

Education & Events: A Proposal to Aid the National Parks of Washington



www.naturebridge.org/sites/default/files/gst_FIELD_PRWI_Jos-Jarvis-and-Rypon-MR.jpg



http://nwrwebapps.cr.usgs.gov/cattail/Images/NPS_Logo.png

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EXECUTIVE SUMMARY:

How can we as students create a proposal to encourage inner city youth and underrepresented groups to become invested in the National Parks system of the North Cascade region to preserve the National Parks?

In such a way we consider:

- Sense of place
- Education/interest
- Demographics
- Public knowledge
- Nationalism (The importance of national parks to our American heritage)

We propose a program to increase teen involvement in the National Park with a focus on “Education and Events”. This program will feature classroom curriculum, volunteer opportunities, and visits from park rangers. These programs will be implemented in local schools, teen homeless shelters (YouthCare), and environmental clubs (through the YESC).

STATEMENT OF NEED:

Park rangers have begun to realize the need to encourage underrepresented youth, including minorities, teenagers, and others, to visit national parks. Their attendance is necessary to the vitality of the national parks and the preservation and appreciation of our American heritage. Therefore, new proposals have been developed in an attempt to attract the underrepresented groups. This proposal focuses on “Education and Events” and will reach out to youth through schools, clubs, and homeless shelters, thus reaching a broad and varied demographic, this will ultimately cultivate a greater sense of appreciation for national parks among Seattle youth. In years to come, this proposal will also address the issue of declining visitors to national parks by engaging teens’ interests at a young age (Gutierrez) and prompting them to visit national parks as they enter adulthood.

PROJECT DESCRIPTION:

The “Education and Events” facet of In My Backyard focuses on three main elements: collaboration with YouthCare (teen homeless shelter), local high schools, and the Youth Environmental Service Corps. Lessons, volunteering, and ranger participation will be emphasized in each of the participating organizations. By establishing a broad and detailed education program, Klondike Gold Rush National Historical Park will be able to lay the foundation for years of successful outreach and connection with Seattle youth.

The first element of this plan involves Youth-Care, a homeless shelter/aid organization for teens. By involving this population in the National Parks, a typically overlooked demographic will be targeted and teens will gain a unique experience and possible jobs skills. This aspect of the proposal involved four groups coming together to create a better future for the homeless and produce large quantities of available volunteer labor to be used by the national

park system. The groups working in tandem are: Park Rangers, the Park Interns, College students, Youth-Care representatives, and the homeless teens themselves under the protection of the Youth-Care organization. While each group will be creating, working on, or learning different things when seen as a whole it all comes full circle creating a cycle that: provides volunteers to the National parks, a way for the interns to show innovation on top of this proposal, college students a way to help the community and pad out their resumes, the Youth-Care organization gaining and ally in helping give these homeless kids job experience so they can become independent, and provides to the kids an opportunity to get off the street, gain valuable skills and knowledge that will help them create a future for themselves.

For this cycle to be created the rangers have only a few jobs to do. Rangers will be asked to visit the Youth-Care centers to inspire and teach the kids about the national parks and the different volunteer paths available to them. The lesson plans the rangers teach will be made by the interns, as described further below. Alongside this lesson plan the rangers will also be asked to work alongside the college students in workshops designed to teach the Youth-Care kids necessary skills needed to succeed in the volunteer opportunities offered to them, as well as skills that will be useful in finding a job when an opportunity arises. Through these vitally important jobs the Rangers will: instill the importance of national parks, develop in them a positive sense of place, and educate the youth-care kids. In doing so the public knowledge about the national parks will increase all while having targeted the demographic of underrepresented intercity youth described in the prompt.

In this aspect the park intern(s) assigned have the greatest work load and will be used to their full capacity, however they are given room to make this enjoyable and add their own flare to the system that is to be put in place. The interns are effectively the middle man between the Youth-Care organization, the Rangers, the College students and the Youth-care kids that are affected in this program. The interns are responsible for creating a lesson plan to spark the interest of the homeless youths which the rangers will present. They must create and add to be put on the UW volunteer page (provided below) or other similar sites they become aware of throughout the course of implementing this process. They will then compile a list of volunteer opportunities and basic workshops that will teach the skills needed for the volunteer opportunities that are to be run by the rangers and age 21+ college students. While this may seem like a lot to take on, and it is, the interns are creating the solid foundation this system needs. The foundation they create will enable the rangers to make the positive impacts listed above, and bring in another demographic of volunteers, college students. Once this foundation is laid the lesson plans, advertisement, and workshops can be, for the most part re-used, or only slightly modified making a much smaller burden on the rangers once the summer is over.

The College volunteers have the “smallest” role in this proposal however as every stone in an arch is necessary to make it stable so too are they vital to this system. The college volunteers are responsible for helping the rangers with the lesson plans and skill building workshops that are designed by the interns. Through the use of these students/21+ volunteers the national parks encompass another demographic that will become invested in the national park system and gain year round aid with these lessons as there are always students looking for internships, volunteer opportunities or just a hobby to do in their down time both during the school year and after.

The Youth-Care Representatives have a relatively small part to play in this proposal however they are the lynch pin to the operation. The representatives from this organization (one of whom contact has already been established with and contact information can found below) will be in contact with the interns to set up dates and help oversee the lesson plans and workshops provided. The only requirement they have asked so far is that all volunteers that directly interact with their kids are 21+ which has been integrated into the proposal, however as the system is put into place we'd imagine more requirements are going to need to be met and thus a good line of communication is necessary with the representatives which is a two way street between themselves and the interns. However through the cooperation of this organization the National Parks will have an entirely new untapped resource of volunteers to pull from, will be fulfilling the goal demographic set out to effect and create a connection to a well-known organization that will increase public knowledge of the parks and what they stand for.

