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Summary
Linking Hispanic Heritage Through Archeology (LHHTA) is a non-formal, experiential education program for Hispanic high school students. LHHTA uses regional archeology as a bridge to connect urban Hispanic youth and their families to their own cultural history. Through visits to National Parks, university archeology laboratories, local museums, and an archeology field school, students engage in the study of Southwest archeology from the prehistoric to the historical periods. They also look at, and participate in, present-day activities that evolved from past cultural practices.

LHHTA targets a community that has historically been underrepresented and has very low levels of engagement with the National Park Service (NPS) and archeology.

LHHTA is a partnership program involving the National Park Service, the Environmental Education Exchange, and the University of Arizona. The Environmental Education Exchange is a local, community-based, non-profit organization and has developed, organized, and managed the program since its inception. The University of Arizona has provided the archeological expertise and resources, classroom space, and program support. The National Park Service continues to provide the inspiration, funding, and access to regional National Parks. LHHTA was originally piloted in the summer of 2013 in Tucson, Arizona. Since then, LHHTA has offered programs in 2015 and 2016 and with this year (2017), LHHTA has completed its 4th successful season. This report provides an overview of the LHHTA program that took place during the spring and summer of 2017.

In addition to the Environmental Education Exchange and the University of Arizona, key partners in the program include local experts and resource specialists who offer additional opportunities for students to engage in history and archeology in the community through environmental education programs and community service projects. Most community partners were originally identified during the LHHTA 2013 pilot program but several new partnerships were developed in subsequent years. These community partners continue to offer programs and services to LHHTA participants.

As an incentive, and to deepen participants’ engagement with their experiences, iPads are given to the students and teachers to be used as tools for recording and documenting their activities. In order to successfully complete the program (and to keep their iPads), participants must create and share a personal digital story of their experiences in LHHTA.

By forming personal and community-based dialogues through this program, NPS aims to develop a stronger relationship with the Hispanic community and increase their attendance to, and involvement with National Parks.
LHHTA Program Goals and NPS’s ‘A Call to Action’

“IN OUR SECOND CENTURY, we will fully represent our nation’s ethnically and culturally diverse communities. To achieve the promise of democracy, we will create and deliver activities, programs, and services that honor, examine, and interpret America’s complex heritage.”

- A Call to Action Preparing for a Second Century Of Stewardship and Engagement

Linking Hispanic Heritage Through Archeology continues to help NPS fulfill its mission for the next century and honor America’s diverse heritage. LHHTA fulfills this mission by:

- Creating and fostering relationships with community-based organizations by collaborating in partnership projects.
- Increasing the Hispanic community’s awareness of National Park resources and opportunities.
- Using technology and social media to engage high school students.
- Educating Hispanic youth and their families about regional cultures and the role NPS plays in cultural resource protection.
- Engaging Hispanic youth by offering special programs, volunteering, and career opportunities within National Parks.
- Involving youth in healthy, outdoor recreation at their local National Parks.

Overview and Evolution of the LHHTA Program

Why Archeology and Hispanic Heritage?

Archeology is the scientific study of the ancient and recent human past through material remains, and it is a subfield of anthropology, the study of human culture. Archeology helps us understand not only where and when people lived on the earth, but also why and how they have lived, examining the changes and causes of changes that have occurred in human cultures over time. While archeologists are primarily associated with excavations, studying artifacts, and curating material collections, today many archeologists are actively engaged with living communities in the protection and interpretation of cultural resources.

LHHTA’s program focus on Hispanic Heritage in the Southwest through the lens of archeology employs both historical and material sources to learn about the past. Archeology is a particularly effective way of exploring the past of historically marginalized communities because it systematically examines the material culture and lives of those whose history may never have been written down or was recorded by those with alternative purposes in mind.

By focusing on the four periods in Southern Arizona - the Prehistoric, the Spanish Colonial, Mexican, and Territorial periods - LHHTA’s goal is to give a broad overview of the environmental, political, and cultural transitions that have created the community of Tucson and surrounding environs as they are today. Participants are encouraged to make personal connections between their family histories and larger social and cultural evolution of the region.
**Evolving Community Partnerships**
The LHHTA program was originally an outgrowth of a relationship between the National Park Service and the Environmental Education Exchange. During his tenure as Superintendent of the Juan Bautista de Anza National Historic Trail, Stan Bond, now Chief Archeologist for the National Park Service, had partnered with the EE Exchange on the development of a historical documentary on the Anza Expedition from Southern Arizona to San Francisco, California. Knowing the depth of connections that the EE Exchange (now in its 26th year in Tucson) has in the local community and especially with local schools, Stan Bond reached out to the EE Exchange as the logical partner for this high school-based initiative for Hispanic students. EE Exchange co-founder and education director, Trica Oshant Hawkins, took lead responsibility for the program’s development and implementation. An additional partnership was developed with the Archeology Department at the University of Arizona, involving both Dr. Barbara Mills and Dr. Barnett Pavao-Zuckerman. For the purposes of funding, Pat O’Brien, Ph.D., Cultural Resources Officer for the National Park Service and coordinator for the DSCESU, became part of the original project planning team.

Once the program commenced, the EE Exchange further reached out into the community, expanding the partnerships to include high school resource personnel, directors and staff of various regional museums, and historical and archeological related educational institutions. The EE Exchange maintained and strengthened these relationships since the pilot LHHTA, which greatly facilitated development and execution of all subsequent LHHTA programs. Throughout this fourth session of LHHTA, the EE Exchange continued to coordinate and manage the program and the University of Arizona continued to provide classroom space and resource personnel. For the 2017 session, partnerships and projects that were identified and incorporated into the program in 2016, were refined and solidified through repetition.

**Evolution of LHHTA Scheduling**
The pilot for LHHTA was offered during the summer of 2013. Twelve high school students and two teachers were recruited and selected to participate. For that year’s program, a kick-off meeting occurred in early February, followed by two weekends on an excavation with the University of Arizona’s Archaeology Field School at Mission Guevavi in southern Arizona. Following the spring dig, the program took a three-month hiatus until the first week of June, when students’ summer break commenced. LHHTA participants then met each day from 8am to 5pm, Monday through Friday, for the entire month. Between the spring and summer session, several students dropped out of the program, due to other opportunities following high school graduation and/or the necessity of needing summer jobs. The program ended up with only 10 students during the summer session. The teachers remained with the program throughout its duration.

