

Geoscientists-in-the-Parks Program

Fiscal Year 2015

Accomplishments Report

Natural Resources Stewardship and Science
Geologic Resources Division
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October 2015



ON THE COVER: Elizabeth Gerrits, GIP participant at Glacier National Park, Montana. (NPS photo)

THIS PAGE: Mikayla Thomas, GIP participant at Great Sand Dunes National Park and Preserve, Colorado. (NPS photo)

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An Introduction to the Geoscientists-in-the-Parks Program

What is the GIP Program?

The Geoscientists-in-the Parks Internship Program (GIP), developed by the NPS Geologic Resources Division in 1996, provides college students and recent graduates 18 – 35 years old with on-the-ground, natural resource, science-based work experience with the National Park Service. This multidisciplinary program provides opportunities to work on STEM (science, technology, engineering, and math) projects focusing on inventorying and monitoring; research; developing educational brochures, visitor materials, and education curricula; and interpreting natural resource science information for park staff and the public. GIP projects address a broad array of natural resource science needs in air resources, biology, geology, natural sounds and nights skies, water resources, and other integrated science topics in NPS units.

Mequette Gallegos, GIP participant leading an interpretive program at Shenandoah National Park, Virginia. (NPS photo)

In 2015, 142 GIP interns helped parks and NPS central offices fulfill their unmet natural resource science needs, while gaining practical job experience ranging from three months to one-year. Since the program's inception, 1162 participants have worked with parks and central offices to further the NPS' resource management needs while gaining on-the-ground work experience. The Geoscientists-in-the-Parks Program is run in partnership with The Geological Society of America (GSA), Environmental Stewards, and National Association of Geoscience Teachers and in collaboration with the National Park Service's Natural Resource Stewardship and Science offices and divisions.

Program Objectives

- Provide on-the-job geoscience and other natural resource science training for college and graduate students and recent graduates 18-35 years old,
- Introduce students and recent graduates to science careers in the National Park Service,
- Build natural resource science technical capacity for parks and central offices, and
- Enhance the public's understanding of the natural resource sciences.

The Geoscientists-in-the-Park Program objectives relate to the Department of the Interior's *Youth in the Great Outdoor Initiative* by inspiring college students and recent graduates to play, learn, serve, and work on our public lands. One of the trends we see today is that youth are spending less time outdoors. By encouraging young people to enjoy nature and work and play outdoors, we will help to build future stewards of our natural and cultural resources. The GIP Program goal is that internship experiences will help to instill a love of the outdoors and a resource stewardship ethic in its program participants.



Chelsea Jones, GIP participant analyzing cave water at Oregon Caves National Monument and Preserve, Oregon. (NPS photo)

In FY15, 142 participants worked on a variety of natural resource science projects in parks and central offices. GIPs were placed in 58 parks in all NPS regions, four I&M networks, and three Washington offices to assist NPS staff its natural resource science needs. There were 26 additional GIP positions in FY15 than during the previous year. Increasing the number of GIP internships each year demonstrates the program's continuing relevance and value to parks.

An emphasis on diversity recruitment and selection in FY15 resulted in 13% of the GIP participants being from groups that are typically under-represented in the geosciences and other natural resource science fields.



Mykayla Thomas, GIP participant working as a Physical Scientist at Great Sand Dunes National Park and Preserve,

GIP interns completed work in NPS units in 2015 valued at $1.9 million at a cost of $1,006,812 to the NPS, a noteworthy payback of approximately 2:1.

GIP Program enhancements in FY15 included expanding the program to include all natural resource science disciplines, focusing on college and graduate students and early career professionals 18-35 years old, building upon the program's job training and mentoring components, and updating the program's websites and database.

GIP Program Summary for FY15

The GIP Program is administered through NPS youth cooperative agreements and annual task agreements with The Geological Society of America (P13AC00336) and with Conservation Legacy (P15AC00024). These national youth agreements authorized under the Public Lands Corps Act (16 U.S.C. §§ 1721-1726) focus primarily on 18-25 year olds. The upper age limit for the GIP Program was raised to 35 years old in 2015 to accommodate persons in the millennial generation that have delayed their college education or are in the early stages of pursuing their careers. The Public Land Corps Act also allows participation by "resource assistants" that are older and/or more experienced than a typical college student. A key benefit of the NPS youth agreements is that program participants may be noncompetitively hired by the federal government after completing 640 hours of satisfactory service on an appropriate conservation project (see NPS Human Resources Bulletin 10-09a, Jan 31, 2013).



Raphael Norland Hagen, GIP participant overlooking Cracker Lake in Glacier National Park, Montana. (NPS Photo)

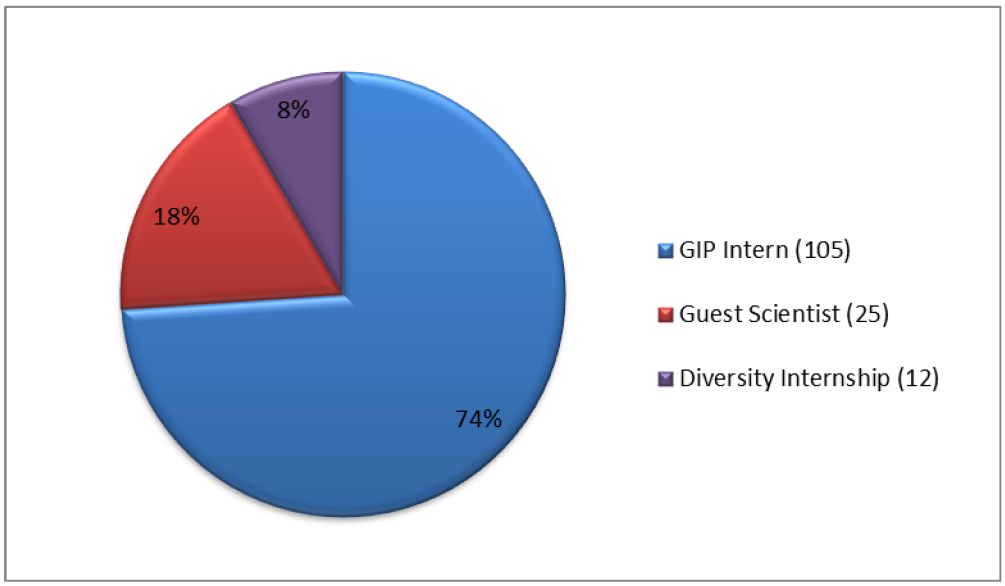
Types of Positions

Three types of Geoscientists-in-the-Parks positions are offered each year: Standard GIP positions, Guest Scientists, and Diversity Internships.

- **Standard GIP Positions** typically last for approximately 3 months during the summer. In recent years there have been more GIP positions in the fall and winter because park staff have more time to focus on park projects and intern supervision and mentoring during these times of the year. In FY15 each GIP intern received a $3,000 stipend, $250 travel allowance, and park-provided housing or a housing allowance.
- **Guest Scientists** are hired for projects that require a higher level of scientific expertise or last longer than 3 months. Guest Scientist positions may last up to one year. Participants were paid monthly stipends of up to $2,000 per month, $250 travel allowance, and park-provided housing or a housing allowance.
- **Diversity Internships** focus on college students and recent graduates that are under-represented in the natural resource science fields. Diversity interns received a $3,000 stipend, $500 travel allowance, and park-provided housing or a housing allowance.

The majority of GIP positions in FY15 (74%) were standard 3 month GIP positions which is typical in any given year. The distribution of GIPs by position type is shown in Figure 1.

Figure 1. Distribution of GIP positions by type of position

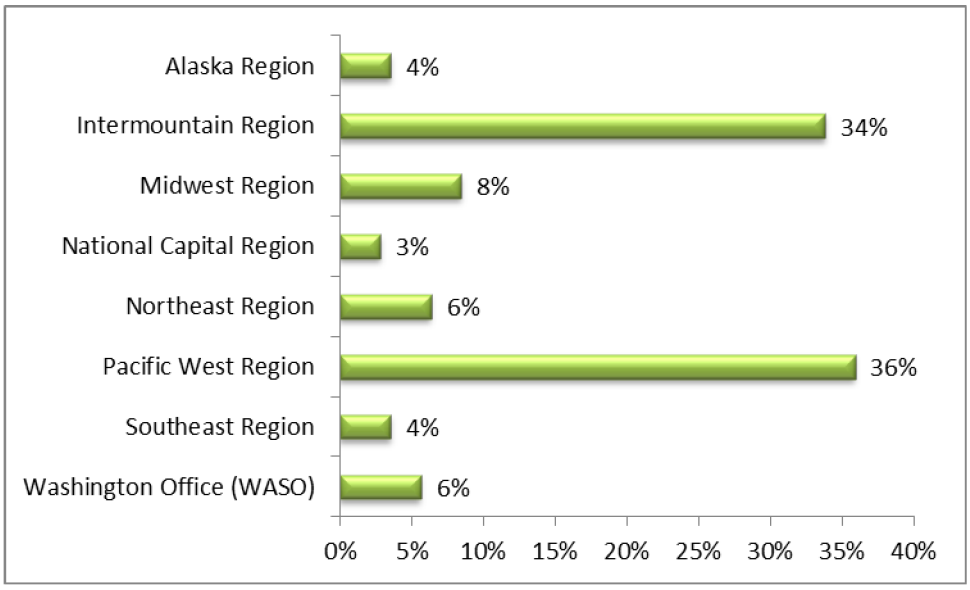


GIP interns were placed throughout the Service in 58 parks, four inventory and monitoring networks, and three Washington offices. Approximately two-thirds of the GIP positions were in the Intermountain and Pacific West Regions (34% and 36% respectively). The number of GIP positions by park and region is shown in Table 1 and the percentage distribution for each region is shown in Figure 2. Tables listing spring/summer and fall/winter positions, their participants, and the park in which they worked are shown at the end of this report.

