



FY24 Program Report



AmeriCorps

Sky-Watcher
CLASSIC 150P



Jennifer McNamara conducts a bird survey at a very active site Yukon-Charley National Preserve.

Scientists in Parks Annual Program Report
Fiscal Year 2024

National Park Service, Geologic Resources Division
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U.S. Department of the Interior
National Park Service
Natural Resource Stewardship and Science

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Executive Summary

In 2024, the Scientists in Parks Program (SIP) placed a total of 229 participants in 104 park units across the country (Note: The total number of interns includes SIP Mosaics. All other numbers do not include SIP Mosaics, which are reflected in a separate report). These accomplished participants supported the NPS mission by completing essential natural resource science work in parks while learning the importance of conservation and stewardship on public lands.

All positions supported natural resource management park needs and focused on multi-disciplinary approaches including citizen science, interpretive programs, data collection and analysis, collections management, and more. In FY24 the SIP Intern participants were 15% racially diverse, 69% female, and 77% reported having a bachelor’s degree. The SIP interns’ work contributed 133,907 service hours*, or the equivalent almost 64 years of full-time work on natural resource science needs for the NPS at a cost of roughly \$4.9M.

This year, the SIP program completed a long-standing goal of creating a public website intended to give potential candidates, current interns, and supervisors/mentors resources in one place while promoting the interns’ work. The program continues to provide professional development through webinars and distribution of a travel award for selected applicants to attend scientific conferences. In its second active year, SIP Affinity Groups offered interested participants with distinct outlets for engagement. The SIP Scoop, the SIP newsletter, has been a hit as it shares intern highlights, upcoming career opportunities, and more! The SIP program is run in partnership with Stewards Individual Placements, a program of Conservation Legacy, The Geological Society of America, The Ecological Society of America, and Environment for the Americas.

**Please note, reported hours reflect total completed at the time this report was submitted.*



Amy Luo at Purchase Knob in Great Smoky Mountains National Park checking the leaves of yellow crownbeard for ozone foliar injury.



Statement of Purpose

The Scientists in Parks (SIP) Program is administered by the National Park Service (NPS) Natural Resources Stewardship and Science Directorate (NRSS), in partnership with the WASO Youth Programs Division and several non-governmental partner organizations. The SIP Program provides an easy-to-use mechanism by which NPS parks, networks, regions, and programs can hire non-federal interns to undertake projects that address natural resource management issues. Simultaneously, the SIP Program affords SIP interns a high-quality experience that inspires and develops the next generation of diverse park stewards and fosters a life-long connection to the National Park System. SIP positions may vary considerably in complexity, length, discipline, and skill set, in accordance with the needs of NPS units and abilities of the SIP participants.

SIP manages two seasons of positions with start dates year-round that contribute to natural resource management projects in Biological Sciences, Physical Sciences, Social Sciences, and Communication & Education. Positions in these disciplines must address one or more natural resource management categories, including—but not limited to: air quality, climate change, geology, hydrology, night skies, paleontology, and soundscapes.

Program Objectives

- Meet Park natural resource management needs
- Provide interns with meaningful natural resource management experience to foster lifelong connections to the NPS and improve their career potential
- Increase diversity within the natural resource ranks of the NPS

Types of Positions

SIP Intern positions are best for entry- to mid-level skill sets. Positions are 12-52 weeks in length during either the summer or winter season. Interns receive a one-time relocation allowance of \$400 (\$1,050 for Alaska, Pacific Islands, and Caribbean positions) plus a weekly stipend of \$525 if park housing is provided, or \$625 if park housing is not provided. Interns are eligible to earn hours toward the Public Lands Corps Hiring Authority and an AmeriCorps Segal Education Award if they successfully complete their term.

SIP DHA Intern positions target upper-level undergraduate or graduate students who are interested in natural resource science careers with the federal government. These are rigorous internships that develop the participant’s technical and creative thinking abilities, leadership skills, and problem-solving capabilities. The positions last 12 weeks during the summer are eligible for Direct Hire Authority. SIP DHA Interns receive a weekly stipend of \$715.

SIP Mosaic positions 12 or 20 weeks during the summer season with a one-week career workshop in Washington, D.C. Positions range from entry- to advanced-level skill sets. Interns earn a weekly stipend of \$640 (PLC) or \$720 (DHA), all housing costs are provided, and they are also eligible for either Public Land Corps Hiring Authority or Direct Hire Authority.

Program Summary

The SIP Interns are administered through a NPS youth cooperative agreement (P22AM00148) and annual task agreement with Conservation Legacy (Cooperative Agreement P22AC00607 & P24AC00435). This national youth agreement authorized under the Public Lands Corps Act (16 U.S.C. §§ 1721) provides positions to U.S. citizens and legal residents since all SIPs are AmeriCorps Members. A key benefit of the SIP Program is that SIP Interns may be non-competitively hired by the federal government after completing 640 hours of satisfactory service in one or more appropriate conservation projects (for the Public Lands Corps Non-Competitive Hiring Authority see DOI Personnel Bulletin 17-03, May 23, 2017 and DOI Personnel Bulletin 12-13, January 22, 2013). Additionally, SIP hosts a few Direct Hiring Authority (DHA) Interns who can be directly hired after successfully completing their 12-week summer DHA internship and graduating from an accredited college or university (see DOI Personnel Bulletin 12-15). The NPS strives to hire outstanding SIP alumni into NPS natural resource science positions. The SIP Interns are affiliated with AmeriCorps, a program that engages individuals in intensive community service work with the goal of helping others and meeting critical community needs. Upon successfully completing their internship, SIPs are eligible for an AmeriCorps Segal Education Award valued at \$1,824 to \$6,895 (pre-tax). The award amount is dependent upon several factors such as the length of their term, successfully obtaining the minimum required AmeriCorps hours, and whether they have received prior AmeriCorps Education awards. This award can be used for paying back student loans, continuing the participant's higher education, or for other qualifying educational expenses. In FY24 SIP Interns received \$290,194* in AmeriCorps Segal Education Awards at no cost to the NPS. In addition to the AmeriCorps affiliation, SIP interns are eligible to opt in for free health insurance for positions that last 52 weeks.



Program Costs

NRSS offices and divisions provided funding to support 114 SIP positions in 2024. An additional 47 positions received support from the Inflation Reduction Act to enhance conservation and climate change resilience. Individual park associations, the Geological Society of America Foundation, and regional offices also assisted parks with the costs for SIP interns. The table shown below summarizes costs for positions that began in FY24.

Table 1. Source of Funding for SIP Program Costs in FY24

FUNDING SOURCE		COST	SUBTOTAL
NPS	NRSS	\$1,265,811	
	Inventory & Monitoring Program Central Office	\$1,530,425	
	Regions	\$ 75,000	
	Park Units, Networks, & Programs	\$ 2,828,781	
	Inflation Reduction Act	\$ 917,975	
	NPS Program Costs		\$6,617,992
Partners	The Geological Society of America Foundation	\$22,350	
	Park associations	\$ 154,612	
	Non-Federal Partner Program Costs		\$176,962
TOTAL DIRECT COSTS			\$6,794,95



SIPs Stephanie Letourneau (left) and Zoe Brumbaugh (right) weigh rockweed in the rocky intertidal zone off the Sundew Trail at Acadia National Park.

Support of DOI Strategic Plan

This program supports the following Department of the Interior priorities and objectives outlined in the DOI Strategic Plan for Fiscal Years 2022–2026.

Strategic Goal 2 – Conserve, Protect, Manage, and Restore Natural and Cultural Resources in the Face of Climate Change and Other Stressors

Strategic Objective 2.2 – Species, Habitats, and Ecosystems and Protected, Sustained, and Healthy

Sophia Marxer was a Natural Resource Management Assistant at Whiskeytown National Recreation Area, who primarily focused their project work on creating a Story Map illustrating mesocarnivore distribution across 5 years after the occurrence of the Carr Fire. This map encompassed many complex aspects including vegetation cover pre and post fire, distribution of fishers, ringtails and gray foxes, and descriptions of how the landscape was changed after the fire. Secondary projects included wildlife surveys which will give park staff invaluable data to inform wildlife conservation planning over time.

Strategic Goal 4 – Serve and Honor the Public Trust

Strategic Objective 4.1 – People, Communities, and Organizations Benefit from U.S. Department of the Interior Data, Science, and Information

SIP Intern Julianna Velazquez who served at Death Valley National Park as an Education Assistant contributed to bringing important education to park visitors by creating 4 formal interpretive programs including a family program, a star program for the Dark Sky Festival, a night sky astronomy program, and an indoor planetarium program. She also led a multitude of field trips and junior ranger tabling sessions. Not only did she provide valuable information to guests, but she also conducted interviews regarding heat safety, a pertinent topic for the location. This project took many hours for her to record, edit and compile and it will be provided in both English and Spanish.

Coordinating Organizations



National Park Service, Natural Resource Science and Stewardship Directorate

The NPS Natural Resource Stewardship and Science Directorate (NRSS) provides scientific, technical, and administrative support to national parks for the management of natural resources. NRSS has a strong commitment to providing science-based on-the-ground youth career development opportunities through the management of the Scientists in Parks Program.

For more information about SIP: <https://go.nps.gov/sip>

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Stewards Individual Placement Program



Stewards Individual Placements (Stewards) is a program of Conservation Legacy. It offers land and water management agencies and other non-profit organizations opportunities to accomplish specific projects by providing individual placements (internships) on public lands. Stewards is responsible for the position advertisement system, the SIP website and administering the SIP Program once the interns have been hired which includes but is not limited to enrollment, stipend, travel, and relocation disbursements, AmeriCorps compliance and reporting, general program expectations, mentor and member support, and preparation of the annual SIP report.

For more information about Stewards: <https://www.stewardslegacy.org/>

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The Geological Society of America

The Geological Society of America (GSA) is a global professional society with a growing membership of more than 20,000 individuals in more than 100 countries. GSA provides access to elements that are essential to the professional growth of earth scientists at all levels of expertise and from all sectors: academic, government, business, and industry. The Society unites thousands of earth scientists from every corner of the globe in a common purpose to study the mysteries of our planet (and beyond) and share scientific findings. GSA is responsible for advertising, recruiting, and managing the application process for the SIP Program. GSA Foundation annually supports multiple positions in Alaska.

For more information about GSA: www.geosociety.org

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Ecological Society of America



The Ecological Society of America (ESA) is a nonpartisan, nonprofit organization of scientists. Their mission is to advance the science and practice of ecology and support ecologists throughout their careers. They envision a future where people embrace science to understand and foster a thriving planet. Central to ESA's work is the mentoring of young scientists in the field. ESA organizes activities during its annual meetings to help students review their resumes, hone their interviewing skills, and share tips to succeed as scientists and professionals in all sectors. ESA is the engagement partner for the SIP program where they support affinity groups, produce the SIP Scoop newsletter, coordinate social media posts, conduct site visits, host virtual science talks, as well as coordinate a session highlighting SIP projects and organize intern travel to the ESA Annual Meeting.

For more information about ESA: www.esa.org

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Aboli Dahiwadkar, Education Programs Assistant | aboli@esa.org

Environment for the Americas



Environment for the Americas (EFTA) is a nonprofit organization that is committed to providing environmental education opportunities and materials throughout the Western Hemisphere, with the primary goal of improving public understanding of shared resources and their conservation. EFTA believes providing opportunities for youth to become involved in science and natural resource careers is key to ensuring the protection and future existence of quality public lands and wildlife habitat. EFTA is committed to increasing participation in environmental education and outdoor recreation across all demographics and has conducted research and efforts to reduce barriers to participation since 2009.