Given the schedule-based attrition of the first session, the second session of LHHTA was offered during the spring of 2015. In effort to work around students’ school schedules, the program met on Wednesdays after school and on weekends throughout the spring, ending in mid-May. Throughout the program, the twelve students and two teachers recruited for the program remain engaged despite the stress of having to complete their final digital stories around the same time as school final exams. Another downside of the program schedule was the inability to visit some facilities that were not open on weekends or evenings.
Based on the scheduling issues presented with the all-summer or all-spring program, it was decided that LHHTA 2016 would commence in the spring with regular meetings throughout the semester and continue into the following summer. It was expected that this new schedule would better accommodate students’ school schedules in the spring while still offering enough activities to hold their interest and allow them to bond as a group. The goal was to engage students throughout the spring while building anticipation for the upcoming summer’s program activities. Also, by meeting only three days per week in the summer, students could still hold summer jobs if necessary. This program revision proved to be successful and resulted in nearly full retention of student participants.

Another advantage of the two-season schedule, was that it also gave students the opportunity to attend the University of Arizona’s summer field school and to visit Grand Canyon National Park in northern Arizona. These added excursions also allowed for additional camping experiences, events that continues to rank very high in program evaluations. Because of the overall success of the spring/summer program schedule, a similar schedule was repeated in 2017. Again, the program commenced in late February with two or three meetings each month through the spring. In June once school was out, the program met all day Monday through Wednesday, and included campouts during the first two weeks of the summer program.
LHHTA – 2017 Program Development

Recruiting and Hiring Program Interns

Each year, interns are recruited and hired to assist with program coordination. In previous LHHTA sessions, the internships included a research assistant, who worked primarily with University of Arizona faculty and the archaeology field school, and a program development intern, who worked with EE Exchange staff. For LHHTA 2016 and again in 2017, both the research assistant intern and the program development intern worked directly with EE Exchange staff. In 2017, an additional program development intern was hired for a total of three interns – all who worked primarily with EE Exchange staff. The three 2017 interns participated in all of the LHHTA activities and gained valuable skills in community outreach, environmental education, and archeology. One of the interns for 2017, Rebecca Renteria, had also served as the research assistant intern for LHHTA 2016. The benefit of this repetition was that she had familiarity with the program process and was better prepared to jump right into program tasks. This was especially helpful during the participant recruitment phase, something that previously occurred somewhat concurrently with intern recruitment, leaving both processes to the program director alone. This year, the repeat intern was able to begin participant recruitment while other interns were still being hired.

Interns were recruited with the assistance of Dr. Barbara Mills who disseminated the intern announcement to archeology students at the University of Arizona. Although originally expecting to hire only one additional intern, two applicants stood out with their enthusiasm and complementary skills. Thus, upon agreeing to share the position, they were both hired. The program development interns selected were Anahi Herera, a junior majoring in Mexican American Studies, and Genesis Grijalva, a graduating senior majoring in Anthropology and Spanish. The interns assisted in student participant selection, scheduling, technology and social media, and general planning and logistics.

(See Appendix A for LHHTA 2017 Intern Position Announcement, Orientation, and Tasks)

Recruitment of Participants

The EE Exchange, with help from the repeat intern, Rebecca Renteria, began the process of recruiting area high school students and teachers for the spring program in late October of 2016. As with previous years, recruitment slowed during the winter break and continued into early February.

Overview of Recruitment Process Tasks:

- Revision of the program announcement
- Meetings and/or phone discussions with area high school contacts
- Updating of the LHHTA website (http://lhhta.weebly.com)
- Dissemination of the announcement via email to selected high school contacts, EE list-serves, colleague and teacher contacts, website postings, and Tucson Unified School District Mexican-American Studies list-serve
- Revision of the information letter and application form
- Responses to interested applicants (answering questions and sending forms)
• Conducting recruitment visits to selected High Schools
• Conducting phone and/or personal interviews with applicants
• Contacting references
• Selecting participants (12 students and 3 teachers)

More direct high school visits were made this year than anytime in LHHTA history. This occurred primarily because of having a repeat intern, Rebecca Renteria, who was familiar with the program and who was already hired and up-to-speed in time for fall recruitment. Because of these additional high school recruitment presentations, a record 45 applications were received for the program.

(See Appendix B for LHHTA 2017 Recruitment Flyers and Application Forms)

Outreach to Program Partners
Concurrent with student recruitment was the development of the schedule for the LHHTA 2017 program. In previous years, an entirely new schedule had to be created given the change in the time of year the program was offered. Since LHHTA 2017 followed a schedule similar to LHHTA 2016 (including both a spring and summer portion), the development of the program calendar was somewhat streamlined. Creation of the new schedule followed the general pattern of the previous year’s, with specific meetings held during spring evenings or Saturdays and longer field trips occurring during the summer weekdays.

Once a rough calendar was created, contact with program partners commenced. Referring to the reference list from the previous LHHTA programs, inquiry emails were sent to lab directors, regional resource specialists, and Park Service personnel to determine their availability for this year’s program. In many cases, phone calls were made to establish contact. Because of the existing relationships previously established, communication with program partners was expeditious (for the most part) and all expressed their delight with being a part of the program again. As in previous years, program services were offered gratis or for a very nominal fee. In most cases, meetings were held with partners to plan and discuss program options and opportunities. For more distant site visits, one or more phone calls with the primary contact would be made to help them tailor their program offering for LHHTA. Again, the spring / summer schedule offered more options for program meeting dates and times.

