Title: Fishing and Fisheries I
Credits: 3
Prerequisites: Interest in fishing as a career

Date: January 12
Course Outline
Developed by:
Belle Mickelson

Course Objectives: To better prepare students for jobs in the fishing industry by developing their confidence and skills in safety and survival, knotting, anchoring, steering, terminology, weather, navigation, electronics, rules and regulations and basic fisheries biology and management.

Course Content By Topics: (Topic Outline) The course will include an overview of the fishing industry, safety and survival, fish and fisheries--plus textbook and actual experience with nautical terminology, knots, seamanship, marine engines, weather, navigation, electronics, vessel requirements and an introduction to rules of the road.

FISHING AND FISHERIES I

Unit 1. The Fishing Industry

1/2 week

Competency: Identify employment in fishing and fisheries

Tasks: Identify educational and occupational opportunities

Locate resources for finding employment

Confer with prospective employers

Identify work in:

- | | |
|--------------------------|---------------------------------------|
| a. fisheries enhancement | g. equipment and facility maintenance |
| b. hatcheries | h. fish and game biology |
| c. commercial fishing | i. fish and wildlife protection |
| d. canneries | j. sports fishing |
| e. cold storages | k. fisheries laboratories |
| f. factory trawlers | |

Resources: Local skippers and The North Pacific Deckhands & Alaska Cannery Workers Handbook.

Competency: Identify the economic importance of fishing to Alaska

Tasks: Identify the relative dollar value of the Alaskan fishing industry to the state

Point out locations of major Alaskan fisheries and fishing ports on a map

Identify potential expansion in the fishing industry, including:

- a. Salmon farms
- b. Oyster farms
- c. Other shellfish and finfish mariculture developments
- d. Bottom fishery

Discuss the importance of marketing fisheries resources to the viability of Alaska's fishing industry

Identify the importance of seafood in the life and economy of Alaska

Contrast methods, vessels and gear involved in the Alaska commercial fisheries

Explain how fisheries managers attempt to regulate the fisheries to the mutual benefit of the resource and the fisherman

Compare and contrast the following fisheries:

- | | |
|------------------------------|-----------------------------------|
| a. salmon | e. bottom fish |
| b. halibut | f. shrimp and other invertebrates |
| c. herring | g. shellfish |
| d. king crab and tanner crab | |

Identify different species within each fishery

Identify economic rises and falls for each fishery

Identify the following knot parts

- a. Standing part
- b. Bight
- c. Turn
- d. Round turn
- e. Bitter end

Tie each of the following knots:

- a. Overhand
- b. Figure-eight knot
- c. Two half-hitch
- d. Square knot
- e. Clove hitch
- f. Anchor bend
- g. Sheet bend
- h. Double becket
- i. Bowline
- j. Timber hitch

Demonstrate the following splices:

- a. Short splice
- b. Eye splice

Coil and throw line

Utilize blocks and tackle

- a. Block structure
- b. Mechanical advantage

Unit 4 Nautical Terminology

1/2 week

Competency: Use the proper vessel terminology at sea and in port

Tasks: The student will demonstrate the ability to locate or identify on a vessel or a picture the following vessel locations:

- a. Port
- b. Starboard
- c. Aft
- d. Bow
- e. Amidships
- f. Below
- g. Overhead
- h. Forecastle
- i. Deck
- j. Topside
- k. Bilge
- l. Waterline
- m. Stern
- n. Rubrail

The student will demonstrate the ability to use the following terms to describe a location outboard from a vessel.

- a. Dead ahead
- b. Starboard bow
- c. Abeam, starboard beam
- d. Starboard quarter
- e. Aft, astern
- f. Port quarter
- g. Port beam
- h. Port bow

The student will demonstrate the ability to identify the following dock types.

- a. Dock
- b. Wharf
- c. Pier
- d. Finger Pier
- e. Slip
- f. Mooring

Unit 5. Vessel Requirements/Right of Way

1 week

Competency: Locate and identify requirements for vessel operations

Tasks: Demonstrate the ability to locate and identify the requirements for commercial vessel operation as follows:

- a. Motorboat
- b. Motor-vessel
- c. Navigation lights and shapes
- d. Backfire flame control
- e. Special operating requirements
- f. Boarding
- g. Work vest
- h. Crew requirements

Describe reasons for carrying the following optional equipment:

- a. Anchors
- b. Bilge pumps
- c. Extra line
- d. Charts
- e. Flashlight

Competency: Use the rules of the road

Tasks: Identify marine vessel boundaries

Identify terms and definitions related to marine charts and rules of the road

Use steering and sailing rules including:

- a. Rules when approaching sailing vessels
- b. Rules for vessels meeting, nearing a bend, leaving berth
- c. Rules for passing a vessel head on
- d. Rules for vessel meeting, nearing a bend, leaving berth
- c. Rules for passing a vessel head on
- d. Rules for overtaking a vessel
- e. General prudential rule

Identify special situation lighting and signals

Plot a course on a chart and convert true bearings to compass bearings

Identify day markers and fog signals

Identify distress signals

Competency: Use marine lights and sound signals

Tasks: Explain when marine lights are needed

Identify rules for the following situations

- | | |
|--------------------------------------|---------------------------------|
| a. steam vessel underway | f. fishing vessels |
| b. steam vessel towing and pushing | g. stern lights |
| c. sailing vessel and vessels in tow | h. anchor lights |
| d. small vessels | i. signals to attract attention |
| e. pilot vessels | |

Competency: Maneuver a vessel

Tasks: Obtain and explain a current weather forecast
Observe the rules of the road
Follow safe boating practices
Maintain adequate safety margins in regards to weather and sea conditions
Handle vessel in a variety of sea conditions while underway
Handle vessel in a variety of sea conditions while actively fishing

Competency: Anchor vessel

Tasks: Maneuver vessel to anchorage
Anchor vessel by using anchor winch or windlass
Secure anchor on bottom
Retrieve and secure anchor and stack (tier) anchor chain in locker

Competency: Dock a vessel

Tasks: Assign tasks and stations for vessel mooring
Maneuver to dock
Secure mooring lines to dock and/or other vessels
Secure engine room and secure propeller shaft
Release towing gear

Competency: Conduct deckhand duties

Tasks: Wear proper clothing for duties
Hand or hoist equipment and supplies aboard
Cast vessel off
Coil lines
Work riggings such as nets, slings, hooks, cables, booms, and hoists
Stand lookout, steering, and engine room watches
Operate dories, dinghies, and skiffs
Attach accessories, such as floats, weights, and markers to nets and lines
Pull and guide nets and lines onto vessel
Wash deck, conveyors, knives and other equipment, using brush, detergent and water
Wash and clean RSW tank and chill system with chlorine or iodide
Lubricate, adjust, and maintain engines and equipment

Competency: Conduct basic inboard & outboard engine troubleshooting

Tasks: Put together a tool box with spare parts and tools
Do a routine engine check before leaving dock
Identify engine parts and describe their function
Identify causes of outboard and inboard engine problems
Perform pre-season and post-season routine maintenance on outboard and inboard engines

Tow net to location and anchor in place
 Attach appropriate flags and lights to buoys to mark and identify nets
 Haul net with appropriate gear
 Remove catch using appropriate techniques and equipment such as dip net, brail buckets, hydraulic pumps, conveyor, lifting net, blocks, tackles, and dumping catches
 Clean, store and transfer catch appropriately
 Sort and clean fish, throwing undesirable and illegal catch overboard
 Stow catch in hold or transfer to tender
 Repair fishing nets and gear
 Investigate costs of net repair machine
 Complete minor repairs to engines and equipment
 Wash deck and equipment

Competency: Identify the importance of improving fish quality

Tasks: Explain the importance of improving fish quality
 Identify whom improving fish quality benefits
 Identify methods for improving fish quality including:
 a. intrinsic quality
 b. extrinsic quality
 Explain ways fish quality is lost including:
 a. bacterial decomposition d. physical damage
 b. enzymatic breakdown e. dehydration
 c. chemical changes f. contamination

Competency: Handle fish correctly aboard the vessel

Tasks: Explain the importance of good handling practices
 Relate catching rates to correct fish handling
 Correctly bleed and gut fish
 Wash fish
 Store fish on the vessel
 Unload fish from vessel
 Identify whom improving fish quality benefits
 Compare prices for fish "in the round", toll dressed, "J" cut, princess dress, western dressed

Competency: Practice vessel sanitation

Tasks: Explain the importance of vessel and product sanitation
 Use sanitation tools
 Use chemical sanitizers
 Sanitize refrigeration equipment
 Identify potential sanitation problems

