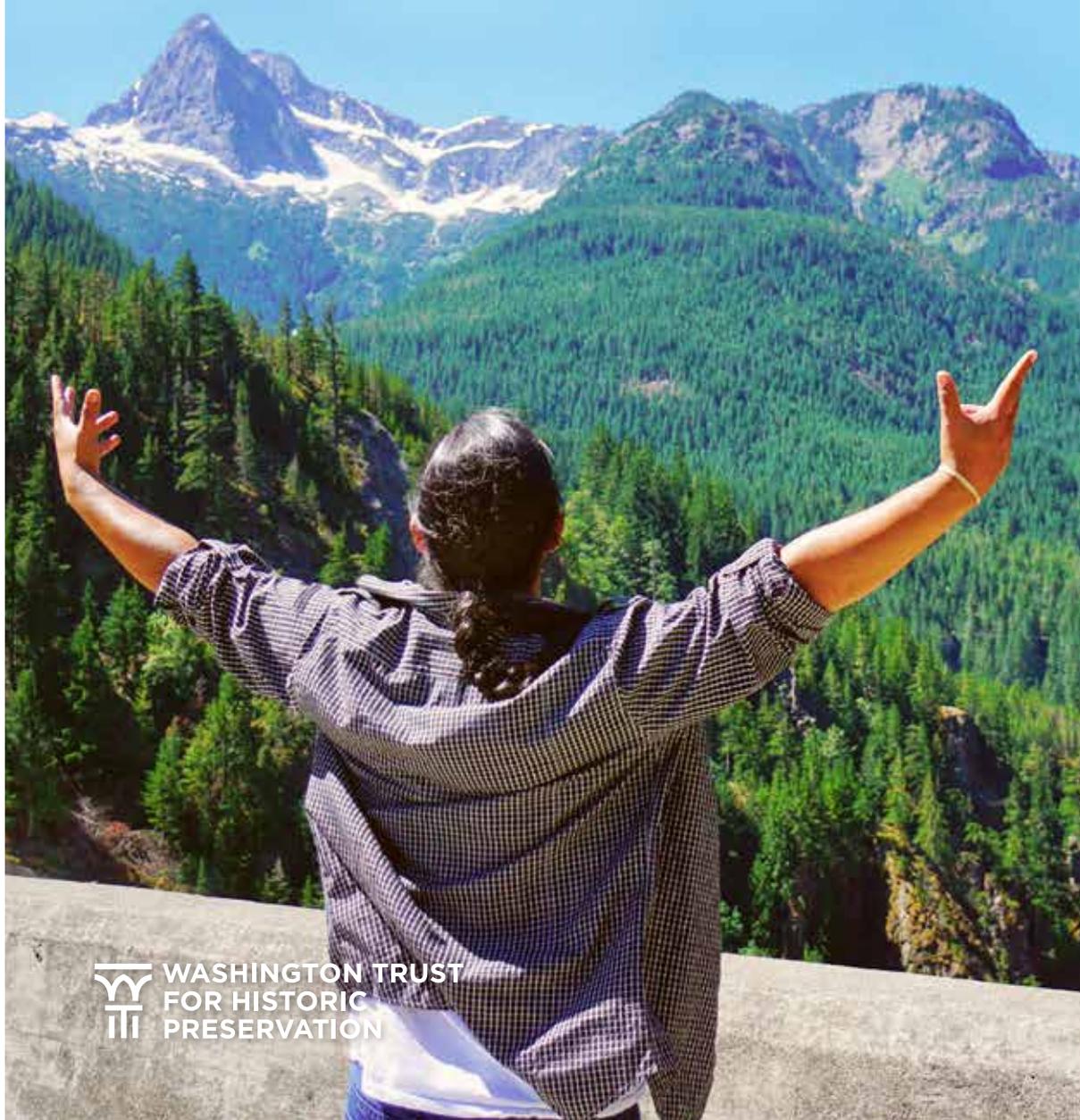


YOUTH HERITAGE PROJECT

2018 FINAL REPORT



WASHINGTON TRUST
FOR HISTORIC
PRESERVATION

YOUTH HERITAGE PROJECT



PARTNERS

A huge thanks to our program partners for their significant financial and programmatic support for this year's Youth Heritage Project!