Overview of Program Partner Outreach Tasks:
• Develop program calendar listing events, labs, field trips, etc. for the spring and summer of 2017
• Review, discuss, and consider which National Parks, museums, university labs and other resources should again be included, and which (if any) should be omitted
• Update contact list for all potential program partners and places
• Establish connections and continue building relationships with program partners (includes meetings and/or phone calls with Park Rangers, lab personnel, museum directors, archeology specialists, and other resource specialists to discuss program options, develop relationships, consider opportunities, and set programming dates)
• Submit appropriate written requests for fee waivers from various National Parks and local museums
• Arrange transportation from local van rental company and University of Arizona motor pool

(See Appendix C – LHHTA 2017 Partner Contacts)

**LHHTA – 2017 Program Implementation: Program Elements**

The following is an overview of the various logistical elements of LHHTA 2017. These program elements have all been critical to the operations and execution of the program and are divided into the following general areas:

- Schedule
- Attendance
- Transportation
- Engaging Through Technology
- Program Cohesion through Group Processing
- Graduation Ceremony

**Schedule**

As previously mentioned, the 2017 LHHTA program was divided into a spring and summer session. During the spring, students, teachers, and staff met twice or three times each month from February through May. Meetings were held on Wednesdays in the late afternoon and all day on Saturdays. The Southwest Archaeology Lab at the University of Arizona was again secured by Dr. Barbara Mills to serve as the primary classroom and as a meeting place for the group before departing to various labs on the University of Arizona campus. One overnight field trip (to Montezuma Castle, Montezuma Well, and Tuzigoot National Monuments) also took place during the spring.

Following a two-week break at the end of May, LHHTA shifted to its summer schedule, meeting all day Monday through Wednesday for the first three weeks of June. The first two weeks of the summer session were spent in the field and the group camped out on those Monday and Tuesday nights. For the third week of the summer sessions, meetings were held daily from 8am to 4pm. The Graduation Ceremony was held in the evening after the last Wednesday session.

Refer to Appendix D - LHHTA 2017 Calendar for an “at a glance” review of LHHTA program activities.

**Attendance**

There was 100% retention of all students and teachers in LHHTA 2017. However, there were absences throughout the program by most students. Participants were asked to share with staff upfront any dates they knew they would not be able to attend. They were also requested to inform staff if they were running late or couldn’t attend a session. A “two strikes you're out,” policy was expressed to participants to enforce this request. It was necessary to meet with two individual participants to reinforce their commitment and express that another unexplained
absence would not be tolerated and they would be removed from the program should one occur. Both of these participants became much more respectful of the attendance policies after these individual meetings.

All participants had copies of the program schedule and reminders were sent out the week of and the day before each outing. None-the-less, there were more tardies this year than in previous years. This appeared to be due to difficulties in students securing rides.

**Transportation**

Two areas of transportation are discussed here: 1) students’ transportation to LHHTA meetings and 2) group transportation to off-campus program destinations.

Students’ transportation to and from meetings was provided primarily by parents. However, there were a few minor transportation issues this year. One student frequently had issues with drop-off or pick up as she lived a long way from meeting sites and her foster mother had several young children also in her care. For this student, rides were often arranged with another student who lived somewhat near to her. In several cases, she was provided a ride home by a staff member. Unfortunately, she lived too distant from a bus stop or she would have been provided a bus pass. Another issue involved a peer group of three students who frequently shared rides. The downside of this was that when one was tardy, the entire group was late. This group also experienced late pick-ups (one nearly an hour after return from a field trip), resulting in extra intern time to wait with students until a parent arrived.

Group transportation was arranged through the University of Arizona’s motor pool. For all outings, a 15-passenger van was rented to transport participants. Because the full group size this year was 19, an additional vehicle was also rented for the four remaining people. For camping trips, the EE Exchange’s large cargo van was used to haul camping gear. Because the EE Exchange van could only hold two passengers, an additional vehicle was still needed when the full group was in attendance on camping trips. Drivers included LHHTA staff (who were HOV trained) and one of the participant teachers.

**Engaging Through Technology**

The iPad has become an integral part of the LHHTA Program. Each participant of LHHTA receives an iPad to be used as a tool for recording and documenting their activities. Students used their iPads on all program outings and following each day’s activities, they were asked to select and share photos depicting highlights of their day. This year, applications (apps) that allowed students to manage photos and videos and create movies were downloaded on the iPads in advance of giving the devices to the students. These apps included iMovie and iPhoto. Students were quickly adept at using the iPads to take notes during lectures, photographing and annotating events, and creating movies. They brought their iPads to all activities and were continually recording their experiences.

Students were assigned personal iPads and allowed to use them during LHHTA activities and outings. At the end of each outing, the iPads were handed back in to LHHTA staff to be safely stored until the next meeting. Several LHHTA sessions were dedicated to familiarizing students with their iPads as tools, and to teach the basics of the applications for capturing and storing
photos and videos, taking notes, and editing movies. In effort to further train students on iPad use and increase the quality of student videos, an additional iPad training session was included in LHHTA 2017. A local Hispanic videographer, known for several award-winning films, was identified and invited to meet with the students to share elements of composition and filmmaking.

Students were allowed to take their iPads home for the first time following the first overnight campout. They were given an assignment to create a short (one minute) video to demonstrate that they had mastered some of the important digital media elements. This year, students were less responsive to this assignment and many of them had to repeat the exercise. Interns and staff worked closely with each student to ensure that they understood the applications, and for the most part, they did. It seemed that students this year just needed that extra push to follow instructions and complete an assignment. As with previous years, students were overall very adept at mastering their iPads while the teachers were slower to grasp the applications.

Students (and participating teachers) all have a final assignment of creating a digital story about their experiences in the LHHTA program and to express how these experiences relate to their own cultural heritage and traditions. Students presented their final projects to program participants, parents, and partners at the closing ceremony. At the end of the program, students were given their iPads during the Graduation Ceremony to keep as their own.

To view student videos: http://www.eeexchange.org/lhhta

Program Cohesion through Group Processing
Because each LHHTA meeting offered participants a different experience and typically occurred at a different site, group process was important to continually revisit and reinforce the primary LHHTA themes of Hispanic heritage, National Parks, and archeology. Program cohesion and consistency was created as students processed their experiences in a “community circle” facilitated by staff. Community circle followed each activity, and everyone in the LHHTA group (including students, teachers, and all staff) reflected on their day’s experiences and shared their personal feelings. This often included answering a question particular to that day’s events. Once again, this activity was particularly powerful and effective in creating deep bonds among the group as participants shared with honesty and depth. The sharing revealed the profound levels of engagement students experienced with both the people and places visited. Also at these community gatherings, students were encouraged to consider how the experiences related to their own lives and heritage. Community circle gave students time to process and reflect on their experiences, helped reinforce the thematic concepts of the program, and provided staff the opportunity to gain immediate feedback on the day’s activities.