Unit 8. Weather/Navigation/Electronics

2 weeks

Competency: Describe local weather patterns

Tasks: Identify local weather stations & reports

Explain current barometer readings

Describe cloud patterns

- a. Cirrus
- b. Alto
- c. Stratus
- d. Cumulus
- e. Nimbo

Measure wind direction and speed

Characterize storm warnings

Describe typical weather patterns in Prince William Sound

Competency: Read navigational charts

Tasks: Describe magnetic variation and deviation

Explain compass compensation

- a. Electrical problems
- b. Internal adjustments
- c. External adjustments

Practice reading gyro-compass headings

List sources of nautical charts

Explain latitude and longitude

- a. Original of navigational grid
- b. Rough determination of positions
- c. Identifying and finding positions

Read chart symbols

- a. Symbols of man-made shore structures
- b. Symbols of natural shore features
- c. Bathymetry and bottom features
- d. Hazard symbols
- e. Symbols of navigational aids

Pilot using dead reckoning, using time, distance and speed

Use various forms of running fixes including:

- a. 45-90
- b. 22 1/2-45
- c. 26 1/2-45

Pilot using a cross bearing

Use navigational aids, tide and current charts and equipment

Competency: Use modern electronic systems

Tasks: Use echosounders and depthfinders, including:

- a. Differentiating among types
- b. Interpreting signals



Commerical Fisheries Apprenticeship Program students on a recent field trip aboard the United States Coast Guard Cutter Sweetbrier, stationed in Cordova, Alaska.

Students observed navigational aides being serviced as well as navigation, steering, and other skills.



At an Open House held Nov. 19, Bob and Nell Galosich talk with program coordinator Belle Mickelson about the Fisheries Apprenticeship Program. (Cordova Times)

Courses stress safety, seamanship

By Rebecca Hom

With an eye toward summer employment for high school students and a goal of increasing the number of locally-owned limited entry permits, the Cordova Fisheries Apprenticeship Program will begin offering classes in January at the high school.

Program director Belle Mickelson described the project as a three-part program. "For any program to go well it has to be well-rounded. The apprenticeship program will have a good course where students are drilled on safety and seamanship, a big brother/big sister aspect, and summer employment on

local fishing crews," said Mickelson.

"We're also designing courses at the college level to offer to the community to round out the program."

"We hope local fishing people will get involved in one of two ways," Mickelson said. "Either

See APPRENTICE, p. A-6

as big brothers or big sisters to students, or by hiring students on their crews for the summer."

She added that because of the hectic pace of the summer season, the big brother/big sister part of the program would occur more during the winter. "We'd like the big brother or sister to take their students down to their boat if they have some engine work to do, or some painting. Most just talk fishing."

The big brother or sister is not encouraged to hire their students for their summer crews. "We want this to build into a support network for the student, so they have another adult to talk things over."

The most unusual aspect of the program is the potential for students to buy their limited entry permits after completion of the course curriculum. "We're suggesting that students put back half of their summer's salary into a trust fund," Mickelson explained.

"At the end of a three-year program, they'll be able to approach the state with a substantial amount of money and three years experience and training. We think this is just an incredible opportunity for students coming out of high school," said Mickelson.

Other coastal communities are watching the success of Cordova's program, she said. "Many communities have been concerned about the number of permits leaving the community. A program like this is a good way

to keep the permits in the community, and to encourage young people to get involved in the fishing industry."

Courses in the program's curriculum will cover marine biology, marine welding and personal finance. "A lot of these are just basic skills that people living in a coastal community need for daily life," Mickelson said. "A lot has already been covered, but we're just making sure that things like weather, safety and seamanship are integral parts of the program."

The program might serve as an incentive for some students to stay in school. "We're hoping to provide motivation to keep these kids in school," said Mickelson. "To be a successful fisherman or woman, you need your English and math skills because fishing means doing lots of bookkeeping, preparing or at least understanding taxes, and reading to stay on top of new technologies."

"One thing we want to do in addition to the classes, is take students out on field trips," she added. "We want to make the program as much hands-on as possible, so they'll have a chance to coil the rope, steer the boat, plot the chart. I don't think you really learn it until you've done it yourself."

The Cordova Fisheries Apprenticeship Program is jointly sponsored by Cordova Public Schools, the City of Cordova, and the Cordova Aquatic Marketing Association.



Skipper Pete Blake instructs Teresa Werner and Josh Billings on the correct way to coil the rope as they untie the boat prior to departure.