For more information about EFTA: www.environmentamericas.org

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Sarah Wojtas looks at an oak seedling in the forest monitoring microplots which are circular plots with a radius of 2 meters. In the plot, they count, measure, and identify all seedling species.



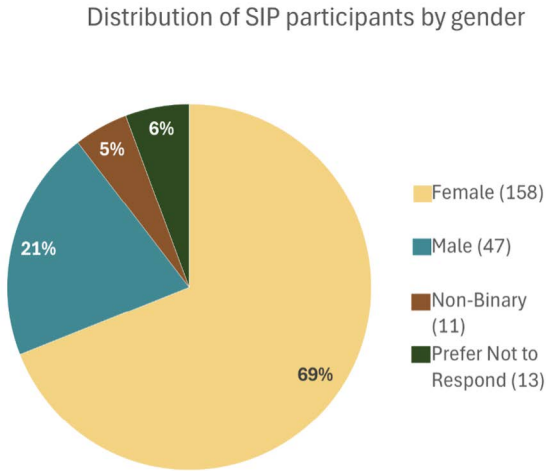
Andre Richardet teaches a group of classroom students.

Demographic Information

Note: The following demographic information represents the SIP Interns. The SIP Mosaics demographics can be found in the Mosaics annual report.

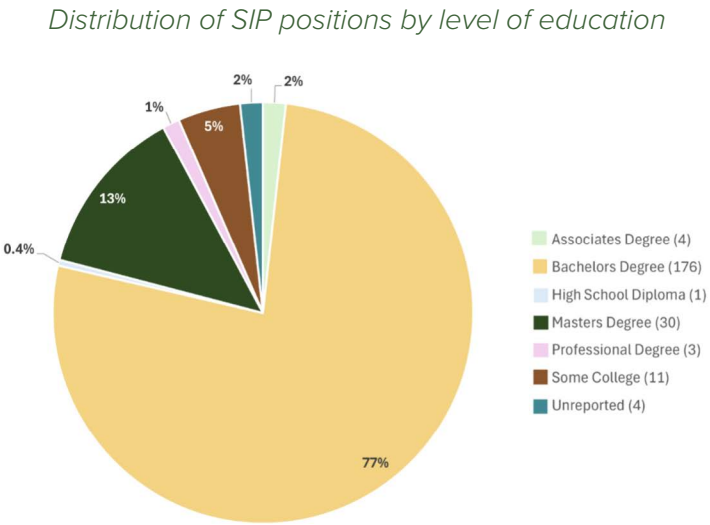
Gender and Ethnicity of SIP Participants

69% percent of SIP participants in FY24 identified as female. Female participation in the SIP Program was nearly 19% higher than the percentage of women in the U.S. earning bachelor’s degrees in science and engineering fields (50.3%) and over 3X the percentage of women working in the U.S. science workforce (18%). This information was sourced from the National Center for Science and Engineering Diversity and STEM Report released in 2023. This year, 15% of participants were from racial/ethnic groups under-represented in STEM career fields. Actual numbers of racially diverse interns may be higher than reported because 7% of participants chose not to disclose their race/ethnicity. Overall, 15% of race and ethnic diversity in the SIP Program does not adequately represent the diversity of the U.S. population. However, the percentage is slightly higher than the NPS STEM workforce (14%). Table 2 lists the racial/ethnic diversity of the overall NPS workforce and in STEM fields from statistics that were compiled from the 2014 NPS employment data compiled by James Wiggins, NPS Equal Employment Opportunity Specialist.



Education Status of SIP Participants

Five percent of participants reported to be undergraduate students while the majority (77%) of SIP participants reported to have received a bachelor’s degree. 13% percent of the interns reported receiving a master’s degree.



Schools Attended by SIP Participants

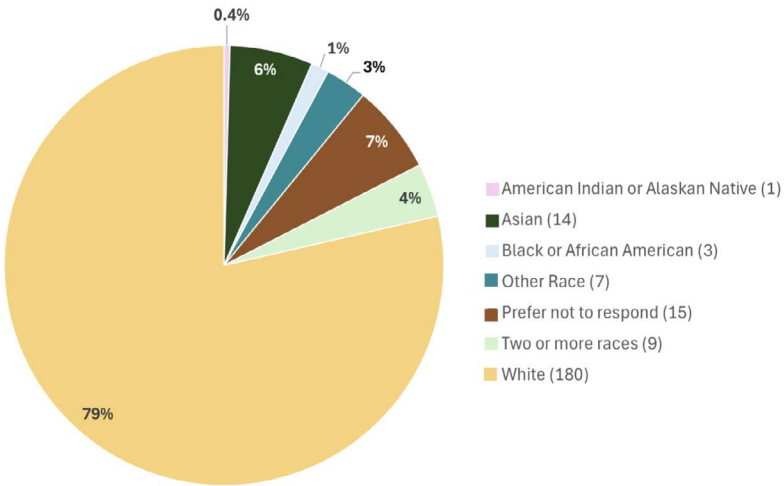
Table 3. Top universities and colleges attended by three or more SIP participants in FY 24

COLLEGES & UNIVERSITIES
Brown University
Colorado State University
College of William & Mary
Harvard University
Macalester College
Middlebury College
Montana State University
North Carolina State University
Ohio State University
Oregon State University
Texas A&M University
University of California, Berkeley
University of California, Los Angeles
University of Florida
University of North Carolina at Chapel Hill
University of Rhode Island
University of Washington
University of Wisconsin - Madison

Table 2. Diversity of 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, #% of total NPS workforce

Distribution of SIP positions by race / ethnicity



Veterans

In 2024, one veteran participated in the SIP program. The SIP program is once again proud to host veterans at National Parks throughout the year and wants to thank Christina Appleby for her service!



Barbara Reyes at an outreach event demonstrating aquifer model and making water-wise buttons at Pipe Springs National Monument.



Jackson Hawkins digging a snow pit in preparation for a lesson during a 7th grade field trip to Hurricane Ridge in Olympic National Park.

List of SIP Participant Positions

Table 4. SIP positions that started in FY '24

NPS Unit	Position Title	Participant Name	Position ID#
Acadia National Park	Science Communication Assistant	Nina Foster	2776
Acadia National Park	Ecology Assistant	Stephanie Letourneau	2778
Acadia National Park	Ecology Assistant	Zoe Brumbaugh	2777
Allegheny Portage Railroad National Historic Site	Ecology Assistant	Kailey Tentis	2656
Appalachian National Scenic Trail	Ecology Assistant	Madelyn Wood	2610
Arches National Park	Ecology Assistant	Julie Sherman	2594
Assateague Island National Seashore	Biology Assistant	Emma Cummings	2797
Badlands National Park	Paleontology Assistant	Morgan Nystuen (Term 3)	2713
Badlands National Park	Paleontology Assistant	Jacob Yoder	2768
Badlands National Park	Paleontology Assistant	Cade Orchard (Term 2)	2712
Bandelier National Monument	Natural Resource Management Assistant	Anne Talbot	2660
Bandelier National Monument	Natural Resource Management Assistant	Grace Gulig (Term 2)	2661
Big South Fork National River and Recreation Area	GIS Assistant	Ryan Mahoney	2605
Bighorn Canyon National Recreation Area	Ecology Assistant	Alison Pagalilauan	2615
Bighorn Canyon National Recreation Area	Ecology Assistant	Isabelle Riddle	2809
Biscayne National Park	Ecology Assistant	Veronica Guevara Soto	2629
Biscayne National Park	Natural Resource Management Assistant	Delaina Ross	3831
Biscayne National Park	Ecology Assistant	Eli Lewis	2721
Biscayne National Park	Ecology Assistant	Veronica Guevara Soto (Term 2)	3821
Biscayne National Park	Natural Resource Management Assistant	Bianca Banato	2691
Blackstone River Valley National Historical Park	Planning Assistant	Sarah Heavren (Term 2)	2684
Boston Harbor Islands National Recreation Area	Science Communication Assistant	Elle Bernbaum	2611
Boston Harbor Islands National Recreation Area	Biology Assistant	Emilia Deino	2760
Bryce Canyon National Park	Night Skies Assistant	RileyAnne Sharpe	2732

NPS Unit	Position Title	Participant Name	Position ID#
Buck Island Reef National Monument	Natural Resource Management Assistant	Laurel Thomas	2582
Buck Island Reef National Monument	Natural Resource Management Assistant	Kayla Vidal	3818
Cabrillo National Monument	Natural Resource Management Assistant	Anthony Truong (Term 2)	2570
Cabrillo National Monument	Ecology Assistant	Mia Manfredi	2581
Cabrillo National Monument	Ecology Assistant	Katherine Webber	2619
Cabrillo National Monument	Science Communication Assistant	Kaelynn Opalec	2617
Cabrillo National Monument	Natural Resource Management Assistant	Elise Piazza	2753
Cabrillo National Monument	Natural Resource Management Assistant	Ryan Beshai	2755
Cape Cod National Seashore	Science Communication Assistant	Charlotte Hohman (Term 2)	2549
Cape Cod National Seashore	Natural Resource Management Assistant	Matthew Bauer (Term 2)	2598
Cape Cod National Seashore	Ecology Assistant	Caitlin Sughrue	2742
Cape Hatteras National Seashore	Biology Assistant	Shane Saunders	2794
Cape Hatteras National Seashore	Biology Assistant	Lily Collyer	2795
Cape Lookout National Seashore	Biology Assistant	Anna Cecil	2677
Cape Lookout National Seashore	Biology Assistant	Jess Elliott	2678
Capulin Volcano National Monument	Night Skies Assistant	Jenna Sardelis	2655
Carlsbad Caverns National Park	Cave and Karst Assistant	Emily Michael	2596
Carlsbad Caverns National Park	Cave and Karst Assistant	Rebecca Schifanelli	2765
Chaco Culture National Historical Park	Paleontology Assistant	Fletcher Levy	2561
Channel Islands National Park	Natural Resource Management Assistant	Matthew Millado	2604
Chattahoochee River National Recreation Area	Biology Assistant	Thomas McCoy-Bruce (Term 2)	2534
Chihuahuan Desert Inventory & Monitoring Network	GIS Assistant	Fiona Edwardson	2623
Chihuahuan Desert Inventory & Monitoring Network	Ecology Assistant	Arturo Aguilar	2782
Chihuahuan Desert Inventory & Monitoring Network	Ecology Assistant	Annika Munson	2781
Chihuahuan Desert Inventory & Monitoring Network	Ecology Assistant	Bryn Callie	2736

