

# LATINO HERITAGE INTERNSHIP PROGRAM

WITH HISPANIC ACCESS FOUNDATION AND NATIONAL PARK SERVICE



**FINAL REPORT:**  
**AUGUST 28, 2015**

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# OVERVIEW

P15AC00021

HISPANIC ACCESS FOUNDATION

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Project Details:

Project Name: Latino Heritage Internship Program

Agreement Information:

Agreement Number: P15AC00021

Program Budget (Federal portion):

Original Budget: \$200,000 – 20 interns, 10 weeks each

## PURPOSE

As described in the original National Park Service (NPS) program summary, the Latino Heritage Intern Program is a component of an overarching service-wide strategy to address and correct the lack of Latino employment opportunities within the NPS. NPS developed Cooperative and Task Agreements to engage the next generation through the strategic use of student internships with partner organizations. These agreements allowed the NPS to invest in cost efficient strategies geared towards recruiting entry level talent, predicting future performance, and building a more diverse workforce. Preparing and integrating this generation into the NPS workforce is critical for the future of the Service.

## BACKGROUND

A 2014 research briefing by Latino Decisions and the Hispanic Access Foundation analyzed nine major public opinion polls from the last three years and found that Latinos overwhelmingly support greater environmental protections, such as preserving parks and public lands. Additionally, this briefing found that 1) Latinos viewed natural and cultural resource conservation as essential to a better quality of life and that 2) Latinos believe individuals and government have important roles in protecting natural resources and promoting healthy, clean communities.

The NPS has a number of national internship programs that focus on increasing opportunities for diverse populations and ethnic groups. These programs include: The NPS Student Conservation Association (SCA) Academy, the Cultural Resources Diversity Intern Program, Mosaics in Science, the Ancestral Lands program, and the Historically Black Colleges and Universities Intern Program. None of these programs specifically target the fastest growing population group in the United States of America and the most underrepresented group in the NPS workforce. The LHIP program aimed to address this challenge.

## PROGRAM GOALS AND OBJECTIVES

- Advance employment opportunities in the NPS with an emphasis on cultural resource stewardship and interpretation issues. Outreach projects and natural resource stewardship opportunities, especially those in the professional career series, may be considered.
- Develop mission critical internship projects that will support NPS goals and objectives.
- Target undergraduate and graduate Latinos and Latinas attending Hispanic Serving Institutions.
- Create strong and viable mentor and protégé relationships for the participants.
- Utilize this program through Latino owned and operated partner organizations to expand NPS outreach into the Latino communities nationally and develop deep and sustainable relationships.
- Establish a pipeline for converting talented Latino and Latina students into career conditional positions in the NPS.

# ORGANIZATION OVERVIEW

HAF is a 501(c)3 nonprofit organization that provides vital programming and support to the Latino community across the U.S. We believe that cross-sector partnerships are essential to creating positive social change and engaging everyone's strengths to contribute to American society. We focus on financial education, health, environment, college access and workforce development.

Our proven model helps our partners to provide high quality services and information while building strong relationships and brand awareness with the rapidly expanding Latino population. Partners often turn to HAF to customize their traditional outreach and engagement strategy to better reflect the needs and behavior of Latinos.

HAF partners with socially responsible companies, government agencies, and community and faith-based organizations committed to providing high-quality resources and services to the Latino community and engaging non-traditional stakeholders. Partners include the National Park Service, Centers for Disease Control and Prevention, Hewlett Foundation and H&R Block.

# INTRODUCTION



**MAITE ARCE**  
**PRESIDENT & CEO**

In a time of changing demographics – the U.S. Census estimates that the Hispanic population will nearly double by 2050 to more than 100 million – there is a growing need to engage the passion young Hispanics have for the outdoors and diversify the workforce within our federal institutions.

As Secretary of Interior Sally Jewel explained to a group of Latino Heritage Internship Program interns when they met in July, “we are very committed to opening the eyes of a new generation – a richly diverse generation – to the assets we have and the jobs that we have available.”

In particular, the National Park Service deserves praise for recognizing this need for diversity and acknowledging the challenges that follow when ensuring inclusion.

The NPS leadership understands the importance of reflecting the nation they serve, and Hispanic Access Foundation is uniquely positioned to help them do it.

HAF is committed to improving the lives of Hispanics in the United States and promotes civic engagement by educating, motivating and helping them access trustworthy support systems.

Through LHIP, NPS in collaboration with HAF is effectively building the professional capacity of Hispanic students who not only overwhelmingly support the preservation of our parks and public lands, but also are also capable of engaging their communities. By exposing these young Hispanics to opportunities within the NPS system, we’re seeing lives change.

For instance, Manny Galaviz, who interned with the National Historic Landmarks Program in Washington, D.C., is entering the Ph.D. program for social-cultural anthropology at the University of Texas. This experience has fueled his interest in working to protect areas of interest to the Hispanic community and he plans to focus his studies on this work.

LHIP provides the tools and resources. But, it’s the experience that equips these interns with the knowledge they need to grow into future conservation and preservation stewards.

*HAF is committed to improving the lives of Hispanics in the United States and promotes civic engagement by educating, motivating and helping them access trustworthy support systems.*

A handwritten signature in green ink, appearing to read "Maite".

# PROJECT SCOPE

Currently at 17.1% of the United States’ population, the Latino community is projected to continue growing not only in numbers but also in influence on key decisions regarding preservation and conservation of public lands and historic sites.

In light of our nation’s growing multicultural tapestry and the National Park Service’s upcoming centennial, it is imperative to raise awareness of our national parks and historic sites, their accessibility and the need for the Latino community’s involvement in their preservation.

LHIP aims to connect Latino youth across different academic fields with a vast source of professional opportunities within NPS units and programs in an effort to develop the next generation of stewards.

Following the success of NPS and Greening Youth’s Historically Black Colleges and Universities Initiative (HBCUI), the National Park Service Youth Programs Division partnered with two Latino-serving organizations to collaborate on — and implement — the Latino Heritage Internship Program (LHIP).

As its core mission, LHIP aims to connect Latino youth across different academic fields with a vast source of professional opportunities within NPS units and programs in an effort to develop the next generation of stewards.

As a desired goal, expanding inclusionary initiatives would result in the incorporation of underrepresented voices, the diversification of narratives and perspectives in both cultural and natural resources, as well as developing a solid network of support for interns interested in pursuing a career with NPS.

Considering these parameters, our culture-sensitive approach and collaborative strategy have placed an emphasis on adhering and employing the following concepts and tools:

Conducting an extensive recruitment process to contact students from diverse socioeconomic and cultural backgrounds, and with a strong sense of responsibility towards their community, to serve as long-term ambassadors for NPS.

