PARTNERS

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

In 2019, the Washington Trust for Historic Preservation held our eighth annual Discover Washington: Youth Heritage Project (YHP) at Olympic National Park. YHP is a four-day immersive field school that connects high school-age students and their teachers to our state’s historic, cultural, and natural resources, in order to nurture the next generation of Washington’s advocates and activists. YHP is a central piece of our organization’s work to engage younger and more diverse audiences in the important work of historic preservation.

The location and topics for YHP change each year, allowing students to explore new areas of our state and address real-world, place-based issues in historic preservation. Since its establishment, YHP participants have visited and worked on projects at locations around the state, including:

- 2018 - North Cascades National Park
- 2017 - Tacoma and Gig Harbor
- 2016 - Mount Rainier National Park
- 2015 - Fort Vancouver National Historic Site
- 2014 - Seattle's Chinatown-International District
- 2013 - Ebey's Landing National Historical Reserve on Whidbey Island
- 2012 - Yakima Valley and Mount Rainier National Park

This year, the Washington Trust was delighted to once again partner with the National Park Service (NPS) and the Department of Archaeology & Historic Preservation (DAHP) to design and implement YHP. Both agencies have served as our anchor partners and funders since establishing the Youth Heritage Project in 2012, allowing hundreds of students to attend the program free of cost. We would also like to extend a special thank you to the Makah Tribe and NatureBridge Olympic Conference & Retreat Center for assisting in planning and hosting our group during the event.
At Olympic National Park (ONP), the National Park Service has been tasked with protecting a wide variety of historic, cultural, and natural resources. Different sites and management situations within the Park and its designated Wilderness Areas call for different values to be considered. In some cases, privileging one set of values requires action to mitigate negative effects on another type of resource.

This year’s Youth Heritage Project focused on this careful balancing act. Throughout site visits, case studies, guest speakers, and group discussions, our group wrestled with how to define and prioritize different historic, cultural, and natural resources within public lands, using Olympic National Park as a real-world case study. Of course, the week was also filled with plenty of fun activities, including hikes, canoe paddles, and museum visits.

Upon arrival at NatureBridge Olympic Conference & Retreat Center, participants were welcomed by Park Superintendent Sarah Creachbaum and learned about some of the pressures and regulations that help guide her decision-making about the park, including the Wilderness Act and National Historic Preservation Act. Throughout the rest of the evening, students explored the historic NatureBridge campus, took a hike to nearby Marymere Falls, and worked to define what counts as a historic, cultural, or natural resource.

The next morning, our group woke early and drove to Neah Bay, a Makah village on the Northwestern tip of the Olympic Peninsula. From there, we made the muddy but beautiful hike to Shi Shi Beach along Olympic’s wilderness coastline. After exploring the beach and its tide pools, we discussed the area as a historic, cultural, and natural resource with Janine Ledford, Rebekah Monette, and Chris Martinez from the Makah Tribe. Janine, Rebekah, and Chris shared how the Makah have managed these resources for thousands of years and talked with us about issues facing their traditional lands.

We finished our first full day together with a trip to the Makah Cultural and Research Center and a salmon bake dinner with representatives from the tribe. At dinner, our group had the chance to learn more about Tribal Canoe Journeys and their importance to the Makah and other tribes.
THURSDAY

On Thursday, we broke into small groups to discuss real historic preservation issues faced by Olympic National Park in recent years. Students debated the best way to prioritize different projects based on their historic, cultural, and natural value—as well as the realities of funding, usage, and park administration. We also had the chance to take to the water with a canoe paddle and spirited race on beautiful Lake Crescent.

That afternoon, students applied what they learned to some real-world issues currently facing Olympic National Park. After rejoining our small groups, we split between three different sites—the Sol Duc Trail Shelter, Elwha River Dam & and Bridge, and Elwha River Valley—to investigate, analyze, and provide recommendations on significant management decisions regarding park resources. Each student group was tasked with creating an action plan, which required making tough decisions between competing interests and priorities. Throughout Thursday evening and Friday morning, groups had the chance to refine their recommendations and develop their presentations.

FRIDAY

As our culminating activity Friday afternoon, students participated in a Town Hall Meeting in Port Angeles. Joined by Mayor Sissi P. Bruch, Washington Trust board members, NPS staff, and students’ families, YHP participants presented their recommendations to an expert panel currently facing the same dilemmas. The panel—which included Sarah Creachbaum (Superintendent, Olympic National Park), Allyson Brooks (State Historic Preservation Officer/Director, Department of Archaeology & Historic Preservation), and Joy Beasley (Acting Associate Director, Cultural Resources, Partnerships, and Science, NPS)—was impressed by the students’ creative, thoughtful proposals and provided great feedback to our participants.
STUDENT PROJECTS

SOL DUC FALLS

Two groups of students visited a site near Sol Duc Falls, where they explored a trail shelter listed on the National Register of Historic Places and discussed the tension surrounding manmade structures in Wilderness Areas. They then evaluated and provided recommendations on four proposals currently under consideration for Olympic National Park’s new Wilderness Management Plan.