NPS Unit	Position Title	Participant Name	Position ID#
Monitoring Network	Ecology Assistant	Naomi Friedman	2607
Chiricahua National Monument	Natural Resource Management Assistant	Diana Rodriguez (Term 2)	2699
Chiricahua National Monument	Ecology Assistant	Justin Sontag	2756
Chiricahua National Monument	Natural Resource Management Assistant	Will Hemenover	2639
Chiricahua National Monument	Natural Resource Management Assistant	Henry Westly	2640
Climate Change Response Program	Natural Resource Management Assistant	Julianne Reas (Term 2)	2526
Climate Change Response Program	Science Communication Assistant	Kaylin Thomas (Term 2)	2743
Climate Change Response Program	Science Communication Assistant	Claire Baker (Term 2)	2658
Climate Change Response Program	Ecology Assistant	Madeleine Burns	2802
Colonial National Historical Park	Biology Assistant	Kai Scarangella	2705
Coronado National Forest	Natural Resource Management Assistant	Bel Liscomb (Term 2)	2550
Coronado National Forest	Natural Resource Management Assistant	Crichton Cuzner	2551
Coronado National Memorial	Natural Resource Management Assistant	Courtney Roxby	3827
Cumberland Piedmont Inventory & Monitoring Network	Biology Assistant	Warren Briggs	2785
Cumberland Piedmont Inventory & Monitoring Network	Biology Assistant	Molly Almon	2786
Cuyahoga Valley National Park	Natural Resource Management Assistant	Leo Kuck	2595
Cuyahoga Valley National Park	Natural Resource Management Assistant	Miranda Florent	3832
Death Valley National Park	Education Assistant	Alexandra Bonham (Term 3)	2573
Death Valley National Park	Hydrology Assistant	Krista Van Der Velde	2558
Death Valley National Park	Education Assistant	Julianna Velazquez	2574
Death Valley National Park	Natural Resource Management Assistant	JaneAnne Stockton (Term 2)	2545
Death Valley National Park	Interpretive Assistant	Christian Gomez	2686
Death Valley National Park	Interpretive Assistant	Maria Mata-Reyes	2687
Denali National Park and Preserve	Science Communication Assistant	Eliza Swartwood (Term 2)	2523

NPS Unit	Position Title	Participant Name	Position ID#
Denali National Park and Preserve	Science Communication Assistant	Julia Ammons	2635
Denali National Park and Preserve	GIS Assistant	JaneAnne Stockton (Term 3)	2576
Denali National Park and Preserve	Natural Resource Management Assistant	Savannah Thomas	2577
Denali National Park and Preserve	Ecology Assistant	Adrian Wakeen	2592
Denali National Park and Preserve	Natural Resource Management Assistant	Emma Heydenberk	2530
Denali National Park and Preserve	Natural Resource Management Assistant	Yasmina Zimmer	2532
Denali National Park and Preserve	Natural Resource Management Assistant	Allison Rafert	2725
Denali National Park and Preserve	Acoustic Assistant	Jacob Brotman-Krass	2772
Denali National Park and Preserve	Biology Assistant	Gisele Brandt	2663
Denali National Park and Preserve	Ecology Assistant	Briana Baumbach	2664
Denali National Park and Preserve	Geology Assistant	Jimmy Wood (Term 2)	3817
Denali National Park and Preserve	Science Communication Assistant	Ella Swick	2657
Dry Tortugas National Park	Natural Resource Management Assistant	Andrea Knapp (Term 2)	2704
Eastern Rivers and Mountains Inventory & Monitoring Network	Ecology Assistant	Morgan Zazworsky	2690
Fire Island National Seashore	Ecology Assistant	Anna Baker	2692
Fire Island National Seashore	Ecology Assistant	Pauline Peterson (Term 2)	2693
Fort Matanzas National Monument	Natural Resource Management Assistant	Krystal Renta	2638
Gates of the Arctic National Park and Preserve	Biology Assistant	Jen McNamara	2754
Glacier National Park	Biology Assistant	Jessica Garby	2537
Glacier National Park	Biology Assistant	Gabriella Eaton	2541
Glacier National Park	Biology Assistant	Campbell Melton	2747
Glacier National Park	Astronomy Assistant	Elizabeth Hillenkamp	2813
Golden Gate National Recreation Area	Biology Assistant	Brooke Harvey	2676
Grand Canyon National Park	Acoustic Assistant	Talon Logan (Term 2)	2562

NPS Unit	Position Title	Participant Name	Position ID#
Grand Canyon National Park	Education Assistant	Shiri Abramson (Term 2)	2538
Grand Canyon National Park	Education Assistant	Maddy Lesniak	2631
Grand Canyon National Park	Science Communication Assistant	Kamryn Mak	2649
Grand Teton National Park	Natural Resource Management Assistant	Zoe Ward	2586
Grand Teton National Park	GIS Assistant	Ben Landolt (Term 2)	2618
Grand Teton National Park	GIS Assistant	Maddy Grubb	2579
Grand Teton National Park	Science Communication Assistant	Celia Konowe	2662
Grand Teton National Park	Biology Assistant	Avery Blumenthal	2807
Grand Teton National Park	Geomorphology Assistant	Abigail Watts	2762
Grand Teton National Park	Ecology Assistant	Caroline Blythe	2710
Great Basin National Park	Cave and Karst Assistant	Heather Hansen	2567
Great Basin National Park	Astronomy Assistant	Lizvette Villafana	2738
Great Basin National Park	Astronomy Assistant	Tess Marlin	2740
Great Smoky Mountains National Park	Ecology Assistant	Amy Luo	2612
Great Smoky Mountains National Park	Biology Assistant	Madi Burns	2798
Greater Yellowstone Inventory & Monitoring Network	Ecology Assistant	Lydia Druin	2540
Gulf Islands National Seashore	Natural Resource Management Assistant	Giovanni Vigilante	2584
Gulf Islands National Seashore	Natural Resource Management Assistant	Sarah Wojtas (Term 2)	2585
Gulf Islands National Seashore	Natural Resource Management Assistant	Colleen McDonough	2650
Gulf Islands National Seashore	Natural Resource Management Assistant	Courtenay Lampert	2651
Haleakala National Park	Biology Assistant	Angelina Dodge	2681
Haleakala National Park	Biology Assistant	Ellie Mae Bucci	2682
Haleakala National Park	Biology Assistant	Torin O'Brien	2683
Hawaii Volcanoes National Park	GIS Assistant	Sophia Smith	2625
Hawaii Volcanoes National Park	Education Assistant	Brianna Hopkins	2533
Heartland Inventory & Monitoring Network	Ecology Assistant	Jeremy Brady	2708
Heartland Inventory & Monitoring Network	Ecology Assistant	Shelby Mead	2703
Homestead National Historical Park	Acoustic Assistant	Rachel Jalbert	2559

NPS Unit	Position Title	Participant Name	Position ID#
Homestead National Historical Park	Biology Assistant	Alexis Oetterer	2796
Hot Springs National Park	Hydrology Assistant	Jessica Vielman (Term 2)	2535
Hot Springs National Park	Hydrology Assistant	Jessica Vielman (Term 3)	3819
Isle Royale National Park	Natural Resource Management Assistant	Isabella Evavold	2589
Isle Royale National Park	Natural Resource Management Assistant	Chris Egyed	2724
Isle Royale National Park	GIS Assistant	Michaela Cooney	2730
Jimmy Carter National Historic Site	Interpretive Assistant	Isaac Wood	2779
Joshua Tree National Park	Biology Assistant	Rily Bellias (Term 2)	2552
Joshua Tree National Park	Interpretive Assistant	Olivia Gregg (Term 2)	2544
Joshua Tree National Park	Astronomy Assistant	Rewa Bush	2717
Lake Mead National Recreation Area	Ecology Assistant	Sofia Elizarraras	2543
Lassen Volcanic National Park	Natural Resource Management Assistant	Melissa De Leon Howarth	2719
Lassen Volcanic National Park	Ecology Assistant	Kimberlyn Pace	3823
Lassen Volcanic National Park	Ecology Assistant	Daniel Dickson	3824
Lava Beds National Monument	Cave and Karst Assistant	Jessica Shores	2670
Lava Beds National Monument	Cave and Karst Assistant	Katie Collins	2671
Lava Beds National Monument	Natural Resource Management Assistant	Isabella McCracken	2783
Marsh-Billings-Rockefeller National Historical Park	Education Assistant	Tiffany Brocco	2672
Mid-Atlantic Inventory & Monitoring Network	Ecology Assistant	Liz Halasz (Term 2)	2669
Mojave Desert Inventory & Monitoring Network	Natural Resource Management Assistant	Irene Foster	2602
Mojave National Preserve	Natural Resource Management Assistant	Michael Bowers-Dean	1280
Mount Rainier National Park	Interpretive Assistant	Christine Cogswell	2739
Mount Rainier National Park	Night Skies Assistant	Joseph Green	2741
Mount Rainier National Park	Geomorphology Assistant	Zenja Seitzinger (Term 2)	2689
Mount Rainier National Park	GIS Assistant	Lindsey Skidmore	2774
National Interagency Fire Center (NPS)	Ecology Assistant	Storm Heidinger	3815

NPS Unit	Position Title	Participant Name	Position ID#
National Interagency Fire Center (NPS)	Ecology Assistant	Nikolai Belikov	3816
North Cascades National Park	GIS Assistant	Daniel Wexler	2622
North Cascades National Park	Natural Resource Management Assistant	Christina Appleby	2608
North Cascades National Park	Interpretive Assistant	Maura Kilfeather	2750
North Coast and Cascades Inventory & Monitoring Network	Natural Resource Management Assistant	Rachel Fricke	2811
North Coast and Cascades Inventory & Monitoring Network	Biology Assistant	Juliette Bairian	2773
Northeast Coastal and Barrier Network	GIS Assistant	Eddie Cascella (Term 4)	2748
Northern Great Plains Inventory & Monitoring Network	Ecology Assistant	Grace Galles	2588
NPS Geologic Resources Division	Paleontology Assistant	Nathan Ong	2659
NPS Inventory and Monitoring Division	Biology Assistant	Stephanie Nunez	2715
NPS Inventory and Monitoring Division	Biology Assistant	Chloe Rabinowitz	2716
NPS Inventory and Monitoring Division	Science Communication Assistant	Olivia Porter	2764
NPS Inventory and Monitoring Division	Ecology Assistant	Erin Fitzgerald	2761
NPS Natural Resources Stewardship & Science Directorate- Denver	Natural Resource Management Assistant	Audrey Brown	2468
NPS Natural Resources Stewardship & Science Directorate- Denver	Science Communication Assistant	Sander Moffitt	2680
NPS Natural Resources Stewardship & Science Directorate- Ft Collins	Natural Resource Management Assistant	Cameron Soulagnet	2469
NPS Natural Resources Stewardship & Science Directorate- Ft Collins	Natural Resource Management Assistant	Everly Jazi (Term 2)	2653
NPS Region - Alaska Regional Office	GIS Assistant	Graham Brady (Term 2)	2563
NPS Region - Alaska Regional Office	Ecology Assistant	Lauren Hintenlang	2578
NPS Region - Pacific West Regional Office	GIS Assistant	Mel Graf	2575

NPS Unit	Position Title	Participant Name	Position ID#
NPS Region 1 - National Capital Regional Office	Ecology Assistant	Fernanda Arevalo	2685
NPS Region 2 - Southeast Regional Office	GIS Assistant	Mina Nada	2729
NPS Region 3,4,5 - Midwest Regional Office	Ecology Assistant	Able Jordan	2564
NPS Region 6,7,8 - Intermountain Regional Office	Air Quality Assistant	Teagan Lapuk	2808
NPS Water Resources Division	Natural Resource Management Assistant	Brenna Lindstadt (Term 2)	2402
NPS Water Resources Division	Ecology Assistant	Mairin Rogers (Term 2)	2547
Olympic National Park	Communication and Education Intern	Jackson Hawkins (Term 2)	2593
Olympic National Park	Science Communication Assistant	Eliana Hernandez	2751
Olympic National Park	Science Communication Assistant	Jessica Fox (Term 2)	3838
Oregon Caves National Monument and Preserve	Natural Resource Management Assistant	Alexis Sosa (Term 2)	2548
Oregon Caves National Monument and Preserve	Natural Resource Management Assistant	Trey Brink (Term 2)	2546
Oregon Caves National Monument and Preserve	Education Assistant	Devin Richards	2614
Oregon Caves National Monument and Preserve	Education Assistant	Gwyneth Stolo	2613
Oregon Caves National Monument and Preserve	Natural Resource Management Assistant	Jessica Zulch	2727
Pacific Island Inventory & Monitoring Network	Ecology Assistant	Kayla Vasarhelyi	2571
Pacific Island Inventory & Monitoring Network	Ecology Assistant	Theoden Struthers	2648
Pearl Harbor National Memorial	Biology Assistant	Claire Kubacki	2580
Petersburg National Battlefield	Biology Assistant	Elizabeth McCoy	2637
Pictured Rocks National Lakeshore	Ecology Assistant	Mollie Haremza	2752
Pictured Rocks National Lakeshore	Ecology Assistant	Taylor Scumaci	3822
Pipe Springs National Monument	Science Communication Assistant	Barbara Reyes	2591
Point Reyes National Seashore	Natural Resource Management Assistant	Karla Hernandez	2553