NORTH CASCADES NATIONAL PARK

The Washington Trust for Historic Preservation held our seventh annual Discover Washington: Youth Heritage Project (YHP) this year at North Cascades National Park (NOCA). YHP continues to fulfill a long-standing goal of the Washington Trust to provide proactive outreach to and education for young people. YHP is designed to introduce historic preservation to the younger generation, because in this next generation are the future leaders who will work to save the places that matter in Washington State and beyond.

The Washington Trust was delighted to once again work with the National Park Service (NPS) and the Department of Archaeology & Historic Preservation (DAHP) to design YHP activities and curriculum this year. Both agencies have served as our anchor partners and funders since establishing the Youth Heritage Project in 2012. We would also like to thank the North Cascades Institute and Seattle City Light for additional planning assistance and for leading many of the tours and activities during the event.

For the past several years, YHP has revolved around a “deliverable” project the students develop during their time on site during the week. This year, we took the projects to a new level by asking students to investigate, analyze, and provide recommendations on a significantly consequential real-world issue at the Park.



Within NOCA there is an active hydroelectric project—a fairly unusual feature for a National Park. These three dams, constructed from 1919-1960 prior to establishment of the Park, still provide about 20% of Seattle’s electricity. Operation of the dams continues through a licensing agreement between Seattle City Light and the Federal Energy Regulatory Commission. Periodically, Seattle City Light must go through a relicensing process to continue operating the hydroelectric facilities. As part of that process, they provide mitigation to compensate

for the intrusion of the facilities within the Park. Students were able to witness a firsthand example of this: all participants stayed at the North Cascades Institute’s Environmental Learning Center, which was constructed through mitigation funding as part of a previous relicensing process.

The relicensing process is once again being initiated. To take advantage of this real-world application, we asked students to propose potential mitigation for continuing operation of the hydroelectric project. We spent the first two days of YHP providing students with background information to aid their proposals, introducing students to both natural and historic resources within the Park. Students learned about the establishment of the hydroelectric project and the ongoing development of the Skagit River in the twentieth century. Students also learned about and analyzed visitors’ experience of the Park, highlighted by a canoe paddle on Diablo Lake.





SCHEDULE

TUESDAY, JULY 10

WELCOME

- 1:00pm **Registration and Check-in**
North Cascades Institute Environmental Learning Center (NCI)
- 2:00pm **Welcome to YHP**
NCI Orientation
North Cascades National Park 50th Anniversary
Skagit River Hydroelectric Project
- 3:45pm **Board vans**
- 4:00pm **Diablo Overlook**
- 5:45pm **Board vans**
- 6:00pm **Dinner at NCI**
- 7:00pm **Check in to dorms**
- 7:30pm **Campfire & free time**
- 10:00pm **Lights out**



WEDNESDAY, JULY 11

EXPLORATION

- 8:00am **Breakfast at NCI**
Pack your sack lunch!
- 9:00am **Skagit Lake Boat Tour**
Diablo Dam Walking Tour
- 12:00pm **Sack lunch at NCI**
- 12:45pm **Newhalem Walking Tour**
NOCA Visitor Center
- 4:00pm **Group Work**
- 6:00pm **Dinner at NCI**
- 7:00pm **Swinomish Indian Tribal Community Presentation**
- 8:00pm **Campfire & free time**
- 10:00pm **Lights out**



THURSDAY, JULY 12

WORKSHOP

- 8:00am **Breakfast at NCI**
Pack your sack lunch!
- 8:30am **Canoe paddle orientation**
- 9:00am **Canoe Paddle on Diablo Lake**
- 10:30am **Workshop with National Park Service**
Skagit River Hydroelectric Project Relicensing
Mitigation Examples
- 12:00pm **Sack lunch at NCI**
- 1:00pm **Project Work**
- 3:00pm **Peer Review**
- 4:00pm **Project Work**
- 6:00pm **Dinner at NCI**
- 7:30pm **Board vans**
- 8:00pm **Ladder Falls Tour**
- 9:45pm **Board vans**
- 10:00pm **Lights out**

FRIDAY, JULY 13

TOWN HALL

- 8:00am **Breakfast at NCI**
Pack up gear
Pack your sack lunch!
- 9:00am **Finish Project Work**
- 10:45am **Board vans**
- 11:00am **Set up and practice for Town Hall**
- 12:15pm **Sack lunch at NOCA Visitor Center**
- 1:00pm **Town Hall**
NOCA Visitor Center
- 3:00pm **Check out**

STUDENT PROJECTS

After their crash-course introduction to NOCA, we asked students to reflect on what they learned through their experiences and to consider their own personal values and priorities when it comes to public lands. We asked them what responsibility society should have to protect the cultural and natural landscapes of our nation and the stories they represent. We also asked them how the need for energy production can be balanced with needs of public lands and the visitors who enjoy them. Based on these discussions, we asked students to work together to develop specific mitigation proposals for the upcoming relicensing process.