Graduation Ceremony
As with every past LHHTA program, a graduation ceremony was held at the end of the program. Saguaro National Park West again hosted the ceremony at the Red Hills Visitor Center. Guests were served a catered Mexican dinner, viewed students’ and teachers’ digital story videos, and observed the Graduation Ceremony. LHHTA-2017 students received graduation certificates and teachers received professional development participation certificates. Once again this year, Cam Juarez, Community Engagement Coordinator for Saguaro National Park provided the
opening presentation. His presentation was particularly relevant and moving, and was
testament to the deep partnerships represented through LHHTA. Over 60 people attended the
ceremony, including participants’ families, EE Exchange staff, interns, National Park staff, and
project partners.

LHHTA – 2017 Program Implementation: Site Visits and Activities

The following is an overview of the various types of tours, activities, lectures, and field trips that
students participated in during the program. These program components are divided into
several general areas and include:

- Field Trips to National Parks and Monuments
- University of Arizona Lectures and Labs
- Arizona State Museum Activities
- Other Area Museums, Gardens, and Activities
- Archeology Field School
- Overnight Field Trips / Camping

(For a detailed description of the activities and key concepts provided by each of the program
components, see Appendix E – LHHTA 2017 Contacts and Related Programs Overview)

Field Trips to National Parks and Monuments

In 2017, students visited nine different National Parks and Monuments through the LHHTA
program. Additionally, because of the summer session that allowed for weekday meetings,
LHHTA participants once again visited the Western Archeology and Conservation Center,
operated by the National Park Service. Park Service personnel (including Supervisors,
Branch Chiefs, and Park Rangers) were contacted in advance to coordinate a personalized tour or
program for the students. Each respective Park Ranger was informed of the program’s
relationship with the Park Service, the focus and experience of the group in reference to
archeology and Hispanic heritage, and the program’s objective of including a pathway to the
Parks career component (Rangers were asked to share their own personal stories of how they
got involved with NPS). Fee waivers were also secured in advance of each visit. A 15-passenger
van was used to transport participants to the National Parks.

This year, LHHTA participants once again had the opportunity to participate in community
service projects at a couple of the National Parks they visited. At Casa Grande Ruins National
Monument, students worked with conservation archeologists to re-cap several low walls in
Complex B of the ruins. At Saguaro National Park West, students worked with the Park
Archeologist to clear off and uncover the foundations of an old CCC camp. These projects were
very engaging to all LHHTA participants and helped create deep bonds with those specific sites.

Once again this year, LHHTA participants were able to take a trip farther afield and visit
National Parks in Northern Arizona. During the second week of the summer program, LHHTA
participants visited Wupatki National Monument and Grand Canyon National Park. For five of
the students, this was their first time to see the Grand Canyon.
National Parks and Monuments Visited:

- **Saguaro National Park (East)** – Students were first met by Cam Juarez who provided a welcome and introduction to the Park. Cam also shared inspiring stories of his personal path to working with NPS. The group then went on an interpretive hike on the Freeman Homestead Trail led by Latino Internship Program intern, Vanessa Gonzalez. Following a picnic at the Park, the group completed the Cactus Forest loop drive through the Park.

- **Casa Grande Ruins National Monument** – LHHTA participants worked with Park conservation archeologists to re-cap low walls in Compound B of the ruins. Students were then given a personal tour of the entire site, including the historical structures for housing Park Service personnel. Park Supervisor, Karl Pierce also met with the students and shared pathways to career opportunities with the NPS.

- **Saguaro National Park (West)** – Students worked with Park archeologist, Ron Beckwith, to excavate historical building foundations at an old CCC camp at the Park. The group then visited Sentinel Peak to witness a Hohokam rock art site.

- **Tumacacori National Historical Park** – The group was met by Park Ranger Melanie Rawlins, who guided everyone on a tour of the offsite, Guevavi Ruins (the field school excavation site for former LHHTA students). Returning to Tumacacori, Melanie toured students around the grounds of the Mission. The group also saw the mission orchard and learned about the Kino Heritage Fruit Trees Project, a program that aims to replant and keep alive orchard trees that date back to stock brought to the new world by Padre Kino, the priest who originally established the area missions.

- **Montezuma Castle National Monument** – LHHTA students first spent time viewing the Visitor Center displays and walking out to view the ruins. The group was then greeted by Ranger Skip Larsen, who presented a welcome and introduction and then gave a presentation on the cultural and natural history of the area. A picnic lunch was enjoyed in the picnic area under the sycamore trees.

- **Montezuma Well National Monument** – The group hiked up to the rim of Montezuma’s Well and then down to the water’s edge. A volunteer Park Ranger gave an historical overview of the site. Students explored the asequia on the outside of the well beside Beaver Creek where one of the interns gave a presentation on ancient trade and trade routes. The presentation included visuals that had been downloaded on the students’ iPads. The intern had previously written a paper on this topic and her presentation generated much discussion.

- **Tuzigoot National Monument** – Although a Park Ranger had been arranged through email to meet the group, upon arriving at Tuzigoot, no one at the site was aware of the group. A Ranger was supposed to meet the group and following a site overview, was going to provide a metate on which to grind blue corn. (This was a very popular activity that a Park Ranger had arranged for the students two years previously.) The staff at the front desk attempted to reach a Park Ranger to no avail. The office staff located a metate in the office and allowed the group to carry it up to the ruins to where the corn had been ground in the past. Once again, this was a very popular activity. Following the corn grinding, the group toured the ruins and visitor center. The group enjoyed a picnic lunch at the Visitor Center.

- **Wupatki National Monument** - The group was met at the Visitor Center by Park Archeologist Erin Gearty, who led a private, interactive tour of the Wupatki Pueblo and
the “blow hole.” The group was next invited to participate in a discussion with a group of Park Conservation Interns who were all of Native descent.

- **Grand Canyon National Park** – After spending the first night at Mather Campground, the group woke early to hike down the South Kaibab trail to Ooh Aah Point. The afternoon after the hike was spent at the Visitor Center Plaza where the group explored the exhibits and viewed the film, “Journey of Wonder.” After an early supper, the group went on a sunset hike on the Rim Trail where one of the LHHTA participant teachers gave a lecture on the Spanish Explorers of the Grand Canyon. The following morning after breaking camp, the group drove to Tusayan Ruins where they met with Park Archeologist, Ellen Brennan, who led a discussion on archeology in the Grand Canyon and toured the group through Tusayan Ruins. The group next went to Desert View Cultural Heritage Center to tour the tower, enjoy the views, and eat a picnic lunch before returning to Tucson.