NPS Unit	Position Title	Participant Name	Position ID#
Redwood National Park	Natural Resource Management Assistant	Jacob Bornyasz (Term 2)	2737
Redwood National Park	Natural Resource Management Assistant	Carlos Zuniga	3820
Rocky Mountain Inventory & Monitoring Network	Ecology Assistant	Minoo Han	2799
Rocky Mountain Inventory & Monitoring Network	Ecology Assistant	Claire Smith	2800
Rocky Mountain Inventory & Monitoring Network	Ecology Assistant	Liam Smith	2801
Rocky Mountain Inventory & Monitoring Network	Ecology Assistant	Alison Goodrich	2472
Rocky Mountain National Park	Education Assistant	Matthew Layden	2643
Saint Croix National Scenic Riverway	Planning Assistant	Payton Smith	1284
Santa Monica Mountains National Recreation Area	Biology Assistant	Liam Bertrand	2767
Santa Monica Mountains National Recreation Area	Biology Assistant	Adriana Puzon	3837
Sequoia & Kings Canyon National Parks	Biology Assistant	Theresa Wood	2624
Shenandoah National Park	Education Assistant	Macie O'Connor	2572
Shenandoah National Park	Night Skies Assistant	Noah Longshore	2746
Shenandoah National Park	Interpretive Assistant	Safiya Farid	2745
Sleeping Bear Dunes National Lakeshore	Natural Resource Management Assistant	Renee Rademacher	2701
South Florida/Caribbean Inventory & Monitoring Network	Biology Assistant	Kara Taylor	2706
Southeast Coast Inventory & Monitoring Network	Ecology Assistant	Elena Kelly	2668
Southern Colorado Plateau Network	Ecology Assistant	Ada Erlewine	2763
Southern Plains Inventory & Monitoring Network	Hydrology Assistant	Elayna Bump	2621
Southern Plains Inventory & Monitoring Network	Hydrology Assistant	Carolyn Lober	2634
Southwest Alaska Inventory & Monitoring Network	Hydrology Assistant	Sadie Textor (Term 4)	2569
Waco Mammoth National Monument	Paleontology Assistant	Phoenix Orta	2707
War in the Pacific National Historical Park	Natural Resource Management Assistant	Kyla Tuazon	2652

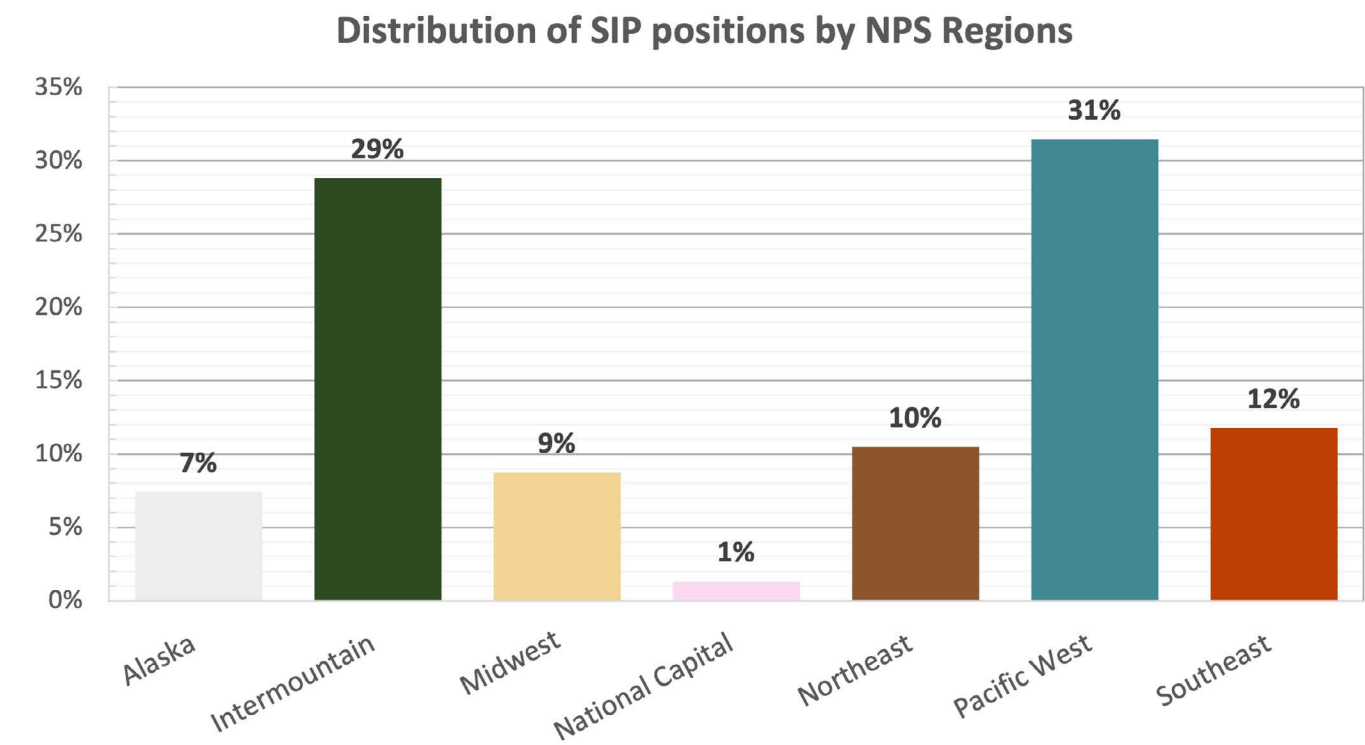
NPS Unit	Position Title	Participant Name	Position ID#
Yellowstone National Park	Natural Resource Management Assistant	Ella Morrow	2616
Yellowstone National Park	Geology Assistant	Erin Dundas (Term 2)	2542
Yellowstone National Park	Natural Resource Management Assistant	Megan Porter	2711
Yosemite National Park	Geomorphology Assistant	Jimmy Wood	2539
Yosemite National Park	Biology Assistant	Maddie Sime	2555
Yosemite National Park	Biology Assistant	Elora Ormand (Term 2)	2554
Yosemite National Park	GIS Assistant	Rosie Chittick	2560
Yosemite National Park	GIS Assistant	Claire Cadiz	2557
Yosemite National Park	Biology Assistant	Trevor Ogilvie	2645
Yosemite National Park	Biology Assistant	Dominick Tupper	2644
Zion National Park	Night Skies Assistant	Serena Wurmser (Term 3)	2522

Megan Tomerlin backpacking to Pine Top Cabin at Guadalupe Mountains National Park.

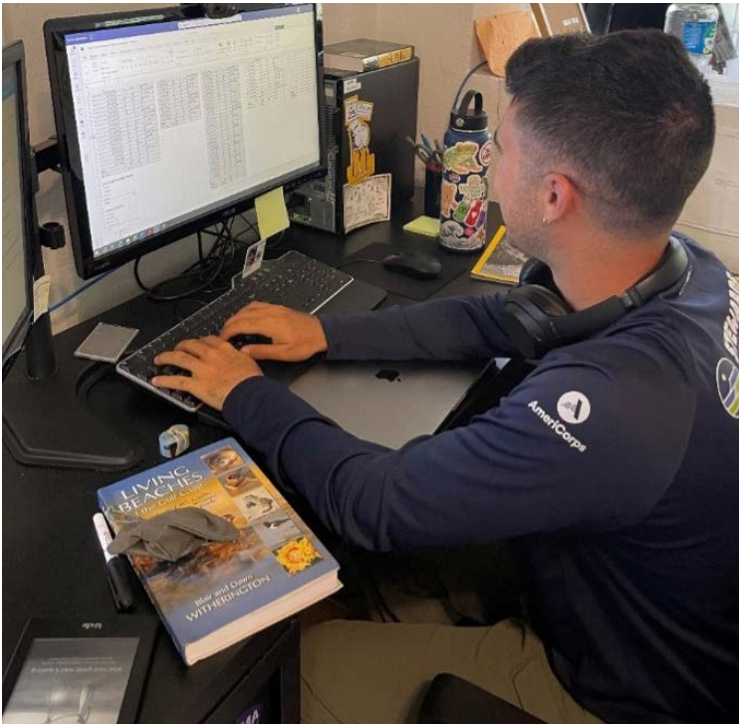


SIP participants worked throughout the National Park Service in all DOI regions. Similar to last year, over half of the participants were in the Intermountain and Pacific West Regions (29% and 31% respectively). The Alaska and National Capital Regions represent the smallest portions of distribution. The percentage distribution for each region is reflected in the graph below.

Percentage Distribution of SIP positions by NPS region



Krista Van Der Velde at Devil's Hole in Death Valley National Park conducting monthly water level monitoring.



Giovanni Vigilante updating nutria trapping numbers in datasheets at the office for Gulf Islands National Seashore.

Site Visits

In FY24 ESA, Stewards and Conservation Legacy’s President conducted site visits with SIPs and their supervisors/mentors. Site visits act as a great pathway to making meaningful connections, observing and/or participating in project work with the SIP(s), and offer an in-person opportunity to answer program questions and hear program feedback.

Table 5. Site visits conducted in FY24

Park Unit	SIP(s) Name	Supervisor(s)/Mentor(s)	Visitor Name (Organization)
Acadia National Park	Zoe Brumbaugh, Stephanie Letourneau, Nina Foster	Abe Miller-Rushing, Hannah Weber	Amy Sovocool (Conservation Legacy)
Chattahoochee River National Recreation Area	Jordan Landrum	Ann Couch	Andre Nguyen (Stewards)
Chattahoochee River National Recreation Area	Thomas McCoy-Bruce	Allyson Read	Andre Nguyen (Stewards)
Shenandoah National Park	Elizabeth O'Connor	Margo Roseum	Teresa Mourad and Joey Moreno (ESA)
Shenandoah National Park	Noah Longshore	Christopher Cabral	Teresa Mourad and Joey Moreno (ESA)
Shenandoah National Park	Safiya Zahra Farid	Maria Lavender	Teresa Mourad and Joey Moreno (ESA)
Waco Mammoth National Monument	Phoenix Orta	Lindsey Yann	Morgan Ehmling (Stewards)



SIP participants pose for a picture on the trail by the Shenandoah National Park headquarters. From left to right: Vincent Hart, Noah Longshore, and Safiya Farid.

Site Visit Highlights

In June, Aboli and Joey (ESA) visited Shenandoah National Park to visit three interns Safiya, Noah, and Vincent. The three interns were fairly new to their positions but expressed their excitement with the internship as well as their appreciation for the staff’s warm welcome. They mentioned eventual interest in communicating and networking with other interns not just with each other but also with other interns around the country through affinity groups, other means of official online meetups, and social media. Noah was very excited in leading his own star party for the park. Safiya talked about her first day at the front desk and her passion for effective science communication. Vince talked about the very informative and engaging fieldwork he has been doing within the park. The supervisors were very hopeful with the three interns and their eager attitudes and already promising work ethic.