Table 1. GIP positions by park and region

Region	# Positions	Park
Alaska Region	5	AKRO, DENA (4)
Intermountain Region	48	BRCA (3), CARE, CHCU, COLM (2), CORO (4), DETO (2), DINO (3), ELMA (2), FLFO (8), FOBU (2), GLAC (2), GLCA, GRCA (6), GRSA, GRTE (2), GUMO, MEVE (2), PARA, ROMO, SAGU, WHSA (3)
Midwest Region	12	BADL (3), BUFF, CUVA, HOSP (4), ICAG, PIRO, WICA
National Capital Region	4	CHOH, MANA, ROCR (2)
Northeast Region	9	ASIS (2), COLO, DEWA, GATE (2), NCBN, SARA, SHEN, VAFO
Pacific West Region	51	CRMO (2), HAFO (4), JODA (6), JOTR (2), KLMN (2), LAVO, MOJN, MORA (14), NOCA (3), ORCA (8), PORE, REDW (3), SEKI (2), SIEN, TUSK (2), WHIS (2), YOSE (3)
Southeast Region	5	CONG (2), FOFR, GUIS, MACA
Washington Office (WASO)	9	BRD (5), GRD (2), WRD

Figure 2. Distribution of GIP positions by NPS region



In fiscal year 2015, GIP participants represented a broad range of natural resource science disciplines - from biology to geology to hydrology. Figure 3 shows the number and percentage distribution for GIPs for each natural resource field. Table 2 lists the project sub-disciplines, and Table 3 the disciplines grouped by type of project.

Figure 3. Distribution of GIP positions for each natural resource science field

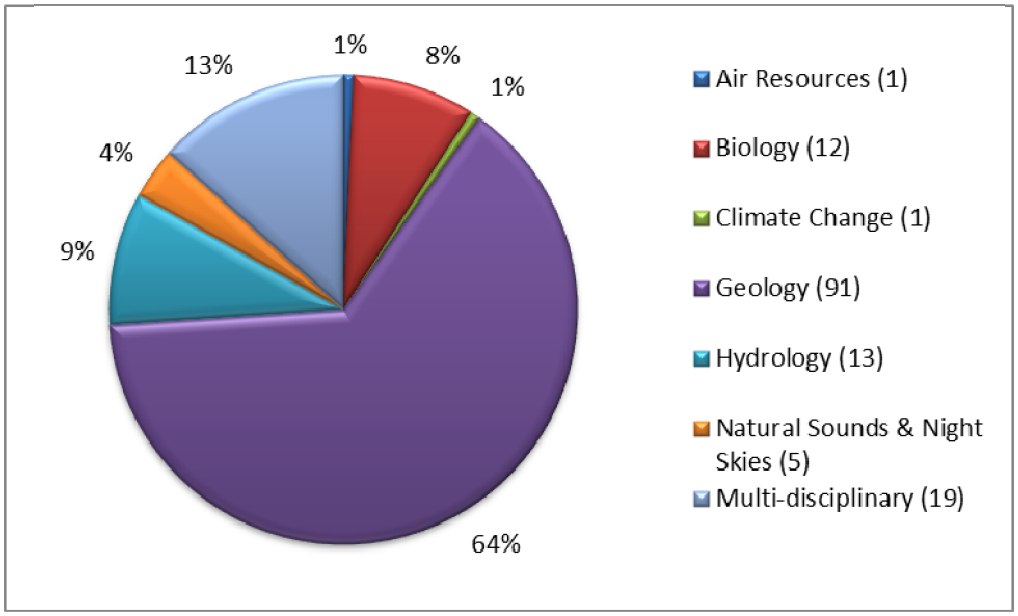


Table 2. GIP positions by natural resource sub-discipline

Discipline	# Projects	%
Air Resources	1	1%
Biology - Exotic Plant Management	3	2%
Biology - General	9	6%
Cave / Karst	16	11%
Climate Change	1	1%
Coastal Geology	2	1%
Geologic Hazards	7	5%
Geology - General	20	14%
Geomorphology	6	4%
Glaciology	1	1%
Hydrology - General	6	4%
Hydrology - Groundwater	4	3%
Hydrology - Lacustrine	3	2%
Multi-disciplinary	22	14%
Night Skies	4	3%
Paleontology	34	24%
Soundscapes	1	1%
Unknown	2	1%
Volcanology	2	1%
TOTAL	142	100%

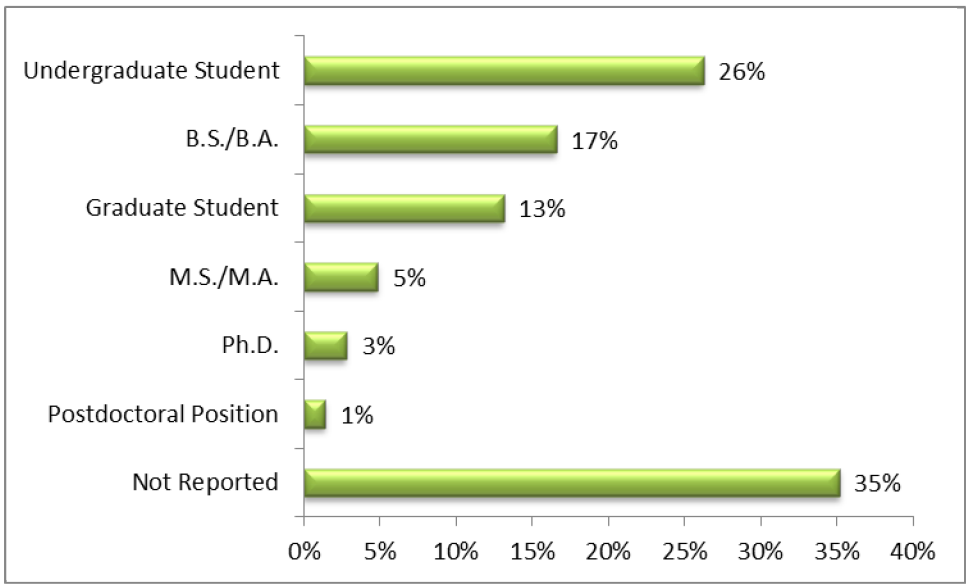
Twenty-eight percent of the projects in FY15 were interpretation and education projects. The second most common type of project was inventory and monitoring (23%) followed by multi-faceted projects (16%) that spanned several of the types of projects shown below in Table 3.

Table 3. GIP positions by type of project

Project Category	# Projects	%
Curation	13	9%
GIS and other technologies	9	6%
Interpretation/Education	41	28%
Inventory and Monitoring	33	23%
Multi-faceted	23	16%
Research	19	13%
Restoration/Reclamation	4	3%
TOTAL	142	100%

Sixty-four percent of program participants that reported their education level in their applications were undergraduate or graduate students or had recently earned their undergraduate or graduate degree. Over one-third of the GIP participants did not specify their educational level in their applications (Figure 4).

Figure 4. GIP positions by education level



GIP Program Diversity

The Geoscientists-in-the-Parks Program's goal of increasing diversity of our STEM workforce aligns with the goals in the U.S. Department of Interior's STEM *Education and Employment Pathways Strategic Plan for Fiscal Years 2013-2018*. The five-year goal in the strategic plan is "that our youth and the American public become scientifically literate stewards of our natural and cultural heritage and that today's youth, especially those underrepresented in STEM fields of study, become inspired to choose career paths at DOI or related agencies and partners". One of the GIP Program goals is to inspire its participants to pursue careers with the NPS after their internships, and that the best and brightest will be hired in to seasonal, term, or permanent NPS positions. The ongoing challenge is having available positions to hire outstanding program participants after they have completed their internships and education.

In FY15, increasing the racial and ethnic diversity of program participants continued to be a priority objective of the GIP Program. In order to work towards this goal, the Geologic Resources Division offers a number of fully funded diversity positions in parks each year Twelve diversity internships were offered in FY15, and parks filled an additional seven positions with minority applicants (see Figure 5 and Table 4).



Gina Fonseca working at Valley Forge National Historical Park, Pennsylvania. (NPS photo)

The diversity in the GIP Program was 13% in FY 15, which is similar to the diversity of the program in the last several years. Participation by minority students is likely higher than is reported because nearly one-third of program participants chose not to self report their race / ethnicity on their applications.

In order to attract more diverse applicants, GSA and the NPS advertise the positions with organizations and universities that serve persons under-represented in natural resource science fields (e.g., SACNAS – Society for the Advancement of Chicanos and Native Americans in Science, NABG – National Association of Black Geoscientists, HBCU – Historically Black Colleges and Universities, HACU – Hispanic Association of Colleges and Universities, HSI – Hispanic Serving Institutions, TCU – Tribal Colleges and Universities, AIHEC – American Indian Higher Education Consortium, and others). In addition, GRD staff reached out to the NPS Youth Programs Division, NPS EEO offices, NPS colleagues, and others to help seek minority applicants for GIP internships.

Overall, the diversity in the GIP Program does not adequately represent the diversity of the U.S. population but is greater than the U.S. STEM workforce (6%) and NPS STEM workforce (3%). Figure 5 illustrates the diversity of the GIP Program in FY15. Table 4 lists the racial/ethnic diversity of the overall NPS workforce and in STEM fields. The NPS statistics were compiled from 2014 NPS employment data by James Wiggins, NPS Equal Employment Opportunity Specialist.