The homeless teens that are under the Youth-Care organization are the target audience and the reason behind this proposal and there has been an unfortunate rise in their numbers of the past 3 years (See graph in appendix). Through this system however a sort of give and take system will be established, where the national park rangers will teach them applicable job skills and in turn they will volunteer for the parks thus reducing their numbers as a whole as projected in said graph. Some examples of the volunteer for job skills are: working at the help desk—customer service, public speaking, handing out brochures—customer service create a lesson plan to be presented at Klondike national park—team work and public speaking, restoration programs – manual skills, team work. In a perfect world 100% of kids would be interested however reality is we account for only about 3-5% of people will be interested in continuing past the lesson plans to the job workshops on a consistent basis. However 3-5% of 900 is still 27-45 volunteers that the park system did not have before. At the end of the day these kids are what this project is all about and by implementing this system a positive sense of place will be developed between them and the parks, they will be educated on a subject matter they would be otherwise ignorant to, learn the importance of the national park to themselves and America as a whole and pass it on to their next generation, and most importantly they will find through the national parks a better future for themselves.

The second element of this plan involves local high schools. Schools that have already been contacted with initial information regarding In My Backyard include Garfield, Ingraham, Franklin, and South Lake High Schools. The national parks in Seattle are in need of an outreach program to intercity kids in schools in order to raise awareness and appreciation for the importance for their national parks. Raised awareness can be achieved by several different activities and opportunities for the kids to interact with park rangers, volunteer, and be involved in the national parks.

This goal can be achieved by offering incentives such as honor society/general volunteer credit for volunteering at a national park, as well as for attending ranger talks and lessons on the importance of national parks. At Klondike Goldrush National Historical Park, student volunteers' jobs could include setting up exhibits, passing out brochures, and restoration programs. There could also be an added benefit that volunteers get passes or discounted admission to parks that require paid admittance.

The ranger events and talks would be short but meaningful presentations that mainly consist showcasing the beauty of parks and informing people of their importance to the community and national identity. Rangers could also discuss how colleges would look at this program in a positive way, with the potential for jobs in the national park service in the future as well as job experience gained from the volunteer programs for use elsewhere. Contact with college students will be accomplished by reaching out to the University of Washington in general for volunteers, which can be used at the YouthCare shelter programs as well as at other program.

Teacher led curriculum will also play a part in this facet of the proposal. Over the summer, interns will contact local teachers in Seattle schools to gauge interest in the In My Backyard Program and what kinds of content teachers would be looking for. Interns will then compile lesson plans based on curriculum already publicly available on the NPS website. The compiled lessons can be used “as is” or can be combined with other NPS lesson plans and edited to achieve a unique lesson. Please note that the target age for these lessons is high school, with possible developments in middle school later on. The document of compiled curriculum as well as brief instructions can then be sent to teachers to implement in their classrooms. This can be coupled with ranger visits to provide students an in-depth look at national parks. This curriculum would target an age group generally not focused on by National Park outreach, and would certainly serve to augment the work students were already doing in, for example, social studies or biology classes.

An outline of School related Info:

- Honor Society/General volunteering hours
 - Offering opportunities at Klondike
 - Opportunities explained in Ranger Talks
- Ranger talks
 - Exhibits
 - View from colleges
 - Offering summer jobs
- Volunteer
- Go to middle and High school classes
- Teaches Lessons
- Pan for gold assemblies
- Drill importance of national parks
- Older grades
- Why caring about the parks benefits students (external rewards):
 - Volunteer opportunities
 - College apps
 - Community service = Better college app
 - Discount coupons for paid admission parks
 - Volunteers get passes to parks
- Connect with other museums
 - Filing, setting up exhibits
 - Passing out brochures
 - Restoration programs

Please refer to the list, above, for a short summary of the “schools” aspect of this plan as well as to glean additional ideas with regards to curriculum and activities.

The third element of “Education and Events” focuses on sharing In My Backyard with local environmental clubs through the Youth Environmental Service Corp. Involvement with the Youth Environmental Service Corp would consist of different levels of interaction that are dependent with the interest of the YESC agent, the various clubs across the Seattle area, and with

what involvement is available from the Parks Service. The most beneficial aspect of working with the YESC is that they already are involved and send representatives into many schools in the Seattle area to help run environmental clubs. This means they reach out to kids who already have an interest in environmental issues and who are possibly willing to recruit others in their schools for whatever issue they are dealing with.

The schools in which YESC has connections:

- Ballard High School
- Garfield High School
- Madison Middle School
- Rainier Beach High School
- Northwest High School
- Kellogg Middle School
- Cleaveland High School
- Denny Middle School
- Bainbridge High School
- West Seattle High School
- Chief Sealth High School
- Interlake High School
- Eastlake High School
- Sammamish High School
- Evergreen High School
- Tyee Middle School
- Juanita High School

First and foremost the connections developed with the YESC would create a network for the National Parks to spread information regarding the parks themselves, pre-established events happening with the NPS in the Seattle area, volunteer opportunities, and other information the NPS rangers would like to spread to middle and high school youth.

As mentioned above it is up to the YESC Officer and the environmental club themselves how much they want to become involved in In My Backyard Northwest. If a club is interested, the YESC and the NPS could collaborate on a possible lesson, demonstration, or discussion pertaining to the National Parks to present to the students. As it was mentioned in the Ranger Panel, rangers are open to go into schools and interact with students. This would be ideal because by interacting directly with students a sense of place could be instilled.

While the YESC still has employees over the summer the best time to start this proposal would be at the beginning of the 2014-2015 school year. Over the summer the interns could develop possible lessons or goals for this collaboration while being in contact and working alongside what the YESC would like from this partnership.