- **Western Archaeology and Conservation Center (WACC)** – Although not a National Park, WACC offered the opportunity to see a wide variety of artifacts from National Parks across the west. Students learned about conservation and preservation of these artifacts in a tour designed specifically for LHHTA.

**University of Arizona Lectures and Labs**
The partnership with the University of Arizona allowed for access to a diversity of archeology professors, laboratories, and associated resources. Each lab visit included a tour of the laboratory, an overview of research conducted at that lab, a discussion about that particular discipline and the role it plays in archeology, and often, a hands-on activity giving students the opportunity to interactively engage with the subject. This was the fourth year visiting all of these labs and the relationship with the associated professors remains strong. It was also evident in the presentations that professors are now very familiar with the LHHTA students and are even better at tailoring their presentations to this specific group of High School students and teachers.

**University of Arizona Lectures and Labs Visited:**
- **Zooarcheology Lab** – Following a tour of the zooarchaeology lab and discussion of the discipline, student rearticulated mystery mammal skeletons to identify the animal species.
- **Bioarcheology Lab** – Following a lecture on bioarchaeology and the challenges of working with human remains, students reconstructed a variety of human (replica) skeletons.
- **Pottery / Ceramics** – Following a discussion of ceramics in the southwest, students sorted pottery sherds to determine percentages of different types of pottery used.
- **Radiocarbon Dating Lab** – Students toured the lab and participated in several activities demonstrating some of the chemical and physical processes used in radiocarbon dating.
- **Dendrochronology (Tree Ring) Lab** – The group first toured the Laboratory of Tree Ring Research and participated in a discussion of how dendrochronology is used in archeology and its relevancy to Hispanic history in the southwest. Students next worked with curated specimens from the LTRR collection to learn how to date tree-ring samples and identify years of tree-felling and fire and insect damage.
Arizona State Museum Activities:

- **Museum Treasures Hunt** – Students completed a “treasure hunt” that led to discoveries of different artifacts and cultures represented at the State Museum.
- **Preservation and Conservation Lab** – Students rotated through four labs each focusing on a different aspect of archeological preservation and conservation.
- **Pottery Vault** – Students were given a tour of the pottery vault which houses thousands of ceramic pieces and is not open to the public.
- **Archeological Repatriation** – Students met with Dr. T.J. Ferguson who conducted an informal but very engaging discussion on the Repatriation Act. (This did not occur at the Museum but is included here as it is associated with the Museum.)
- **Atlatl Throwing** – Students participated in a discussion about the history of atlatls and then had the opportunity to use several atlatls in target practice at a model mammoth on the lawn of the State Museum.

Other Area Museums and Historical Sites

In addition to Park Service and University resources, the Tucson region has a variety of archeology and history related sites that offer educational programs relevant to LHHTA. At each of these sites, the EE Exchange has developed relationships with staff members and continues to work with them to ensure that programs are tailored and presented to best meet the needs of the LHHTA program.

Other Area Museums and Historical Sites Visited:

- **Arizona Historical Society** - At the Arizona Historical Society students were given a “behind-the-scenes” tour of the Society’s archives including an overview of the kinds of documents that are kept at the archives and the environmental requirements for archival storage. Students then used the archives by conducting research on local Hispanic history topics. Each group presented their findings to the rest of the participants. A brief, “self-led” tour of the museum was then conducted, which included the early Arizona “living history” section, in which students can interact with a variety of historical props.
- **Mission Garden** - This year, LHHTA once again visited Mission Garden, a local garden and orchard site operated by Friends of Tucson’s Birthplace. Because Mission Garden is similar to the orchard at Tumacacori National Historic Park, students were able to make the connection between the missions and orchards (both of which are along the Santa Cruz River) and people’s need to grow their own food at these settlements. Following a tour of the Garden, students participated in a community service project in which they planted agave using the ancient terracing technique to optimize water use (called
“trincheras”). The agave will eventually be harvested and roasted in an on-site horno (stone-lined oven). Students then learned to make cordage by preparing a blade of a local plant (hesperloe) and using the reverse-wrap technique to create rope.

- **El Presidio de San Augustin** - At El Presidio de San Augustín, students were given a “living history” tour with historian Rick Collins. Students had the opportunity to try on period clothing, handle period weapons, see actual and replica artifacts from Arizona’s Spanish Colonial and Territorial periods, and learn about some of Tucson’s founding Hispanic families.

**Archaeology Southwest and University of Arizona Summer Preservation Archeology Field School at Cliff, New Mexico**

This year, arrangements were once again made for LHHTA participants to attend Preservation Archeology Field School in Gila, New Mexico. The field school is a partnership between the University of Arizona and Archaeology Southwest and typically recruits university students from around the country for this summer program. The field school director, Karen Schollmeyer, was happy to again host the LHHTA participants for three days and two nights at their field camp. The itinerary for field school was similar to LHHTA 2016’s and included a full day of excavating a pre-historic Salado site along the Gila River and a full day of hands-on, experimental archeology activities including adobe wall construction, stone jewelry making, flint knapping, and atlatl throwing (taught by Allen Denoyer of Archaeology Southwest). Working side-by-side with archeologists, graduate students, and university students, the LHHTA participants learned about the systematic collection of artifacts and the importance of documentation and provenience in archeological research. In their excavations and screenings, they uncovered various lithics, bone fragments, ceramics, and metates. The students thoroughly enjoyed the field school and the relationship between LHHTA and Archaeology Southwest was further strengthened.

**Overnight Field Trips / Camping**

Once again, three overnight camping/field trips were organized providing students with the opportunity to visit National Parks in Central and Northern Arizona, and to attend the Archaeology Field School in New Mexico. The camping trips also give students the opportunity for bonding experiences with each other and the natural environment.