Our students did not disappoint. All eight groups took the assignment seriously and presented thoughtful ideas for mitigation projects based on their assessment of the Park's highest priorities.



BUILT ENVIRONMENT

Restoring the Past, Building the Future

Students: Chris Wing-Kovarik, Colby Dragon, Allison Fitz, Savannah Nagy, and Ava Martin

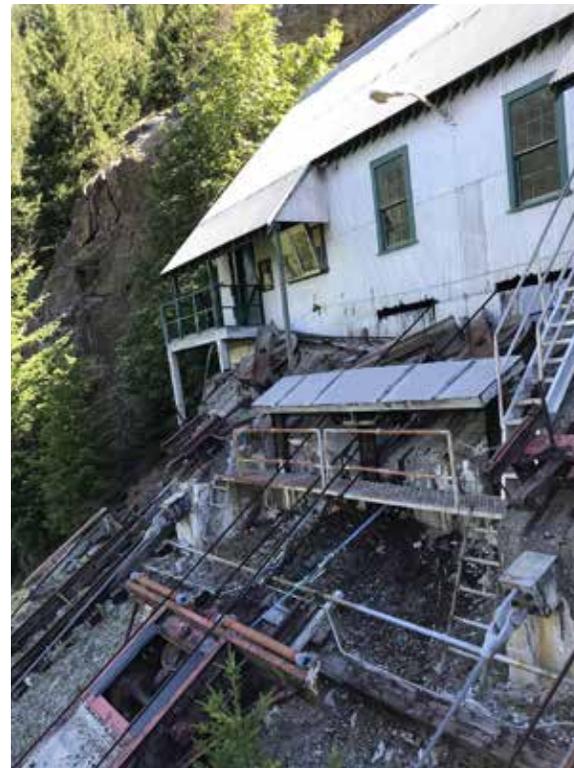
Mentor: Nick Vann, Department of Archaeology & Historic Preservation

Students noticed that people generally stay in the Park for only a short period of time. If people enjoy where they are and what they're learning through their experience at the Park, they're going to care for it more.

Historically, JD Ross had to convince Seattleites to come to the Skagit River Valley to justify funding for his hydroelectric project. This group proposed the restoration of the towns of Newhalem and Diablo to recreate the 1920s and 1930s experience designed by JD Ross.

- Start by restoring the funicular, which ran as recently as the 2000s.
- Restore the iconic globe streetlights.
- Stop demolishing vacant historic housing.
- Bring back a functioning railroad for easy transport from Seattle.
- Restore the general store by bringing back food from the 1920s to finish off the experience.
- Build more lodging for Park guests in existing empty lots.

These proposals would help to create longer stays and memorable experiences in NOCA. Better experiences will draw people back time and time again as well as draw in new visitors. If we want more people to care about NOCA, we must provide responsible recreation and provide access.



Planning for the Future

Students: Reenah Gwak, Roman Liu, Jozie Munch-Rotolo, Charlie Self, Kaelyn White, and Brianna Yang

Mentor: Danielle Bock-Grande, Garfield High School

Current visitors only experience a fraction of what NOCA has to offer. In the 1930s, the average visitor stayed two days in the park, but today that average is far shorter. To give people a richer experience, solutions need to show more of the beautiful park and its fascinating history.

The Park should incorporate the natural environment more into new construction through concepts like "Parkitecture." This will allow visitors to focus on the natural landscape.

There were five tribes of indigenous peoples in the North Cascades area, but there is no representation of these tribes in the Park. We should create a site or cultural community center that will inform people about the indigenous history of the Park.

This community center can also include environmental sciences to address topics like climate change. Climate change is a very important problem for our generation.

Programs to increase tourism will bring more people, which will require more emergency services. More funds should be provided for emergency personnel.