BUDGET ANALYSIS:

Due to the limited budget of this project, costs have been kept as minimal as possible. The focus of all of the activities in this proposal is to connect youth and teachers with resources and curriculum that are free and already in existence. All curriculum will be based on either already developed, publicly available materials from the National Parks, or an intern-edited/curated selection of that material. Meanwhile, brief ranger visits to schools will have a negligible transportation cost. Student volunteers will cost nothing but the time to coordinate their services, and in the end will benefit Klondike Gold Rush National Historical Park by providing extra workers. Because Klondike Gold Rush National Historical Park has free admission, it is also

economically viable for underrepresented youth to visit and participate in activities. As such, one of the main factors deterring youth from visiting national parks – cost (Gutierrez) –will not be a discouraging factor in the In My Backyard project at Klondike.

STEPS INVOLVED/TIMELINE:

YouthCare:

1. Interns: Create lesson plans on Klondike Gold Rush National Historical Park, as well as other local national parks, that teach both the park's history and its worth to the community, in order to get teens interested in the national parks and possibly volunteering (For the opportunities compiled in the list above)
2. Interns: Email Youth Care Volunteer Representative: Randi.McKenna@youthcare.org
 - a. Contact with representative above has already been established and is ready to be handed off to interns
 - b. Share the basic ideas of the YouthCare specific curriculum and ask if YouthCare is still interested in getting involved.
3. Interns: Compile a list of volunteer opportunities (Included immediate, long term, Seasonal, event based, ect.), both at the National Park and in the YouthCare/NPS collaboration.
4. Interns: Create and Post and Advertisement on the University of Washington volunteering page: <http://volunteerinternjob.wordpress.com/> for Volunteers 21+ at the university willing to help work with the Rangers in educating and getting the Youth-Care kids involved in the Nation Parks.
5. 21+ Volunteers: Respond to ad (see step 4) and are brought up to speed about the lesson plan and workshop(s)
6. Interns: Create and schedule workshops with Youth-Care to teach skills necessary for volunteering
7. Rangers/21+ Volunteers: Present established lesson plans at Youth-Care Centers
8. Rangers, 21+ Volunteers, & Youth-Care Representatives: Participate in Workshop teaching job skills necessary for the different volunteer activities (I.E. if help desk a crash course in what information they need to know and what skills they need to have)
9. Interns, Rangers, & 21+ Volunteers: Repeat the lesson plan and workshops as necessary at different centers or as new groups arrive to previously presented at centers
10. Youth-Care Volunteers: Learn new skills from the workshops and volunteer at Klondike/other national parks, or at Park-affiliated events (tbd)

Schools:

1. Organize Rangers/educate volunteers to participate in Ranger Talks.
2. Develop curriculum – based on that already offered by NPS – to use in Ranger Talks as well as to provide for teachers to use on their own.
3. Contact target schools about potential interests, dates, and amounts of time for Ranger Talks in classrooms and clubs via phone or email.
4. Contact schools regarding their interest in using NPS curriculum in their classrooms; contact appropriate teachers as directed. If this path is pursued, once curriculum is distributed to teachers the park's only responsibility would be to stay in contact with the teachers in order to answer any questions.

5. Allow each ranger or volunteer time to develop their own presentation – this ensures that each lesson is as unique, passionate and engaging for the audience as possible.
6. On presentation day, the presenter will follow the school’s preferences on times and locations for the presentation and give their unique speech accordingly.
7. At the end of the presentation a note will be made regarding the importance of Klondike Goldrush National Historical Park and the potential volunteer opportunities, also explaining the importance of volunteering and how it looks on college and job applications.
8. Handouts promoting the park and providing contact information for potential volunteers will be available following the presentation.
9. This process then in theory will lead to an increase in volunteers at Klondike, which will be an improvement in its own, but will also ideally lead to a greater spread of awareness through the student population from these volunteers and those interested.

YESC:

1. Interns/Rangers develop basic curriculum – can be used for schools, YouthCare, and YESC, with minor changes for each.
2. Interns develop a basis for newsletters that could be sent to YESC affiliated clubs.
3. Interns contact YESC with more information regarding In My Backyard
 - a. Initial connections have already been established with Mr. Eseltine at geseltine@seattlemca.org.
4. Together, NPS staff and YESC staff work together to develop a viable plan for distributing curriculum and NPS news to clubs.
 - a. Focus on what YESC hopes to gain from partnership with NPS
 - b. Focus on what NPS hopes to accomplish with YESC partnership
5. NPS staff and YESC staff work together to discuss each organizations’ schedule for the coming school year and any additional meetings/ranger visits that could be involved in the program.
6. YESC shares information with pertinent clubs and clubs decide if they want to be involved with In My Backyard.
7. If the clubs want to be involved, they will receive the “lessons” and schedule from NPS/YESC, as well as be put on the list to receive a recurring NPS newsletter to share at club meetings.

BENEFITS:

- By targeting schools, clubs, and education programs at YouthCare shelters, a broad audience will be reached.
- Due to the nature of this project – development of curriculum and communicating with educators/clubs – costs are minimal to nonexistent. The influx of volunteers from the target organizations will also help the National Park, especially as it is short staffed.
- By first being introduced to National Parks, and then offered the chance to volunteer in parks, students will develop a connection and appreciation for the National Parks.
- By collaborating with several other groups and organizations, some of the responsibility of facilitating the In My Backyard program will be lifted from the shoulders of the park

rangers, allowing them to pursue additional channels of increasing awareness in national parks.