The first field trip was to Central Arizona to visit Montezuma Castle, Montezuma Well, and Tuzigoot National Monuments. For this trip, the group camped at a near-by private campground (Lo Lo Mai Campground). Four students had never camped prior to this trip. The campsite, although next to a stream, was not primitive and provided a restroom and shower-house. The campout included group meals, s’mores around a fire, exploring, and fire-making. For high-school aged campers, this all made for a very enjoyable experience.

The second campout was at Grand Canyon National Park’s Mather Campground for two consecutive nights. This year, it was necessary to go through the standard means to secure a campsite (versus having a Park contact save a group site). Reservations were made at the website, Recreation.gov, well in advance of the trip. Once again, there were group-prepared meals and bonding around the campfire.
The third campout was also for two nights at the Archeology Field School base camp in Cliff, New Mexico. This campsite is actually a yard around a warehouse and not especially lovely. The only bathrooms are port-a-potties so students got a real taste for field accommodations at this camp.

**LHHTA – 2017 Program Discussion and Recommendations**

Throughout the program, staff, teachers, and interns took note of successful program elements as well as those that would benefit from revisions or even exclusion in future programs. Additionally, student and teacher evaluations were analyzed to gain further insight for program improvements. Below is a discussion of program elements and associated recommendations. These are presented first as a discussion of the different program development or implementation elements and following each, as a list of related recommendations. Following the recommendations is a brief overview of evaluation highlights. (For the complete evaluation results, refer to Appendix F – LHHTA 2017 Program Evaluation: Results and Discussion)

**LHHTA – 2017 Program Development Discussion and Recommendations**

**Interns**

Once again, interns remain crucial to LHHTA, assisting EE Exchange staff in all elements of the program. They bring fresh ideas, intimate experiences of Hispanic heritage, and a youthful exuberance to the program. Additionally, interns benefit from the program. They broadened their experiences in the field, made contacts with resource specialists, and gained experience in community outreach, program development, and education techniques.

This year, the research intern was a re-hire from last year’s LHHTA program. As well, an additional program development intern was hired bringing the total to three interns. There were both benefits and complications that arose from this. First, having a repeat intern meant that the primary staff for the program had immediate help on tasks such as participant recruitment and calendar development. This was extremely helpful. In the past, the single staff person was responsible for bringing interns up to speed while at the same time, commencing with the program development. The downside of this was that the repeat intern ultimately needed a revised job description, different from the new, incoming interns. Also, while there was a clear list of intern tasks, with two other interns on board, sorting out who was to take on which tasks needed to be frequently revisited. As well, the incoming interns mentioned feeling somewhat intimidated by the veteran intern, who could jump into tasks without additional training. Thus, even though intern tasks were clearly articulated in a ready-reference format, dividing tasks took additional time and energy and was occasionally complicated given the imbalance of interns’ background and experience. There was still a “sorting out” phase in which the skills and preferences of each intern were identified to best fit them to their duties, once all were on board.

**Recruitment of Participants**
Once again, because of the EE Exchange’s broad range of contacts in the high school community, a wide net was cast in search of student and teacher applicants. As with past recruitment efforts, focus was on schools and neighborhoods with high proportions of Hispanic students. This year, the repeat intern asked to take on the role of recruitment and wanted to be the one to reach out to high schools and personally visit classrooms. With her familiarity of the program and the fact that she was of Hispanic descent, she was able to speak candidly with students about LHHTA. This resulted in an all time high of 45 applications being submitted. The upside of a wider pool of applicants is obvious. However, this year, academic requirements were somewhat relaxed as suggested from last year’s observation that not all students who might excel in LHHTA are necessarily “A” students in the regular classroom. As well, all three interns were allowed to be a part of the selection process and they often championed the “underdog” applicants. Because of their cultural background and experience, program staff conceded and allowed for selection of a group of students that included several that were not as academically inclined as participants in the past. It was also noted that this year, for the first time ever, additional prodding was necessary to encourage students to be on-time and to complete assignments, and in some cases, quell minor “rogue” behavior. It is not clear that these are related factors but it was noted that the students who were high academic achievers were not the ones who were regularly late or needed frequent reminders about behavior.

It should also be mentioned that, while teachers were selected somewhat early in the recruitment process, the final selection of students did not occur until a week before the program commenced. This put a large strain on program organizers and although efforts were made to avoid this, once again the deadline had to be extended due to the lack of applications by the first, earlier deadline. This has occurred every year of the program but does seem to be getting better as the program becomes better known. With more teachers aware of the program, they encourage their students to get applications in on time. None-the-less, it is an issue that should be considered in the recruitment process. Another downside of the extended application deadline is that it does not allow for time to interview all applicants in advance. Several phone interviews were conducted and these proved very valuable in participant selection. More in-person interviews would have been optimal but there simply wasn’t enough time prior to the start of the program.

This year, three “teachers” were selected for the program and all three remained involved and committed throughout the program. However, it was noted that the “teacher” who was in an administrative position (and therefore not a classroom teacher) was less inclined to personally interact with students and less likely to speak of ways he would directly use content from the program. The classroom teachers appeared much more engaged in the program and they both made it clear how they would (or did) use elements from LHHTA with their students. At this point in the program, it appears that classroom teachers (and therefore their students) benefit more from the program than administrators.

Project Partners
The relationships with program partners developed during the pilot LHHTA and nurtured through the subsequent LHHTA programs once again proved very valuable for LHHTA 2017. Because a contact list was previously developed and relationships were maintained in the interim, reaching out to the various partners for this year’s program was again, a somewhat
streamlined process. The success of the previous three LHHTA sessions also inspired project partners to eagerly participate again as they recognized the value of the program to students and the Hispanic community. Partners also value the partnerships forged. As this was the fourth year to meet with some program partners, they were even better prepared and once again, went above and beyond to prepare excellent and appropriate programs for the group. The effort demonstrated by program partners is a testament to their support of and commitment to the program. Partners again have asked about opportunities to partner on future LHHTA programs and other projects. LHHTA remains a known and recognizable program entity in the community.