Mauricio Flores, GIP participant caving at El Malpais National Monument, New Mexico. (NPS photo)

Figure 5. Racial/ethnic diversity of GIP participants

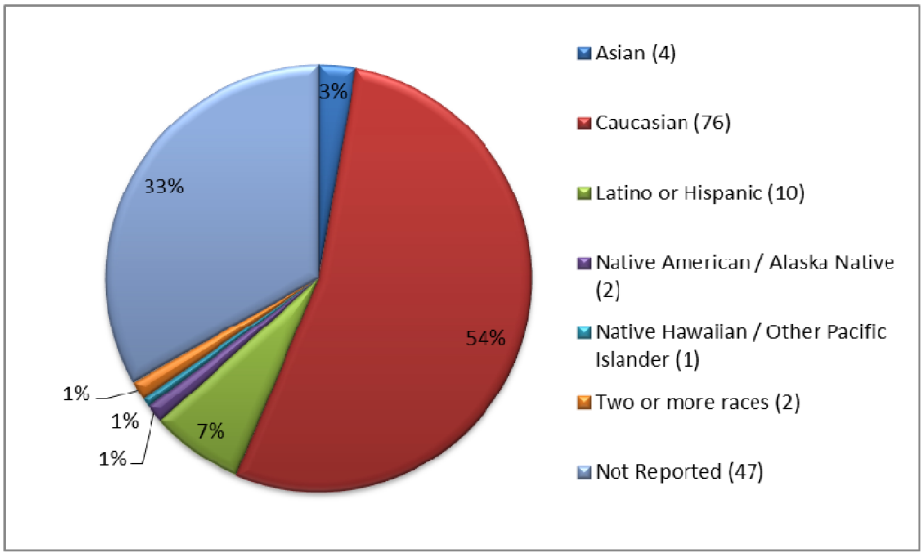
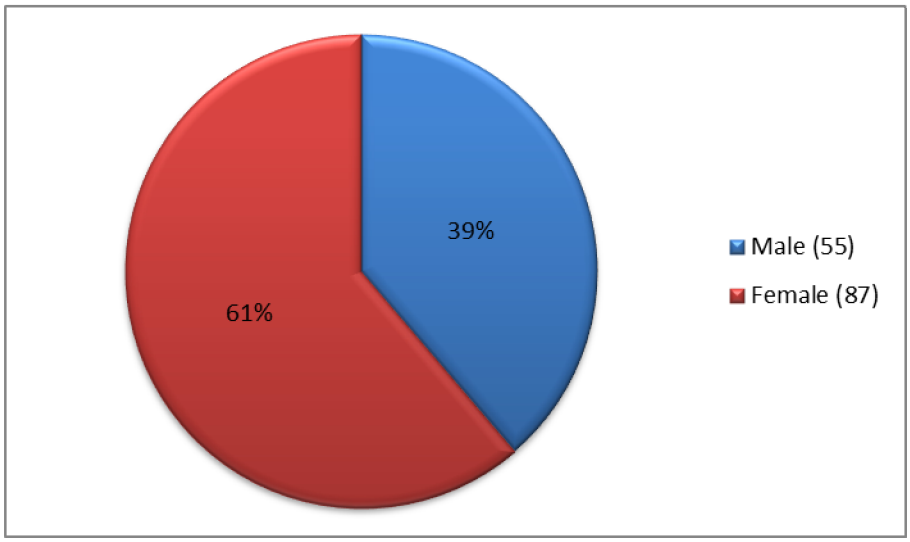


Table 4. Diversity of the overall NPS workforce and in STEM fields (2014 NPS data)

Category	# Employees	%
NPS Employees	23,529	100%
NPS Racial/Ethnic Diversity (excluding Caucasian) of NPS Workforce	4,183	18%
NPS workforce - Caucasian	19,346	82%
NPS Workforce – STEM fields	5,054	21%
NPS Workforce – Racial /Ethnic Diversity in STEM Fields	698	14% of NPS STEM employees, 3% of total NPS workforce

Sixty one percent of GIP participants in FY15 were women (Figure 6). According the National Science Foundation, this is 10% higher than the percentage of women earning undergraduate degrees in the natural resource science fields (2011 data).

Figure 6. Gender of GIP participants



Participant and Project Highlights

A few of the outstanding projects completed by this year's Geoscientists-in-the-Parks participants are described below. This is a small sampling of the great work that GIP interns are doing in national parks.

Lilian Peterson, Paleontology Intern, Point Reyes National Seashore, California



Lillian Pearson at Point Reyes National Seashore, California documenting a whale mandible fossil on Drakes Head (bottom left corner of the photo) . (NPS photo)

Lillian's GIP project was to develop strategies for long-term monitoring of rapidly eroding fossil rich exposures along the park's coastline. While doing her project, Lillian Pearson and paleontologist Robert Boessenecker discovered and collected a short-beaked dolphin that likely represents a new species of marine mammal. The specimen was discovered when Lillian was evaluating coastal exposures of fossiliferous rocks at the national seashore. Very few cetaceans (whales, dolphins and porpoises) have been described from the Purisima Formation, and the recovery, preparation, and study of this specimen will provide important information on the biodiversity of marine mammals in the Pliocene age formation.

Gabe Joseph, Soundscape Inventory and Monitoring Assistant, Denali National Park and Preserve, Alaska



Gabe Joseph at Denali National Park and Preserve , Alaska maintaining sound monitoring equipment. (NPS photo)

Gabe worked with park staff during his GIP internship to install and maintain automated sound recording stations in Denali National Park and Preserve. He used his degree in computer science to help park staff with several software development projects including creating a tool to query standard NPS acoustic data that has the potential to be used by parks across the nation. He also developed a software tool to help park stakeholders visualize the acoustic effects of airplane flights over the park. The tool can be used to develop alternative flight routes to help maintain the park's wilderness character and achieve the park's soundscape resource management goals. In celebration of World Listening Day on July 18th, Gabe also helped create a game where visitors could match sound clips to a visual representation, called a spectrogram.

Sara Fulton, Geology Interpreter, Bryce Canyon National Park, Utah



Sara Fulton, GIP participant at Bryce Canyon National Park showing the stratigraphic column she created during her internship in the park. (NPS photo)

During her GIP internship, Sara Fulton constructed a stratigraphic column of the rock layers exposed at Capitol Reef National Park to help illustrate the sedimentary formations and park's geologic history to local school children and park visitors. The stratigraphic column is currently displayed at the Ripple Rock Nature Center in the park. This lightweight, portable display can be used in a variety of park interpretive programs such as geology talks, porch talks, and evening programs as well as the annual GeoFest at Bryce Canyon National Park.

Paleontologists/Quarry Mapping interns, Dinosaur National Monument, Utah



Thea Kinyon Boodhoo (GIP), Elliott Smith (GIP), Marie Jimenez (Mosaics in Science intern), and Trinity Stirling (GIP), Dinosaur National Monument, Utah standing on the wall of dinosaurs. (NPS photo)

In summer of 2015, GIPs Thea Kinyon Boodhoo, Elliott Smith, Trinity Sterling and Mosaics in Science intern, Marie Jimenez designed and built the Digital Quarry Project website and began populating it with information about the fossils found in the park's Carnegie Dinosaur Quarry, the site for which the park was created in 1915. The Digital Quarry Project is a multi-institutional, multi-disciplinary project that will put a vast amount of information on-line in a searchable format and allow people all over the world to explore the quarry and learn about its remarkable story. This was the second year of GIP involvement in this project. In 2014, GIPs took thousands of photographs of the fossils exposed on the quarry face and converted historic quarry maps to a digitized GIS compatible format. The photographs and quarry maps were then used by the 2015 GIP interns to develop the website. The website will be formally launched in October 2015 as part of the park's centennial celebrations.



Thea Kinyon Boodhoo photographing fossils at Dinosaur National Monument, Utah. (NPS photo)



GIP interns working on the Wall of Dinosaurs at Dinosaur National Monument, Utah. (NPS photo)

Jessica Garcia, Cave and GIS Specialist, Coronado National Monument



Jessica Garcia looking for insects at Coronado National Monument, Arizona. (NPS photo)

In honor of the 99th birthday of the National Park Service, GIP intern, Jessica Garcia had the idea to identify 99 types of insects at Coronado National Monument in the park's first ever "Bug Blitz". In order to attract as many insects as possible, park rangers set up two "light stations" to attract the nocturnal insects. White sheets were arranged to catch the light and make for easy viewing and identification of the non-human guests at the event. One of the lights was a black light, which especially attracted the insects. Several scout troops, children and adults showed up at the Bug Blitz to help find the insects. The most interesting species identified during the blitz were mantidflies and rhinoceros beetles. The park was very pleased that more that 99 different types of insects were discovered during the park's first bug blitz.

Program Expenditures



Mitchell Hermann, GIP participant excavating fossils at Fossil Butte National Monument, Wyoming.

Total Program expenditures in FY15 were $1,070,012 of which the NPS paid $1,006,812 (Table 5). Fiscal year 2015 expenditures were less than overall program costs because positions last across fiscal years and have not been fully invoiced as of the date of this report. Program funding is obtained from a variety of sources including the Geologic Resources Division, parks, and other NPS offices and programs (e.g., Inventory and Monitoring, Youth Programs Division, and regions). The remaining program costs were paid by park cooperating associations and program partners.

In FY15, GRD staff continued to seek program funding by preparing NPS funding proposals and program outreach materials in conjunction with the NRSS Partnerships office, Youth Programs Division, Nature Fund, and National Park Foundation. An ongoing and high priority program goal is to obtain sustainable NPS funding for the GIP Program rather than using variable discretionary NPS funding each fiscal year.