In September, Stewards Program Coordinator Morgan Ehmling traveled to Waco Mammoth National Monument in Waco, Texas to get a firsthand look at the mammoth-sized contributions that SIP intern Phoenix Orta has made during her Scientists in Parks internship. Since June, Phoenix Orta has been working with the remains of America’s only known Columbian mammoth nursery herd; splitting her time between the Mayborn Museum, where the excavated fossilized bones are studied and repaired, and the Dig Shelter, uncovering new material and preserving the in situ mammoth fossils. During the visit, Morgan was shown the highly detailed process of rebuilding complete fossil specimens from microscopic bone fragments. When asked about how the SIP program has fit into her



SIP Phoenix Orta (left) and Stewards Program Coordinator, Morgan Ehmling (right), stand in the sediment washing tent at WACO.

larger career goals, Phoenix said, “I have learned so much, and this internship has been an integral part of my personal and professional growth after graduation. It has helped me gain the skills and information to continue finding my passions and how to keep following them to exciting job opportunities.” In late September, Phoenix will be representing the Scientists in Parks Program at the GSA Connects annual meeting in Anaheim, California.

In June, SIP administrators met in Denver for their annual in-person program meeting. During two short days, they brainstormed program design, maintenance, and implementation of new ideas. On the second day, they went on a hike to bond outside of the Red Rocks Amphitheater.



SIP Admin staff poses at the Denver Botanic Gardens after a full day of meetings. From left to right: Matt Dawson (GSA), Andre Nguyen (Stewards), Kiersten Jarvis (NPS), Lesley Petrie (GSA), Morgan Ehmling (Stewards), Chelsea Bitting (NPS), Teresa Mourad (ESA), Geoff Elliot (Stewards), Macie Schiller (GSA), Gillian Watson (Stewards), Emma Savely (Stewards), Joey Moreno (ESA).

Federal Hires

One program goal is to hire more SIP participants into federal service. There are requests from NPS hiring managers for more scientists and around 84% of participants reported that they were very or extremely interested in continuing on to pursue a federal career at the end of their internship (see graph on in ‘program evaluation’ section).

Table 6. List of SIP participants hired into the federal workforce from the FY24 cohort.

Note: This list includes those who disclosed their plans in final reports submitted prior to September 1. There may be additional federal hires that were unreported to the SIP Program.

Name	Federal Agency	Park Unit or Location	Position Title	GS Level
Adrian Wakeen	NPS	unreported	Seasonal Biological Science Technician	GS-7
Ben Landolt	NPS	Grand Teton National Park	Cartographic Technician	GS-7
Elle Bernbaum	NPS	National Parks of Boston	Biological Technician	GS-5
Erin Dundas	NPS	Yellowstone National Park	Seasonal Physical Science Technician	GS-7
Gabriella Eaton	NPS	Glacier National Park	Seasonal Wildlife Biological Technician	GS-5
Heather Hansen	NPS	Timpanogos Cave National Monument	Biological Science Technician	GS-6
Irene Foster	Department of Defense	unreported	Data Scientist	n/a
Isabella Evavold	NPS	Isle Royale National Park	Biological Science Technician	GS-5
JaneAnne Stockton	NPS	Death Valley National Park	Seasonal Physical Science Technician	GS-7
Jessica Vielman	NPS	Hot Springs National Park	Hydrologic Technician	unreported
Julianne Raes	USFWS	Natural Resources Program Center in Fort Collins, CO	Social Scientist	GS-9
Karla Hernandez	NPS	Yosemite National Park	Park Ranger	GS-5
Katherine Webber	USFS	Willamette National Forest	Forestry Technician	GS-5
Maddy Grubb	NPS	Grand Teton National Park	Cartographic Technician	GS-7
Maddy Lesniak	NPS	Boston Harbor Islands National Recreation Area in Boston	Interpretation Ranger	GS-5
Matthew Millado	unreported	unreported	Biological Science Technician	GS-6
Sadie Textor	NPS	Southwest Alaska Network	Hydrologic Technician	GS-7
Sarah Heavren	NPS	Northeast Coastal Barrier Network	Biological Technician	GS-7
Sarah Wojtas	USDA	unreported	Plant Protection and Quarantine Technician	GS-5
Serena Wurmser	NPS	Yosemite National Park	Interpretive Ranger	GS-5
Shiri Abramson	NPS	Zion National Park	Seasonal Interpretive Ranger	GS-5
Sofia Elizarraras	NPS	Glacier Bay National Park	Wildlife Technician	GS-5
Thomas McCoy-Bruce	USDA	Natural Resources Conservation Service	Natural Resource Specialist	GS-7
Zoe Ward	NPS	Grand Teton National Park	Wildlife Technician	GS-5

Publicity Highlights

1. SIP Intern Abigail McCarthy highlights their project in the video [“Outside Science \(inside parks\): Studying Hydrology at Yellowstone National Park”](#)
2. SIP Fellow Jalyn Gearries published the article [“Phenology and Climate Change: Understanding Nature’s Language through Data and Community Science \(U.S. National Park Service\) \(nps.gov\)”](#)
3. SIP intern Ericka Bethel publishes [For the love of the land](#), highlighting their deep connection to America’s national parks which drives her work and research
4. [CESU article](#) about the work of a student—and now SIP intern— on using remote sensing tools to document recreational impacts in Mount Rainier’s meadows. Lindsey Skidmore will be building on her university capstone project and on the work of past SIP interns Frannie Nelson and Mitra Aflatooni.
5. SIP Intern, Elle Bernbaum, publishes an NPS article titled, [“Protecting Our Pollinators”](#) and [“Racing Mile-A-Minute”](#)
6. SIP Intern, Emilia Deino, publishes an NPS article titled, [“2024 Coastal Waterbird Monitoring Season at Boston Harbor Islands National and State Park”](#)
7. SIP Intern, Molly Fisher is featured in this [Instagram post](#) highlighting ‘Women+ in SIP’
8. SIP Intern, Jordan Landrum with Chattahoochee River National Recreation Area is highlighted in this [Instagram post](#) during AmeriCorps Week.
9. SIP Intern, Nina Foster, publishes several NPS articles titled, [“Citizen Science Data Inform Park Managers of Ecological Threats,”](#) [“Middle-School Citizen Scientists Track Invasive Crabs at Acadia National Park,”](#) [“To Seed or Not to Seed: A 2024 Update on Summit Restoration in Acadia”](#) and [“Volunteer Archivists Decipher Thousands of Untold Stories from the American Revolution”](#)
10. SIP Montage for ESA AM [“ESA Annual Meeting Video Montage”](#)



Elizabeth Schnaubelt in Quitobaquito Springs, at Organ Pipe Cactus National Monument, using a backpack sampler to filter water in search of eDNA from rare and invasive species.

SIP Intern Highlights



MATTHEW MILLADO
Natural Resource Management Assistant
Channel Islands National Park

The rocky tidal ecosystems that can be found along California’s coasts are some of the most unique and vulnerable in the world. As a Scientists in Parks intern at Channel Islands National Park, Matthew Millado collected and processed sea-surface temperature data across 20 long-term monitoring sites to identify marine ecosystem issues and inform park management decisions on how to best protect these areas.

To help identify long term trends in the data, Matt’s position prioritized quality assurance and ensuring that historical data was stored properly. Additionally, he deployed rocky intertidal survey protocols in the field to monitor various species of interest and habitat quality on Santa Cruz Island, mapped sea cave features using GIS and assisted with biological data collection in the field.

Matt’s SIP experience in his own words, “I’m learning useful skills that are relevant to my career path and feel confident that the knowledge and experience I’m gaining are helping me grow as an individual and as a professional. Also, I get to work in some of the most beautiful places in the world, which is pretty awesome.”

After his term of service, Matthew transitioned to a GS-6 federal position as a Biological Science Technician (Wildlife).



Matt Millado recording data at Channel Islands National Park



ELLE BERNBAUM
Science Communication Assistant
Boston Harbor Islands National Recreation Area

Scientists come in many forms. They can be botanists, biologists, astronomers, and for Elle Bernbaum, they are storytellers. As a Science Communication Assistant at Boston Harbor Islands National Recreation Area, Elle brought the park’s science to life through visual and written stories. Building off several years of planning that Boston Harbor was unable to get past the finish line, Elle developed a framework for telling stories about the who, what, when, where, why, and how of science in the harbor’s unique urban archipelago.

This important work achieved by Elle over a five-month period culminated in three published articles, one of which a multimedia ArcGIS Story Map that included an audio map of the park’s bird and cricket songs, as well as illustrations collected from colleagues that she edited and colorized using Adobe Photoshop and Illustrator. Elle also wrote and presented three oral stories accompany by images and sound clips at an online event hosted by the Boston Public Library. This work required three separate interviews with researchers followed by substantive audio and photo editing.

When viewed with the hundreds of photographs taken by Elle (some showcased on the Boston Harbor NPS website and Instagram page), it becomes evident how important science communication is for enticing audiences to explore the science happening in the park. Indeed, Elle believes the NPS can be more explicit about sharing its research and monitoring:

“Few view parks as places for environmental advocacy or meeting grounds for conversations about critical issues of the day, despite the fact that public, protected lands are inherently affected by current events. Public lands are natural hosts for these conversations – why not make this work a more intentional, outward component of the role that NPS plays?”

Following her term of service, Elle continued using narratives and storytelling to communicate science as a Biological Technician position (GS-05) at Boston Harbor Islands National and State Park.



Elle Bernbaum on Lovells Island in the Boston Harbor Islands National and State Park in Massachusetts, photographing colleagues on a scoping mission.



Elle Bernbaum on Lovells Island in the Boston Harbor Islands National and State Park in Massachusetts, photographing colleagues on a scoping mission.



JESSICA ELLIOTT

Biology Assistant
Cape Lookout National Seashore, North Carolina

Jess Elliott spent her summer on the beautiful Cape Lookout National Seashore, which preserves 56 miles of barrier island ecosystem in North Carolina's southern Outer Banks. Humans are not the only species who gather in the scenic Outer Banks during summer vacation. Two of the seashore's significant guests are the loggerhead and green sea turtles, who use its beaches to build nests for their hatchlings. In 2018 and 2019, Hurricanes Florence and Dorian had direct and long-term impacts to the sea turtle nesting beaches of Cape Lookout National Seashore.

In order to address these impacts, Jess spent her summer as a Biology Assistant monitoring sea turtle nests and activity. Jess placed temperature tracking devices into 21 nests to contribute to an ongoing project which monitors the temperatures within nest cavities to determine how these temperatures change over the length of each season, and over time. She relocated 7 nests and inventoried 2 post-hatch, getting to see and release a live hatchling!

Jess notes that her SIP experience has helped her gain confidence in her fieldwork abilities and has given her a refreshed desire to continue research-driven scientific fieldwork. However, Jess recognizes that research cannot act alone to combat the environmental issues facing us today:

"I believe stewardship, conservation, and preservation go hand in hand when considering wildlife and natural resources. It is imperative to conserve resources by supporting and protecting them to contribute to regrowth and restoration to higher population levels, as opposed to simply preserving resources in their current state, however low that may be. Then we must act as stewards, emphasizing the importance of the resource, by educating about and advocating for it, whether it be an area or a species."