YouthCare Specific Benefits:

- Youth-Care:
 - More kids are off the streets
 - Another outlet to send kids to (to gain job experience and such)
 - Goes along with the Prime directive to teach the kids valuable job skills including:
 - Customer service
 - Public Speaking
 - Team Work
 - Manual skills
 - Office Aid
 - Computer skills
 - Knowledge about the environment
 - Surplus of homeless to job ratio so always have people that will be available to volunteer/work
- Rangers:
 - Two Good new outlets for Volunteers
 - Youth Care Organization
 - College students 21+
 - Good Publicity (Helping the Homeless)
 - Out Reach beyond the underappreciated demographic but also to college students
- 21+ College students
 - Extra-Curricular for Resumes
 - Job Experience
 - Career path exposure
 - Networking with National Park system
- Aspect Benefits – Similar Aspect Benefits will exist across all three facets of the “Education and Events” program.
 - Demographics:
 - Youth-Care:
 - Targets correct underrepresented youth
 - College Students:
 - Expands the demographic to include a more affluent demographic of college students.
 - Sense of Place
 - Youth-Care
 - Giving the homeless a better option than the streets associating national parks to greater opportunities.
 - College Students:
 - Associate National Parks with the positives of: networking, job opportunities within the National Park system, volunteer opportunism within the National Park system and help in finding a job in their chosen profession.

- Pass on Experience to friends and family
- Education/Interests:
 - Youth-Care:
 - Job Skills (See above in detail)
 - Learn knowledge about the Nation Park System that they otherwise would not
 - College Students:
 - Learn about potential career paths
 - Learn knowledge about the Nation Park System that they otherwise would not
- Public Knowledge:
 - Youth-Care:
 - Spread to others in similar situations thus increasing public awareness and Knowledge
 - College Students:
 - Spread to others at college/friends/Family/Over the internet thus increasing public awareness and knowledge
- Nationalism:
 - Youth-Care:
 - They, the homeless, become part of the reason National Parks are important.
 - College Students:
 - Understand the importance as not only a resume builder but also as a chance for the homeless to better themselves and will want to keep the parks alive.

School Specific Benefits:

- Teacher guided lessons:
 - Target our demographic - youth in Seattle (focus on inner city high schools)
 - Educational - augment typical classroom material and enrich learning
 - Teacher could provide incentive to go to national parks in the form of extra credit or a school assignment, thus making the kids visit national parks and encouraging them to develop a sense of place
- Ranger guided lessons:
 - Students are more engaged, having a ranger come in and talk to them is a lot more exciting than listening to their teacher, something different from their everyday routine
 - Rangers are well informed and more passionate about national parks than teachers, making them better suited to inspire kids to visit national parks
 - Teachers can still provide incentive for students to visit national parks (extra credit or assignment)
- Student Volunteers
 - Gain job skills and activity to put on resume
 - Support a worthy cause and help when park is short staffed
 - Gain an enhanced sense of place and appreciate for park by working more closely with it

YESC Specific Benefits:

- Collaboration with YESC will target environmental clubs with students who already have an interest in the parks. While this is not the target demographic, the benefit of this is that those students can spread awareness about national parks around their schools and communities.
- YESC affiliate will reach a broad audience and get all kinds of teens interested in national parks with little hands-on ranger involvement.
- YESC is established and affiliation with this respected and influential organization can spread awareness and bolster the strength of In My Backyard.

POTENTIAL OBSTACLES/DRAWBACKS:

- Considerable effort will be required to reach out to multiple Seattle area schools and organizations and coordinate In My Backyard with those groups. However, once connections are established the long term effects will outweigh any challenge in creating the connections.
- Students may not be interested if the National Parks are discussed in schools. However, providing engaging curriculum and volunteer opportunities will encourage students to take an interest as these opportunities can augment applications, contribute to service hours needed for school clubs, and provide valuable “job” experience.
- Homeless teens may have an even harder time understanding the value of national parks. However, by emphasizing jobs skills and volunteer opportunities these teens will gain valuable experience that can help them in life.

YouthCare Specific Obstacles:

- Youth-Care:
 - Lack of interest
 - Many may seek other opportunities
 - Few long term volunteers
 - Many may use the National Park system as a stepping stone to other jobs and only volunteer for a limited amount of time (others will fill their spot however)
- Rangers:
 - Time and effort on small staff
 - Lots of Coordination as the middle man between Youth-Care and College students
- College students
 - Busy In-school schedules
 - Few Long term Volunteers
 - As with the homeless the National Park system will be a stepping stone to other job opportunities

School Specific Obstacles:

- Teacher Guided Lessons:

- Students could be uninterested to listen to a lecture about national parks- boring
- Teachers could chose not to provide incentive for students to visit national parks as they see no value in doing so
- Despite being provided curriculum, teachers may not be effective communicators of National Park focused lessons
- Ranger Guided Lessons:
 - Students could find a classroom based curriculum boring and have no interest in visiting national parks
 - Limited resources – only so many rangers can be sent to so many classrooms
 - Teachers may decline at the opportunity of having rangers visit the classroom as they see it as a waste of time and lacking educational value
- Student Volunteers
 - May not be passionate about park – this would not be a good fit for an information desk role
 - May not pursue volunteering past the point where they are being rewarded by their teacher to volunteer

YESC Specific Obstacles:

- Participation is on a club by club basis, so it will not be known how popular In My Backyard will be with YESC or how much of an impact collaboration with YESC will have until the next school year.
- Because so many clubs will be involved, it will be difficult to have face-to-face encounters with all of them.
- Someone will have to be in charge of sending out the NPS update to YESC every month/other decided news period.

CONCLUSION:

To conclude, the proposed “Education and Events” program would effectively involve a broad demographic in the National Park System.