How to Manage a Park: By Kids

Students: Molly Laidlaw, Andhisty Mahmud, Cecilia Phillips, Nova Ross, Markus Santos, and Nye Tenerelli

Mentor: Olivia Lott, Washington Trust for Historic Preservation

When they considered ONP’s four proposals for a new Wilderness Management Plan, this group found that no one option fit perfectly but that Alternative C was the best choice. This plan prioritized the stewardship of natural resources and maintenance of healthy ecosystems in the Park’s wilderness area. The group, however, added some of their own modifications to the plan, including the evaluation of maintenance projects on a case-by-case basis. Rather than always prioritizing natural resources over cultural and historic resources as outlined in the current Alternative C plan, this group recommended greater flexibility, with the option to restore structures listed on the National Register of Historic Places and maintain facilities used for park operations. They cited the importance of restoring structures (such as the Cabin Creek Shelter or Sol Duc Bridge) that provide educational value or prevent humans from damaging fragile ecosystems. To further protect the natural resources in ONP, the group’s proposal also called for the removal of invasive plant species and limitation of where visitors could go in the park.

A Frankenstein Stewardship Plan

Students: Aynsleigh Dragon, Felicity Huang, Larry Huang, Megan Lantz, Kyra Moriarty Carey, and Dylan Thumann

Mentor: Renee Phelps, West Seattle High School

Rather than select from the list of scenarios they were provided with for ONP’s new Wilderness Management policy, this group instead opted to piece together their own “Frankenstein Stewardship Plan” incorporating certain components from each of the alternatives. In recognition of the cultural resources within ONP’s Wilderness Areas, they elected to give Native American tribes access to their traditional areas. To protect natural resources, the group focused on decreasing human impact by maintaining previously built structures instead of constructing new ones and continuing to set sections of the park aside for self-reliant, self-directed exploration. They debated whether to include removal of invasive plant species in their plan but, in the end, felt that they didn’t have enough information to make a decision, instead calling for further research into the effects of plant removal on the overall ecosystem. The group recommended that ONP protect its historic resources by managing visitor use of archaeological areas and evaluating the preservation of historic structures on an individual basis. For the maintenance of all types of resources—natural, cultural, and historic—this group stressed the importance of using non-mechanized equipment and transportation whenever possible.
Two student groups discussed the 2011 removal of the Elwha River Dam and worked together to develop a recommended plan of action for the Elwha River Bridge, which was built in 1926 and is currently in need of repair or replacement. Participants were also asked to think about ways to mitigate their preferred plan's effects on historic, cultural, and natural resources in the area, including archaeological sites identified around the bridge site.

Rebuilding Elwha River Bridge

Students: Sophia Cohen, Peter Golden, Camryn Hines, Finn O'Donnell, Claire Putnam, and Katie Self

Mentor: Michael Houser, Department of Archaeology & Historic Preservation

After considering all the options for restoring the Elwha River Bridge, this group recommended that the Washington Department of Transportation build a new, wider bridge slightly to the north before demolishing the existing bridge. This plan would allow travelers to continue to use the existing bridge while the new one is under construction, preventing traffic delays during the one- to two-year building window. As a mitigation tactic, the existing roads on either side of the river would be turned into parking lots with educational signs about the nearby archaeological sites and former historic bridge. The group's decision was informed by the poor condition of the current bridge and the fact that it was found to be ineligible for the National Register of Historic Places. They also specified that bridge construction would occur during times of year that would minimize effects on salmon populations and the tribes that depend on them.