5/30/88 2 T

THE CORDOVA TIMES

Prince William Sound's Oldest Newspaper
Established 1914

50 CENTS

CORDOVA, ALASKA, THURSDAY, MARCH 3, 1988

VOL 74, NO. 9



**Wrestlers
win dual meet**

p. A-6

Local glaciers described

p. A-9

Cordovans Comment on future

p. A-3



Students from the Fisheries Apprenticeship Program gather on the deck of the Coast Guard buoy tender Sweetbrier during a recent field trip. Those pictured include Dave Sanders, Teresa Werner, David Gleason, Marcos Vogelwohl, Nell Galosich, instructor Belle Mickelson, Jim Bass, Andy Billings, Patty Hamelin, Josh Billingshiz, Havas, Jerry LaMaster.

Two field trips on the *Discovery* enjoyed by students

By Rebecca Hom

Nine students from Cordova High School received a first hand look at marine biology aboard the vessel *Discovery* last Thursday night. The trip to Windy Bay on Hawkins Island introduced those students interested to the Commercial Fisheries Apprenticeship Program.

The students conducted experiments in water turbidity, algae growth using secchi discs, and water pH. They also got to see several orcas (killer whales), sea otters and seals.

The unique program, co-sponsored by the Cordova Aquatic Marketing Association (CAMA), Cordova Public Schools

and the City of Cordova, is designed to prepare students for entry into the fishing industry. They will enroll in courses at the high school and Prince William Sound Community College and, in the summers, will work as apprentice crewmembers on local fishing vessels.

When asked by program director Belle Mickelson what the students liked most about the program, the unified response was, "JOBS!" Local fishermen Ken Adams, Dan Bilderback, Pete Nippell and Ricki Ott accompanied the students on Thursday's trip to talk about the "fishing life" and discuss oppor-

tunities in the commercial fishing industry.

An unexpected opportunity for the students to see some marine rescue techniques occurred when the crew of the *Discovery* assisted a small pleasure boat, owned by Dr. Larry Ermold. The vessel had hung up on a rock in Windy Bay but was successfully pulled off and, apparently, only sustained minor damage.

On Thursday morning, a larger group of general science students from Cordova High School enjoyed a four hour field trip on the *Discovery*. The vessel will be leaving Cordova shortly for Southeast Alaska where it will host sportfishing clients.



Students Melanie Guerrero and Dea Church work with Ricki Ott, a local gillnetter and fisheries and marine



Students lower the Van Dorn bottle — a tool used to collect subsurface water samples — with instructions from Belle Mickelson, director of the Commercial Fisheries Apprenticeship Program. (Photo by Rebecca Hom)



Belle Mickelson and Ricki Ott explain and assist with some of the field

Alaskan Youth
Preparing
for a
Fishing Future
in
Alaska

Prepared for
Commerical Fisheries Apprenticeship Program
by Graphic Arts II
Cordova High School

H B

4 99

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: "An Act relating to financial responsibility for acts of minors and..."
Sponsor: Rep. Ulmer
Requestor: HESS Judiciary

Agency Affected: Department of Corrections
BRU: _____
Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
REVENUE	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Susan E. Knighton, Director Phone: 465-3376
Division: Administrative Services Date: 4-25-88
Approved by Commissioner: Susan Humphrey Barnett Date: 4-25-88
Agency: Department of Corrections

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)

STATE OF ALASKA THE LEGISLATURE

POUCH Y STATE CAPITOL
JUNEAU ALASKA 99811
907 465 3800

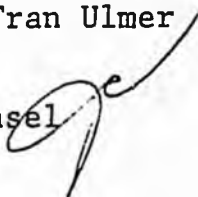
LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

February 18, 1988

SUBJECT: HB 499, sectional analysis

TO: Representative Fran Ulmer

FROM: Jack Chenoweth
Legislative Counsel 

You have requested a sectional analysis of HB 499.

HB 499 adds to or amends provisions of AS 47.10, the statutory provisions defining delinquent minors and children in need of aid. The chapter sets out proceedings relating to minors applicable to those minors who meet the criteria established for these two categories. The changes made in this bill generally relate to

(1) assigning financial responsibility for the acts of a minor to a responsible parent or guardian, to a maximum of \$2000; and

(2) directing a responsible parent or guardian to supervise community service that the court may order as a condition of disposition of a petition relating to a delinquent minor.

AS 47.10.030 defines essential due process requirements by which the court obtains jurisdiction over persons having custody or control of a minor through the issuance of a summons, and provides notice to those persons "adequate to give actual notice of the proceedings and the possibility of termination of parental rights and responsibilities." Section 1 amends AS 47.10.030(a) by requiring that the summons, in addition to other content specifically required, advise the parent or guardian to whom it is issued that the parent or guardian may be required to supervise the minor's community service if ordered as a condition in an order finding that the minor is delinquent, and may be required to pay restitution for the act of a minor, not to exceed \$2000, in an order finding that the minor is delinquent.