- LHIP APPLICATION:** The common LHIP application was designed to be accessible to undergraduate and graduate applicants from different backgrounds and locations, while also providing us with an accurate summary of the applicant’s qualifications, merits, and interest in the selected assignments.
- FINANCIAL ASSISTANCE:** In addition to providing a weekly stipend for the interns’ work, funding was allocated to cover the interns’ housing, travel, and transportation expenses. The breadth and extensive coverage of the program’s financial assistance has been instrumental in addressing an ever-growing culture of unpaid internships that pose numerous obstacles to the professional development of students from underserved communities, low-income families, or/and high debt burdens.
- QUICK-RESPONSE PAYMENT SERVICE:** HAF relies on a strong and efficient administrative infrastructure to complete all payments in a timely fashion and ensure prompt accessibility to funds with direct deposits to the students’ local financial institutions.



Providing culturally-relevant professional training not only to ensure the interns’ long-term success in their respective fields, but also to magnify their present and future contributions to their communities. Recognizing the need to diversify NPS’s workforce and audience, HAF and Latino Outdoors partnered to design

and conduct a series of training webinars centered on themes pertaining, but not limited to Latino identity and cultural heritage, personal story development, social media and community outreach.

- **WEBINAR SERIES:** Each webinar session presented content relevant to Latino identity in the fields of preservation and conservation with the goal of developing a strong sense of stewardship, as well as towards engaging the community.
- **EXTRACURRICULAR ACTIVITIES:** LHIP is not only a program aimed at giving an introduction to NPS to interns, it is also a platform to generate long-term impact on the participants' career development and professional growth. Through meetings with NPS and DOI leadership, networking opportunities with professionals in the field, and training to participate in Latino Conversation Week, HAF offered opportunities to build the interns' capacity as stewards and NPS ambassadors.



LHIP interns based in DC met and interviewed NPS Director, Jonathan Jarvis, and Secretary of Interior, Sally Jewell, to gain a better insight on their professional experience, as well as to learn more about their vision on the importance of diversifying the National Park Service audience and workforce.

- **STRONG OUTREACH:** The following are videos prepared for both promotional and social media dissemination, as well as for current and future LHIP interns.
  - **Jewell Opening statement:**  
<https://drive.google.com/file/d/oBzIQyHfMBkbjVXRwdIFNY2FsNlk/view?usp=sharing>
  - **Q&A:**  
<https://drive.google.com/file/d/oBzIQyHfMBkbyeDUtSlpMcTZOTm8/view?usp=sharing>
  - **Promotional video** - it covers the bigger picture/purpose of the meeting:  
<https://drive.google.com/file/d/oBzIQyHfMBkbjdzROc1BCaC1telU/view?usp=sharing>
  - **LHIP Director Jarvis interview:**  
The full-interview can be seen in the following link: <https://www.youtube.com/watch?v=iOKypJ5Ctpg>



I am delighted to know that you all are doing your work and bringing your talents and backgrounds to park service, in this case, but more broadly just to help us understand what we need to do to make sure our public lands feel welcoming and relevant to all Americans and not just a subset.

Secretary of Interior, Sally Jewell

# PROJECT DETAILS

## MARÍA GUADALUPE “LUPE” MANZO CÉSAR E. CHÁVEZ NATIONAL MONUMENT, LOS ANGELES, CA EDUCATION, OUTREACH, TEACHERS PACKAGE DEVELOPMENT

### ASSIGNMENT:

Research César Chávez’s story, create an educational package for school outreach, and develop a program that the park will then share with schools around California and other interested schools.

### ABOUT LUPE:

A Southern California native, Maria Guadalupe “Lupita” Manzo was born to Mexican immigrants in Pomona and raised in Victorville. In 2014, she became the first in her family to attain a Bachelor of Arts from the University of California, Riverside in English with a minor in environmental science. After college, she served a year in Providence, RI with City Year, an AmeriCorps program, where she aimed to bridge the education gap by tutoring and mentoring multicultural, inner-city students from under-served communities. In her free time, she enjoys knitting, reading, and discovering new places and is interested in working with California’s Hispanic communities in a career where she can integrate her love for the environment and urban education. This summer she will have the opportunity to work with the Cesar E. Chavez National Monument where she hopes integrate her Mexican-American identity with her passion for education and the National Park Service.



### HER LHIP EXPERIENCE:

- Lupe worked on developing school curricula and educational resources for local educators and students about the César E. Chávez National Monument (CECHM). She was based at the SAMO office in El Pueblo under the supervision of Vanessa Torres.
- Lupe’s experience working with students from underrepresented communities through Americorps - City Year is a tremendous asset to the site. During her first visit to the César Chávez Monument, Lupe met with Superintendent Ruben Andrade, Director of Operations Mónica Parra, and Paul Chávez to talk about their vision of education and how the Center plays a role in local communities.
- For the remainder of her internship, Lupe will continue developing bilingual materials and innovative activities to engage Latino kids and youth with the site’s resources.

### KEY ACCOMPLISHMENTS:

Lupe is working towards creating a curriculum for students to learn about the life and beliefs of César E. Chávez and a set of activities designed to engage them with the cultural resources of the site.

# PROJECT DETAILS

## NAOMI DODDINGTON AND ALEX GOMEZ HERITAGE DOCUMENTATION PROGRAMS, HISTORIC AMERICAN BUILDINGS SURVEY, WASHINGTON DC ARCHITECT / CAD DRAFTSMAN / HISTORIC PRESERVATION TECHNICIAN

### ASSIGNMENT:

Produce HABS/HAER/HALS documentation of historic buildings, sites and landscapes around the country consisting of measured and interpretative drawings, written historical reports and large-format photographs.

### ABOUT NAOMI:

Originally from Rio Piedras, Puerto Rico, Naomi is a Graduate Fellow in the joint Clemson University and College of Charleston Master of Science in Historic Preservation program. She is spending the summer of 2015 as an architecture intern with the Heritage Documentation Programs division of the National Park Service

(H.A.B.S., H.A.L.S., & H.A.E.R.). In addition to her interest in historic buildings, Naomi enjoys reading, ballroom dancing, acting, and art. She is a passionate advocate for issues relating to social justice and is focusing her thesis research on studying the results of programs implemented in the 1990's in Charleston, S.C. which had the stated aim of preserving the social fabric of a neighborhood in the face of the forces of gentrification.



### ABOUT ALEX:

Alex Gomez is a fourth year student studying in the architecture program at the California State Polytechnic University, Pomona. As a Southern California native, Alex understands California's 'can-do' spirit of innovation and creativity, a notion he has carried throughout his academic career. During his studies, he has consistently received high accolades from faculty, so much that Alex was requested to intern at a professor's firm – MIA Gallery. Since then, he has interned for a number of architecture firms working on several large and small scale projects. Most notably at Frederick Fisher and Partners Architects where he was a highly involved team member in a competition to design a new Los Angeles LGBT Center. Alex currently serves as a docent for the renown Neutra VDL Studio and Residences. In his spare time he likes to swim, watch The Office, and explore Los Angeles.