Table 5. GIP program expenditures in FY15

Funding Source*	Amount Expended
Geologic Resources Division	$219,880
Inventory & Monitoring Program (GRI, and other I&M network funds)	$41,750
Regions	$17,000
Parks	$552,751
WASO - NRSS	$75,431
WASO YPD	$100,000
NPS sub-total	$1,006,812
Park Cooperating Associations	$37,200
GSA Foundation	$20,000
National Association of Geoscience Teachers (NAGT)	$6,000
Partner sub-total	$63,200
TOTAL	**$1,070,012**

*GIP Program expenditures are based on the most current data in the NPS GIP database as of 9/18/2015.

Value and Cost Benefit of GIP Work

Under the NPS Volunteer in Parks Act (16 USC Sec. 18g) GIP participants are considered volunteers. During FY15, GIP Program participants volunteered 84,356 hours in NPS units. The U.S. estimated value of an average volunteer as determined by the Federal Interagency Team on Volunteerism is $23.07/hour, resulting in GIP work worth $1,946,093. This equates to a value per NPS program dollar spent of approximately 2 to 1, demonstrating that science work completed by GIPs is a cost-effective way for the NPS to accomplish its natural resource science needs while helping to train the U.S. STEM workforce.

Since GIPs have specialized science expertise, a more appropriate value for environmental and geoscientist's work is the 2014 Bureau of Labor Statistics average hourly rate of $34.28 /hour for natural resource scientists. The total valuation for FY15 is $2,891,724 which equals a payback of nearly 3 to 1 for every NPS dollar expended, demonstrating that science work completed by GIPs is highly cost-effective for the NPS.

Program Partners

Below is a summary of the three GIP Program partnerships.

The Geological Society of America – GeoCorps™ America Program

- Nineteen (19) year partnership with the NPS Geoscientists-in-the-Parks Program;
- GSA partners with the NPS, USFS, and BLM to place natural resource scientists in public lands to assist with their natural resource science needs;
- National Youth Cooperative Agreement was finalized with GSA in July 2013;
- GSA Foundation annually supports two or more positions in Alaska;
- GSA maintains an online system for posting position descriptions and applications, recruits qualified applicants for each position, and provides day-to-day program administration;
- GSA maintains a Facebook page and Twitter feed to help foster communication among GIP and GeoCorps participants, persons interested in the program, and to convey important information related to geoscience job opportunities.



Matt Dietrich working as a volunteer astronomer at Mount Rainier National Park, Washington. (NPS photo)

National Association of Geoscience Teachers (NAGT)

- Ten year partnership with NAGT to administer the Geoscience Teachers in Parks Program (2006 – 2015);
- Program began at Mammoth Cave NP in 2006 and expanded to Mount Rainier NP in 2012;
- Two Earth Science teachers work at Mount Rainier National Park each year gaining on-the-ground work experience, assisting with the park's Earth science needs, and building long-term relationships with GTIP participant's schools;
- NAGT provided $6,000 in program support in FY15. Mount Rainier NP covered the remaining program costs for these two positions.



Allison Madison, GTIP intern, using the Total Station for cross section surveys at Sunshine Point Campground, Mount Rainier National Park, Washington. (NPS Photo)

Environmental Stewards

- First year partnering with Environmental Stewards (ES), a program of Conservation Legacy.
- ES offers individual placements of young people interested in gaining natural and cultural resource experience on public lands.
- One position was placed in the Geologic Resources Division in FY15 with a second position starting in October 2015.
- Additional GIP positions will be offered by Environmental Stewards in FY16.

Table 6. Number of GIP positions by partner organization

Program Partner	# Positions
Geological Society of America	139
National Association of Geoscience Teachers	2
Environmental Stewards	1

GIP Program Websites and Databases

The GIP Intranet and Internet sites continue to be upgraded each year to enhance the availability of program information and to showcase the great work done by program participants. Recent Intranet website improvements include information for parks interested in obtaining a GIP intern and adding the projects and report to the searchable database of GIP work products (e.g., reports, videos, and trail guides). Enhancements to the GIP Internet site include updating the orientation and mentoring toolkit for NPS supervisors and interns and updated program information, and helpful resources and links such as information about applying for federal jobs.

The internal NPS GIP database tracks project and participant information, funding data, task agreement and account funding status, and lists all products completed for each GIP project. FY15 database enhancements included improvements to track overall funding and expenditures, better tracking of individual project and budgetary information, new reports, and developing procedures to transfer program data from GSA's project spreadsheets in to the NPS' GIP database. In FY15, NPS staff worked with David Joseph (NPS retiree) and GSA to upgrade their online application system, and program materials, databases, and evaluations.

Focus Areas for Fiscal Year 2016

Areas for program improvement were identified based on feedback from the GIP participants, NPS supervisors/mentors, and NPS management. Program changes that will be implemented in FY16 are shown below, and the responsible organization is shown in parentheses after the task:

- Working with two partners to improve the quality of the program and increase program efficiencies (NPS and partners);
- Using one program name to remove confusion about the program branding/identity (program partners);
- Developing/updating/providing guidance on NPS and partner's websites e.g., types of projects that are appropriate for the GIP Program, program calendar, position costs, special hiring authorities, participant handbook (NPS and partners);
- Developing/updating standard operating procedures and developing clear roles and responsibilities and communication protocols for NPS and program partners (NPS and partners);
- Developing and providing information to help parks effectively mentor GIPs (NPS and partners).
- Continuing to seek PLC Direct Hiring Authority for a subset of the GIP positions (NPS);
- Offering AmeriCorps Education Awards to program participants (program partners);

Long Term Program Goals

- Developing the participant's technical and leadership skills with the intent of hiring the best participants in to careers with the NPS, and
- Securing sustainable program funding to ensure long-term viability of the GIP Program.

GIP Program Evaluations

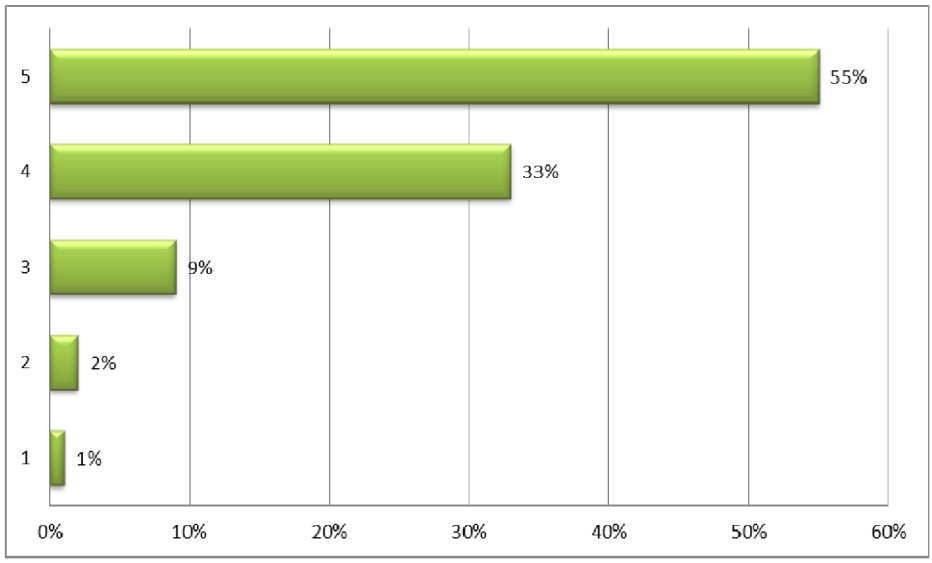
All GIP Program interns are asked to fill out pre- and post-program surveys in order to obtain additional information about the participants and their experiences and to improve the program. Each question used a scale of 1 to 5 with 1 = no knowledge, 2 = basic knowledge, 3 = adequate knowledge, 4 = intermediate knowledge, and 5 = advanced knowledge.

Pre-Internship Evaluation

Careers with state or federal public land agencies

Prior to starting their internships, eighty eight percent of program participants expressed an interest in pursuing a career with state or federal public land agencies (Figure 7).

Figure 7. Interest in pursuing a career with state or federal public land agencies

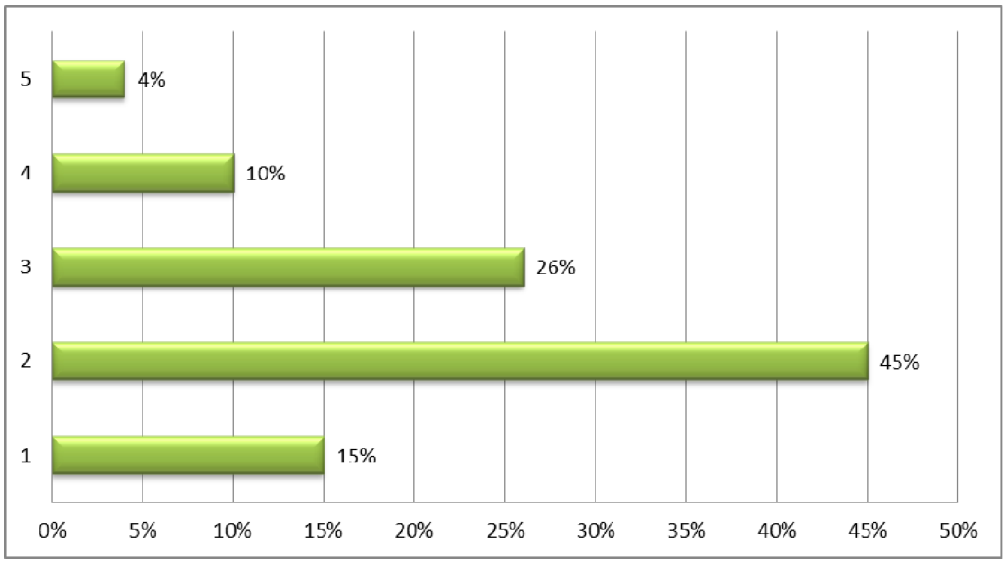


Job opportunities and career paths

Prior to starting their internships, GIP participants were most familiar with careers in educational fields and least familiar with careers in private industry and non-profit organizations.