By 2050, it is predicted that the “85 and older” population is expected to triple (“Connecting People and Parks Committee Report”), and it is predicted that as they age, these people will turn to more sedentary activities. Currently, the most common visitors of national parks are middle aged (Gutierrez). The current middle-aged population will, in a few decades, be the sedentary group of 85 year olds, and national parks, if young people do not start visiting parks, will be vacant. As such, it is key to target today’s *youth* to increase awareness about National Parks and spark interest in our national treasures for many decades to come.

Through a combination of integrated classroom curriculum, special ranger presentations, and volunteer opportunities, this proposal would allow national parks to reach the target audience in a broad and varied manner. The structured nature of this proposal, as well as the opportunity for personal achievement associated with some of the components, would help national parks to attract underrepresented youth.

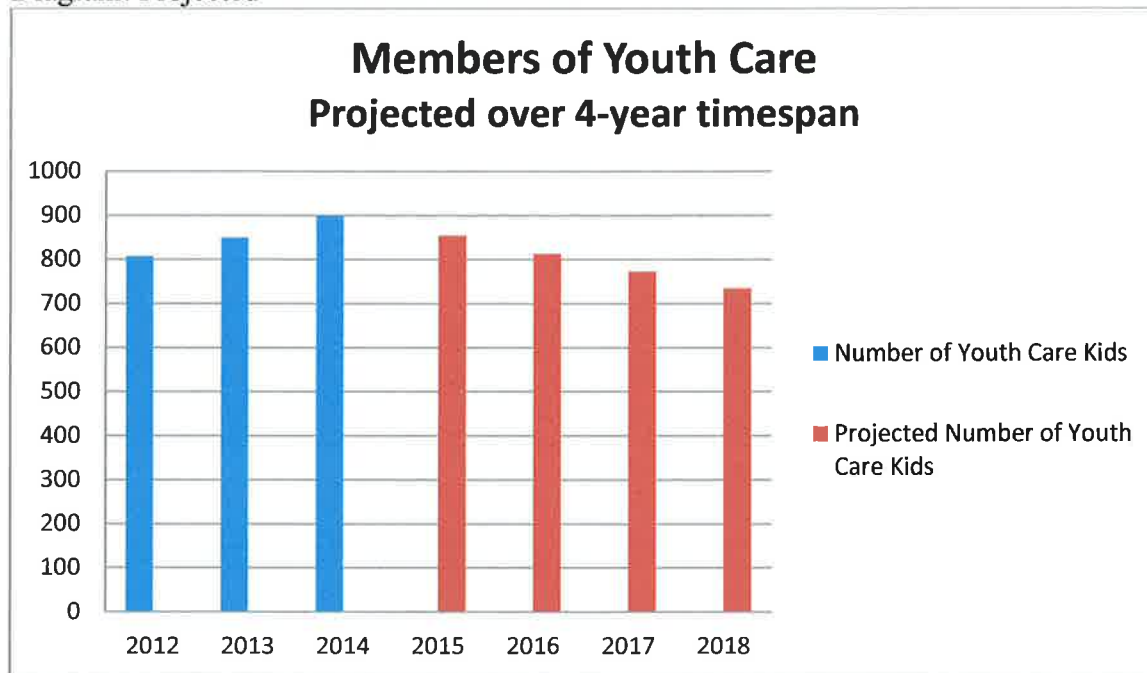
Following is an explanation of how each aspect described in the problem statement is addressed by this plan. Sense of place is established by educating teens about national parks and allowing them hands on experience in the parks as volunteers. Education and interest ties into the curriculum programs to be established by interns. The target demographic of underrepresented

urban youth is addressed as the main components of this plan target urban Seattle high schools and homeless teens. Public knowledge will be achieved through a call for volunteers for In My Backyard at the University of Washington, as well as through the tactic of the YESC as an independent organization. Nationalism will be addressed through, again, educating and exposing teens to national parks and helping them to understand the importance of these national treasures.

By both educating youth and teaching them to spread the message of the national parks throughout the community, this proposal will yield both short and long term benefits for the National Park Service. Education and Events is one of the most important components of increasing interest in National Parks, for it is a sustainable and durable strategy.

APPENDIX:

Diagram: Projected Members of Youth-Care



Targeting homeless teens may seem to be an unconventional plan of attack for this project. However, as the goal of this project is to target underrepresented teens, this is the perfect opportunity to reach out to all Seattle youth, both in schools and otherwise. This chart was provided to demonstrate the benefits of targeting this unconventional group. This chart demonstrates the benefits that could be gleaned from targeting YouthCare as part of In My Backyard: over one thousand additional youth will gain valuable contact with National Parks who would likely otherwise not get such opportunities. Also, targeting YouthCare is a sustainable plan as there is a relatively stable number of youth projected to be involved in the program over the next four years.

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“Ranger with Student.” Photo. *Naturebridge*, n.d. 10 June 2014.

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Email Communication

Following are copies of all emails that the “Education and Events” group has sent to Seattle high schools and other organizations regarding In My Backyard.

EMAILS TO YOUTHCARE

From: ROWLEY, ELISABETH
Sent: Friday, June 06, 2014 1:06 PM
To: volunteer@youthcare.org
Subject: In My Backyard Program - National Park Service

Dear Randi McKenna,

My name is Elisabeth Rowley and I am a high school junior at Eastlake High School in Sammamish, WA. My class and I are currently working with the National Park Service, particularly Klondike Gold Rush National Historical Park in Seattle, to develop a program called In My Backyard. This program will reach out to urban youth and increase their appreciation for the national treasures that are our National Parks. This program is still in initial stages of development, and National Park Service staff and interns will be working over the summer to flesh out the particulars of In My Backyard.