### THEIR LHIP EXPERIENCE:

- HAF staff met with Robert Arzola to learn more about the projects that Naomi and Alex have been working on: drawing a stairwell on Ellis Island that is set to be demolished and drawing a block of Row Homes in Baltimore set to be preserved and partially demolished as well as a pergola that needs to be replaced in a way consistent with the original design.
- At HABS they have a Pathways program that employs interns for 12 weeks. Participants observed that if LHIP could run 12 weeks, it would help with the feeling of being part of the team at the beginning and having the opportunity to showcase their final projects with the group at the end.

### KEY ACCOMPLISHMENTS:

- Alex and Naomi worked extensively on a sheet set for the Carnegie Mansion Pergola project, including layouts, line weights, and other types of formatting, to meet the HABS Standard. Once the full set is completed, it will first be sent to the client, the Cooper Hewitt Foundation, and then to the Library of Congress where it will forever remain.

# PROJECT DETAILS

## JEANETTE SANCHEZ NPS PARK HISTORY PROGRAM, WASHINGTON, DC HISTORIC RESEARCH

### ASSIGNMENT:

Conduct research for individual National Park Service units and programs; develop online history trainings; build databases; create content for Park History Website and social media; and conduct and process oral history interviews.

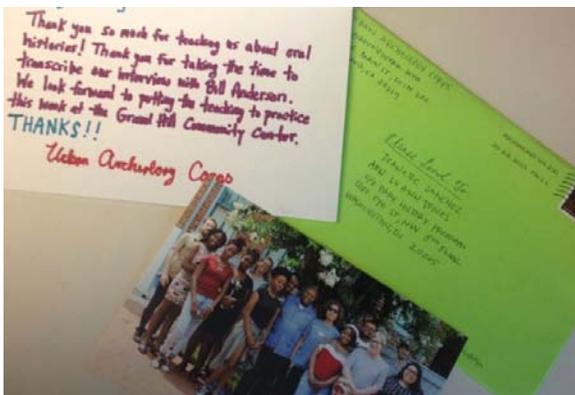
### ABOUT JEANETTE:

Jeanette Sanchez is a recent graduate of the Cooperstown Graduate Program where she received her degree in History Museum Studies. She hopes that her academic achievements will help her with her goal to make museums and other cultural institutions more inclusive to people of color and other underserved audiences. Jeanette previously attended SUNY Potsdam, where she majored in Archaeological Studies and History. She previously interned at the International Coalition of Sites of Conscience. Raised in Brooklyn, NY, Jeanette’s hobbies include, watching old movies, reading, cooking for friends, and traveling to new places.



### HER LHIP EXPERIENCE:

LuAnn Jones shared that Jeanette had refashioned a PowerPoint training on collecting oral histories for youth. The two of them had conducted trainings in Richmond and in Anacostia and Jeanette was transcribing the interviews. Jeanette was also building a database of maritime history. Jeanette highlighted the importance of LuAnn’s mentorship in her internship experience, from sharing her extensive knowledge on oral history to connecting her with resources related to her tentative career paths.



### KEY ACCOMPLISHMENTS:

Jeanette trained high school students and young adults in the Richmond and Washington D.C. areas on how to conduct oral histories for the National Park Service. She also had the chance to go and participate in a service-wide oral history training in Philadelphia to discuss why NPS conducts oral history within their organization and how future and current employees can benefit from the stories and experiences of former NPS staff.

# PROJECT DETAILS

## ANNELISE KOUNS-WARBURTON NATIONAL REGISTER OF HISTORIC PLACES, WASHINGTON, DC HISTORIC ARCHITECTURE/PRESERVATION

### ASSIGNMENT:

Work on developing an architectural and engineering style guide for use in preparing nominations for the National Register of Historic Places (NRH). This assignment will substantially contribute to the ongoing work of the National Register in updating the technical information provided to the public.

### ABOUT ANNELISE:

From an early age Annelise Kouns-Warburton was inspired by her surroundings of history and built heritage living in St. Thomas, US Virgin Islands. She knew from the age of 8 that she wanted to be an architect and that she wanted to find ways to save or repurpose old things into new things. This has carried on with her throughout the years and only intensified as she has traveled around the world, living in and experiencing different cultures, as well as furthering her education to better understand the actual practices and methods at play. Annelise pursued undergraduate studies in architecture at Florida International

University and most recently completed graduate studies in historic preservation at Savannah College of Art and Design. She has worked in Europe and the Caribbean and also served as a Peace Corps Volunteer in Jamaica. Although Annelise is originally from Florida, she retains her strong family ties to the US Virgin Islands and Puerto Rico. She is very proud of her Latina roots and owes much of the cultivation of her passions, namely Caribbean cultural and heritage preservation, to her background and upbringing. Annelise currently resides in Florida with her husband Chris and their two-year-old daughter Maya.

### HER LHIP EXPERIENCE:

With her extensive personal and academic experience in the fields of architecture and historic preservation, Annelise made quick progress on the online database project that she was assigned by James Gabbert from the NRH. As Annelise’s supervisor, James actively searched for other opportunities to broaden her view about the functions and scope of the Register. For this purpose, Annelise participated in different activities: meeting the Advisory Council for Historic Preservation and representing LHIP, convening with tax credit reviewers from the Federal Historic Preservation Tax Incentives Program to better understand application processes, and working together to go over official National Register reviews.

### KEY ACCOMPLISHMENTS:

Reached out to various State Historic Preservation Offices to assist in the Section-7 Architectural Style and Form Guidelines update.



# PROJECT DETAILS

## MANUEL “MANNY” GALAVIZ NATIONAL HISTORIC LANDMARKS PROGRAM, WASHINGTON, DC HISTORICAL RESEARCH

**ASSIGNMENT:**

Update and review the statement of significance for the Chicano Park nomination.

**ABOUT MANNY:**

Manuel (Manny) Guadalupe Galaviz is entering the PhD program in social-cultural anthropology at the University of Texas at Austin (UT). He holds a MA degree from the Teresa Lozano Long Institute of Latin American Studies at UT. His MA thesis explored the intersection of race, wealth, and place to examine how these themes foster sentiments of membership and belonging in Mexican-American neighborhood of Barrio Logan in the City of San Diego, California. Manuel was born in Guadalajara, Mexico and is a first generation college graduate and graduate student. Prior to attending college, he spent six years working in the construction field as a drywall installer. He holds a BA degree with departmental honors in Anthropology from California State University, San Bernardino. He is the recipient of the Américo Paredes U.S.-Mexico Borderlands 2014 Summer Research Scholarship, provided by the Center of Mexican American Studies at UT. He was recently awarded the Thematic Diversity Recruitment Fellowship from the College of Liberal Arts at UT and the US-Mexico Borderlands Fellowship from the Department of Anthropology at UT. His research interests include migratory urbanism, cultural citizenship, cultural landscapes, and human and non-human migratory life.