Elwha River Bridge

Students: Aiden Braastad, Heidi Cahill, Sophia Felix, Shelly Ferina, Josie Martin, and Dallas Sink

Mentor: Mayte Castro, Cloverpark School District

This group discussed the historic and utilitarian value of the Elwha River Bridge, which is currently a major thoroughfare for Olympic National Park visitors entering on Highway 101. Students identified challenges with the current structure, including a major crack in the concrete, the impediments the bridge creates for migrating salmon, and nearby archaeological sites. As a solution, the group proposed knocking down the existing bridge and building a new, nearly identical one in its place with added space for pedestrians and informational panels. This plan, they argued, would prevent further deforestation, create added value for walkers and bikers, mimic the historic architecture, and allow archaeologists to excavate the potentially impacted sites at the same time as construction. While they acknowledged that the bridge construction may impact salmon in the short term and cause traffic delays during the two-to-three years needed to rebuild, the group believed that the upsides of their proposal far outweighed these negative impacts. Overall, they argued that this plan was the best option for the environment, which they identified as their top priority.
Building Bridges: The Best Option

**Students:** Bianca Bucerzan, Mona Du, Sophia Huang, Greta Mason-Todd, Alice Miller, and Aidan Thumann

**Mentor:** Joshua Mitchell, Annie Wright Schools

When tasked with the challenge of reopening the Elwha River Valley Road, this group recommended building a new bridge over the floodplain. This option would restore public access to the Elwha Ranger Historic District (including the Elwha Ranger Station) as well as the site of the former Elwha River Dam and many popular trailheads. The plan would not risk old growth forest or any archaeological sites. The group acknowledged that the Lower Elwha Klallam Tribe opposed the bridge proposal, which may interfere with salmon runs in the river. However, the group felt that the bridge was an important step in restoring public access to existing infrastructure in one of the few non-wilderness areas of the park. A bridge, they argued, would allow access to people with different amounts of time and physical ability with less negative environmental impacts than the proposed new road. To mitigate the possible negative effects on salmon, the group proposed engineering log jams into the river to create a safer path for migrating fish.

Elwha River Valley Considerations

**Students:** Maya Bardsley, Jared Carper, Violet Hopkins, Juliet Lent, Jozie Rotolo, and Izzy Wardleigh

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

This group decided that rerouting the access road onto a ridge above the floodplain was the best option for reopening the Elwha River Valley. The students were influenced by natural and cultural values, as well as the wishes of the Lower Elwha Klallam Tribe. They preferred to reopen public access to the many resources of the Elwha River Valley, which has already received substantial financial investment from ONP. They argued that the bridge option was too risky and expensive, since the river could once again change course or flood. The group acknowledged that their plan required cutting down some old-growth forest, which would impact the homes of endangered species such as the marbled murrelet and spotted owl. However, given the importance of salmon to the Lower Elwha Klallam Tribe and the many resources already invested in protecting fish habitats, they believed that the road was still a better option since it would not interfere with the river in any way. As mitigation, they proposed reusing felled trees for future building projects and tearing out the old road through the flood plain to restore forest habitats.

ELWAH VALLEY

The remaining groups tackled a problem NPS is currently facing in the Elwha River Valley. Since the removal of the Elwha River Dam, the river has changed course within its floodplain, washing out a major road that previously provided access to campgrounds, trailheads, and the Elwha Ranger Station Historic District. YHP participants were tasked with selecting between three plans of action: building a long bridge over the floodplain, re-routing the road through old growth forest on higher ground, or declining to restore motor vehicle access to the area.
Elwha River Valley: The End of the Road

Students: Isaraya Finegood, Alaina Houser, Timothy Huang, Jack Kennedy, Sage Mailhiot, and Elsa Rediger