Representative Fran Ulmer
Page 2
February 18, 1988

AS 47.10.080(b) sets out in detail the content of the order that a court may make in a judgment that the minor is delinquent. Under current law (AS 47.10.080(b)(4)), the court may order the minor to make "suitable restitution." The first amendment in section 2 authorizes the court to order the parent or guardian of a minor who is not capable of making complete restitution to discharge the restitution obligation in an amount not to exceed \$2000. The second addition to section 2 adds to the content of the order the court may make the option of a minor performing community work service, and authorizes the court to order the minor's parent or guardian to supervise that service and to report compliance.

The addition of a new subsection to AS 47.10.080 by bill section 3 specifies exceptions to the restitution order authorized by AS 47.10.080(b)(4). That order is made inapplicable to parents or guardians of a minor who lives apart from the parent or guardian and who is capable of self-support and management of personal affairs. That order is also made inapplicable as to a state agency or person, or an institution, for the act of an unemancipated minor in their custody.

JBC:gc
WKG1:092

STATE OF ALASKA

STEVE COWPER, GOVERNOR

DEPARTMENT OF LAW

CRIMINAL DIVISION/FIRST JUDICIAL DISTRICT
OFFICE OF THE DISTRICT ATTORNEY

REPLY TO:

POUCH KA
JUNEAU, ALASKA 99811
PHONE: (907) 465-3620

415 MAIN STREET, RM. 304
KETCHIKAN, ALASKA 99901
PHONE: (907) 225-6128

P.O. BOX 1630
SITKA, ALASKA 99835
PHONE: (907) 747-5851

*Bill Requested
from district
3/11/87*

March 2, 1987

RECEIVED MAR 4 1987

The Honorable Fran Ulmer
House of Representatives
P.O. Box V
Juneau, Alaska 99811

Dear Fran:

In your letter of February 9, 1987, you asked me if HB 106 would be an appropriate vehicle for attaching an amendment requiring parental responsibility for acts by juveniles. I don't believe I have either the expertise or the knowledge to suggest what an appropriate vehicle would be. Obviously you're the expert in this area. However, I have given some thought to a proposed amendment and suggest the attached language for your consideration. I hope it is clear that when I was speaking the other night in regard to parental responsibility, I was expressing my opinion and a philosophy as to how I have the Juneau District Attorney's Office handle juvenile cases. However, the governor, to my knowledge, has not expressed an opinion regarding the scope of parental responsibility and my proposed language should not be considered an executive recommendation but rather a response to your request for language for an amendment to a bill.

In preparing the language which I have attached to this letter, three existing statutes may be of interest to you because they require parental responsibility in specific areas of the law. AS 47.10.120 requires parents to reimburse the state when a child is declared a delinquent or a child in need of aid. AS 47.10.120 reads:

- (a) When a child in need of aid or a delinquent minor is committed under this chapter, the court shall, after giving the parent or legal guardian a reasonable opportunity to be heard, adjudge that

the parent or guardian pay to the department in a manner the court directs, a sum that is based on the fee schedule adapted under AS 44.022 to cover in full or in part the maintenance of the child or minor.

(b) If a parent wilfully fails or refuses to pay the sum fixed, the parent may be proceeded against as provided by law in cases of family desertion and nonsupport.

(c) The sum collected from a parent under this section shall be directly credited to the general fund of the state.

(d) . . .

AS 47.10.080(i) gives not only to the minor, but also to the parent, the right to appeal an adjudication. AS 47.10.080(i) reads:

(i) A minor, the minor's parents or guardian acting on the minor's behalf, or the department may appeal a judgment or order, or the stay, modification, setting aside, revocation, or enlargement of a judgment or order issued by the court under this chapter.

Finally, AS 34.50.020(a) allows a person to recover damages against parents of a delinquent in an amount not to exceed \$2,000 in a civil action. This statute reads:

(a) A person, municipal corporation, association, village, school district or religious or charitable organization, incorporated or unincorporated, may recover damages in a civil action in an amount not to exceed \$2,000 and court costs, from either parent or both parents or the legal guardian or person having the legal custody of an unemancipated minor under the age of 18, who maliciously or wilfully destroys real or personal property belonging to the person, municipal corporation, association, village, school district or religious or charitable organization.