**HIS LHIP EXPERIENCE:**

HAF staff met with Supervisor Patty Henry and intern Manny Galaviz. When Patty interviewed Manny prior to his selection, she learned of his written thesis on Chicano Park. She had had another project in mind until that point, when she realized that he could write the nomination for Chicano Park a pending Hispanic Initiative project. His relationships with the park founders and community members helped them to feel comfortable asking him questions about the process.



Manny has nearly completed the nomination. After LHIP, he will be able to use his internship experience to work on future nominations either pro-bono for groups who cannot afford a consultant or as a paid consultant. HAF plans to work with NPS Youth Programs to see if we can sponsor Manny to return and defend his nomination in front of the Landmarks Committee next spring.

**KEY ACCOMPLISHMENTS:**

Explaining the benefits and the significance of considering Chicano Park for a NHL designation to the Chicano Park Steering Committee and properly articulating the cultural politics of Chicano Park in the NHL nomination report.

# PROJECT DETAILS

## SOPHIE LANGE SOUTHEAST ARCHEOLOGICAL CENTER (SEAC), TALLAHASSEE, FL ARCHAEOLOGY

### ASSIGNMENT:

Collaborate with SEAC in providing state-of-the-art management and care for resources of the Southeast Region, and educate public and youth about cultural resource management.

### ABOUT SOPHIE:

Sophie is a native of Maryland and a recent graduate of Boston University where she received her B.A. in Archaeology. While at BU, her research interests focused on heritage management, conservation, and pre-Columbian archaeology. Outside of BU, she has interned at the City of Westminster Archives and the Maryland Archaeological Conservation Lab. She will continue her studies this fall at Durham University where she will pursue a Master's in International Cultural Heritage Management. In her free time, Sophie enjoys watching sports, playing the ukulele, and getting lost while exploring the world around her.



### HER LHIP EXPERIENCE:

Throughout the duration of her internship, Sophie had the opportunity to rotate through assignments and projects and work under the supervision of different archaeologists in SEAC. From museum curation to field excavations, Sophie participated in a holistic internship program that she will use in preparation for her Master's degree.

SEAC supervisors were excited to hear of the possibility to connect the Latino community with their work during Latino Conservation Week, and some actively helped Sophie engage the local community.

### KEY ACCOMPLISHMENTS:

Sophie excavated at a prehistoric Native American site, studied and analyzed oyster shells for a climate change study, and cataloged lithic artifacts from the mounds at Ocmulgee, GA. She also had the opportunity to share her love for archaeology with the community by speaking to the PAEC Migrant Summer School about archaeology and the National Parks Service work.

"The teachers of the school were very happy to have us give a lesson on local archaeology and I am confident that the connections we built will lead to future collaboration between SEAC and the PAEC school." - Sophie Lange



# PROJECT DETAILS

## JESSICA CORONEL

### LINCOLN BOYHOOD NATIONAL MONUMENT HISTORICAL, LINCOLN CITY, IN INTERPRETATION

#### ASSIGNMENT:

Perform natural and cultural interpretation, conduct tours, orientation talks, film showings, as well as living history interpretation at the Lincoln Living Historical Farm.

#### ABOUT JESSICA:

Jessica is originally from Pico Rivera, California. She grew up in a humble household alongside two older brothers and hardworking Mexican immigrant parents, with an interest of exploring the great outdoors. Currently she is a student at the University of California, Merced majoring in Spanish and minoring in Chicano/a Studies. To go along with her academics, she was able to intern for the Alliance to Save Energy's: PowerSave Campus Program, which focused on sustainability and energy conservation. She was fortunate enough to participate in the Yosemite Leadership Program Summer Internship 2014 in which she learned to create interpretive ranger programs/talks that involved history, ecology and conservation. After finishing up her degree she hopes to go to graduate school and pursue a Masters in Public Administration and ultimately hold office one day in Washington D.C.

#### HER LHIP EXPERIENCE:

Jessica Coronel collaborated with Junior Ranger programs and helped the park connect with some Latino serving organizations in the area, so that they can continue to do outreach to that community that is underutilizing the park. Her supervisor Michael Capps and Superintendent Kendall Thompson are invested in seeing this demographic shift in visitors.

#### KEY ACCOMPLISHMENTS:

Jessica developed and worked on the "Can You be the Next Lincoln?" program. This is a ranger program sponsored through the Lincoln Boyhood National Memorial focusing on helping kids recognize in themselves the same potential to achieve their goals like President Lincoln did.



# PROJECT DETAILS

## FORT LARNED NATIONAL HISTORIC SITE, LARNED, KS CULTURAL RESOURCES RESEARCH AND INTERPRETATION

### ASSIGNMENT:

Perform natural and cultural interpretation, conduct tours, orientation talks, film showings, as well as living history interpretation at the Lincoln Living Historical Farm.

### THE INTERN'S LHIP EXPERIENCE:

The intern left her internship post after two weeks on site. While she felt strongly supported by her site supervisor and colleagues, she felt heavily isolated as one of very few people of color in a very small, rural and somewhat politically conservative community (as perceived by the student). She was there without a car or driver's license, which made transportation extremely challenging. She indicated that she was not comfortable with the way in which Native Americans were being depicted in the historical narrative presented on site. While this LHIP assignment offered an excellent opportunity to help reach out and design new ways to engage Latino residents, the selected candidate was not fully prepared to take advantage of this wonderful challenge.

- **Lessons learned** - it is important to address cultural shock with interns in training. A more extensive screening and matching process is needed for more challenging assignments and more isolated locations.
- **Solutions:** We immediately reached out to the intern after she informed us of her decision to terminate her internship. Our staff scheduled several calls with the intern in order to discuss her reasons, work together on other options, and provide her with support.
- Additional cross-cultural support was provided by José Gonzalez, who talked with the intern about her experience and the challenges she faced.
- During the same week we talked with her supervisor, Celeste Dixon, to help the intern communicate her decision, and work out ways in which we could find a replacement for them.
- HAF identified and interviewed a potential replacement candidate from Kansas City. However, this student ultimately declined the opportunity.

# PROJECT DETAILS

## AMAPOLA MACIAS

### CAPTAIN JOHN SMITH CHESAPEAKE NATIONAL HISTORIC TRAIL, ANNAPOLIS, MD CULTURAL AND HISTORIC INTERPRETATION

#### ASSIGNMENT:

Interact directly the resource and visitors to find out why people value the parks and help determine tangible ways that we can provide education and influence conservation.

