

Big Bend National Park and Rio Grande Wild & Scenic River

Comprehensive Interpretive Plan

Section One: **Long-Range Interpretive Plan**

October 26th, 2004

Submitted by:

Chief of Interpretation

Date

Approved by:

Superintendent

Date

Big Bend National Park and Rio Grande Wild & Scenic River
 Long-Range Interpretive Plan component of the Comprehensive Interpretive Plan

PREFACE

Two interpretive planning workshops, in May and June of 2004, were conducted to gather consensus foundational information on Big Bend National Park and Rio Grande Wild & Scenic River's significance and apply that information to the development of the desired future interpretive program for the park. These were the key meetings that led to the park's first *Comprehensive Interpretive Plan*, of which this Long-Range Interpretive Plan is a part. The first workshop was attended by the entire planning group cited below. The second workshop, attended by the core team, developed this plan based on the work generated in the first workshop. Both workshops were facilitated by interpretive planners Richard Kohen from the Intermountain Region and Judy Rosen from Rocky Mountain National Park.

Big Bend National Park and Rio Grande Wild & Scenic River would like to take this opportunity to thank all of the participants, who gave freely of their time and expertise to forge this document. As the vision for the park's interpretive efforts over the next five to ten years, the Long-Range Interpretive Plan will be a much more effective and inclusive document due to their contributions.

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Big Bend National Park and Rio Grande Wild & Scenic River
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INTRODUCTION

This Long-Range Interpretive Plan was developed by park staff with the assistance of park stakeholders. It serves as the long-range vision of the park's interpretive program for the next 5-10 years. This document, and the park's Annual Implementation Plans and Interpretive Database, constitute the park's first *Comprehensive Interpretive Plan*. The three-part *Comprehensive Interpretive Plan* is intended to define and guide the parkwide interpretive program consistent with the achievement of the park's goal for interpretation as described in the park's draft General Management Plan: increasing people's understanding and appreciation of the significances of Big Bend National Park and Rio Grande Wild & Scenic River.

FOUNDATIONAL INFORMATION

Statements of Significance

Statements of significance clearly define the most important things about the park's resources and values. They serve as the foundation for developing primary interpretive themes and desirable visitor experiences. Significance statements help park managers and staffs focus on the preservation and enjoyment of those attributes that directly contribute to the purpose of the park and that must be protected.

Big Bend National Park

Big Bend National Park protects the largest and most representative example of the Chihuahuan Desert ecosystem in the United States.

Big Bend National Park's river, desert, mountain, and grasslands environments support an extraordinary richness of biological diversity and endemic and rare plants and animals.

The Chisos Mountains "sky island" contains many relict species which reflect climatic conditions once found over a broader area thousands of years ago.

Big Bend National Park's size, diverse ecosystems, scenic landscapes, remoteness, and wilderness character provide a variety of outstanding recreational and educational opportunities.

The park's location along a major bird flyway, its diversity of habitats, and its proximity to Mexico attract more bird species than any other national park.

Big Bend National Park is noted for its dark, clear night skies, among the darkest in the lower 48 states.

Dramatic, diverse, and well-exposed geologic features provide opportunities to study a wide range of sedimentary, igneous, and metamorphic geologic processes in Big Bend National Park. The park's geologic diversity includes marine rocks, continental rocks, ancient volcanoes, lava flows, ash beds, igneous intrusions, faults, folds, mineralized zones, landslides, badlands, and erosion.

The numerous scientifically-important Cretaceous-age and Tertiary-age fossils that are found in Big Bend National Park record the evolution and history of ancient life from the Age of Reptiles through the Age of Mammals.

Big Bend National Park is part of one of the largest transboundary protected areas in North America (Maderas del Carmen, Canon de Santa Elena, Ocampo, and Big Bend Ranch State Park), covering about three million acres.

Big Bend National Park occupies the intersection of the three greatest North American mountain building episodes: the Ouachita (which created the Appalachian Mountains), the Laramide (which created the Rocky Mountains), and the Basin and Range.

The Comanche War Trail traverses Big Bend National Park.

Thousands of archeological sites record the presence of humans in the Big Bend for the past 12,000 years, demonstrating their survival strategies and their adaptations to changing climatic conditions.

Big Bend National Park contains examples (architecture, farming, mining, ranching, etc.) of cultural interaction among Euro-Americans, Mexicans, and American Indians, who combined to form a distinctive borderlands culture, and a landscape exhibiting cultural change and the effects of human activities upon the land.

Rio Grande Wild & Scenic River

The Rio Grande Wild & Scenic River is the only free-flowing portion of the lower Rio Grande, and as such, characteristically exhibits wide variations in water flows and volume. When sufficient flow exists, the Rio Grande permits a wide range of recreational activities.

The Rio Grande Wild & Scenic River, with waters contributed largely by the Rio Conchos in Chihuahua, Mexico, provides a valuable opportunity for bi-national cooperation between the United States and Mexico to protect and manage this outstanding resource.