**Recommendations:**
- Continue to include interns in future programs, but limit number to two.
- Create very clear job descriptions and specific task lists for interns.
- Divide task lists for individual interns; articulate who is responsible for each task.
- Continue to increase, diversify, and nurture contacts for future recruitment. Consider additional community outreach opportunities to neighborhood associations, existing Latino groups, and others.
- Begin participant recruitment as early in the fall as possible; set an application deadline well in advance of program commencement.
- Continue to conduct in-person recruitment presentations at selected high schools.
- Conduct in-person interviews of all applicants.
- Return to the standard of seeking students who are high academic achievers.
- Limit teacher participants to those who work in the classroom or those who work directly with students and education programs.
- Maintain and nurture contacts/partner relationships for future program opportunities.
- Continue to work closely with partners to help them tailor programs for LHHTA needs.

**LHHTA – 2017 Program Implementation Discussion and Recommendations**

**Schedule**
This was the second year that a spring/summer session was offered. Based on retention, absences, and scheduling options, the bi-season schedule was once again successful. Given that LHHTA has seen a variety of scheduling options (all summer, all spring, and spring/summer) conducting LHHTA during the spring/summer still appears to be the best option. There is still the challenge of fitting everything into the schedule and with the number of tardies this year, some of the afternoon lab presentations were not as long as desired. However, given that this program is entirely voluntary on the part of participants during a very busy time of their lives (the spring semester of high school), it would be difficult to find time to fit in even more sessions. One possible solution would be to make the summer session five days a week instead of three. Three days a week had previously been chosen to allow for students to have jobs if necessary. However, this past year, none of the students appeared to have jobs during the days that LHHTA did not meet.

**Attendance**
This year, absences were similar in number to those in past years, while tardies increased. The policy to have participants complete a form stating dates they know they will miss is useful. A very strict policy stating consequences of unexcused or unplanned absences or tardies is also important and should be shared on the very first day and perhaps even during the recruitment phase. It was clear that for those that were pushing the limits of tolerable absences and tardies, a personal, sit-down discussion was very useful in engaging their respect of and commitment to the program policies. Continual reminders in advance about upcoming meetings remains an important element of the program; students this year more than ever simply needed the reminder, even though they had hard copies of the calendar.

**Transportation**

Given the few issues that developed this year with student transportation to and from LHHTA meetings, some upfront actions to alleviate these should be considered. While student transportation was discussed during program orientation (which is attended by most parents), a notation about transportation to and from meetings should be added to program information handouts during the recruitment process. Parents sign a commitment letter about supporting their child in the program and transportation should be a highlighted portion of this form.

The use of the University of Arizona’s motor pool is very valuable at keeping vehicle rental costs down. However, they do not always have a 15-passenger available. Thus it is good to have a backup rental option. Also, because there were only two individuals among the staff and interns who had received the HOV training necessary to rent 15-passenger vans from the motor pool, driver fatigue remained an issue during this year’s trips. When interviewing prospective interns, they are asked if they were comfortable driving and willing to take the HOV training. Despite have responded positively to this, neither of them completed the training and one later confessed her discomfort with driving. This left only 3 staff drivers available and only 2 of those cleared to drive the 15-passenger van. Teachers were also queried during interviews about their comfort with driving. Two of the three responded positively to the possibility, but only one was called on to relieve staff and interns during long drives.

**Engaging Through Technology**

Again, the iPads proved to be an essential element of the program. From the beginning of the program students are trained to use the iPad as a tool to document their activities, and as a result, they continued to use them appropriately. Once again, students remained very engaged in presentations and activities as they recorded events through photos, videos, and note-taking applications. It was observed that participants remained very engaged in presentations and activities and the act of documentation appeared to contribute to their engagement. Students’ and teachers’ comments and evaluations reveal how highly they valued the iPads in the program:

“I think students felt like they had a purpose with the iPads rather than just going to look at stuff.”

“The iPad made our memories last and I was able to convince my family and friends to visit National Parks because it was so pretty.”
“The iPad enhanced my experiences by recording cool events with great quality.”

“Documentary photos made the experience all that much better.”

“It helped me take photos home and I could explain what they are to my family.”

The process for posting student photos to the LHHTA Facebook page and blog site still needs refining. While one of the interns was more adept at posting, the other intern was better at interacting with the students and asking them to share their photos through “Air Drop.” However, getting those photos ultimately posted online was a challenge. The blog site and Facebook page did get postings and “likes,” but the number and frequency of those remains disappointing.

Although an additional training on movie making was added to the schedule this year, it is not clear that the training improved the quality of the final digital stories. As well, an entire half day was added to the program during the second week of the summer session to give students time to work on their digital stories. This particular group of students expressed that they needed the extra time. The program is so full with activities and outings that the time needed to really perfect students’ videos is difficult to fit in. As well, most participants complete their final video projects the last week of the program, giving very little time for review by staff and further student editing. Making time for perfecting digital stories must be weighed against the value of other program content. None-the-less, the final digital story projects submitted by the students continue to be a testament to the value of the iPads. These movies, ranging from 3 to 6 minutes in length, demonstrate student cognitive and affective learning, deep processing, and ability to share their own cultural stories in the context of archeology in the southwest. While they may not be perfect in their technical execution, they express the profundity of students’ and teachers’ experiences in the program.

**Program Cohesion through Group Processing**
The daily reflection through community circle continues to be a valuable method to process and share experiences at a deep and personal level. This not only helped students personally reflect on their experiences, but also contributed to group bonding. Several students noted on their evaluations that they wished there had been even more community circle gatherings.

“Community circle required one to think about the information given to us.”

“Community circles are something I really want to continue.”

“More community circles!”

**Graduation Ceremony**
The Graduation Ceremony was once again valuable, relevant, and moving. Students and their parents were very grateful to share this time with LHHTA staff, interns, the Park Service, and other partners. Students were proud of their videos and were happy to share their experiences. Having the National Park Service host this event is especially valuable. The ceremony is also when participants are given their iPads to keep – having “earned” them through their
commitment to the program. To acknowledge the partnerships involved as well as everyone’s accomplishments in LHHTA remains an important part of the program.

**Recommendations:**

- Keep the combined spring - summer program schedule or slightly alter it to allow for even more contact hours.
- Consider making the summer session five days per week for the three weeks of the program.
- Provide clear expectations up-front about transportation to and from meetings.
- Consider having transportation written out in a “contract” for parents / guardians.
- Continue to provide clear expectations and consequences about absences and tardies.
- Require all staff, interns, and teachers to take the HOV training and be available to drive all vehicles.
- Be sure to build time in every session for group processing (community circle).
- Continue keeping iPads as a part of the program and presenting them “for keeps” at the graduation ceremony.
- Decide how technically “perfect” final digital stories should be and find even more time for editing of students’ movies during the final week of the program.