ONLINE INTERPRETATION

Increasing Visitation through Social Media

Students: Kailer Trujillo, Josie Martin, Brandi King, Charlie Turner, and Eugene Song

Mentor: Tanner Dotzauer, Wenatchee High School & Washington Trust for Historic Preservation

NOCA is not as well known as other parks and has much lower follower numbers on its social media accounts. This group proposes that NOCA hire a designated social media person, rather than someone splitting time between social media and other park responsibilities. This should be a separate job so there can be focus on informing the public about this National Park.

Mount Rainier National Park, which has close to 250,000 followers, posts photos regularly, connecting with the public and helping make it the most popular National Park in Washington. Unfortunately, NOCA has barely 3,000 followers, which contributes to the Park being lesser known among both in-state residents and out-of-state visitors.

Social media can be a very beneficial tool. A full-time dedicated employee is needed to continuously upload content and take on communication challenges in the future.



 North Cascades National Park Service Complex

Like Follow Share Save

3,327 Total Likes | 3,398 Total Follows

 Mount Rainier National Park

Like Follow Share Save

253,046 Total Likes | 249,350 Total Follows



Online Interpretation

Students: Nova Ross, Katie Self, Everett Rendon, Hannah Ryu, and Elsa Rediger

Mentor: Michael Houser, Department of Archaeology & Historic Preservation

Over the course of YHP, we noticed accessibility issues throughout the Park. Most of the signs were only in English, and other language options were only available at the Visitor Center in big, bulky binders that had to be carried around. This group noticed a lack of wheelchair access and no reading or hearing assistance. Mitigation should fund the development of an app that will improve accessibility and engagement at NOCA. This app should include:

- Many, if not all, languages to translate signage and help non-English speakers have the same experience as English speakers in the Park. As of 2014, 63.2 million non-English speakers live in the United States, and that number will only continue to grow.
- Virtual reality or video experiences to help people with disabilities enjoy and experience the many rugged areas of the Park that are not accessible.
- Games and scavenger hunts for young people and children to make the Park experience more fun and engaging.
- Information on indigenous peoples of the area, which are not well represented at the Park.
- General information for visitors about weather and hiking to customize visitors' experience and make it more engaging.

This app can stay technologically relevant with continuous updates as the world becomes more digital. Park rangers can keep the information in the app up-to-date, as opposed to other National Park apps from outside companies which may not have the most recent information and are geared more exclusively toward adults. This app should be for everyone.

CULTURAL & NATURAL LANDSCAPES



Salmon: The King of the Skagit

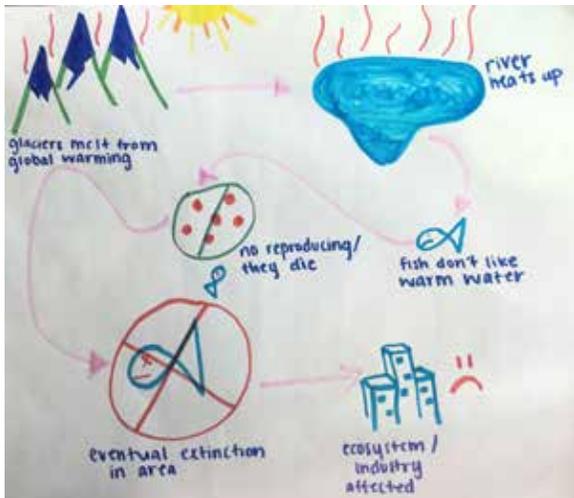
Students: Keely Atwood, Janet Chang, Taeho Choe, Jeenah Gwak, and Andhistry Mahmud

Mentor: Renee Phelps, West Seattle High School

NOCA is the second most biodiverse park in the country. The Skagit River is the only river in the lower US that is home to all five types of salmon. Global warming is threatening salmon; their populations are decreasing. Salmon live in the lower Skagit River, but the water conditions in the upper Skagit still affect them.

To maintain biodiversity, healthy conditions, and attract tourists, we need to prevent further damage. Climate change is causing increases in water temperature, preventing the return of spawning salmon. This is a global issue, and Seattle City Light can help lead the fight against climate change. SCL should create an office consisting of representatives, educators, scientists, and engineers who will focus on combatting the effects of climate change. In addition to using science and technology to deter climate change, the office should also create programs that invite citizens to participate.