#### ABOUT AMAPOLA:

Amapola Macias was born and raised in the central valley of California. She studied abroad in Costa Rica, the “greenest” country to take environmental related courses. Here she landed an internship with the International Union of Conservation of Nature as a research assistant where she was responsible for the development, research, and design of documents promoting experience based decision making to manage and improve the relationship between conservation and indigenous people in Latin America. While pursuing her undergraduate degree in psychology, she has conducted research and presented at two conferences. In addition, Amapola has begun a research project on inducing cryptomnesia as a means to increase environmental friendly behaviors. She plans to apply for graduate school in the fall to a program with an emphasis on people and conservation behavior.



#### HER LHIP EXPERIENCE:

Lina Oliveros supervised Amapola Macias and the two of them made a great team. Lina stated that this has been the most successful diversity program since she’s been in the office. The Chesapeake Bay office protects the watershed and does not have any land based sites, so they partner with the Marlynd Department of Recreation at Sandy Point State Park. Amapola’s project was to collect information from visitors at Sandy Point to create Visitor Contact Stations that will be utilized by Spanish speaking visitors to better understand park regulations, historical contexts of the area, and about resources and opportunities offered by the park and greater park system.



#### KEY ACCOMPLISHMENTS:

“Completing a visitor experience research by interviewing more 100+ groups and analyzing all the data! Amapola’s work provided instrumental foundational knowledge that will aid DNR and NPS work planning in the upcoming months and years; providing a point of reference for potential infrastructure changes/updates and facilitating visitor experiences.” - Lina Oliveros, Park Ranger Captain John Smith Chesapeake National Historic Trail.

# PROJECT DETAILS

## BONNIE SAENZ

### HARRIET TUBMAN UNDERGROUND RAILROAD NATIONAL MONUMENT (HATU), CAMBRIDGE, MD MUSEUM STUDIES AND ARCHIVES

#### ASSIGNMENT:

Prepare visual and written components of interpretive products for print and electronic distribution, support and assist in maintaining program website(s) and collaborate with organization, preservation, and digitization of the records of the National Underground Railroad Network to Freedom program.

#### ABOUT BONNIE:

Bonnie Saenz was born and raised in San Antonio, TX. She is a first generation college student and is currently enrolled in the Masters program for History at the University of Texas at San Antonio. She enjoys learning about all areas of history but has a passion for researching African American history. She hopes to have a career that allows her to be surrounded by historical documents and artifacts. She credits her love of history to her family who always showed an appreciation for history and encouraged her to pursue a career in the field. Bonnie loves traveling to new cities to explore local museums and experience live music. She believes it is important to know and understand history and hopes to pass that importance on to others.



#### HER LHIP EXPERIENCE:

Eola Dance supervises Bonnie Saenz. HAF program lead Rodrigo Otárola y Bentín and Jennifer Brandt observed a meeting between Robert Parker, Site Superintendent and Diane Miller, Director National Underground Railroad: Network to Freedom and Eola Dance and Bonnie Saenz wherein Bonnie presented her work on a brand new Junior Ranger booklet for the new site as well as edits to the Network to Freedom junior ranger packet. Bonnie's presentation sparked an enriching conversation about how the site aims to tell the difficult history of slavery in the U.S. and expressed that the activities that Bonnie had designed seemed very accessible and educational for their future youth visitors.

#### KEY ACCOMPLISHMENTS:

Bonnie designed the content for the HATU's Jr. Ranger booklet. The booklet will contain information and activities related to the future Harriet Tubman National Monument site, and include accurate historical information that children and young adults can learn from.

# PROJECT DETAILS

## KARLA MORALES MINUTE MAN NATIONAL HISTORICAL PARK, CONCORD, MA HISTORICAL INTERPRETATION

### ASSIGNMENT:

Join team of interpretive staff working as the “public face of the park” orienting visitors; present formal and informal interpretive programs outdoors in the park or inside historic witness houses.

### ABOUT KARLA:

Karla is an upcoming third year college student at Rowan University, double majoring in History and Secondary Education. Karla hopes to become a high school history teacher. Her love for history and educating others motivates her, and she believes that everyone is capable of learning more. Karla loves a good challenge and adventure so she is looking forward to this internship through the Hispanic Access Foundation and the National Park Service.



### HER LHIP EXPERIENCE:

- Michelle Blees oversaw Karla Morales in her interpretive position at the park. Karla worked at different locations including North Bridge, Hartwell Tavern and the Visitors Center. She learned how to wear clothing from the time period and how to shoot a musket and do a muster drill with visitors.
- During her time at North Bridge, Karla connected with visitors by conversing with them and retelling the history of the nation in a more relaxed manner. In her words, “it felt like talking to friends about something new and exciting that I felt passionate about, and it helped me to think of them as such”.
- Karla felt that the assignment has prepared her well for her future career as a history teacher



### KEY ACCOMPLISHMENTS:

“I got to learn how to shoot an 18th century musket that would have been used by the colonial militia and British army during that time. I am now certified to shoot the weapon in that park for a year, and can participate in mustering programs for the park’s visitors.” - Karla Morales

# PROJECT DETAILS

**SASHA BACHIER**  
**OLMSTED CENTER FOR LANDSCAPE PRESERVATION, BOSTON, MA**  
**LANDSCAPE ARCHITECTURE**

**ASSIGNMENT:**

Prepare cultural landscape inventories and reports, develop preservation maintenance plans, document existing conditions, create site plans and participate in field projects to improve the condition of cultural landscapes.

**ABOUT SASHA:**

Sasha graduated from the University of Massachusetts Amherst earning a Bachelors of Fine Arts in Architecture, minoring in Art History and Building, Construction, and Technology. Currently, Bachier is pursuing a Masters in Architecture at Wentworth Institute of Technology. Following graduate school, Bachier plans on pursuing her NCARB registration and LEED accreditation. She aspires to establish an architectural firm that implement



sustainable practices, which will play a role in shaping the built environment and will leave a footprint behind for the next generation of conservation stewards who share similar interests. She aims to raise awareness about National Parks and strives towards educating others about advancing employment and community engagement opportunities for the Latino population, especially at the National Park Service.

**HER LHIP EXPERIENCE:**

Sasha Bachier had previously worked at Olmsted as an intern. They brought her back based on her extensive knowledge of Photoshop, Illustrator, InDesign and AutoCad, which they use in house to create plans for parks in redesigning their landscapes. Aside from working in the office on sites like Governor’s Island in New York she’s been able to visit and work at Acadia National Park, Frederick Law Olmsted Historic Site, and Boston Harbor Islands.



**KEY ACCOMPLISHMENTS:**

“One project in particular that I have worked on (here at OCLP, 2 summers ago) that is currently coming to life is the Reimagining Peddock’s Island project. After a recent trip to the Island, Margie and Ericka have informed me that the allée of trees that I have recommended to be planted along the Historic Parade Ground for shading purposes is now being implemented. Immediately, I got so excited to hear the news and rushed to see the photos that they have taken on the Island. Now, every time I look at them, a great feeling comes over me. Some people may only see them as trees and not a big deal but I AM SO PROUD OF MY TREES! (they’re like the children I don’t have). I can’t wait to see what other projects flourish into existence in the near future.” - Sasha Bachier

# PROJECT DETAILS

## LORETO LOPEZ AMISTAD NATIONAL RECREATION AREA, DEL RIO, TX ARCHAEOLOGY

### ASSIGNMENT:

Work with staff archeologists to observe and assist with management of park resources, create a display to educate visitors about prehistoric hunter-gatherer lifeways, and work on a PowerPoint presentation to be converted for use in the touchtable interactive interpretive exhibit.