Part of our plans for this program include reaching out to local high schools by implementing NPS themed classroom curriculum and informing students of NPS related volunteer opportunities. We want to do the same for the young people that YouthCare serves, and share the opportunities that National Parks offer with as many Seattle youth as possible. To accomplish this, my team and I were thinking that Seattle high school students and staff, as well as park rangers, could volunteer at YouthCare, both in typical volunteer positions as well as informal teachers. In the "teacher" position, volunteers would offer a unique, engaging curriculum to educate your youth about the National Parks and about the volunteer and job opportunities that the Parks (and similar organizations) offer for all youth.

If this program seems plausible and interesting to YouthCare, please contact me and I will provide additional information and contact information.

Thank you very much for your time and we hope National Park Service and YouthCare will be able to partner to educate Seattle's youth and expand awareness about our National Parks!

Sincerely,
Elisabeth Rowley
National Park Service Volunteer
s-erowley@lwsd.org<<mailto:s-erowley@lwsd.org>>

-----Original Message-----

From: ROWLEY, ELISABETH [<mailto:s-EROWLEY@lwsd.org>]
Sent: Tuesday, June 10, 2014 12:47 PM
To: Randi McKenna
Subject: RE: In My Backyard Program - National Park Service

Hello!

I just wanted to update the previous email that I sent you regarding the In My Backyard Project with the National Park Service. If you are interested in getting involved in this program, please get in touch. However, after June 12, please direct all communications to the leader of this project, Ranger Kelsey Johnson, at kelsey_johnson@nps.gov<mailto:kelsey_johnson@nps.gov>.

Thank you!
Sincerely,
Elisabeth Rowley

From: Randi McKenna [Randi.McKenna@youthcare.org]
Sent: Wednesday, June 11, 2014 1:20 PM
To: ROWLEY, ELISABETH
Cc: kelsey_johnson@nps.gov
Subject: RE: In My Backyard Program - National Park Service

Hi Elisabeth,

Thank you for your email about the In My Backyard Program. It is extremely valuable for youth to learn about volunteer, internship, externship, and job opportunities within the National Park Service. We would love a workshop like that within our programming. However, unfortunately, the youngest age a volunteer can be to teach a class to the youth we serve is 21 or older. If it is possible to only have volunteers who are 21 or older, I would love to learn more about what this workshop would entail. Thank you!

Randi McKenna
Community Engagement & Volunteer Coordinator
YouthCare
2500 NE 54th Street | Seattle, WA 98105
www.YouthCare.org

From: ROWLEY, ELISABETH
To: Randi McKenna [Randi.McKenna@youthcare.org]
Cc: kelsey_johnson@nps.gov
Wednesday, June 11, 2014 1:53 PM

Subject: RE: In My Backyard Program - National Park Service

Hello Randi,

Thank you so much for your email! It would definitely be possible to have volunteers over 21 - either older college age students or National Park Employees. I will chat with my team about how to best implement such a program. We will be proposing these ideas to the National Park Service this Friday, and after that NPS employees and interns will determine the final outreach program over the summer. Within the next month or so, NPS should get in touch with you to let you know if outreach to YouthCare is in the final plan - and if so, how that plan is going to be developed and implemented. Again, thank you for your interest in this project and feel free to reach out with any questions!

Regards,
Elisabeth Rowley

EMAILS TO SCHOOLS

Emails were directed to the principals of these schools. Only Mr. Howard at Garfield has replied, saying that he forwarded the information to department heads.

Garfield trhoward@seattleschools.org

Ingraham mfloe@seattleschools.org

Franklin jwiley@seattleschools.org

South Lake bmoore@seattleschools.org

-----Original Message-----

From: ROWLEY, ELISABETH [<mailto:s-EROWLEY@lwsd.org>]

Sent: Friday, June 06, 2014 12:32 PM

To: Howard II, Theodore

Subject: In My Backyard Project - National Park Service

Dear Mr. Howard,

My name is Elisabeth Rowley and I am a high school student from Eastlake High School in Sammamish, WA. My class and I are currently working with the Klondike Gold Rush National Historical Park to develop a program, called In My Backyard Pacific Northwest, to raise interest in National Parks amongst urban youth. Klondike Gold Rush National Historical Park is a hub for all of the national parks in Washington, and as it is conveniently located in the heart of Seattle, this park is the ideal partner for spreading awareness about the National Park Service in Garfield High School.

In My Backyard is going to target middle and high school students, so we are contacting your school to gauge your interest in being involved in this program. Involvement in this program could mean park ranger led activities at your school, hands on opportunities to expand student learning, and volunteer opportunities for all students. We especially excited about volunteer opportunities, which we are hoping will allow students to reach out to both the National Park Service and other Seattle teens. We strongly believe that In My Backyard would open valuable opportunities and teach valuable job skills to your student body.

So what can you do to get involved? We would appreciate if you would share this opportunity with your teachers and pertinent clubs, such as environmental clubs and honor societies. We encourage you, as administrator, to let us know if your school is interested in learning more about this collaboration with

the National Park Service. We also encourage any teachers who are interested in personally partnering with this program in the coming school year to contact me for additional details.

Thank you very much for your time. We look forward to the possibility of partnering with your school in order to share the beauty of national parks with local students!

Sincerely,

Elisabeth Rowley

National Park Service Volunteer

s-erowley@lwsd.org<<mailto:s-erowley@lwsd.org>>

From: Howard II, Theodore [trhoward@seattleschools.org]

Sent: Sunday, June 08, 2014 8:22 PM

To: ROWLEY, ELISABETH

Cc: Truax, Richard; Berkenwald, Michael L

Subject: RE: In My Backyard Project - National Park Service

Thanks for the email, I am going to forward your email to my Dept. head and the head of outdoor education.