SCL should also create visitor centers that will educate people about what is happening with the salmon and raise awareness of climate change. Other avenues for education might be to publish books about salmon or create a mascot (such as Sammy the Salmon) to connect with younger audiences.



Fighting Fire With Fire

Students: Violet Hopkins, Talon Bigelow, Dallas Sink, Olivia Zilavy, Eleanor Wilson, and Jaden Thacker

Mentor: Melissa Gardner, Clatsop Community College Historic Preservation & Restoration Program

After learning about the 2015 wildfire around Newhalem, this group developed a proposal to have controlled fires in the area and provide fire ecology education to help prevent extreme wildfires. Wildfires can threaten historic buildings, the landscape, and potentially even power in Seattle if they are not controlled.

Preventing fires altogether can be detrimental to the natural landscape as fires clear underbrush to assist forest growth and allow for a more diverse ecosystem. Controlled burns are a perfect compromise in protecting the built environment while allowing the natural environment to thrive.

Mitigation should go directly toward the cost of controlled burns, which will reduce the risk of extreme wildfires. Funding should also support fire ecology so fires and their benefits can be better understood. The funding can also go to support training for local professionals and ecologists.



Forestry technicians, ecologists, and GIS specialists should work together to submit a general land management plan which will give a basic synopsis about which areas are most in need of controlled burns and how those burns will affect the land. This general plan can then be used to create a more specific burn plan which should answer the following questions:

1. What are you trying to accomplish with the prescribed burns?
2. How will you execute these plans for the burns?
3. How will you evaluate the impact, both positive and negative, in the land after these burns?

This mitigation would have major public benefits, such as preventing extreme or out-of-control fires and increase public awareness about fires and their benefits.



PLACE-BASED INTERPRETATION

New Newhalem

Students: Alaina Houser, Iona Larson, Alice Miller, Carleigh Rendon, and Hayley Banks Winkle

Mentor: Emily Jacobs, National Association for Interpretation

This group proposed a restructuring of historic Newhalem for a visitor experience that is immersive, interactive, historically accurate, and fun.

The history of Newhalem has been slowly fading from public awareness, but the history of the dam workers who made the dams possible is important to remember. The goal is to create an immersive program for visitors to experience Newhalem when the highest population of dam workers lived there.

The project should start with new road signs on the highway to let tourists know about activities in Newhalem. When they arrive, visitors will know they've gone "back in time" when they see dirt roads, period clothing, and hear period music. They will be able to get brochures about activities happening at a new information kiosk at the visitor center.

This project will also include a revived community center for community activities and period films; a bunk house hotel with both a historic display/model room and rooms available for guests; a rehabilitated general store with a 1920s storefront which offers both historic and modern snack options; and the Gorge Inn which will have both historic and modern menus. Dam "workers" in period clothing will be around to talk with visitors and lead lawn games.



The group recommended starting with the general store and the Gorge Inn to first accommodate visitors who are there only for the day. Then, move on to the community center to provide additional activities for visitors. Finally the Bunk House Hotel so people can stay overnight, which should be last because people will not stay if there are no activities for them.

Let's create the "New Newhalem" - a place where it's future is in its past.



First Persons Learning Center

Students: Jessie Worley, Maggie Personius, Sean Song, Felicity Huang, Andy Hong, and Elizabeth Hwang

Mentor: Josh Mitchell, Annie Wright Schools

This group proposed a project to represent Native American stories because they were here first and they're still here. The goal is to help local Native Americans express their culture and ways of life.

This mitigation would address the loss of traditions and history of the tribes that have inhabited the region for centuries. The hydroelectric project altered the landscape, pushed native people out from their homeland, deprived them of natural resources, and erased their culture and way of life from the area.

All the tour guides throughout the week made sure to acknowledge and mention the tribes, but there is no one specifically designated spot for tribes to share their stories. Mitigation funds should be directed toward the construction of a learning center where people can come to interact with and learn from the native peoples about their lives and their pasts. Ideally the space would be run by the native people so their stories are not misinterpreted and are being told with whole truth from their perspective.

The center can perhaps be built in the style of a traditional long house with additional huts around it. The center can house artifacts displayed with proper descriptions for people to learn from. Visitors can also learn from the native people about the specific uses for plants in the area and how to identify wildlife. The center can also be a place for visitors to learn traditional games.