Upon completion of her term, Jess returned to Wilmington, NC. There, she supports the nonprofit Plastic Ocean Project by researching microplastics and overseeing UNCW student projects. She also helps organize cleanup events on the beach during King Tides in collaboration with the nonprofit Wetlands Watch. Jess plans to keep applying to seasonal field work positions and begin graduate school applications.



Jess with a bird sanctuary sign and post hole digger that we use to put up bird signs, turtle signs, and closures. The bird signs are put up around areas that shorebirds are nesting, as their nests are very camouflaged and can easily be driven over.



Jess Elliot holding a loggerhead sea turtle hatchling that was still in the nest when we completed our inventory. After this photo was taken, the turtle was released and crawled to the sea.



MADDY LESNIAK

Education Assistant
Grand Canyon National Park

Maddy Lesniak spent 20 weeks sharing her knowledge and passion with the youth at Grand Canyon National Park. Maddy worked as an assistant teacher and lead teacher for place-based ecology and geology field trips for students of the Colorado Plateau and historically excluded students. Maddy is very proud of this work because it provided an opportunity for young folks that are closely connected to the Grand Canyon, but have maybe never even been there, to get better acquainted with a piece of their home and history. Maddy also worked on developing an in-classroom lesson for the Grand Canyon Elementary School about the Colorado River ecosystem, updated the information sent in responses to students that write letters to the park, tabled Junior Ranger events, and worked with education staff to revise current education programs. Maddy's work made an impactful contribution to the mission of the National Parks Service because by working with students and teaching about land, geology, ecology and our connection with it, she was able to also teach them about stewardship and get students connected with the outdoors.

In Maddy's words: "National Parks hold a special place in my heart because they serve as invaluable

arenas for personal growth and connection. They offer boundless opportunities for individuals to immerse themselves in novel experiences, whether through recreation or learning about our planet's intricacies. These spaces foster profound connections with nature and with fellow explorers, nurturing a sense of belonging and stewardship that I hope will endure for generations to come."

Upon completion of her term, Maddy accepted a permanent GS-05 Interpretation Ranger position at Boston Harbor National Recreation Area located in Boston, Massachusetts.



Maddy Lesniak standing in the distance learning studio at Grand Canyon National Park Headquarters, talking to 4th Graders about their upcoming field trip.



Maddy Lesniak swearing in two junior rangers at the Grand Canyon National Park Visitor Center.

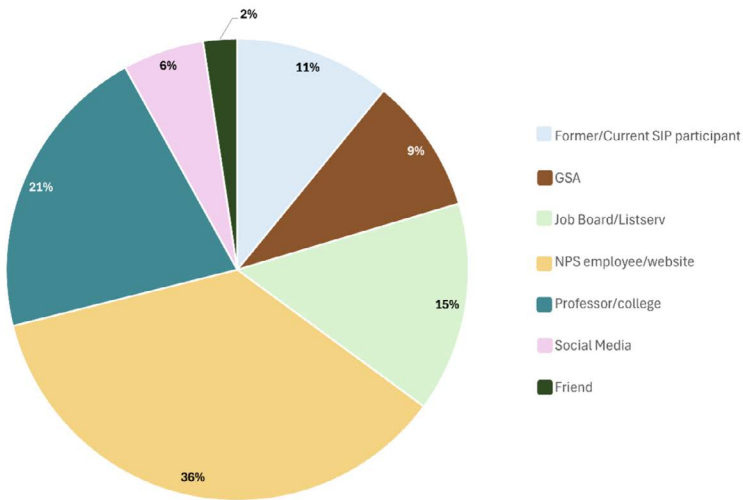
SIP Intern Program Evaluations

SIP Interns were asked to complete pre-internship and post-internship evaluations, to help the NPS understand the participants’ backgrounds, experiences, and to collect feedback to further enhance the program in future years.

Note: The following program evaluations graphs show data for SIP Interns who concluded their position prior to Sept 1, 2024.

How did you first hear about this internship?

Thirty-six percent (36%) of SIP Interns learned about the program through various NPS outlets such as their websites, NPS employees, etc. Second to hearing of the program through the NPS, selected SIP participants heard about the internship from their professor and college or university interactions.



Jessica Vielman with Hot Springs National Park poses with a fish net during a cross-agency training event with the Forest Service somewhere in Arkansas.



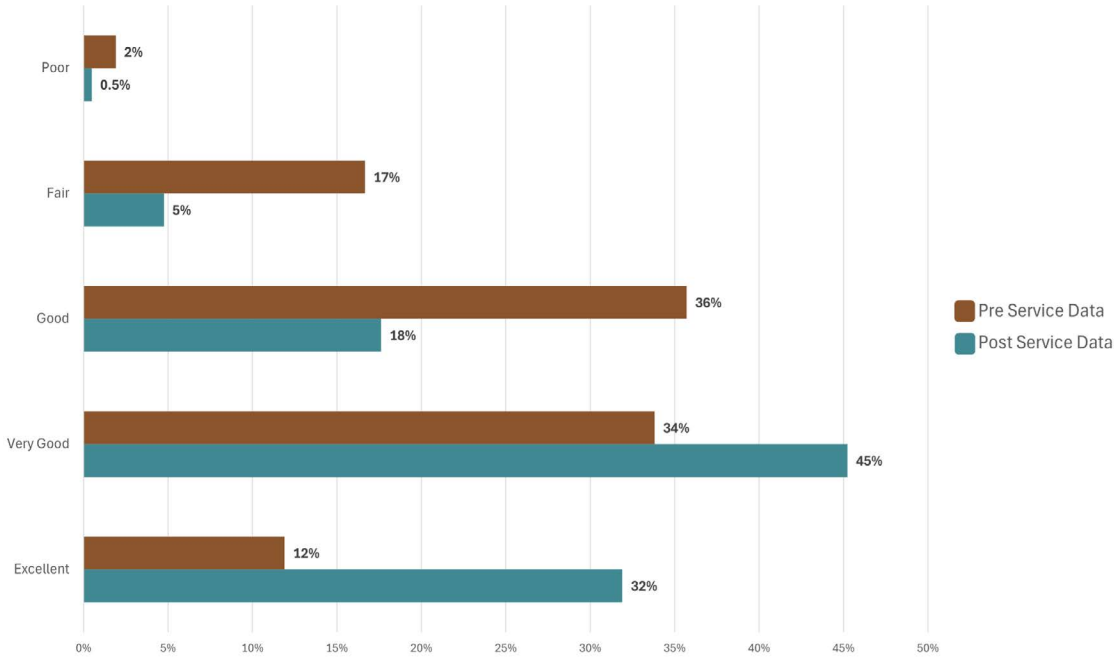
Miranda Florent holding a central ratsnake that she helped move across a park road in Cuyahoga Valley National Park.

Knowledge and Interest in Federal Careers

Participants were asked to report their familiarity of job opportunities available in federal, state and/ or local government and their interest in pursuing a career with a state or federal public land agency in both the pre-internship and post-internship surveys.

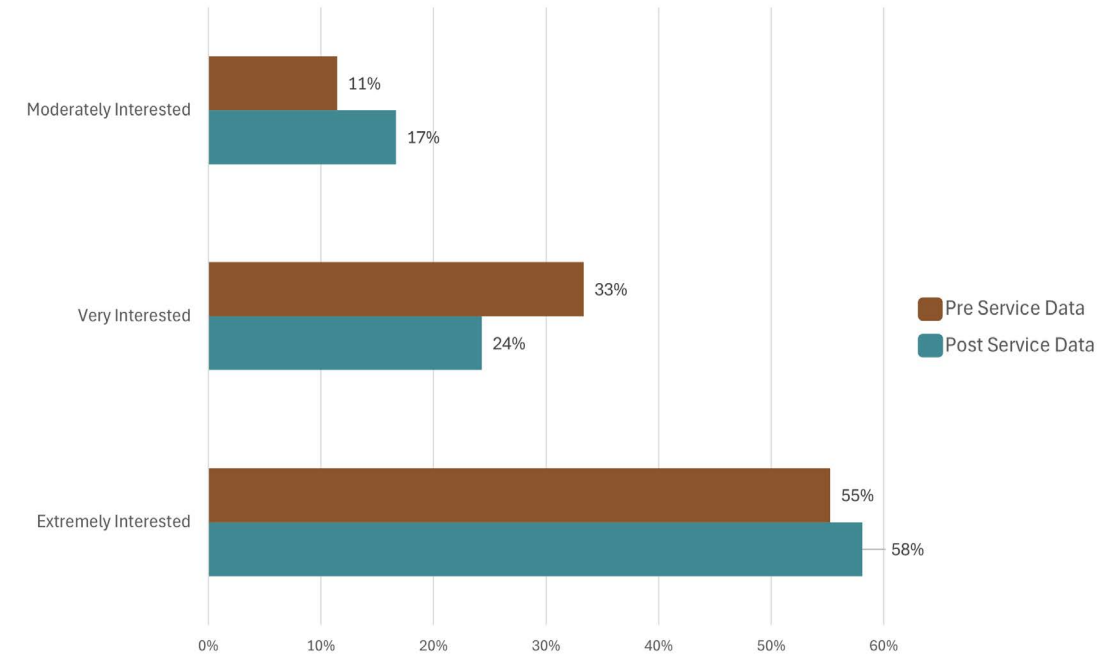
In the graph below, ratings were on a scale of one through five, with one representing a poor understanding and five representing an excellent understanding. Overall, SIP interns’ familiarity with opportunities available in Federal, State & Local Government Agencies significantly increased after participating in the program.

SIP interns’ familiarity of job opportunities available in Federal, State, & Local Government Agencies pre-internship and post-internship



SIP interns that reported an interest in pursuing a career with state or federal public land agencies pre-internship and post-internship

The percentage of participants who responded that they were very likely to pursue a career with state or federal public land agencies increased slightly after the completion of their position. In the graph below, ratings were on a scale of one to five with one being no interest and five being extreme interest. The ratings for no interest and slight interest were not included in the graph since the ratings in those categories were miniscule. Overall, SIPs interest level in pursuing a federal career increased slightly from pre to post evaluations.



Professional Development

This year, the SIP program expanded its offerings to participants to include more professional development and engagement opportunities by supporting 4 SIP affinity groups, SIP travel awards to participate in professional conferences, Brown Bag chats, and a plethora of webinars and virtual workshops. To disseminate these wonderful opportunities, the SIP admin team continued to publish a biweekly newsletter titled The SIP Scoop. Beyond providing upcoming information about events and training opportunities, the SIP Scoop offers a way to keep interns informed about the work within the SIP community by showcasing the work of alumni, current interns, and mentors of the program.

SIP continued to host four affinity groups (DEIJ Change Makers, BIPOC in STEM, Pride in STEM, and Women+ in STEM). Interns are invited to join or lead any group during their onboarding. Each affinity group consisted of 4-15 participants and met biweekly or monthly on topics ranging from identity, creating safe spaces, and more. Group leaders and participants are supported by providing inclusive training, how-to documents, agendas, chat spaces, and Zoom rooms. This year, SIP administration developed group chats for each group in order for interns to asynchronously communicate and continue to develop relationships outside of meetings. The DEIJ Change Makers group developed a Step-By-Step Guide for Mentors to Write Inclusive SIP Project Descriptions in an effort to make the SIP program as equitable as possible.

Webinars and virtual workshops have become an integral part of the SIP professional development experience. The SIP administration team shared relevant webinars while also affording more creative training opportunities for the participants to attend the Beyond Service Training Series. This series of training sessions is offered on a monthly basis by select Conservation Legacy staff and includes topics such as Grant Writing 101, Protecting Pollinators, Using the AmeriCorps Education Award and more.

