



Latino Heritage Internship Program

## LATINO HERITAGE INTERNSHIP PROGRAM

### Diversity Internship Program



<b>NPS UNIT: PADRE ISLAND NATIONAL SEASHORE, DIVISION OF SCIENCE AND RESOURCE MANAGEMENT</b>	<b>PD#: 10</b>
<p><b>Position Title:</b> Exploring 16th Century Shipwrecks at Padre Island National Seashore: Sharing Recent Findings  <b>Position Type:</b> LHIP Direct Hire Authority Resource Assistance (DHA-RA)  <b>Primary natural resource discipline:</b> Resource Management  <b>Location:</b> Mailing address: P.O. Box 181300, Corpus Christi, TX 78480  Physical address: 20300 Park Road 22, Corpus Christi, TX 78418</p>	
<b>PROJECT DESCRIPTION</b>	
<p><b>Position Description:</b> On April 29, 1554, three Spanish ships were wrecked off the coast of what is now Padre Island National Seashore. In the subsequent recovery operation, a smaller fourth boat also sank. Texas and the National Park Service care for artifacts excavated and washed ashore from these sites, which are the oldest Spanish shipwrecks along the U.S. mainland coast.</p> <p>To make appropriate management decisions, park leadership needs to gain a better understanding of these wrecks and potential measures to mitigate known threats. PAIS also needs to develop interpretive and educational products and programs to increase visitor understanding of these unique resources. The goal of this project is to contribute to a collaborative, inter-governmental effort to research the shipwrecks and share the knowledge gained.</p> <p>PAIS proposes to select a DHA-RA intern to document, research, and educate the public about the shipwrecks, including 1.) a detailed, annotated bibliography to aid researchers studying the wrecks, 2.) digitization of NPS archival records and creation of a finding aid for materials related to the wrecks to increase NPS information accessibility for researchers and the public, 3.) translations of at least five key wreck-related documents from Spanish to English, 4.) updates and additions to the park’s web page(s) to incorporate recent research findings, and 5.) virtual, recorded program(s) in English and Spanish to educate park visitors about submerged cultural resources at PAIS, including why they are significant, what findings they have led to, and what threats they face (e.g., hurricanes). The intern will also assist with archeological field work to document the submerged and terrestrial sites associated with the shipwrecks; with re-inventory, appropriate packaging, and labeling of associated artifacts; and with development of a traveling exhibit and interpretive and educational materials to share the wealth of knowledge gained from the wrecks about 16th century commerce between the Old and New Worlds.</p> <p><b>Intensity and Rigor:</b> This project will involve extensive archival research; compilation of primary and secondary source materials; and critical evaluation, analysis, and summarization of source materials varying from 16th century personal journal entries to modern professional journal publications. The project will also require writing and verbal presentation of academic information for public interpretation and education; design and creation of interpretive and education products for a traveling museum exhibit; and assistance with archeological field work.</p>	

Structure: Locations of available 16th century and modern records are generally well known, the intern will be working with the state and federal subject matter experts, and project progress is measurable, allowing for frequent assessment.

Degree of Autonomy: The LHIP intern will collaborate with subject matter experts but will independently create the project deliverables.

Defined Deliverables: See items 1-5 above.

Demanding Schedule: Accomplishing the work of the project within the timeframe of the internship will require a superior work ethic and focus. The intern will develop and practice project management skills to allocate appropriate amounts of time to the production of each deliverable and their interactions with subject matter experts.

Exposure to Stakeholders: The LHIP intern will collaborate with the Texas Historical Commission's marine archeologist; historians and museum specialists at private, state, and federal curation facilities; university professors and lay members of archeological and historical societies; NPS archeologists working in parks and at the Submerged Resources Center; and representatives from the Government of Spain. As a result of the scope of the larger project the LHIP intern will contribute to, s/he will have numerous opportunities to demonstrate his/her communication skills as s/he navigates the involved organizational hierarchies.

This position is offered through the National Park Service's Latino Heritage Internship Program in partnership with Environment for the Americas.

#### **COVID ACCOMMODATIONS**

Yes

#### **LEARNING GOALS**

This internship would offer the intern significant networking opportunities with many stakeholders and subject matter experts at various levels of state, federal, and international governments, as well as with staff at academic and private institutions. The intern will have the opportunity to hone communication, collaboration, and project management skills; advance their capacity for research and source analysis; become familiar with visual media used to enhance museum exhibits for public education; and receive standard park training such as Operational Leadership, CPR/First Aid, and introductions to park cultural and natural resources.

#### **MENTORING**

Upon an intern's arrival, s/he is provided with a blank "Leadership Development and Mentorship Plan," which includes elements for the intern and for the mentor to complete. The intern is asked to list 3-5 professional goals they have for their internship experience, and to define what they will need to do to achieve those goals. Additionally, the intern completes a section on career impact – outlining their near-future professional goals and the skills, training, and experiences they would like to acquire. They also complete a section about longer-term goals and indicate how they think the internship can help them achieve the near- and long-term goals.