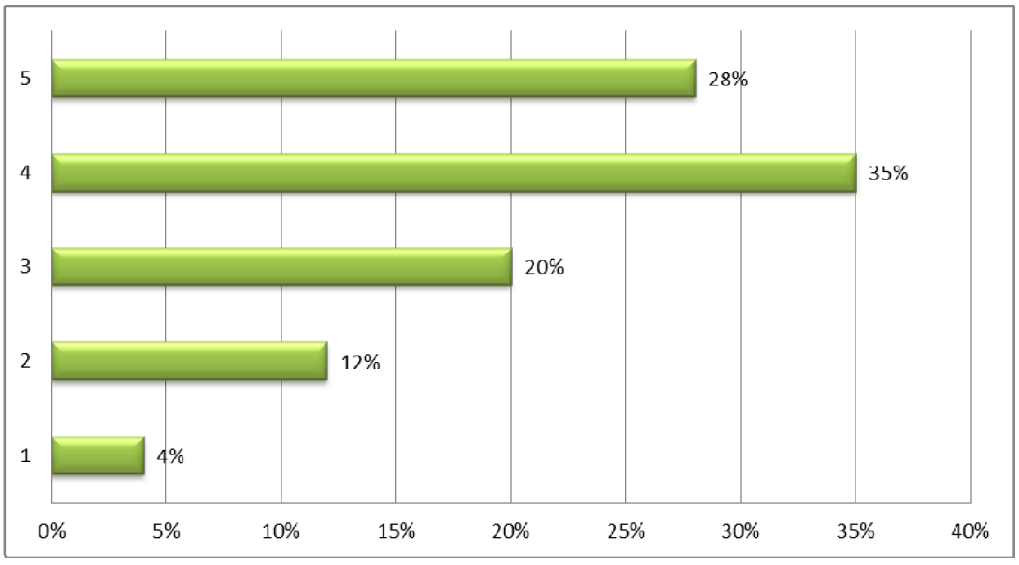
Only 14 percent of the participants had an intermediate or advanced knowledge of available careers in private industry (Figure 8).

Figure 8. Knowledge regarding job opportunities in private industry (for-profit)



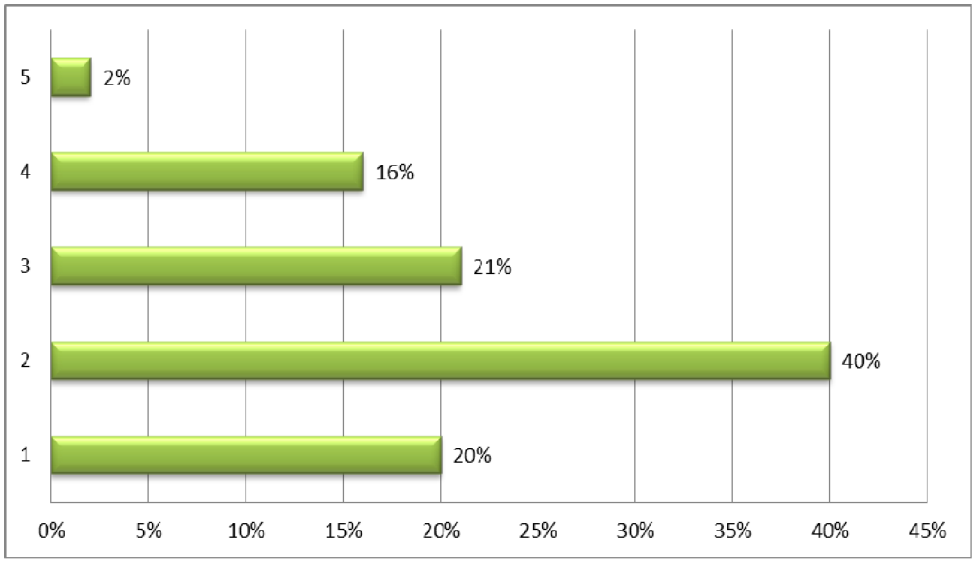
Sixty-three percent of participants stated they were familiar or very familiar with job opportunities in academia (Figure 9). These responses are predictable because many of the participants are either college students or recent graduates and have had direct contact with persons in these career fields.

Figure 9. Knowledge regarding job opportunities in academia (research & teaching)



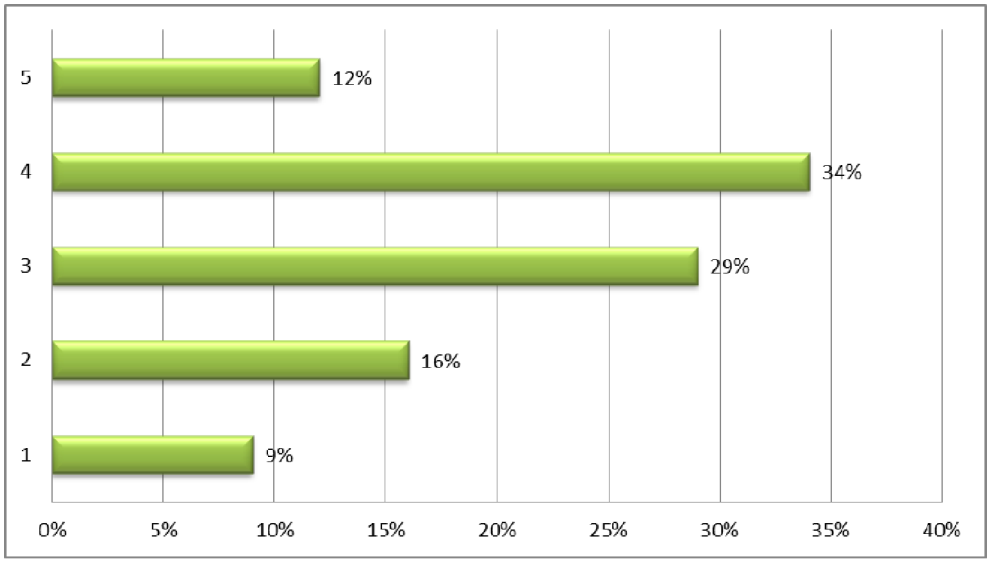
In comparison to the high percentage of the GIP's being knowledgeable about jobs in academia, only 18% of participants had intermediate or advanced knowledge about job opportunities with non-profit organizations or charities (Figure 10).

Figure 10. Knowledge regarding job opportunities with non-profit/charity organizations



Forty-six percent of participants responded that they were very familiar with job opportunities with federal and state public land agencies (Figure 11).

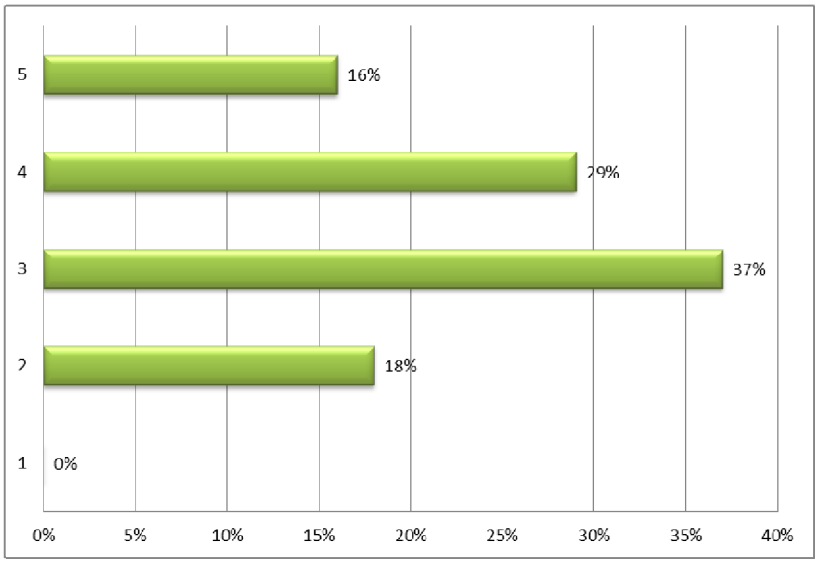
Figure 11. Knowledge regarding job opportunities with federal & state public land management agencies



Knowledge and visitation to national parks

Only forty five percent of participants were very knowledgeable about the National Park Service even though 98% stated that they had visited a national park prior to starting their internship (Figure 12).