The combination of these workshops and the webinar series provides resources and information on a variety of topics related to entry-level R coding, federal resume writing, DHA and PLC hiring authorities, grad school, and more. Each event includes guest hosts such as NPS staff, SIP Alumni, and external scientists to facilitate the numerous topics.

The SIP administration also created a new virtual series called Brown Bag Science Talk, in which SIP interns and alumni deliver a 15-minute presentation on their SIP project and then answer any questions the audience may have. This opportunity allows for interns to practice leading presentations and discussions in a casual environment that encourages learning. It also enables for SIP interns to learn more about their fellow peers' projects, and connect with them despite working in parks geographically distant from each other.



Molly Nehring (blue shirt) talking to Ely Star Train patrons on the way out to view the night sky in Great Basin National Park.

SIP Travel Awards

For the second year, the SIP program provided travel awards to afford current participants and recent alumni (within the past two years) an opportunity to apply for a one-time \$1,000 award to attend either the Ecological Society of America or the Geological Society of America's Annual Meeting. In 2024, seven SIP Interns were selected to share their project accomplishments and findings from their SIP internship. The purpose of the award is to provide SIP participants with experience at a professional conference and presenting their work to fellow scientists.



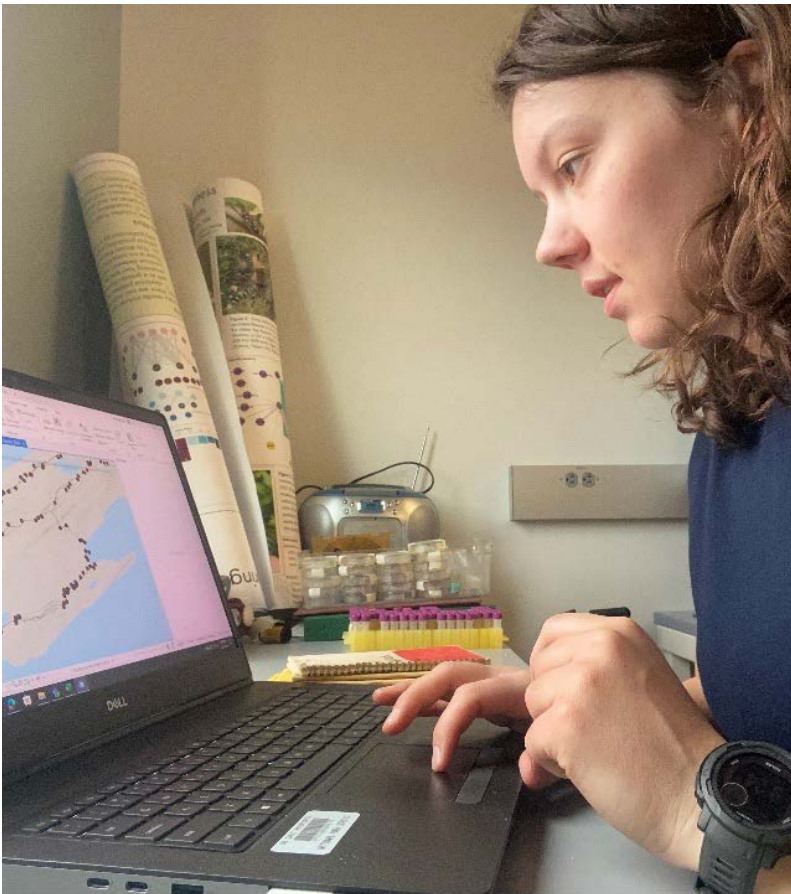
Phoenix Orta tabling at the Mayborn Museum's Stem Fest in July 2024, educating local children about the fossils at the Waco Mammoth site.

Ecological Society of America Annual Meeting

All SIP participants and alums were offered an opportunity to present their SIP-related work during ESA's 2024 Annual Meeting in Long Beach, California. While two SIPs attended, one SIP gave a 15-minute oral presentation related to her findings, recommendations, and overall experiences of the program to the greater scientific. One Mosaics intern created a poster to present his research findings and showcase his results and future steps. Seven interns submitted video clips of their project for a video montage showcased in the Science in Parks session. Attendees of the session were also invited to network with early career professionals and federal employee panelists who spoke career opportunities in the Federal service. The ESA annual meeting offers content-rich programs including "Career Central" allowing for interns to participate in numerous session types that are directly related to their own professional interests and career growth.

Geological Society of America Connects Annual Conference

Nine SIP participants and alumni presented at GSA's Annual Meeting, GSA Connects 2024 in Anaheim, California. The GSA annual meeting provides access to a suite of professional development programming designed to help students and early career professionals get the tools, confidence, and connections they need to advance their STEM and geoscience careers. Seven SIP participants presented program-related work about the science of federal and other public lands in a special session co-chaired by the National Park Service, USDA Forest Service, and Bureau of Land Management. Two SIP participants presented their SIP-related work in other relevant sessions. SIP alumni and SIP supporters at GSA Connects also networked professionally through the annual New Terranes alumni reception for SIP Interns, GSA Congressional Science Fellows, the GSA Geology & Society Division, and GeoCorps™ America.



Isabella Evavold working remotely on a GIS mapping project for Isle Royale National Park.

Participant Quotes

Please describe your favorite aspect of your experience as a SIP participant.

- My favorite aspect of my experience as a SIP participant was the variety of work I was able to be involved in/witness here at the National Park Service. However, a close second was the community I built with my co-workers, inside and outside of work. – *Taylor Scumaci, Pictured Rocks National Lakeshore*
- I helped organize field logistics for visiting researchers and helped them collect data in the field. Meeting and interacting with different researchers was definitely a highlight of my term. We collected measurements and observations, but also had exciting discussions about how different features form and behave and how studying geology and wilderness interact and how science and managing national parks go together. – *Kyra Bornong, Denali National Park*
- My favorite aspect of my SIP experience was the opportunity to work under an experienced employee of the park service, because that is what I am striving to become. I was able to see what is required day to day for this type of position and I found that to be very valuable – *Ryan Mahoney, Big South Fork National River & Recreation Area*

Do you feel as if your project work made a contribution towards the mission of the National Park Service? How so or why not?

- I think that participating in regional collaboratives and knowledge sharing with other agencies and organizations helps NPS achieve its mission more meaningfully. – *Emma Rosenau, Death Valley National Park*
- I strongly believe my project work has contributed to the NPS mission, especially the conservation of natural resources aspect. Monitoring is a very important step in conserving resources because it gives you a baseline for the health of a site and/or ecosystem, and when the same locations are monitored over many years it shows how the site is changing and if it is being degraded. – *Elora Ormand, Sonoran Desert Inventory & Monitoring Network*
- I believe that by creating stories and contributing text, photo, and audio to my park’s website, I am aiding the park in sparking interest in its lands and science. This enhances park-based enjoyment,

education, and inspiration for this and future generations and is a benefit that NPS can extend digitally, outside of the park’s borders – *Bernbaum Elizabeth, Boston Harbors Islands National and State Park*

- I do feel my project work has made a contribution towards the mission of the National Park Service. Studying and researching the ecosystems that the NPS is charged with being the stewards of is critical, especially as human impacts and climate change rapidly change those environments. That research can’t be done without supporting data infrastructure – *Rosie Chittick, Yosemite National Park*
- I believe my project work made a significant contribution towards the mission of the National Park Service. The NPS mission is to preserve the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of current and future generations. My project focused on coral reef monitoring and restoration, which is crucial for the health of marine ecosystems. By collecting and analyzing data on coral health, diversity, and cover, our team provided valuable insights that inform management decisions aimed at preserving these vital ecosystems. This work helped ensure that coral reefs, which are important natural resources, are protected and can continue to thrive. My project work directly supported the NPS mission by contributing to the preservation and understanding of coral reef ecosystems, enhancing public education and awareness, fostering collaborative conservation efforts, and promoting sustainable management practices – *Maite Gato-Fuentes, Biscayne National Park*

If you could make one recommendation to the Director of the National Park Service on how the NPS can better connect with young people/adults what would you say?

- I would say that the best way to help connect with young people and adults is to find a way to portray the sense of community that can be found in National parks, like Death Valley. Despite being the largest park in the lower 48 states, the sense of community that can be found in Death Valley feels like that of a small, tight-knit town where everyone knows each other and wants to get along. If this feeling of the tight knit community is able to be portrayed to the public in a way that connects with

them, I feel like there is no end to how excited we can get young people to want to work and become a part of the National Park Service. – *Christian Gomez, Death Valley National Park*

- I think developing the web presence of NPS is super important for engaging young people – especially those not necessarily inclined to plan trips to parks. But not all aspects of the NPS can be communicated through a funny social media caption. So, developing other parts of web presence (video, vlogs, podcasts, VR, etc.) could be really exciting. Science communication is such an important budding field. – *Elizabeth Schnaubelt, Sonoran Desert Inventory & Monitoring Network*
- Currently, there seems to be a gap in efforts to engage young people who live in the communities surrounding national parks. By reaching out to local high schools and even colleges to recruit, the NPS can enhance its connection with the community in several ways. First, it would improve relations with the local community by offering meaningful employment opportunities to local youths. This approach eliminates the need for housing provisions, as local hires can live at home. Additionally, providing local students with work experience at the park can inspire them to consider future careers with the NPS, fostering a new generation of park stewards and professionals. – *Mel Graf, Pacific West Regional Office*
- I would recommend continuing to have a strong social media presence, to maximize unique interpretive opportunities for visitors (since that allows them to connect with parks on a deeper level), and to continue to offer internship opportunities like Scientists in Parks. – *Ryan Palmer, Carlsbad Caverns National Park*
- Create a fostering environment for curiosity and provide outreach to those who don’t have the privilege of having national lands nearby. I also believe that park rangers should be given more accessible opportunities to human dimensions-related work and materials. – *Rachel Jalbert, Homestead National Historic Park*
- I would suggest thinking of creative opportunities to allow young people to gain exposure to careers in the National Park Service. Many young people look for volunteer/internship/job opportunities through their schools and communities, so I think increasing engagement at a local level whenever possible would be beneficial (e.g. zoom calls, job fairs, school field trips, etc.). I think it would also be great to host volunteer opportunities for high

school or college-aged youth during scheduled school breaks (e.g. spring break, summer break) and coordinating with local schools or community programs in the area. The opportunity to be directly involved in the mission of the National Park Service, even in a small, short-term way, is very powerful for young people – *Bridget Ausley, Dry Tortugas National Park*

- I think one way in which NPS could better connect to young people is by creating some kind of student parks pass. As a college student, I never felt like I could really afford the \$80 fee of a parks pass. A price reduction like this could encourage more young adults to make it a habit of purchasing a pass and making National Parks a part of their lives – *Kayla Vasarhelyi, Pacific Island Inventory & Monitoring Network, Hawai’i Volcanoes National Park*

Why are the national parks important to you?