Mr. Berkenwald-outdoor education

Mr. Truax Dept. head.

From: ROWLEY, ELISABETH

To: Howard II, Theodore [trhoward@seattleschools.org]

Cc: Truax, Richard [rjtruax@seattleschools.org]; Berkenwald, Michael L [mlberkenwald@seattleschools.org]

Tuesday, June 10, 2014 12:35 PM

Thank you for doing that! After June 12, please direct all communications to the leader of this project, Ranger Kelsey Johnson, at kelsey_johnson@nps.gov.

Thank you again!

Sincerely,

Elisabeth Rowley

From: ROWLEY, ELISABETH
Sent: Friday, June 06, 2014 12:33 PM
To: mfloe@seattleschools.org
Subject: In My Backyard Project - National Park Service

Dear Mr. Floe,

My name is Elisabeth Rowley and I am a high school student from Eastlake High School in Sammamish, WA. My class and I are currently working with the Klondike Gold Rush National Historical Park to develop a program, called In My Backyard Pacific Northwest, to raise interest in National Parks amongst urban youth. Klondike Gold Rush National Historical Park is a hub for all of the national parks in Washington, and as it is conveniently located in the heart of Seattle, this park is the ideal partner for spreading awareness about the National Park Service in Ingraham High School.

In My Backyard is going to target middle and high school students, so we are contacting your school to gauge your interest in being involved in this program. Involvement in this program could mean park ranger led activities at your school, hands on opportunities to expand student learning, and volunteer opportunities for all students. We especially excited about volunteer opportunities, which we are hoping will allow students to reach out to both the National Park Service and other Seattle teens. We strongly believe that In My Backyard would open valuable opportunities and teach valuable job skills to your student body.

So what can you do to get involved? We would appreciate if you would share this opportunity with your teachers and pertinent clubs, such as environmental clubs and honor societies. We encourage you, as administrator, to let us know if your school is interested in learning more about this collaboration with the National Park Service. We also encourage any teachers who are interested in personally partnering with this program in the coming school year to contact me for additional details.

Thank you very much for your time. We look forward to the possibility of partnering with your school in order to share the beauty of national parks with local students!

Sincerely,

Elisabeth Rowley

National Park Service Volunteer

s-erowley@lwsd.org

From: ROWLEY, ELISABETH
Sent: Friday, June 10, 2014

To: mfloe@seattleschools.org

Subject: Re: In My Backyard Project - National Park Service

Hello!

I just wanted to update the previous email that I sent you regarding the In My Backyard Project with the National Park Service. If you are interested in getting involved in this program, please get in touch. However, after June 12, please direct all communications to the leader of this project, Ranger Kelsey Johnson, at kelsey_johnson@nps.gov.

Thank you!

Sincerely, Elisabeth Rowley

From: ROWLEY, ELISABETH

Sent: Friday, June 06, 2014 12:31 PM

To: jwiley@seattleschools.org

Subject: In My Backyard Project - National Park Service

Dear Ms. Wiley,

My name is Elisabeth Rowley and I am a high school student from Eastlake High School in Sammamish, WA. My class and I are currently working with the Klondike Gold Rush National Historical Park to develop a program, called In My Backyard Pacific Northwest, to raise interest in National Parks amongst urban youth. Klondike Gold Rush National Historical Park is a hub for all of the national parks in Washington, and as it is conveniently located in the heart of Seattle, this park is the ideal partner for spreading awareness about the National Park Service in Franklin High School.

In My Backyard is going to target middle and high school students, so we are contacting your school to gauge your interest in being involved in this program. Involvement in this program could mean park ranger led activities at your school, hands on opportunities to expand student learning, and volunteer opportunities for all students. We especially excited about volunteer opportunities, which we are hoping will allow students to reach out to both the National Park Service and other Seattle teens. We strongly believe that In My Backyard would open valuable opportunities and teach valuable job skills to your student body.

So what can you do to get involved? We would appreciate if you would share this opportunity with your teachers and pertinent clubs, such as environmental clubs and honor societies. We encourage you, as administrator, to let us know if your school is interested in learning more about this collaboration with the National Park Service. We also encourage any teachers who are interested in personally partnering with this program in the coming school year to contact me for additional details.

Thank you very much for your time. We look forward to the possibility of partnering with your school in order to share the beauty of national parks with local students!

Sincerely,

Elisabeth Rowley

National Park Service Volunteer

s-erowley@lwsd.org

From: ROWLEY, ELISABETH

Sent: Friday, June 06, 2014 12:31 PM

To: jwiley@seattleschools.org

Subject: Re: In My Backyard Project - National Park Service

Hello!

I just wanted to update the previous email that I sent you regarding the In My Backyard Project with the National Park Service. If you are interested in getting involved in this program, please get in touch. However, after June 12, please direct all communications to the leader of this project, Ranger Kelsey Johnson, at kelsey_johnson@nps.gov.

Thank you!

Sincerely,

Elisabeth Rowley

From: ROWLEY, ELISABETH

Sent: Friday, June 06, 2014 12:29 PM

To: bmoore@seattleschools.org

Subject: In My Backyard Project - National Park Service

Dear Ms. Moore,

My name is Elisabeth Rowley and I am a high school student from Eastlake High School in Sammamish, WA. My class and I are currently working with the Klondike Gold Rush National Historical Park to develop a program, called In My Backyard Pacific Northwest, to raise interest in National Parks amongst urban youth. Klondike Gold Rush National Historical Park is a hub for all of the national parks in Washington, and as it is conveniently located in the heart of Seattle, this park is the ideal partner for spreading awareness about the National Park Service in South Lake High School.