The mentor completes elements that: 1.) Explain how s/he will guide the intern toward achieving the stated goals – defining the structure, opportunities, and resources that will foster professional development, 2.) Detail the tasks, training, networking, etc. the intern will complete during the internship to help attain the stated goals, 3.) Detail what steps the mentor will encourage the intern to take over the summer to further explore/define their

long-term goals, and 4.) Define what leadership opportunities will be provided to advance the intern's professional development, including what opportunities may be provided for the intern to interface with senior park managers.

Following the completion of all the elements by both parties, the plan is discussed between the intern and mentor, modified if necessary, and then signed. Throughout the internship it is revisited during regular mentoring meetings to ensure both parties are working toward the intern's professional development.

In addition to individual meetings bi-weekly, group mentoring sessions are held weekly to discuss general topics such as resume writing, job interviews, and professional dress, as well as explaining various aspects of the federal hiring process and exploring USAJobs. Peer to peer mentoring is actively encouraged and is also facilitated indirectly through scheduling and office arrangement.

Project oversight will be provided by the Science and Resources Management Division Chief, NPS and THC archeologists will formally and informally mentor the intern, and many opportunities will be available for informal interaction with interns, seasonal, and permanent staff from across the park.

### **PROJECT RESULTS**

At the conclusion of the internship, the intern will provide a publication-ready annotated bibliography and website content, digital copies of translations and all digitized archival records, and .mp4 files (or similar) of their Spanish and English interpretation/public education programs. These materials will be distributed to the park management team and stakeholders for review, and the intern will present to the park management and larger project team 1.) a synopsis of any significant findings from their translations and/or other research, 2.) an explanation of potential park management and partnership strategies to improve resource conditions, enhance research opportunities, and/or provide for increased public education and outreach about the shipwrecks, and 3.) recommendations for park management and/or partner action(s).

### **LEADERSHIP**

Upon the intern's arrival, s/he completes a "Leadership Development and Mentorship Plan" with their supervisor (detailed in the Mentoring section of this proposal). Leadership development for interns also includes bi-weekly sessions on leadership topics (conflict resolution, listening, attitude, commitment, ethics, the importance of adhering to policy, etc.) and on-the-job practice of those leadership practices. Because interns and park staff often assist each other on projects where one person is the lead, each intern practices his/her leadership on a variety of individuals with differing work styles and personality types, including park volunteers. Interns are also invited to attend program, division, and park management meetings throughout their internships to provide them with exposure to park leaders and management practices, providing context for decision-making effects to park resources. Please also refer to answers elsewhere in this document relating to how the intern will develop critical thinking, project management, and stakeholder engagement skills.

### **DHA-RAI OUTCOMES**

In addition to assistance with the ongoing archeological field work, research, and development of a traveling exhibit, the LHIP intern will be responsible for delivering 1.) an annotated bibliography, 2.) digitized NPS archival records and an associated finding aid, 3.) translations of primary sources, 4.) website content, and 5.) English and Spanish interpretive and educational virtual programs.

### **NATURAL & PHYSICAL WORK ENVIRONMENT**

**Physical Work Environment:** Padre Island National Seashore protects 70+ miles of a barrier island along the Texas coast. The park's beaches and dunes, coastal prairie, and wetlands and tidal flats provide habitat for

thousands of species of flora and fauna and are home to a rich cultural history that includes resources from Spanish shipwrecks to World War II bombing range targets. Nearby Corpus Christi is a city of more than 300,000 people, with thriving Latino communities and neighborhoods (64.2% of county residents), plentiful recreational opportunities, and great food.

**Work Environment:** Summers on the Texas coast are very hot and humid, with heat index values often exceeding 105 for many consecutive days, and biting insects, venomous snakes, and sunburn are likely field work risks. Interns are expected to complete many physically challenging tasks in the conditions described, often in remote locations without cellular service. Because of the park's location on the Gulf coast, hurricanes and tropical storms may impact the park from June through November. The intern will be provided with an individual office workspace, which will include at minimum a desk, desk chair, computer, and lockable storage.

The work of this project will be approximately 75% office, 25% field. If necessary due to public health concerns, the main elements of this project could be completed virtually. The park regularly hosts multiple interns across several park disciplines.

#### **VEHICLE AND DRIVER LICENSE REQUIREMENTS**

A valid driver's license and personal vehicle are required. The intern may operate government vehicles in performance of his/her duties. There is no public transportation to the park and the nearest housing and amenities (gas stations, grocery stores, etc.) are more than 10 miles north of the park boundary. Carpooling may be possible but is not guaranteed. Interns are responsible for ensuring independent transportation to their duty stations.