### ABOUT LORETO:

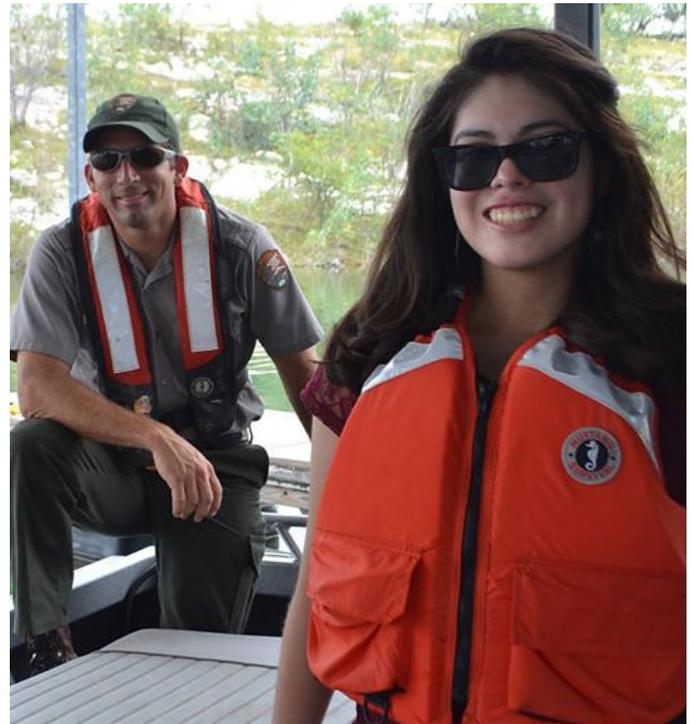
Loreto largely identifies with her Hispanic heritage and especially takes pride in her culture. She was raised in Montebello - a predominantly Mexican community. Loreto is a part of the first generation in her family to attend college in the United States. She has an Art History major and an Archaeology minor Loyola Marymount University. Loreto admires how art objects have the ability to tell so much about a culture, such as the technology a society used, what that society valued most, and if there were any interactions with neighboring societies. For these reasons she is passionate about art conservation and hopes to educate people about art's influence and power through museum-work. Loreto's parents attended college in Mexico and earned their degrees, but decided to move to the U.S. to provide better opportunities for Loreto and her siblings even though it meant their degrees would not be valid anymore. Their sacrifice is what influences her to put my best effort in everything she does, especially in her academics.

### HER LHIP EXPERIENCE:

Jack Johnson oversees Loreto Lopez at Amistad NRA. He assigned her the task of creating a large touch screen interactive exhibit for the visitor's center. She also is helping him to design new displays for the Visitor's Center of artifacts found in the region. During our site visit they took us out on a boat to see the reservoir and the Mexican and American border that is marked by buoys and cement eagles on the dam wall.

### KEY ACCOMPLISHMENTS:

Loreto designed a touch-screen exhibit for rock art, as well as new cases for an artifact exhibition in Amistad's visitor center.



# PROJECT DETAILS

## NESTOR MEZA

### SAN ANTONIO MISSIONS NATIONAL HISTORICAL PARK, SAN ANTONIO, TX URBAN RANGER PROGRAM

**ASSIGNMENT:**

Be part of a four person team to go out to summer camp programs and lead a presentation to teach you ages 5-14 about the San Antonio Missions and about exploring their local environment.

**ABOUT NESTOR:**

Nestor was born and raised in Denver, CO. He was first in his family to graduate from high school and is now first in his family to graduate from Metropolitan State University of Denver, receiving a degree in Sociology and Chicano/a Studies with a concentration of Social Practice. Nestor believes in empowering youth of today, because education is important, especially when there is a high rate of Latino dropouts and low college attendance rates. Recently, Nestor had the honor to sit on a restorative justice panel with Denver Mayor Michael Hancock, and Chief of Police Robert White. This panel discussion was held because of the massive injustice of police brutality across America. This year for the 14th annual Cesar E. Chavez March, Nestor was awarded the Cesar Chavez Male Leadership Award for his activism in his community and making a difference. His great work was recognized by the University of his Class standing by receiving the Senior Leadership Award.



**HIS LHIP EXPERIENCE:**

Anna Martinez-Amos promoted LHIP intern Nestor Meza before he arrived on site. They had another intern back out last minute and he filled in as part of a four person Urban Ranger team. That team went to camps run by county and provided thousands of San Antonio elementary school students with information about the Missions. They taught the students about keystones and arches and had them build an arch and showed them

how the Spanish build using those arches in the missions. They also brought them outside and had the students explore their local environments with binoculars and magnifying glasses. Nestor was a great natural student educator.



**KEY ACCOMPLISHMENTS:**

Nestor collaborated in implementing the missions' first Urban Ranger Program in the form of hour long programs to kids attending summer camps through San Antonio Parks and Recreation. The purpose of the program is to impart them knowledge about the San Antonio Missions and the importance of our environment around us and how nature works.

# PROJECT DETAILS

**EDREA MENDOZA**  
**GEORGE WASHINGTON MEMORIAL PARKWAY, MCLEAN, VA**  
**CULTURAL RESOURCES AND MUSEUM CURATION**

**ASSIGNMENT:**

Work within the museum program of the George Washington Memorial Parkway’s Resource Management Division. Assist with day to day operations including basic collections care and maintenance, museum collection inventory and cataloging, basic surveys of archival collections and digitizing of photographs and slides.

**ABOUT EDREA:**

Edrea Mendoza is a recent graduate from the University of Denver. There, she studied History with minors in Sociology and Political Science. Her favorite time during her undergraduate career was writing her senior thesis where she explored the anti-feminist and problematic history of the “Adelita” during the Mexican Revolution. As part of her research, she earned a grant from the University to visit archives and museums in Mexico City this past winter. Edrea is a California native and was born and raised in Concord, California – a small city in the East Bay Area. A first generation college graduate, she hopes to work as an educator in the history field - either as a teacher or museum curator - as long as she gets to continue to study and pass down the history of her people and her culture. She is excited to learning new information about her field and exploring a new part of the country as part of her internship.



**HER LHIP EXPERIENCE:**

Kimberly Robinson supervises intern Edrea Mendoza at the Arlington house. Edrea has participated in some of the special programs such as the 184th wedding anniversary of Robert E. Lee and Mary Anna Randolph Custis, where she decorated the home as it would have been on that day. She also created an exhibit in the house and will assist in creating an online database for artifacts for the NPS.