- National parks are important to me because without them, beautiful and natural places around the country would essentially be non-existent. These places are meant to be preserved, always. – *Jessica Vielman, Hot Springs National Park*
- The national parks are important to me because they embody three important aspects of my professional and personal life: learning, conservation, and recreation. They are places where everyone is welcome to grow and experience the outdoors. – *Maura “MJ” Kilfeather, North Cascades National Park Service Complex*
- I spent my childhood frequently road tripping across the Southwest of the United States. This experience instilled within me a profound sense of respect for nature and wild places. Although nature is everywhere, national parks and similar areas of wilderness are a reminder of the importance of protecting environments and ecosystems as a whole; my career path into environmental science was indubitably influenced by my exposure to national parks. – *Bryce Koester, Padre Island National Seashore*
- National parks are sites of priceless historic value. Conserving these natural spaces is critical for future generations to be able to appreciate and connect with the majesty of these areas. – *Alexis Sosa, Oregon Caves National Monument*
- National parks are an accessible window to the wilderness, and I could come back to the same exact park and gain a completely unique experience every time. Whatever skill level I am in

outdoor adventure, the parks offer a chance for me to enjoy the beauty of nature - whether for a scenic day hike, overnight camping trip, or days-long backpacking adventure. They are iconic locations, and in some ways a visit is like a collectible (queue the stamps I've accumulated), yet my memories of each are personal. They are designated locations for people to learn about and marvel at (seemingly) untouched terrain, and the context of preservation that runs throughout the parks fosters a sense of responsibility to the land and waters - to respect and appreciate our surroundings – *Yuen Azu, Biscayne National Park*

- National Parks are often places where I find deep connection with the world. In abundant outdoor spaces, I can see the life around me with less distraction, I can feel a calmness in the soft sounds and Earthen smells. I can find profound experiences among wings, winds, and waves, rejuvenation among leaves, trees, and tails, and sacred spaces on mountains, in meadows, and along shores. Beauty, life, interconnectedness, and visceral experience in these places awes me and comforts me. National parks are also important places where we commit to respectful coexistence among non-human neighbors; parks are critical for protecting habitat and the life that depends on that habitat. Additionally, they're vital to the work of telling the stories of those who stewarded and lived on American lands before those lands became pieces of the United States. Without our parks, we would lose so much – *Elizabeth Bernbaum, Boston Harbors Islands National and State Park*
- I have always admired the natural world, and I love that national parks act as snapshots of the many different natural wonders that can be found within our borders. I also appreciate that these tracts of land are protected for future generations to enjoy and learn from, even as our world continues to change and develop. You can go to a national park and just be a kid again, and make discoveries about yourself and the world around you, and I think that sense of wonder is a precious human experience – *Olivia Gregg, Joshua Tree National Park*

What do you want senior officials in the National Park Service to know about your experience?

- This internship has been a life changing experience with my career. I recommend that people in the science field consider taking on an internship like this at least once. It has impacted me in such a

positive way. I am beyond grateful for having the opportunity to take this internship. It has helped me figure out what to use my degree for. I remember feeling unsure at the beginning of this internship and needing help to point me in the right direction. This internship has helped me tremendously with that. – *Kaelynn Opalec, Cabrillo National Monument*

- I would say my SIP internship expanded my knowledge about what opportunities exist in the national park service to work as a field biologist. Before starting my internship, I knew I wanted to work in wildlife conservation and field biology, but I didn't know exactly what job title or agency I wanted to work for. I had previously worked with the Forest Service, but after this internship, I want to build a career with the National Park Service. I still want to focus on wildlife conservation and research, but I also enjoy getting to work on a diversity of projects that allow me to continue learning new things and gain new experiences. – *Elora Ormand, Sonoran Desert Inventory & Monitoring Network*
- I think that being more explicit or proactive about sharing the science/research that's happening in parks today would be helpful. In that vein, creating more opportunities for science communicators to work for NPS would do a lot of good. A relative few people hear about the stories that I'm exposed to on a regular basis, and this carries impacts beyond just science literacy. I'd argue that having the knowledge that research and monitoring are happening in parks changes the role of parks in people's minds – it makes parks more relevant and enhances their multifaceted importance.... While important and interesting, these things don't feel quite as current or relevant to the environmental urgency of today as other information that NPS collects internally – information that could be shared externally too. Few people see parks as places where research, inventory, or monitoring happens, although these are all key tasks that parks do. Few view parks as places for environmental advocacy or meeting grounds for conversations about critical issues of the day, despite the fact that public, protected lands are inherently affected by current events (particularly climate-change-related events). Public lands are natural hosts for these conversations – why not make this work a more intentional, outward component of the role that NPS plays? – *Elizabeth Bernbaum, Boston Harbor Islands National and State Park*

- This is easily the best internship experience I've ever had. I've learned so much — not just in the field of science communication, but also in conservation and environmental research more broadly. My supervisors at the NPS and the Schoodic Institute are unbelievably supportive of my ideas and ambitions, and my coworkers have turned into great friends – *Nina Foster, Acadia National Park*

- That these internships are impactful only if there is adequate support from the mentors. My supervisors and mentors at Cape Cod clearly care, are willing to go to bat for me, and want to know how I am doing and what tasks I might be struggling with. If there is not that support, then it's really all for not – *Charlotte Hohman, Cape Cod National Seashore*



Noah Longshore posing in the Big Meadow of Shenandoah National Park next to a 8" Celestron Telescope.

DHA Interns Bios



Eddie Cascella—GIS Assistant, Northeast Coastal Barrier Network

After earning my B.S. in Environmental Science from American University in 2021, I am now entering my final semester of graduate school at the University of Rhode Island studying Environmental Science and Management with a specialization in Wetland, Watershed, and Ecosystem Science. I’m also concurrently pursuing two graduate certificates in GIS/Remote Sensing and Coastal Resilience. Having grown up on the coast of Rhode Island, this lived experience led to my interest in salt marshes and coastal ecosystems broadly. In my studies, I am passionate about using GIS and Remote Sensing technology to assess changes in coastal ecosystems overtime. Outside of technical analysis, I am also interested in best practices of communicating science effectively to diverse audiences and stakeholders. This summer, as a GIS Assistant with the Northeast Coastal and Barrier Network, I pulled on all my experiences to write standard operating procedures for acquiring and processing satellite imagery for salt marsh extent monitoring at parks in our network. In my free time, I enjoy being outside, playing my guitar, coffee, and the Boston Celtics.



Christian Gomez—Interpretive Assistant, Death Valley National Park

I am entering my junior year studying English with a minor in Technical Writing at the University of North Texas. As someone who grew up in Miami one of my main reasons for taking on an SIP role was to broaden my horizons and leave my comfort zone as I sought to learn more about the natural world. As an SIP at Death Valley National Park I accomplished far more than I could have imagined as I took on several projects to help others open their eyes to the beauty and uniqueness of Death Valley. I’ve found a lot of clarity when it comes to my future career path and I can’t wait to continue challenging myself by taking on future roles with more responsibilities within the National Park Service and meeting new people from all over the country.



Maria Mata-Reyes—Interpretive Assistant, Death Valley National Park

I am entering my 4th year at North Carolina State University as a double major in Secondary Science Education and Biological Sciences with a minor in Paleontology. Throughout my life, I have had many wonderful educators who not only taught me content but also how to love learning. I am passionate about accessible education for all ages and want to empower my future students so they can become the best version of themselves, in whatever career path they take. As an SIP intern at Death Valley National Park, I have created and presented educational resources for a pop-up table to be used at outreach events as well as a ranger program and social media post that focus on stargazing in the summertime.



Elise Piazza—Natural Resource Management Assistant, Cabrillo National Monument

I’m a Master’s student in geography at San Diego State University. My thesis will focus on the biophysical drivers of dairy production, the effects of drought, and farmer adaptations in Rondônia, Brazil. My background includes environmental permitting with the U.S. Army Corps of Engineers in San Francisco, California and bachelor’s degrees in French and Geography. My work this summer was to analyze vegetation management and monitoring data at Cabrillo National Monument, interview past resource managers and current staff members, and review current park goals to provide recommendations for future management. Through this internship I learned technical skills and made connections that I hope will lead me to a job in the NPS after I graduate. My interests include GIS, spatial data analysis, science communication and education, and environmental conservation and restoration. Outside of work, I enjoy spending time outside appreciating the natural and man-made world and the balance between the two to do so. I hope to continue to work in the visitor use management field in the future.



Renee Rademacher—Natural Resource Management Assistant, Sleeping Bear Dunes National Lakeshore

I am a Texas A&M University student studying Ecology and Conservation Biology with a minor in Geographic Information Systems and Technology. My interest in fire ecology and species conservation has taken me worldwide from the savannas of Africa to the sclerophyll forests of Australia, and now, through my term with Scientists in Parks, the beaches on the picturesque shores of Lake Michigan. I am excited to grow and continue my passion for conservation after I graduate, and I happily look forward to my future in land management, environmental restoration, and sustainable stewardship.



Kai Scarangella posing with seven spotted turtles (*Clemmys guttata*) that they hand-captured and processed as part of a study to assess their current in Colonial National Historical Park.

Conclusion

The Scientists in Parks Program managed 229 interns in 104 parks and offices in every DOI region. Scientists in Parks participants provided demonstrable benefits to NPS units, program participants, and the public by completing critical natural resource management needs in parks. They also received the benefits of a paid internship which included on-the-ground experience in a park setting, professional development opportunities through hiring authorities and attending professional scientific conferences, and engagement with fellow interns through affinity groups and The SIP Scoop newsletter.

The SIP program and park units promote the stewardship of public lands and encourage the next generation of park leaders. Funding from the NPS Natural Resource Stewardship and Science Directorate, regions, parks, networks, central offices, park associations, and the substantial cost share by the program partners has leveraged NPS funding to complete highly critical science positions for the NPS, training for America’s youth, and furthering the NPS mission. This year, at least 24 former SIP participants were hired into federal service. These internship opportunities continue to foster a stronger and more diverse STEM workforce in the NPS and throughout the American workforce.

The program is thrilled with the addition of the SIP website which promotes streamlined access to essential information and a platform to share the successes and triumphs of the interns. We will continue to improve our hiring authority and professional development resources to assist hiring more SIP participants into the federal workforce with upcoming trainings and informational videos.



Maite Gato-Fuentes holding the last known colony of an endangered Pillar coral (*Dendrogyra cylindrus*) from Biscayne National Park.

Acknowledgements

The National Park Service would like to acknowledge the contributions of the 229 outstanding Scientists in Parks participants! Every SIP provided valuable research, analyses, and essential natural resource science work that furthers the goals and objectives of the NPS and grows each participant professionally. NPS is also grateful for the wonderful supervisors/mentors who provided essential support for the program by identifying positions, overseeing the participant’s projects, ensuring participant success, and providing mentoring and guidance to help the interns grow technically and professionally.

In FY24, 13 SIP positions were supported by nine park associations The SIP program would like to thank the Glacier National Park Conservancy, Grand Canyon Conservancy, Great Basin National Park Foundation, Isle Royale & Keweenaw Parks Association, Rocky Mountain Conservancy, Santa Monica Mountains Fund, Schoodic Institute, Shenandoah National Park Association, and the Western National Parks Association.

Along with park associations, parks, NPS Directorates, networks, and regions provided funding for SIP positions throughout the Service.

This funding greatly increased the park’s ability to bring interns to parks and central offices while gaining valuable work experience.

A special thank you to Sally and Bob Newcomb for continuing to support the Geoscientists-in-the-Parks program and now Scientists in Parks since 2007. The Newcombs have partnered with GSA to support 52 SIPs at Denali National Park and Preserve over the last 17 years!

The NPS Youth Programs Division provides great insight and guidance to help improve and promote the program and the SIP Team is always grateful. Thank you to George McDonald, Jamie Crispin, Ernestine White, and Lucy Hurlbut for their never-ending knowledge and commitment to youth and young adults.

The SIP Program would graciously like to thank Ray Sauvajot, Guy Adema, Stephanie Gaswirth, and Harold Pranger with the Natural Resource Stewardship and Science Directorate, for their ongoing support of the program including their financial and administrative efforts towards the future generation of park stewards.



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