Representative Ulmer
March 2, 1987
Page 3

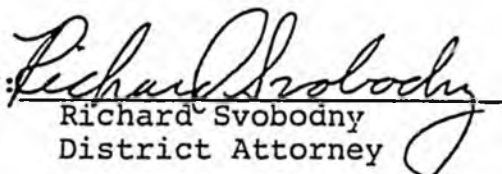
(b) A state agency or its agents, including a person working in or responsible for the operation of a foster, receiving or detention home, or children's institution, is not liable for the acts of unemancipated minors in its charge or custody.

This statute is limited to the destruction of property and does not allow for a civil judgment to reimburse a victim for things like hospital bills and lost wages.

I hope this information has been of some aid to you.

Sincerely,

GRACE BERG SCHAIBLE
ATTORNEY GENERAL

By: 
Richard Svobodny
District Attorney

AS 47.10.030(a) is amended to add a new subsection which reads:

(4) State that the parent or guardian may be ordered to supervise community work service and be required to pay restitution to a victim in an amount not to exceed \$5,000.

AS 47.10.080(b)(4) is repealed and reenacted to read:

(4) Order the minor; -

(i) to make suitable restitution in lieu of or in addition to the court's order under (1), (2) or (3) of this section, or

(ii) upon a showing that the minor is not capable of making restitution, order the parent or parents or guardian of the minor to make suitable restitution in an amount not to exceed \$5,000.

AS 47.10.080(b) is amended to add a new section, which reads:

(6) Order the minor to perform community service in lieu of or in addition to the court's order under (1), (2), (3), (4) or (5) of this subsection. In addition to ordering community work service, the court may order the parent, parents or guardian of the minor who is ordered to perform community work service, to supervise the community work service and report to the court or department on the minor's compliance with the order of community work service.

MEMORANDUM

State of Alaska

TO: Representative Fran Ulmer
House of Representatives

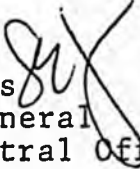
DATE: February 16, 1988

FILE NO:

TELEPHONE NO: 465-3428

FROM:

SUBJECT: Bill relating to
responsibility
for acts of minors


Stephanie E. Joannides
Assistant Attorney General
Criminal Division Central Office

HB 499

Thank you for this opportunity to comment on your proposed bill which relates to parents' responsibility for acts of minors. Overall, there appear to be no legal problems except in one area. Page 3, line 20 of the bill proposes that if a minor is not capable of making complete restitution that the minor's parent or guardian be required to make restitution in an amount not to exceed \$5000. Though I do not have a great deal of expertise in this area, AS 34.50.020 is worthy of comparison. In that statute, a parent may only be held liable in an amount not to exceed \$2,000 for acts of a child who maliciously or willfully destroys any real or personal property. See, AS 34.50.020(a). Some research should be done to determine if the \$5000 amount in your bill should be modified to conform to the \$2000 limit in already existing law, or if the \$2000 amount should be raised for consistency.

I assume that through the proposed bill, you do not in any way wish to impose liability on any state agency that is a "guardian" to a child. See, proposed bill, page 3, line 21. I suggest that language be added to that portion of the bill to specifically exclude state agencies from any liability for restitution payments.

MEMORANDUM

State of Alaska

TO: The Honorable Fran Ulmer
House of Representatives

DATE: March 23, 1987

FILE NO:

TELEPHONE NO:

FROM: Richard Svobodny
District Attorney
Juneau

SUBJECT: Comments on bill
relating to
responsibility for
acts of minors

I believe the bill will give the court an additional tool to aid in directing children to live in our community as good citizens and at the same time will aid victims of juvenile crimes. I have spoken to Assistant Attorneys General Gayle Horetski and Elizabeth Shaw about the bill. Gayle believes there may be some difficulty in ordering parents to do an affirmative act like pay restitution; however, Elizabeth Shaw says that courts do enter such orders in child in need of aid cases now and that this bill will give the court authority in juvenile delinquency proceedings.

RECEIVED - 3 23 1987

STATE OF ALASKA
THE LEGISLATURE

POLCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
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LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

H HESS

4-28-88

8:30 a.m.

HB

500

HOUSE COMMITTEE REPORT

4/14

(7)

Date referred: 3/28/88

FURTHER REFERRALS:

Finance

DATE: April 13, 1988

The Health, Education and Social Services Committee has considered SSHB 500

"An Act relating to the Alcoholic Beverage Control Board; to suspension or revocation of a liquor license or permit; and to imposition of a civil fine for violation of laws and regulations related to alcohol."