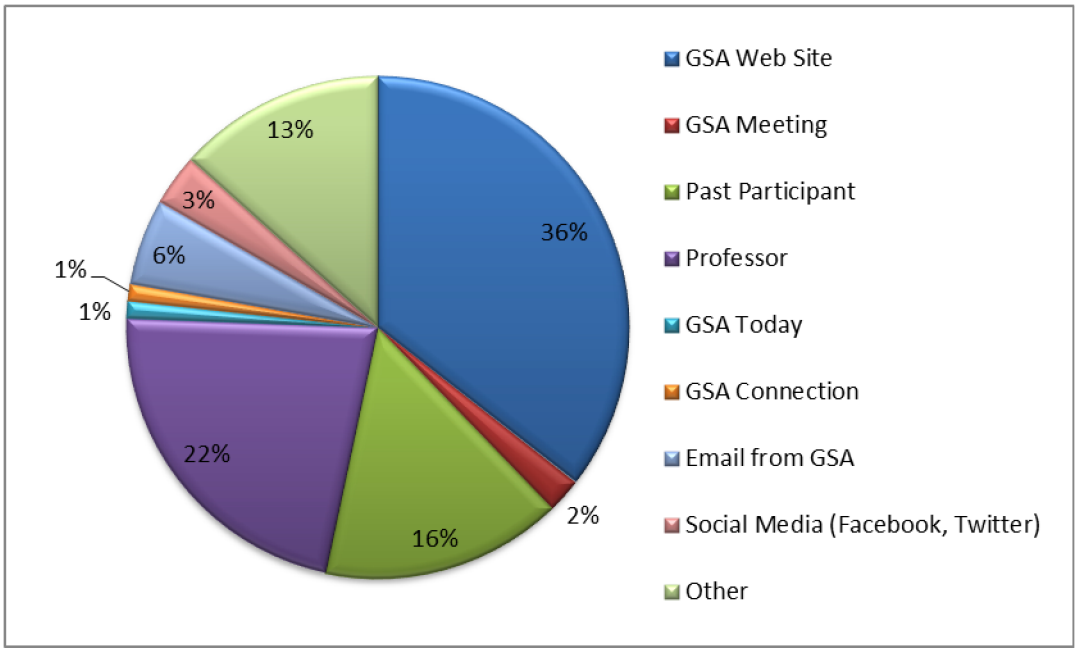
Figure **12**. Knowledge regarding the National Park Service



Dissemination of information about the program

Nearly half of the program participants (49%) heard about the GIP Program directly from GSA (emails, annual meeting, newsletter, and social media). Twenty two percent heard about the program from their college professor, 16% from past participants, and 13% from other sources (Figure 14).

Figure 13. How the participants heard about the GIP Program



Views on stewardship, conservation, or preservation

The participants were asked to briefly describe their current views on stewardship, conservation, and preservation in their program evaluations. Below are a few of their answers:

"Conservation and stewardship of land and natural resources is dependent on several factors, among them: interdisciplinary cooperation, inter- and intra-agency cooperation, cooperation between public and private entities and peoples, and an understanding of how the Earth systems are connected with one another."

– Jonathan Luczak - Gateway National Recreation Area, Northeast Coastal Barrier Network

"I feel that our natural resources, both past and present, and our place within them, are truly best viewed as a community of which we are a part. We are stewards, and have the responsibility to improve existing conservation systems and adopt additional conservation activities to address priority resource concerns."

– Mary Carpenter, Badlands National Park

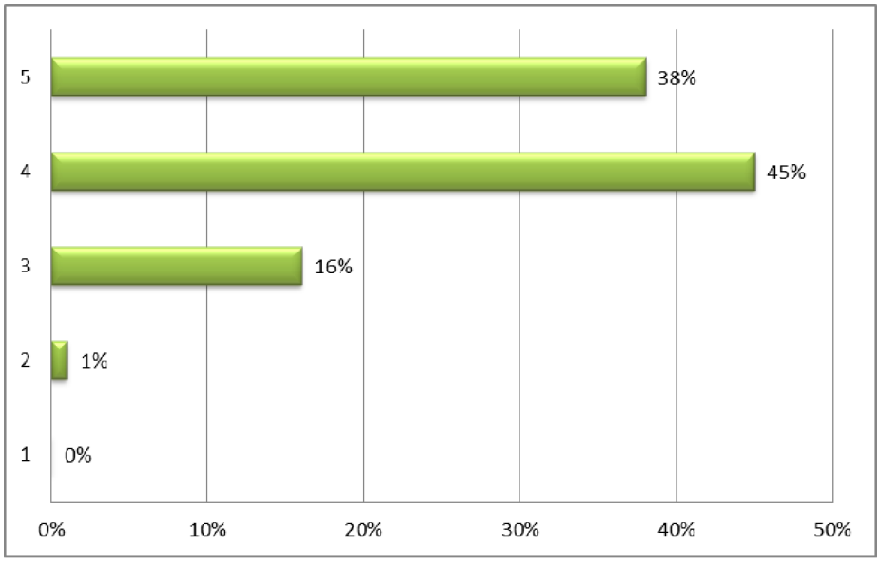
"I feel very strongly about the protection of our public lands. The US contains some of the most geologically and biologically dynamic sites in the world and it is extremely important that we protect these lands for posterity and future scientific research." *– Zachary Smith, Oregon Caves National Monument and Preserve*

Post-Internship Evaluation

Contributions towards the mission of the National Park Service

Eighty-three percent of participants believe there work greatly contributed to the mission of the National Park Service (Figure 14).

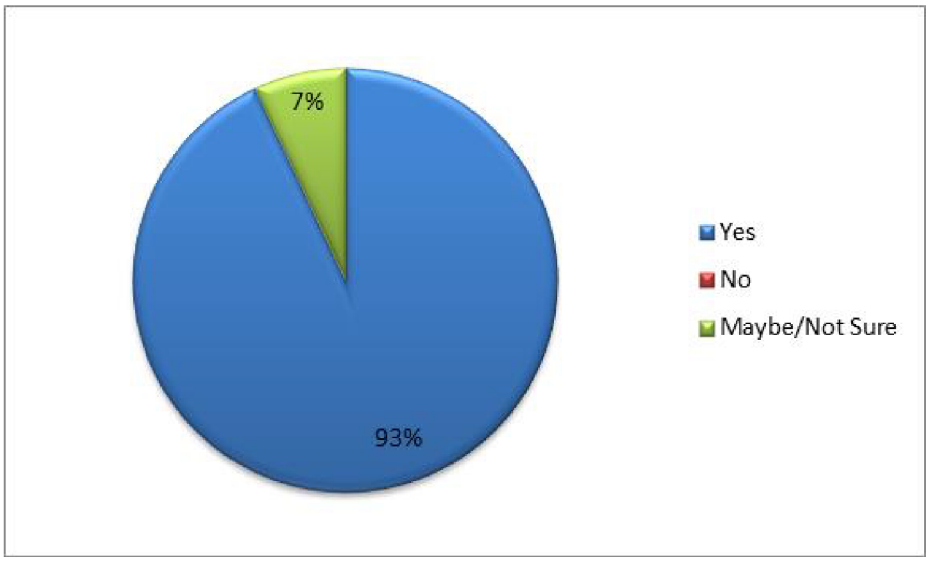
Figure 14. Contribution to the NPS mission



GIP Program Experience

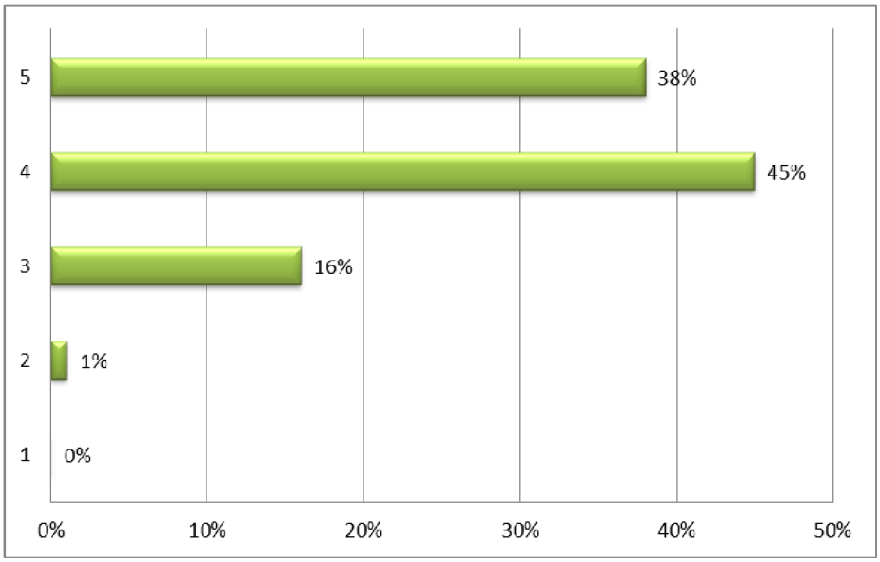
Ninety-three percent of participants responded that they would recommend the GIP Program to others and 7% indicated that they were undecided. Since 16% of the GIPs heard about the program from past participants, it is expected that previous program participants will continue to promote the program to their friends and colleagues (Figure 15).

Figure **15**. Recommendation of the GIP program to others



Ninety-three percent of participants responded that they had a very positive experience with the GIP program (Figure 16).

Figure 16. Overall experience with the GIP Program



Recommendations to the Director of the National Park Service

The participants were asked to provide one recommendation to the Director of the National Park Service on how to better engage young people/adults and diverse communities. Below are some of the recommendations from this year's GIP participants:

"The National Park Service does an excellent job encouraging young people to engage in their public lands, however, in order for these benefits to continue, the park service must strive to provide the proper number of personnel to run its parks. Park staffing is a limiting factor, there is only so much a park can do when it isn't able to hire any new staff." – *Colin Bloom, Ice Age National Scientific Reserve*

"I would say that a diverse community requires diverse opportunities. People have different interests, strengths, and weaknesses. Everyone has a different knowledge or skillset to bring to the table, so try to engage diverse audiences from as many angles as possible--programs, events, internships, contests, etc. All people seek meaning in their endeavors; the parks mean something different to everyone. You have to appeal to those individual meanings." – *Leandra Marshall, Craters of the Moon National Monument and Preserve*



Nicole Collier at Mount Rainier National Park, Washington. (NPS Photo)

"Have a stronger presence out in the park, on the trails, and in picnic areas. Leave No Trace principles should be at the forefront of education in the park, especially at high-use areas." – *Stacey Rice, Delaware Water Gap National Recreation Area*

"Entrusting young people and diverse communities with projects however small, in which they are being stewards to the environment builds a pride and interest in the natural world. The will become more engaged in what happens to the environment that they helped to preserve." – *Lillian Pearson, Point Reyes National Seashore*

"Hire more scientists in the park, particularly geologists such that interpreters are better informed on recent work and new knowledge is gained on the resource seasonally." – *Elizabeth Haddon, Bryce Canyon National Park*

Acknowledgements

The NPS would like to gratefully acknowledge the outstanding efforts and contributions of its 142 program participants this year. Every person who worked as a GIP intern contributed valuable work, perspectives, and completed essential natural resource science work that furthers the goals and objectives of the National Park Service. A listing of all of the GIP participants are shown in Tables 7 and 8.