In My Backyard is going to target middle and high school students, so we are contacting your school to gauge your interest in being involved in this program. Involvement in this program could mean park ranger led activities at your school, hands on opportunities to expand student learning, and volunteer opportunities for all students. We especially excited about volunteer opportunities, which we are hoping will allow students to reach out to both the National Park Service and other Seattle teens. We strongly believe that In My Backyard would open valuable opportunities and teach valuable job skills to your student body.

So what can you do to get involved? We would appreciate if you would share this opportunity with your teachers and pertinent clubs, such as environmental clubs and honor societies. We encourage you, as administrator, to let us know if your school is interested in learning more about this collaboration with the National Park Service. We also encourage any teachers who are interested in personally partnering with this program in the coming school year to contact me for additional details.

Thank you very much for your time. We look forward to the possibility of partnering with your school in order to share the beauty of national parks with local students!

Sincerely,

Elisabeth Rowley

National Park Service Volunteer

s-erowley@lwsd.org

From: ROWLEY, ELISABETH

Sent: Friday, June 06, 2014 12:29 PM

To: bmoore@seattleschools.org

Subject: Re: In My Backyard Project - National Park Service

Hello!

I just wanted to update the previous email that I sent you regarding the In My Backyard Project with the National Park Service. If you are interested in getting involved in this program, please get in touch. However, after June 12, please direct all communications to the leader of this project, Ranger Kelsey Johnson, at kelsey_johnson@nps.gov. Thank you!

Sincerely,

Elisabeth Rowley

From: France, Karen [kefrance@seattleschools.org]
Sent: Thursday, June 12, 2014 8:27 AM
To: ROWLEY, ELISABETH
Subject: My Backyard Project

Hello,

I teach at South Lake High School and am interested in learning more about the backyard project. I teach an ecology class that may fit with the project but I need more information to make sure. Is it a year-long partnership or only a partial year project? I think the best time your project would fit with my ecology class is during 4th quarter. I'm also teaching a new collection of evidence class next year and perhaps it would work well with that class but I'm not sure. Would you be willing to send me more information or call me or set up a meeting to further discuss your ideas to see if they will work?

Thank you,

Karen France

Science Teacher

South Lake High School

(206)252-6612

From: Elisabeth Rowley
To: Karen France
June 12, 2014
Dear Ms. France,

Thank you so much for your email! A partnership with In My Backyard would be very flexible and I am sure that the Park Service can work with you to develop something perfect for forth quarter.

In My Backyard is still in early stages of development, so unfortunately I don't have many specific details for you yet. Tomorrow, my team and I will propose the idea of National Parks working with teachers to spread awareness about the parks/environment. After that, NPS interns will further develop and finalize the program. As you have expressed an interest in the program, I am sure that the interns will be able to work with you to develop the perfect program for your ecology class.

As the project will be handed off to the National Park Service tomorrow, please direct all future communications to Ranger Kelsey Johnson, the leader of this project, at kelsey_johnson@nps.gov. As they being to finalize In My Backyard over the summer, Ranger Kelsey or another NPS staff member will get in touch with you to discuss the needs of your class.

Thank you for your interest in the program and your patience! We look forward to working with you!

Sincerely, Elisabeth Rowley

EMAILS TO YESC

To: geseltine@seattlemca.org

Subject: National Parks Service Proposal

Date: Wed, 11 Jun 2014 21:45:50 +0000

Hello Mr. Eseltine,

My name is Kaelin Blanchard. I am currently a Junior at Eastlake High School in Sammamish, WA and I am involved with the YESC through my Environmental club. The reason I am contacting you is because of a project my social studies class is working on with the National Parks Service (specifically the Klondike Gold Rush National Historical Park Hub in Seattle) called In Your Backyard Northwest.

The NPS approached our class and talked about how they've noticed there is large dis-communication with middle and high school youth and the National Parks. My classmates and I are currently being tasked with developing programs to engage youth, specifically inner city kids and kids of other underrepresented groups with the National Parks System. What this completely encompasses is fairly fluid, but the goal of this project is to re-engage the youth of today and increase interest in the National Parks system. The proposals that my class develops will be reviewed by park rangers for the Klondike Gold Rush National Park and will be implemented starting this summer and into next school year.

The main reason why the NPS has trouble engaging teenagers in their programs is a lack of communication opportunities between the rangers and the kids. The National Parks Service has a lack of economic resources but make up for it with man-power, drawing in a fair amount of volunteers over the summer and during the school year. I know the YESC already has connections in *many* different high schools in the Seattle Region (Laura Emerson emailed me the list) and The reason why I am emailing you today is to see if the YESC would be interested in collaborating with the National Parks Service to solve this problem in today's youth. We are also currently reaching out to school principals and teachers with environmental studies classes for collaboration as well.

I know the YESC already has a lot going on as far as organizing events and clubs so it depends on what the organization is willing to work with the NPS on (if you do agree to collaborate with us). We are mainly hoping to use this potential connection to pass information about the National Parks, events happening in Seattle, volunteer opportunities, and other information onto kids who already have an interest in the environment. If anything, the spread of information about the NPS is crucial to the In Your Backyards Northwest campaign. Further collaboration would be possible (ex. Rangers coming into environmental clubs to give demonstrations and lead discussions) if the YESC and an individual environmental club wants to become more involved with this program!

Again, this program is just now being created and will be further developed over the summer. A stricter plan of action will be created, but as stated above I believe the YESC would be an excellent organization to collaborate with us on this project because of your obvious care about the environment and your already-established presence in schools across Western Washington. We would be very grateful if you'd take time to consider becoming involved in the In Your Backyard Northwest campaign.

Thank you for taking time to read this, and I hope to hear from you soon,

Kaelin Blanchard

11th Grade, Eastlake High School

Environmental Club President and Student Volunteer with the National Parks Service