**KEY ACCOMPLISHMENTS:**

To commemorate the 184th anniversary of Robert E. Lee’s wedding to Mary Anna Randolph Custis, Edrea set up a permanent exhibit using real artifacts from the Arlington House Museum Collection. She chose, plan, and put together an entire exhibit that will be on display through the summer.

# PROJECT DETAILS

**TOMÁS DEZA**  
**WASO COMMUNICATIONS OFFICE, WASHINGTON, DC**  
**PUBLIC AFFAIRS ASSISTANT**

**ASSIGNMENT:**

Communicate information about and from the Latino Heritage Intern Program, and write press releases and social media posts about LHIP intern projects taking place across the country in an effort to promote the interns’ work at different parks and the partnerships with the Hispanic Access Foundation and Environment for the Americas (EFTA).

**ABOUT TOMÁS:**

Raised in Tucumán, Argentina, Tomás moved to the United States when he was 11. Throughout his academic experience in film studies, he realized documentary filmmaking is an effective tool to raise awareness and produce social change. In 2014, Tomás interned at the Smithsonian’s Human Studies Film Archives, and produced a short documentary to encourage a community of researchers, academics, and local and international citizens to make use of the rich cultural and historical resources this anthropological archives provides. As an LHIP intern, Tomás will contribute to NPS - Communications Office to reach out to community leaders and media outlets, and producing meaningful film material aimed at raising awareness of -- and spark interest in -- our national parks.



**HIS LHIP EXPERIENCE:**

- Kathy Kupper and Roberta d’Amico designed this internship experience to serve as a venue to promote the LHIP program as a whole. Considering this effort, Tomás has successfully transmitted NPS’ motto, “Play, Learn, Serve, Work” through different media — from video productions to social media dissemination.
- Tomás was eager to work on new tasks and opportunities. From day one, he was comfortable with providing technical assistance for Director Jarvis’ internal newscast. In the same vein, Tomás recorded and edited LHIP meetings with Director Jarvis and Secretary of Interior, Sally Jewell, to be later circulated through NPS social media channels.
- Given the breadth of his work and contributions, Tomás received an internship extension for a full year. For this year, Tomás will continue working on raising youth programs’ visibility and coordinate social media strategies with local parks and sites.



**KEY ACCOMPLISHMENTS:**

Produced and edited videos of LHIP meetings with Director Jarvis and Secretary Jewell. During this summer, Tomás was also handling NPS’ official social media page on Facebook.

# PROJECT DETAILS

## DANIELA SIERRA LOWELL NATIONAL HISTORICAL PARK, LOWELL, MA COMMUNITY ENGAGEMENT SUMMER EXPERIENCE

### ASSIGNMENT:

Develop and present activities to young people at programs such as Your City Summers, the Lowell Folk Festival, and other events as determined by needs and input from the intern.

### ABOUT DANIELA:

Daniela Sierra is a first generation Colombo-American student currently majoring in art history at Lesley University with a focus on museum studies. Born and raised in the city of Lowell, she hopes to channel the rich history of her hometown, hispanic heritage, and interest in the arts along with its development and preservation as a way of creating a unique perspective into the lives and influence of Latinos in her community, both past and present.



### HER LHIP EXPERIENCE:

Amy Glowacki is a Youth and Volunteer Program Manager and she and Superintendent Celeste Bernardo were very open to hearing Daniela Sierra’s input on how to think differently about outreach to the Latino community. Daniela’s mom came to the mills to work from Columbia as a young girl. Daniela is a local and she worked on creating a bilingual Spanish/ English museum guide for the Boott Cotton Mill Museum.



### KEY ACCOMPLISHMENTS:

She had a huge role in greeting Spanish- speaking musicians who came to Lowell for the annual folk festival. She also wrote the script and put together a video that welcomed Spanish speaking visitors to the park. <https://www.youtube.com/watch?v=qViPqOY7rCo>

# PROJECT DETAILS

## ESMERALDA BAKLAYAN

### SANTA MONICA MOUNTAINS NATIONAL RECREATION AREA, THOUSAND OAKS, CA ARCHAEOLOGY

#### ASSIGNMENT:

Contribute toward intensive research on historic resources through archival searches, oral history, and field studies, with opportunity to initiate innovative original research using additional avenues.

#### ABOUT ESMERALDA:

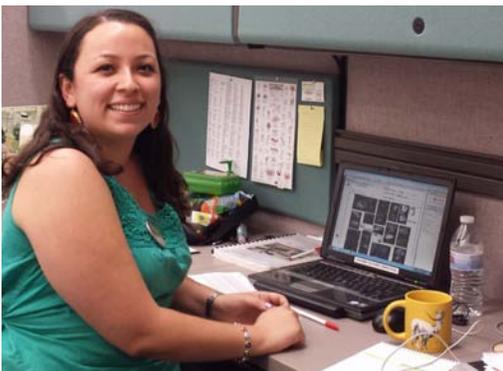
Esmeralda, 22, just completed her Bachelor of Science degree in anthropology with an emphasis in archaeology. She's been actively involved in the on-campus student organization Mujeres Unidas de UCR, having served as Community Service Chair and President. Baklayan plans to attend graduate school next year in hopes of becoming a professor of archaeology.

She is very passionate about studying and experiencing diverse cultures and hopes to raise awareness of the vast amounts of underrepresented peoples of Southern California, both from past and present times.



#### HER LHIP EXPERIENCE:

Esmeralda has worked closely with NPS archeologist Gary Brown and Youth Program Park Ranger, Antonio Solorio. Under Gary's supervision, Esmeralda has worked on updating and verifying SAMO's archaeological records on NPS' database. In order to ensure the accuracy of these records, Esmeralda has also conducted fieldwork through different archaeological sites.



In addition to her work categorizing archaeological resources, Esmeralda has participated in an Urban Archaeology program aimed at engaging high school and first-year college students with the archaeological field. In this capacity, she has helped SAMO expand outreach, while also learning interpretation.

#### KEY ACCOMPLISHMENTS:

"I helped out the Archival Technician, Darren, perform the annual inventory check that happens at the end of every fiscal year. Out of the 14,000+ items in the collection, a random sample of 200 specimen are selected for us to search and find in order to determine whether or not the items are properly labeled and stored in the facility." - Esmeralda Baklayan

# PROJECT DETAILS

## ELIZA BURGOS

**CASTILLO DE SAN MARCOS NATIONAL MONUMENT, ST. AUGUSTINE, FL**  
**HISTORICAL INTERPRETATION AND EDUCATION**

### ASSIGNMENT:

Shadow staff and volunteers working with young people at summer camp, present formal ranger talks, engage the public through informal living history opportunities, deliver historic weapons demonstrations, and lead Jr. Ranger activities.