NPS supervisors and mentors also provided essential support for the program by identifying projects, overseeing the participant's work, ensuring project success, and providing input and guidance to help the intern's to grow personally, technically, and professionally, and to help focus the their future career goals.

Numerous park associations, park's, networks, regions, and the National Association of Geoscience Teachers provided funding for GIP positions throughout the Service in 2015. This funding greatly increased the park's ability to bring youth and early career professionals to parks to gain valuable work experience and complete critical science projects.

The National Park Service Youth Program's Division provided funding for approximately 10% of the GIP positions in FY15 and also gave valuable input and guidance to help improve and grow the program. Special thanks go out George McDonald and Alex Tremble in the Youth Programs Division for their support and assistance.

David Joseph, NPS retiree spent endless hours updating the NPS' program database, creating custom reports and troubleshooting potential database issues. His work made it easy to respond to NPS data calls and other information requests and is greatly appreciated.

The Geological Society of America provided a tremendous amount of administrative support for the program in 2015 from advertising positions, to hiring interns, to working closely with program participants to ensure success for the individuals and parks. The NPS sincerely appreciates the great work of Matt Dawson, Allison Kerns, and many others at GSA.

Thank you all for an incredibly successful year!

GIP Positions for FY15

Table 7: GIP positions with spring or summer start dates in FY15. Positions advertised as a diversity internship are denoted with a "DI" in the second column.

PARK		POSITION	
1.	Assateague Island National Seashore (Maryland, Virginia)	GIS Specialist (Danna Muise)	
2.	Assateague Island National Seashore (Maryland, Virginia)	Groundwater Hydrologist (Ruth Coffey)	
3.	Badlands National Park (South Dakota)	Field Paleontologist (Dalton Meyer)	
4.	Badlands National Park (South Dakota)	Fossil Preparator (Mary Carpenter)	
5.	Badlands National Park (South Dakota)	Resource Educator / Paleontologist (Alexis Godeke)	
6.	Biological Resources Division (Colorado)	Human Dimensions Assistant (Ashley Gramza)	DI
7.	Biological Resources Division (Colorado), Colonial National Historical Park (Virginia)	Environmental Specialist (Keely Lewis)	
8.	Bryce Canyon National Park (Utah)	Geoscience Interpretive Assistant (Caroline Singler)	
9.	Bryce Canyon National Park (Utah)	Structural Geology Survey and Report (Casey Webb)	
10.	Bryce Canyon National Park (Utah)	Structural Geology Survey and Report (Elizabeth Haddon)	
11.	Capitol Reef National Park (Utah)	Geology Interpreter (Sara Fulton)	
12.	Chaco Culture National Historical Park (New Mexico)	Interpretation Specialist (Dana Hayward)	
13.	Congaree National Park (South Carolina)	Earth Science Educator (Derek Guzman)	
14.	Coronado National Memorial (Arizona)	Speleologist (Stephanie Kangas)	
15.	Coronado National Memorial (Arizona)	Geologist - Cave and GIS Specialist (Jessica Garcia)	
16.	Craters of the Moon National Monument & Preserve (Idaho)	Geology Educator (Leandra Marshall)	
17.	Craters of the Moon National Monument & Preserve (Idaho)	Geology Educator (Sarah Drummond)	
18.	Cuyahoga Valley National Park (Ohio)	Digital Informal Science GIS Intern (Julia Skrovan)	
19.	Delaware Water Gap National Recreation Area (New Jersey, Pennsylvania)	GIS Technician (Stacey Rice)	
20.	Denali National Park (Alaska)	Geoheritage Education Technician (Rebecca Rice)	
21.	Denali National Park (Alaska)	Glacier Monitoring Assistant (Sandra Cronauer)	
22.	Denali National Park (Alaska)	Soundscape Inventory and Monitoring Assistant (Gabe Joseph)	
23.	Denali National Park (Alaska)	Geohazards/GIS Specialist (Andrew Collins)	
24.	Dinosaur National Monument (Colorado, Utah)	Paleontologist/Quarry Mapping (Eliott Smith)	
25.	Dinosaur National Monument (Colorado, Utah)	Paleontologist/Quarry Mapping (Trinity Stirling)	
26.	Dinosaur National Monument (Colorado, Utah)	Paleontologist/Quarry Mapping (Thea Kinyon Boodhoo)	

PARK		POSITION	
27.	El Malpais National Monument (New Mexico)	Cave Ice Monitoring Intern (Mauricio Flores)	DI
28.	El Malpais National Monument (New Mexico), White Sands National Monument (New	Cave Ice Monitoring Intern [Diversity] (Seth Barot)	DI
29.	Florissant Fossil Beds National Monument (Colorado)	Paleontology Museum/Field Technician (Ryan Haupt)	
30.	Florissant Fossil Beds National Monument (Colorado)	Paleontology Museum/Field Technician (Emily Thorpe)	
31.	Florissant Fossil Beds National Monument (Colorado)	Paleontology Museum Lab Technician (Mariah Slovecek)	
32.	Florissant Fossil Beds National Monument (Colorado)	Illustrator for "Junior Explorer" – Paleo/Geology Education and Interpretation (Paige	
33.	Fort Frederica National Monument (Georgia)	Geologic / Geomorphic Mapping Technician (John Burgin)	
34.	Fossil Butte National Monument (Wyoming)	Public Education Geology/Paleontology (Mitchell Herrmann)	
35.	Fossil Butte National Monument (Wyoming)	Public Education Geology/Paleontology (Andrew Connolly)	
36.	Gateway National Recreation Area (New Jersey, New York)	Geology / GIS Specialist (Jonathan Luczak)	
37.	Gateway National Recreation Area (New Jersey, New York), Northeast Coastal and	Geology / GIS Specialist (Katherine Ames)	
38.	Geologic Resources Division (Colorado)	Geologist/GIS Specialist [Resource Assistant] (Jack Wood)	
39.	Glacier National Park (Montana)	Geology Interpreter / Educator (Elizabeth	
40.	Glacier National Park (Montana)	Geology Interpreter / Educator (Raphael Hagen)	
41.	Glen Canyon National Recreation Area	Geoscience Research Assistant (Anne Miller)	
42.	Grand Canyon National Park (Arizona)	Paleontology Assistant (Robyn Hendereck)	
43.	Grand Canyon National Park (Arizona)	Educational Park Guide / Geologist (Rachel Comp)	
44.	Grand Canyon National Park (Arizona)	Karst Hydrology Research Assistant (Claire Hoffman)	
45.	Grand Canyon National Park (Arizona)	Karst Hydrology Research Assistant (Hampton Childres)	
46.	Grand Canyon National Park (Arizona)	Karst Hydrology Research Assistant (Michele Gandee)	
47.	Grand Canyon National Park (Arizona)	Wildlife Program Field and Data Assistant	
48.	Grand Teton National Park (Wyoming)	Interpretive Geologist (Joshua Johnson)	
49.	Grand Teton National Park (Wyoming)	Interpretive Geologist [Guest Scientist]	
50.	Great Sand Dunes National Park (Colorado)	Physical Scientist (Mikayla Thomas)	
51.	Hagerman Fossil Beds National Monument	Museum Technician in Paleontology (Robert	