A study will need to be conducted to curate artifacts, and archaeologists and tribal members will need to be paid to collect those artifacts and create exhibits. Mitigation funding should also go toward hiring Native American interpreters as full-time Park staff members.

As visitors learn more about Native American heritage, they can have a deeper understanding of and connection to the area and its past. This will help make visits to the North Cascades more meaningful to them. This center will keep native traditions alive and remembered even as times continue to change. Additionally, this educational and communal space for the Skagit River tribes will provide a model for other national parks and other public lands to properly celebrate and honor their native peoples.



ROSTER

Students

Belleuve

Janet Chang
Taeho Choe
Jeenah Gwak
Reenah Gwak
Felicity Huang
Elizabeth Hwang
Carleigh Rendon
Everett Rendon
Hannah Ryu
Eugene Song
Sean Song
Brianna Yang

Bellingham

Maggie Personius

Bothell

Andhistry Mahmud
Brush Prairie
Kaelyn White

Camas

Roman Liu

Ellensburg

Alice Miller
Nova Ross

Nine Mile Falls

Jessie Worley

Olympia

Colby Dragon
Alaina Houser
Kailer Trujillo / Fisher

Port Hadlock

Keeley Atwood

Port Townsend

Chris Wing-Kovarik

Poulsbo

Iona Larson

Prosser

Hayley Van Winkle

Pullman

Jozie Munch-Rotolo

Seattle

Elsa Rediger
Charlie Self
Katie Self
Eleanor Wilson
Olivia Zilavy

Snohomish

Violet Hopkins

Tacoma

Allison Fitz
Charlie Turner-Yang

University Place

Andy Hong
Savannah Nagy
Jaden Thacker

Wenatchee

Brandi King
Dallas Sink

Bolten, MA

Josie Martin
Ava Martin

Pocatello, ID

Talon Bigelow



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Tanner Dotzauer, Wenatchee High School & Washington Trust for Historic Preservation

Melissa Gardner, Clatsop Community College Historic Preservation & Restoration Program

Michael Houser, Department of Archaeology & Historic Preservation

Emily Jacobs, National Association for Interpretation

Josh Mitchell, Annie Wright Schools

Renee Phelps, West Seattle High School

Nick Vann, Department of Archaeology & Historic Preservation

Presenters

Larry Campbell, Swinomish Indian Tribal Community

Elaine Jackson-Retondo, National Park Service

Calvin Laatsch, North Cascades Institute

Rebecca Ossa, Seattle City Light

Denise Schultz, National Park Service

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David Louter, National Park Service

Alan Ferrara, Seattle City Light

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Jennifer Mortensen, Preservation Services Coordinator

Cathy Wickwire, Operations Manager



THANK YOU

The Washington Trust would like to extend our thanks to those who made YHP possible this year! We would especially like to thank Elaine Jackson-Retondo, Preservation Partnerships and History Program Manager for the Pacific West Region of the NPS; Denise Schultz, Chief of Visitor Services for the North Cascades National Park Service Complex; Rebecca Ossa, Historic Resource Specialist & Architectural Historian at Seattle City Light; and Calvin Laatsch, Conference and Retreat Manager at the North Cascades Institute.

And of course thank you to our distinguished panel who attended the Town Hall and responded to our students' presentations with engaging questions and encouraging comments. Our panelists included Dr. Allyson Brooks, State Historic Preservation Officer and Director of DAHP; David Louter, Chief of the Cultural Resources Program for the Pacific West Region of the NPS; and Alan Ferrara, Maintenance Manager of the Skagit Hydroelectric Project for Seattle City Light.

A final special thanks to the partners who provided funding for this year's program, without whom YHP would not be possible: the National Park Service, the Department of Archaeology & Historic Preservation, the Puyallup Tribe of Indians, the Tulalip Tribe, the Stilligumish Tribe of Indians, the Suquamish Tribe, 4Culture, Bassetti Architects, and Pioneer Masonry Restoration Company.



2019

The Washington Trust is pleased to announce, in partnership with the National Park Service and the Washington State Department of Archaeology and Historic Preservation, that YHP 2019 will be held at Olympic National Park. Next year's program will explore the balance of protecting both cultural and natural resources in National Parks as well as within designated Wilderness Areas. Students will also hear from local tribes about their connection to the Olympic Peninsula and the history of land use and conservation from a tribal perspective.

Join us July 9-12, 2019!



preservewa.org/yhp

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