RECOMMENDS:

- replace with CS SSB 500 (SA) the same title
- attached amendment(s) p. 2743 a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(s):

- fiscal impact same as previous fiscal note published _____
- zero fiscal note same as previous zero fiscal note published 3/29/88
- zero with analysis

SIGNING DO PASS:

[Signature]

[Signature]

SIGNING OTHER RECOMMENDATIONS:

[Signature] (NO REC)

[Signature] - No Rec

[Signature] No Rec

[Signature] - No Rec

[Signature] no rec

[Signature]

Chairman's signature

[Signature]

STATE OF ALASKA THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HSA	3-4-88	3:00 p.m.
HSA	3-28-88	3:00 p.m.
HHESS	4-12-88	8:30 a.m.
HHESS	4-13-88	8:30 a.m.

HOUSE COMMITTEE REPORT

(7)

Date referred: 3/4/88

FURTHER REFERRALS: HESS
Finance

DATE: 3/28/88

The State Affairs Committee has considered SSHB 500

"An Act relating to the Alcoholic Beverage Control Board; to suspension or revocation of a liquor license or permit; and to imposition of a civil fine for violation of laws and regulations related to alcohol."

RECOMMENDS:

replace with CS SS HB 500 (SA) the same title
 attached amendment(s) a new title

- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(s):

- fiscal impact same as previous fiscal note published _____
- 2 zero fiscal note same as previous zero fiscal note published _____
- zero with analysis

SIGNING DO PASS:

SIGNING OTHER RECOMMENDATIONS:

 Chairman's signature

STATE OF ALASKA
THE LEGISLATURE

POUCH Y STATE CAPITOL
JUNEAU, ALASKA 99811
907 465 3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 2, 1988

SUBJECT: Sectional analysis - SSBH 500 (State Affairs)
TO: Representative Fran Ulmer
Chair, House State Affairs Committee
FROM: Michael F. Ford *M.F.*
Legislative Counsel

The following is a sectional analysis of the work draft for CSHB 500 (State Affairs):

Section 1 - Imposes additional qualifications on board members.

Section 2 - Authorizes the board to impose a fine under AS 04.11.575.

Section 3 - Removes the requirement that an agent or employee act knowingly, recklessly or with criminal negligence, before a license or permit is suspended.

Section 4 - Creates authority for the board to impose civil fine upon a licensee. Requires notice and opportunity for a hearing before a fine can be imposed.

Section 5 - Imposes a mandatory license suspension or revocation upon a licensee who sells alcohol to a person under age 21.

Section 6 - Transition language that allows a sitting board member to finish their term notwithstanding the changes to board qualifications in section 1.

Section 7 - Repealer.

MFF:bb
WKB3:062

STATE OF ALASKA

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

STEVE COWPER, GOVERNOR

REPLY TO:

1031 W 4th AVENUE
SUITE 200
ANCHORAGE, ALASKA 99501-1994
PHONE: (907) 276-3550

1st NATIONAL CENTER
100 CUSHMAN ST.
SUITE 400
FAIRBANKS, ALASKA 99701-4679

P.O. BOX K—STATE CAPITOL
JUNEAU, ALASKA 99811-0300
PHONE: (907) 465-3600

March 4, 1988

The Honorable Fran Ulmer, Chair
House State Affairs Committee
Alaska State Legislature
P.O. Box V
Juneau, AK 99811

Re: Draft CS HB 500(SA) on ABC
Board membership and penalties

Dear Chairperson Ulmer:

At the request of the committee's staff, I have reviewed the 2/26/88 Work Draft CS for HB 500 (State Affairs) concerning membership of the Alcoholic Beverage Control Board and penalties for violation of alcohol control laws. In general, the draft CS does not present any constitutional or other legal difficulties.

The first section of the bill would require that the five member ABC Board include two public members and one member (who could be one of the two public members) who is "knowledgeable in the diagnosis or treatment of alcohol or substance abuse problems." Current AS 04.06.020 requires little more than that at least two members of the board be "actively engaged in the alcoholic beverage industry" other than the wholesale aspect of it. The new requirements would ensure that the Board include members with a different perspective on the regulation of alcoholic beverages than that of the industry the Board regulates. At least the public member requirement is typical of regulatory boards. Under the status quo, whether the Board includes any true public members (who are not, for example, former licensees) has depended on the particular appointments made by the governor who happens to be in office when vacancies occur. Having made these observations about section 1 of the Draft CS, it is important to note that the issue of limiting the currently very broad

gubernatorial discretion in ABC board appointments is purely a policy decision for the legislature, with no real legal implications at all.