PARK		POSITION	
52.	Hagerman Fossil Beds National Monument (Idaho)	Museum Technician in Paleontology (Casey Dooms)	
53.	Hot Springs National Park (Arkansas)	Physical Science Assistant (Bradley Griffeth)	
54.	Hot Springs National Park (Arkansas)	Physical Science Assistant (Justin Hobart)	
55.	Hot Springs National Park (Arkansas)	Physical Science Assistant (William Harmon)	
56.	Hot Springs National Park (Arkansas)	Natural Resources Assistant (Michelle Villagran)	DI
57.	John Day Fossil Beds National Monument (Oregon)	Curriculum/Education Specialist (Caity Gindling)	
58.	John Day Fossil Beds National Monument (Oregon)	Paleontology/Geology Interpretation Specialist (Abby Burlingame)	
59.	John Day Fossil Beds National Monument (Oregon)	Geologist / Paleontologist (Jonathan Hoffman)	
60.	John Day Fossil Beds National Monument (Oregon)	Geologist / Paleontologist (Gary Bard)	
61.	John Day Fossil Beds National Monument (Oregon)	Geologist / Paleontologist (Jeff Dobbins)	
62.	John Day Fossil Beds National Monument (Oregon)	Geologist / Paleontologist (Abigail Ruksznis)	
63.	Joshua Tree National Park (California)	Night Sky Program Assistant (Caila Campbell)	
64.	Joshua Tree National Park (California)	Night Sky Program Assistant (Nathan Smith)	
65.	Klamath I&M Network (Oregon), Lassen Volcanic National Park (California), Whiskeytown-Shasta-Trinity National Recreation Area (California)	Monitoring Vegetation Communities (Vi Nguyen)	
66.	Klamath I&M Network (Oregon), Whiskeytown -Shasta-Trinity National Recreation Area (California)	Monitoring Vegetation Communities (Matthew Gregory)	
67.	Mammoth Cave National Park (Kentucky)	Karst Geoscience Research Assistant (Ryan Hackbarth)	
68.	Manassas National Battlefield Park (Virginia)	Communicating-Geologic & Paleontologic Resources (Lindsey Guthrie)	
69.	Mesa Verde National Park (Colorado)	Paleontology Assistant (George Harrison)	
70.	Mojave Desert Network (California)	Hydrology Assistant (Michael Steiner)	
71.	Mount Rainier National Park (Washington)	AstroCorps - Astronomy Interpretation (Matthew Dieterich)	
72.	Mount Rainier National Park (Washington)	Geomorphology Technician (Mitchell Haynes)	
73.	Mount Rainier National Park (Washington)	Interpretive Intern (Jason Gross)	
74.	Mount Rainier National Park (Washington)	Interpretive Intern (Mariah Radue)	
75.	Mount Rainier National Park (Washington)	Mountain Lakes Hydrology (Nicole Collier)	
76.	Mount Rainier National Park (Washington)	Wilderness Stewardship Assistant (John Springer)	
77.	Mount Rainier National Park (Washington)	Wilderness Stewardship Assistant (Eva Nelson)	
78.	Mount Rainier National Park (Washington)	Interpretive Intern (Sarah Cooley)	
79.	Mount Rainier National Park (Washington)	Geomorphology Technician (Nicholas Hager)	
80.	Mount Rainier National Park (Washington)	Geoscience Teacher in Park Intern (Catherine Kamieniecki)	

PARK		POSITION	
81.	Mount Rainier National Park (Washington)	Geoscience Teacher in Park Intern (Allison Madison)	
82.	North Cascades National Park (Washington)	Science Engagement Specialist (Marian Bechtel)	DI
83.	North Cascades National Park (Washington)	Aquatic Research Assistant (Breanne Huckabone)	
84.	Oregon Caves National Monument (Oregon)	Biological Science Technician (Amanda Winters)	
85.	Oregon Caves National Monument (Oregon)	Environmental Education (Dylan Favre)	
86.	Oregon Caves National Monument (Oregon)	Biological Science Technician (Chelsea Jones)	
87.	Oregon Caves National Monument (Oregon)	Environmental Education (Lauralee Bossen)	
88.	Oregon Caves National Monument (Oregon)	Environmental Education (Zachary Smith)	
89.	Oregon Caves National Monument (Oregon)	Environmental Education (Benjamin Jackson)	
90.	Oregon Caves National Monument (Oregon)	Environmental Education (Ethan Cole)	
91.	Pictured Rocks National Lakeshore (Michigan)	Geologic/Geomorphic Mapping Field Assistant (El Hachemi Bouali)	
92.	Point Reyes National Seashore (California)	Paleontology Intern (Lillian Pearson)	
93.	Redwood National Park (California)	Vegetation Management Specialist (Salvador Amador)	DI
94.	Redwood National Park (California)	Lower Prairie Creek Resource Inventory (Rachel Luu)	DI
95.	Redwood National Park (California)	Lower Prairie Creek Resource Inventory (Ariana Solis)	DI
96.	Rock Creek Park (Virginia, District of Columbia, Maryland)	Interpretive Specialist (Samuel Adler)	
97.	Rock Creek Park (Virginia, District of Columbia, Maryland)	Interpretive Specialist (Justine Grabiec)	
98.	Rocky Mountain National Park (Colorado)	Geology Education Instructor (Samuel Bold)	
99.	Saratoga National Historical Park (New York)	Geologist/Geologic Mapper (David DeSimone)	
100.	Sequoia and Kings Canyon National Parks (California)	Geologic Resource Inventory and Interpretation (Kari Lanphier)	
101.	Sequoia and Kings Canyon National Parks (California), Sierra Nevada Network (California), Yosemite National Park (California)	Digital Science/Water Resources Intern (Eliza Goode)	
102.	Shenandoah National Park (Virginia)	Geoscience Interpreter (Mequette Gallegos)	DI
103.	Tule Springs Fossil Beds National Monument (Nevada)	Paleontology Assistant (Fabian Hardy)	
104.	Tule Springs Fossil Beds National Monument (Nevada)	Geology Assistant (Aubrey Bonde)	
105.	Valley Forge National Historical Park (Pennsylvania)	Natural Resource Conservation Assistant (Gina Fonseca)	DI
106.	White Sands National Monument (New Mexico)	Archaeologist (Molly Murphy)	
107.	White Sands National Monument (New Mexico)	Field Paleontologist (Danielle Peltier-Thompson)	
108.	Wind Cave National Park (South Dakota)	Field Paleontologist / Preparator / Curator (Paul Barrett)	

There are a total of 108 spring/ summer GIP positions.

Table 8: GIP positions with fall or winter start dates. Positions advertised as a diversity internship are denoted with a "DI" in the second column.

PARK		POSITION	
109.	Alaska Region (Alaska)	Geology/Paleontology Assistant (Marvin Turner)	
110.	Biological Resources Division (Colorado)	Biodiversity Intern (Mary Klass)	
111.	Biological Resources Division (Colorado)	Web Design Assistant (Sarah Sparhawk)	DI
112.	Biological Resources Division (Colorado)	Wildlife Conservation Biology Assistant (Bison) (Allison Mitchell)	
113.	Biological Resources Division (Colorado)	Wildlife Conservation Biology Assistant (Marine) (Nicole Brandt)	
114.	Buffalo National River (Arkansas)	Karst Hydrologist (Blake Stone)	
115.	Chesapeake & Ohio Canal National Historical Park (District of Columbia, Maryland, Virginia, West Virginia)	Geoscience Assistant (Caves and Karst) (Elizabeth Keily)	
116.	Colorado National Monument (Colorado)	Cultural Resources Assistant (Iraida Rodriguez)	
117.	Colorado National Monument (Colorado)	Cultural Resources Assistant (Lisa Smith)	
118.	Congaree National Park (South Carolina)	Earth Science Educator (Kate Baustian)	
119.	Coronado National Memorial (Arizona)	Speleology Assistant (Josie Hadfield)	
120.	Coronado National Memorial (Arizona)	Speleology Assistant (Kristin Pearthree)	
121.	Devils Tower National Monument (Wyoming)	Astronomy Interpretation Assistant (Barrett Flynn)	
122.	Devils Tower National Monument (Wyoming)	Social Media Assistant (Allyson Clabough)	
123.	Florissant Fossil Beds National Monument (Colorado)	Paleontology / Museum Assistant (Elizabeth Reinthal)	
124.	Florissant Fossil Beds National Monument (Colorado)	Paleontology / Museum Assistant (Kelly Hattori)	
125.	Florissant Fossil Beds National Monument (Colorado)	Paleontology / Museum Intern (Allison Dernbach)	
126.	Florissant Fossil Beds National Monument (Colorado)	Paleontology Lab Assistant (Katie McComas)	
127.	Geologic Resources Division (Colorado)	Geologic Information Specialist (Limaris Soto)	DI
128.	Grand Canyon - Parashant National Monument (Arizona)	Physical Science Technician (Cory Litson)	
129.	Guadalupe Mountains National Park (Texas)	Paleontologist (Susan Richardson)	
130.	Gulf Islands National Seashore (Florida, Mississippi)	Coastal Geologist Technician (Pam Marsh)	
131.	Hagerman Fossil Beds National Monument (Idaho)	Museum Technician (Paleontology) (Hannah Smith)	
132.	Hagerman Fossil Beds National Monument (Idaho)	Museum Technician (Paleontology) (Clint Wray)	

PARK		POSITION	
133.	Ice Age National Scientific Reserve (Wisconsin)	Transportation Management Planning Assistant (Colin Bloom)	
134.	Mesa Verde National Park (Colorado)	Mancos River Restoration Resiliency Assessment (Brandin Krempasky)	
135.	Mount Rainier National Park (Washington)	Physical Science Technician (Jay Broccolo)	
136.	Mount Rainier National Park (Washington)	Geomorphology Assistant (Justin Wright)	
136.	North Cascades National Park (Washington)	Landslide Management Assistant (Kara Jacobacci)	
138.	Oregon Caves National Monument (Oregon)	Geology / Paleontology Promotion Interpreter (Jillian Dyer)	
139.	Saguaro National Park (Arizona)	Hydrology/Writing Assistant (Janelle Gaun)	
140.	Water Resources Division (Colorado)	Hydrologic Technician (direct placement) (Connor Abendschein)	
141.	Yosemite National Park (California)	Geologist (Peri Sasnett)	
142.	Yosemite National Park (California)	Geology Assistant (Rebecca McCracken)	

There are a total of 34 fall/winter GIP positions.

National Park Service

Geologic Resources Division

The Geologic Resources Division assists the National Park Service and partners in the service wide coordination, support, and guidance necessary to understand and implement science-informed stewardships of geologic and associated park resources,; reduce impacts from energy, mineral, and other development, and protect visitor values, and provides natural resource science internship opportunities for America's youth.

P.O. Box 25287, Denver, CO 80225 | http://go.nps.gov/geology

For more information on the Geoscientists-in-the-Parks Program, see:

http://go.nps.gov/gip

or contact Lisa Norby, Program Manager
lisa_norby@nps.gov or (303) 969-2318
National Park Service
Geologic Resources Division
P.O. Box 25287
Denver, Colorado 80225-0287

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