LHHTA – 2017 Program Implementation: Site Visits and Activities Discussion

**National Parks and Monuments**

The visits to the National Parks again ranked very high on the student and teacher evaluations and were one of the most compelling components of the program. Again, as a program goal is to better acquaint students with National Parks, the ability to visit even more Parks, especially the Grand Canyon, greatly enhanced participants’ perceptions of and engagement in their National Parks.

“Saguaro East (was my favorite Park because) it is the closest to where I live and where I grew up in Tucson.”

“Going to the Grand Canyon and hiking down it!”

“I really liked Sam’s presentation at the Grand Canyon.”

“I liked Casa Grande because it was built by my ancestors and I now know more about them.”

As the program has developed over time and relationships with Park personnel has increased and diversified, it has become clear that the most relevant Park experiences have occurred when students are able to meet with Park archeologists, versus Park Rangers. Although they are very knowledgeable and accommodating, Park Rangers have limited experience with archeology in the Parks and tend to offer a more general overview in their presentations. LHHTA participants are not the average visitor and direct interaction with Park archeologists much more aligns with the program objectives. This year more than ever, effort was made to
meet with Park archeologists and as a result, the visits to National Parks and Monuments were more focused and relevant to LHHTA program themes.

**University of Arizona Lectures and Labs**

University professors who have worked with LHHTA over the years appear to have tailored and streamlined their presentations with students to fit both the time allotted and the cognitive abilities of the students. It was evident in all labs and lectures that the presenters had given much thought as to how to spend their meeting time with students. As evidenced by observation, discussion, and program evaluations, students engaged in, learned from, and enjoyed these lab sessions this year more than ever before. At this point in time with this LHHTA schedule, the University labs and lectures meet the needs of the program and give students a broad overview of the different areas of archeology. However, these meetings just “scratch the surface” of the opportunities that exist with this partnership. If the LHHTA program were longer or met more often, it would be ideal to offer deeper engagement in each of these labs. This is a complex trade-off however because these students are also deeply engaged in their high school work and at this point, they are receiving no credit for the LHHTA program. Attempting more academic demands on students should come with additional incentives (rewards) for their engagement.

**Arizona State Museum**

The State Museum offers labs, displays, and behind-the-scenes archives very relevant to LHHTA. Museum staff have all been very accommodating and the relationship remains strong and vital to the program.

**Other Museums and Historical Sites**

Students again enjoyed the tour and community service project at Mission Garden. They expressed how much they enjoyed the hands-on elements of their time at the Garden. Again, the Garden’s ties with the Mission Orchard at Tumacacori National Historical Park, adds to program cohesion. Having Mission Garden right in the students’ backyards and proximate to the Anza National Historic Trail offers many future program opportunities connecting the two historic sites. Over the years of LHHTA partnering with Mission Garden, several students and their families have returned to events there.

The relationships with the Arizona Historical Society and El Presidio also remain strong and vital to the program. Each year, staff from those sites have gone out of their way to prepare and present engaging programs relevant to LHHTA.

“I liked when we helped plant the tree at Mission Garden.”

**Archeology Field School**

Once again, an extremely valuable component of the program was the archeology field school. Field school occurred during the summer session again this year, allowing for more time onsite at the field school. During the field school, students worked directly with archeologists and university students. Again, many students ranked this very high in their evaluations. This was truly an opportunity to give students hands-on experience in archeology. In addition to the dig,
the experiential archeology aspect of the field school is also highly valued by students. Also, with the field school occurring nearer the end of the program, students had adequate background information on archeology in advance of the dig and were able to apply concepts and even techniques previously discussed.

“The most engaging activity was the field school and doing actual archeology with professionals.”

“The most engaging activity hands down was the field school. I loved the fact that we could get hands-on experience.”

“The most engaging activity was working in the field school with real archeologists. I like discovering new things like flakes and bones.”

**Overnight Field Trips / Camping**

Visits to some National Parks and Monuments and Archeology Field School would not be possible without the opportunity to camp; these sites are too far away to be a day outing. Camping trips offer more than just logistical value, however. They remain a vital and important element of the LHHTA program. Student and teacher comments and evaluations once again revealed just how profound and important the overnight camping trips were to them. All participants comment on the opportunities for group bonding, as well as bonding with nature as a result of camping.

Additionally, camping is an important element of the archeology field school experience. Because students had already experienced the logistics of camping in previous trips (e.g., setting up tents, rustic living), they were more experienced and comfortable with that aspect of the field school. This further instills the value of outdoor skills and comfort with the natural elements and the role that plays in field archeology.

An important element of the camping trips is the equipment needed for students to comfortably camp. This includes tents, sleeping bags and pads, and camp kitchen gear. In all four LHHTA sessions, the majority of tents, some of the sleeping bags and pads, and all of the kitchen gear used for the program belonged to the program director, Trica Oshant Hawkins, who freely shared her gear to facilitate an optimal camping experience for all. For LHHTA 2017, an additional tent, several sleeping bags, and numerous sleeping pads were rented from the University of Arizona’s Outdoor Equipment Rental. The opportunity exists to rent more gear from this source but the fees have not here-to-fore been adequately built into the LHHTA budget. Future LHHTA sessions need to consider the camping gear needs and plan accordingly.

“...I think it gave us the ultimate experience being in nature, getting the experience of sleeping outside and working with others…”

“This is where the tightest bonds were made between all. Breaking bread together is huge in my book.”

“Some students came out of their shells on those trips.”
**Recommendations:**

- Identify and work with Park Service archeologists in all Park visits.
- Focus visits to National Parks and Monuments on cultural aspects of the Park.
- Continue to build community service projects into future Park visits.
- Continue partnerships with University lab personnel; seek ways to optimize time and opportunities.
- Maintain relations with Mission Garden and continue to seek ways to involve LHHTA students in Garden projects. Seek new ways to include Anza National Historic Trail into programs with the Garden.
- Continue to include overnight camping trips in future LHHTA programs.
- Build adequate camping trip expenses into LHHTA budgets, including equipment rental.