The Draft CS also increases the disciplinary or penalty options of the ABC Board by adding the power to impose civil fines of up to \$5,000 (secs. 2 & 4). This could result in greater deterrence of licensees from violating AS 04 or 15 AAC 104. We believe generally that the possibility of a fine of this magnitude will not be considered by the courts to be a "criminal" penalty that trigger the rights to counsel and to a jury. State v. O'Neill Investigations, Inc., 609 P.2d 520, 537-38 (Alaska 1980).

Sections 3 and 7 of the Draft CS eliminate provisions in current statutes that make it difficult to hold a licensee responsible in a license suspension or revocation case for the conduct of the licensee's employees. Currently, no action can be taken against a licensee who negligently fails to prevent employees from breaking the law, or, in the words of AS 04.21.030, fails to "exercise that duty of care that a reasonable person would observe to insure that a business under the person's control is lawfully conducted," unless the licensee acted knowingly, recklessly, or with criminal negligence. (AS 04.11.370(5) & (7) and 04.11.535) Because this sort of criminal state of mind is so difficult to prove, license suspensions or revocations based even on repeated criminal convictions of employees are extremely rare. Elimination of these provisions essentially leaves us with the ordinary negligence standard set out in AS 04.21.030.

Lastly, sec. 5 of the Draft CS Would limit the current discretion of the board regarding the appropriate suspension for conviction of the licensee (not the licensee's employees) of serving a minor. Now only a ceiling of 45 days suspension for the first conviction of any violation of AS 04 is set by AS 04.16.180, and a ceiling of 90 days license suspension for the second conviction. This section would set minimums to ensure that some meaningful action was taken. One suggestion on this part of the bill is that perhaps the existing ceilings should be eliminated to allow harsher suspensions, when appropriate. Another suggestion is that perhaps the section should be expanded to apply to all criminal convictions of licensees, not just to those involving serving minors. This could be accomplished by changing sec. to an amendment of current AS 04.16.180(a) instead of an addition of a new subsection (e) to the same provision.

The Honorable Fran Ulmer, Chair
House State Affairs Committee

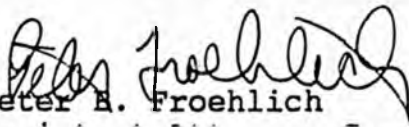
March 4, 1983
Page 3

Please let me know if I can provide you or the committee with anything further regarding this bill.

Sincerely yours,

GRACE BERG SCHAIBLE
ATTORNEY GENERAL

By:


Peter A. Froehlich
Assistant Attorney General

PBF:jf

cc:Bob Evans
Art Peterson

POSITION PAPER
ON
HOUSE BILL NO. 500

"An Act relating to membership on the Alcoholic Beverage Control Board and to suspension or revocation of a liquor license."

Discussion

AS 04.06. authorizes Alcohol Beverage Control Board (ABC) to make decisions regarding the disposition of alcohol in the state. These decisions directly effect the availability of alcohol in Alaska's communities.

Passage of this bill would require that one of five ABC Board members be knowledgeable in the diagnosis or treatment of alcohol or substance abuse problems. Given the extent of alcohol problems experienced in Alaska, it makes good sense to attempt to bridge the gap between the control and regulation of alcohol activity and the prevention and treatment of alcohol problems. Requiring a member of the ABC Board to be knowledgeable in the treatment of alcohol and drug abuse will help to heighten the awareness of the ABC Board with regard to the effect of its actions.

Position

From a public health and public safety perspective the Department of Health and Social Services is highly supportive of the approach taken in HB 500.

Recommended by:

Matthew C. Felix
Matthew C. Felix
Coordinator
State Office of Alcoholism
and Drug Abuse

Date:

3/2/88

Approved by:

Myra M. Munson
Myra M. Munson
Commissioner
Department of Health and
Social Services

Date:

3/4/88

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: "An Act relating to membership on the
Alcoholic Beverage Control Board and to
suspension or revocation of a liquor license."
Sponsor: Ulmer and Swackhammer
Requestor: N/A

Agency Affected: Health & Social Services
BRU: Alcoholism & Drug Abuse
Component: Alcohol Abuse Grant

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
REVENUE	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Matthew Felix *M.F.* Phone: 586-6201
Division: Alcoholism and Drug Abuse Date: 3/1/88

Approved by Commissioner: *Walter M. Meunier* Date: 3/4/88
Agency: Health & Social Services

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
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Office of Management and Budget
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