### ABOUT ELIZA:

Eliza is a nineteen year old college student pursuing a degree in Math Education at the University of North Florida. She graduated from St. Augustine High School Cum Laude with a 3.8 GPA. She has lived in St. Augustine, Florida her whole life and is deeply versed in the history of the city.



### HER LHIP EXPERIENCE:

Ranger Amelia Vela started a summer camp at the site 2 year ago. She had recruited local high schoolers to participate as counselors and Eliza Burgos was one of them. Eliza is helping to lead the camps (a new one every week, including one in Fort Matanzas) as well as manning a tent where Junior Rangers can learn about old artillery and from other artifacts at the Castillo.



### KEY ACCOMPLISHMENTS:

Leading a summer camp for 25 youth and coming up with activities that are entertaining and educational.

# TESTIMONIALS

## VANESSA TORRES

The Latino Heritage Internship Program was a great program that brought intelligent college-aged students to the agency. The LHIP is a perfect opportunity for more millennial-aged individuals to get introduced to the National Park Service through this 10 week program. The students brought with them their vibrant ideas and energy to serve the public through the work that we are doing to engage new audiences. Every park should invest their time in mentoring, and bringing on an LHIP intern, not only for the work they do, but for the new energy and revitalization they bring to the workplace.

*Vanessa Torres  
Supervisory Ranger, Santa Monica Mountains National Recreation Area*

## MIKE CAPPS

We were pleased to have an intern from the program at Lincoln Boyhood NM this summer. Jessica was a valuable addition to our seasonal staff. She was friendly and interacted well with the park visitors and other staff. The contacts she made with the local Hispanic community have given us something that we hope to be able to build on in the future. We would very much like to continue our relationship with the LHIP program in the future.

*Mike Capps  
Lincoln Boyhood National Monument*

## LORETO LOPEZ (INTERN)

I knew that in participating for this internship I would be able to have a hands-on experience on what could be my career path, as well as have the opportunity to engage in the community about the importance of history, art and its preservation - why culture matters.

*Loreto Lopez  
Amistad National Recreation Area LHIP intern*

## SASHA BACHIER (INTERN)

My weekly webinars hosted by the HAF also achieved a similar goal, but with a more tailored focus, my heritage. Although I was working on non-Latino sites that lacked Latino-resources (aside from the SAJU project), HAF gave us some recommendations on how to create relevance and a connection to these parks. These sessions guided me towards more of a better understanding of who I am, how I identify with myself, and how to represent my culture. I can honestly say that I am more confident and embrace my culture a lot more than I have ever done before.

*Sasha Bachier  
Olmsted Center for Landscape Architecture LHIP intern*

## ESMERALDA BAKLAYAN (INTERN)

By learning the ins and outs about the Cultural Resource Programs department in my internship, I can also gain a better idea of how these resources help out the surrounding community, especially because I hope to one day open up various community centers in low-income neighborhoods that can showcase and present the richness of different cultures from around the world, or from the residents' own backyard. Through Hispanic Access Foundation's LHIP Story – Esmeralda Baklayan partnership with the National Park Service, I get to see these sorts of interactions on a daily basis with our staff members and the Park's visitors.

*Esmeralda Baklayan  
Santa Monica Mountains National Recreation Area - Archaeology LHIP intern*

### MARÍA GUADALUPE MANZO (INTERN)

Being part of LHIP has helped me to come more in contact with my Latino heritage. Growing up, my mom was so scared that we would be marginalized that she spent many efforts trying to assimilate her kids into American culture. This didn't really happen at home, but it did happen in public spaces. However, LHIP has been an opportunity to really come in contact with that aspect of myself and to openly celebrate the heritage that Latinos have in this country. Moreover, to see that we have or could have such a great impact on the environment and in an entity such as NPS has also been refreshing. Growing up I knew close to nothing about national parks and the environment, but being able to form a part of it now and intersect it with my heritage has been an awesome thing to experience.

*María Guadalupe Manzo*  
*César E. Chávez National Monument LHIP intern*

### MANUEL GALAVIZ (INTERN)

My internship project with the National Historic Landmarks program is to help draft the nomination of Chicano Park and the Chicano Park Monumental Murals for National Historic Landmark status. Currently, there are National Historic landmarks that highlight "Hispanic" heritage, but few that highlight buildings, sites, landscapes, and objects associated with American Latina/os and our contributions to the making of the United States. The majority of National Historic Landmarks and properties on the National Register that are associated with Latina/o heritage are Spanish Colonial era sites, such as the Colonial Spanish missions and forts in the Southwest and in Florida. If the nomination for Chicano Park and the Chicano Park Monumental Murals is approved, it will be the first Chicana/o National Historic Landmark in the United States—this will surely be a defining moment in American Latina/o history.

*Manuel Galaviz*  
*National Historic Landmarks Program LHIP intern*

### LINA OLIVEROS

Working with the Hispanic Access Foundation and the Latino Heritage Program, made this internship a breeze; our office will love to continue working with this program in the upcoming years! The recruitment process was extremely helpful.

*Lina Oliveros*  
*Captain John Smith National Historic Trail*

### EOLA DANCE

It was a joy to work with Bonnie Saenz, intern with the Hispanic Heritage Internship Program, Bonnie came to the table ready to discuss the experiences of enslaved Africans in the US and help people of all ages and backgrounds find personal meaning and inspiration in the rich history of the forming of the US and continued quest for freedom for all people.

*Eola Dance*  
*Supervisor, Harriett Tubman National Monument and Historical Parks*

# CONCLUSION

National parks are hosts to a myriad of stories encompassing the canvas of our nation’s varied and rich cultural heritage. However, harnessing the voices, legacies and traditions of such a diverse confluence of peoples, comes with a series of long-standing challenges. Thus, in an effort to further amplify the reach of often neglected or silenced stories in the Latino community, the National Park Service Youth Programs has undertaken as a mission to prepare the next generation of conservation and preservation stewards.

The Latino Heritage Internship Program has been an instrumental tool in advancing this mission. Through this opportunity, Latino and Latina students pursuing higher education, not only had the opportunity to hone and apply their knowledge and skills; but also learned of all the career opportunities available within NPS’ cultural resources. In the words Secretary of Interior Sally Jewell, the role of LHIP interns is crucial to “help [the Department of Interior] understand what we need to do to make sure that our public lands feel welcoming and relevant to all Americans.”

As we wrap up a great inaugural summer, we at the Hispanic Access Foundation continue to reflect on the immense value that a holistic internship program such as LHIP brings for our community. LHIP interns returning to their respective schools and communities, will then apply and share the experiences learned during the program to strengthen the connection between Latino audiences and NPS. From the professional growth of our first class, to building a more inclusive infrastructure for community engagement, LHIP has broadened long-term physical and cultural accessibility to our public lands.

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.....