Mentor: Alex Gradwohl, Washington Trust for Historic Preservation

Rather than proposing a new road or bridge, this group recommended that ONP elect not to restore vehicular access to the Elwha River Valley. The other options, they argued, had too much impact on the environment and were generally too risky. Instead, they proposed that NPS leave the road closed and improve the hiking trail to the area, allowing interested visitors to access the area by foot or bike. The group acknowledged that their alternative would limit access to the area and would require the existing road to be torn out. To make the Elwha Historic District more enticing—and worthy of the increased effort to reach it—the group recommended that ONP restore the buildings and install interpretive signs. They also proposed adding an outlook to the lower part of the river with informational signage about less accessible areas. Overall, they argued that their plan would positively impact cultural and historic resources by protecting the salmon that are important to the Lower Elwha Klallam Tribe and improving the Elwha Ranger Station Historic District, which is only one mile from the parking lot by trail. The students also identified their plan as the least impactful on natural resources since it saves the salmon runs, conserves old growth trees, and protects the habitats of endangered species.
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<tr>
<th>City</th>
<th>Students</th>
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<tbody>
<tr>
<td>Bellevue</td>
<td>Felicity Huang</td>
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<tr>
<td>Bothell</td>
<td>Maya Bardsley, Andhisty Mahmud</td>
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<td>Bow</td>
<td>Sage Mailhiot</td>
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<td>Ellensburg</td>
<td>Alice Miller, Nova Ross, Nye Tenerelli</td>
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<td>Aidan Thumann, Dylan Thumann</td>
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<td>Gig Harbor</td>
<td>Megan Lantz, Juliet Lent</td>
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<td>Issaquah</td>
<td>Mona Du, Isaraya Finegood, Claire Putnam, Markus Santos, Evan Wilhite</td>
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<td>LaConner</td>
<td>Serena Beckwith</td>
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<td>Lakewood</td>
<td>Parker Briggs</td>
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<td>Mount Vernon</td>
<td>Sophia Felix</td>
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<td>Olympia</td>
<td>Aynsleigh Dragon, Alaina Houser</td>
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<td>Port Hadlock</td>
<td>Izzy Wardleigh</td>
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<td>Port Townsend</td>
<td>Camryn Hines, Finn O'Donnell</td>
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<td>Poulsbo</td>
<td>Greta Mason-Todd</td>
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<td>Pullman</td>
<td>Jozie Munch-Rotolo</td>
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<td>Renton</td>
<td>Lola Frye</td>
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<tr>
<td>Seattle</td>
<td>Alexis Berridge-Green, Sophia Cohen, Peter Golden, Jack Kennedy, Kya Moriarty Carey, Cecilia Phillips, Elsa Rediger, Katie Self</td>
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<td>Snohomish</td>
<td>Violet Hopkins, Molly Laidlaw</td>
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<td>Vancouver</td>
<td>Bianca Bucerzan, Jared Carper, Shelly Ferina, Larry Huang, Sophia Huang, Timothy Huang, Jean Lin</td>
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<td>Dallas Sink</td>
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<td>Woodinville</td>
<td>Heidi Cahill</td>
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<td>Bolton, MA</td>
<td>Josie Martin</td>
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<td>Southampton, MA</td>
<td>Aiden Braastad</td>
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TEACHERS/MENTORS

Dani Bock-Grande, Garfield High School
Mayte Castro, Cloverpark School District
Tanner Dotzauer, Wenatchee High School & Washington Trust for Historic Preservation
Alex Gradwohl, Washington Trust for Historic Preservation
Michael Houser, Department of Archaeology & Historic Preservation
Olivia Lott, Washington Trust for Historic Preservation
Joshua Mitchell, Annie Wright Schools
Renee Phelps, West Seattle High School

PRESENTERS

Stephanie Toothman, Former Associate Director, Cultural Resources, Partnerships, and Science, National Park Service
Janine Ledford, Makah Tribal Historic Preservation Officer
Chris Martinez, Makah Cultural and Research Center
Rebekah Monette, Makah Deputy Tribal Historic Preservation Officer
Bill White, Tribal Archaeologist, Lower Elwha Klallam
Dave Conca, Cultural Resources, Olympic National Park

TOWN HALL PANELISTS

Joy Beasley, Associate Director, Cultural Resources, Partnerships, and Science, National Park Service
Allyson Brooks, State Historic Preservation Officer/Director, Department of Archaeology & Historic Preservation
Sarah Creachbaum, Superintendent, Olympic National Park
The Washington Trust would like to extend our thanks to everyone who made YHP possible this year! We would especially like to extend our gratitude to those who helped arrange such wonderful experiences for our group, including: Stephanie Toothman; Janine Ledford, Rebekah Monette, and Chris Martinez of the Makah Tribe; Bill White, Tribal Archaeologist for the Lower Elwha Klallam; Dave Conca from Olympic National Park; and the staff of NatureBridge Olympic Conference & Retreat Center.

We would also like to thank our distinguished panelists who provided expert perspectives for our group throughout the week and provided feedback on our students’ presentations at the Town Hall. Panelists included: Sarah Creachbaum, the Superintendent of Olympic National Park; Allyson Brooks, Washington’s State Historic Preservation Officer; and Joy Beasley, the Acting Associate Director of Cultural Resources, Partnerships, and Science for NPS.

Finally, a special thanks to our funders, without whom YHP would not be possible: the National Park Service, the Washington State Department of Archaeology & Historic Preservation, the Puyallup Tribe of Indians, the Stillaguamish Tribe of Indians, the Port Gamble S’Klallam Tribe, the Suquamish Tribe, the Tulalip Tribes, 4Culture, SHKS Architects, Daniels Real Estate, and Bassetti Architects.
We are delighted to announce that YHP 2020 will take place in Port Townsend, where we will explore preservation issues related to the recently designated Maritime Washington National Heritage Area. Be sure to check our website for updates in the coming months!

preservewa.org/yhp
The Youth Heritage Project is a program of the

WASHINGTON TRUST FOR HISTORIC PRESERVATION

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