As the most ecologically intact portion of the entire Rio Grande, the Rio Grande Wild & Scenic River is part of a rich ecological system that represents riparian and aquatic habitats of the Chihuahuan Desert. Its remoteness provides a refuge for rapidly dwindling and irreplaceable natural and cultural resources.

The spectacular river canyons, primitive wilderness character of the river, and international setting provide opportunities for high quality recreational and scenic experiences.

Primary Interpretive Themes for Big Bend National Park and Rio Grande Wild & Scenic River

Interpretive themes convey park significance. Primary interpretive themes are the key ideas through which the park's nationally significant resource values are conveyed to the public. They connect park resources to the larger ideas, meaning, and values of which they are a part. They are the building blocks — the core content — on which the interpretive program is based. Each primary theme may connect to a number of specific stories or subthemes. These elements are helpful in designing individual services, ensuring that the main aspects of primary themes are addressed.

A — The convergence of desert, mountain, and river ecosystems in Big Bend National Park supports a remarkable diversity of life and provides abundant opportunities to experience and learn about the natural world.

B — Big Bend’s rugged and remote wilderness, spectacular river canyons, vast expanses, panoramic vistas, dark night skies, and proximity to Mexico provide outstanding recreational opportunities, and inspire wonder, reflection, and rejuvenation.

C — For thousands of years, the Big Bend region has been a focus of human activity — bringing people together from all directions, sometimes in harmony and sometimes in conflict.

D — Survival strategies and adaptations of living things in the Chihuahuan Desert are as wondrous as the environment is extreme — often defying our expectations about the ability of life to thrive in such conditions.

E — Abundant fossils in Big Bend National Park, including some found nowhere else in the world, record the existence and demise of dinosaurs and the flourishing of mammals, enabling us to ponder evolution and our own impermanence in the world.

F — Diverse, well-exposed, and accessible geologic features enable us to learn about the processes that shaped, and continue to shape, the Earth and influence its inhabitants.

Interpretive Audiences

Interpretive audiences are those distinct groups of individuals for whom interpretive services are specifically designed. By definition, services designed specifically for one audience will be less effective for other audiences. The following is a list of specific audiences that this park’s interpretive plan is designed to take into account. The numbers are used for identification only; they do not denote priority.

1 — General audience (*Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors*)

2 — Curriculum-based groups (*Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages*)

Note: Audience 3 — “Others who Interpret the Park” was omitted from the final audiences, yet remains recognized for their significant role in facilitating understanding of park resources in visitors. The National Park Service will provide training programs to this audience to accomplish the mission of interpretation in Big Bend National Park. The identified trainees of this group include...

- Outfitters, guides, concessionaires
- Elderhostel leaders
- Gateway community tourist and information staffs

Visitor Experience Considerations

The desired outcome of park operations is to manage visitor-resource interactions so that resources will remain unimpaired for the enjoyment of future generations while ensuring that opportunities exist for the widest variety of current visitors to forge meaningful connections with those resources. The following list of visitor experience considerations, derived from park and stakeholder understanding of desired visitor experiences, serves to guide the development of services that will be offered as the park's desired future interpretive program.

The interpretive program should provide opportunities for people to:

- Enjoy the beauty, serenity, and solitude of the park's diverse natural landscapes;
- Interact with park rangers;
- Enjoy activities such as day hiking, wildlife watching, and star gazing;
- Learn about the park's natural and cultural resources; and
- Receive accurate information.

MANAGEMENT GOALS AND SUPPORT FOR THE PROGRAM

Management Goals for Interpretation

Interpretation operates within the larger environment of park management. A clear statement of what park management expects interpretation to contribute to the larger whole is requisite to the design of an interpretive program that will work in concert with other park operations to achieve the overall goals of the park.

The mission and role of interpretation:

- The mission of interpretation is to increase visitor understanding and appreciation of the significance of park resources. (Government Results Performance Act)
- Interpretive services provide opportunities for people to forge their own intellectual and emotional connections with the ideas and meanings inherent in the resources of the park. (Interpretive Development Program)

The superintendent expects interpretation to accomplish the following for the park:

- Maintain the high quality interpretive program and keep building upon this.
- Create the CIP as a document we are dedicated to implement.
- Implement cost-containing strategy for the interpretive program through prioritization of staff, resources, and services.
- Continue to provide a diversity of interpretive programs.

- Incorporate the Tenets of Effective Interpretation, especially “hierarchy of sophistication,” in all programs and services offered in the park.
- Maintain a diversity of individuals in presenting programs, including volunteers, SCA’s, other division staff, and researchers.
- Designate a liaison from the Science and Resources division with Interpretation so interpreters receive updated information and researchers contribute knowledge and programs to park staff and visitors.
- Establish “Coffee with a Superintendent” to informally update visitors and gateway communities on park events and critical resource issues.
- Conduct biannual town meetings and community workshops to share current events in the park (Marathon, Alpine, Study Butte, and Terlingua).
- Develop partnerships for mutual support and to spread the mission and purpose of the park. Reach out to others.
- Develop a certification program for others who interpret the park to ensure accurate information delivery. Include personal training through video-based learning and Website (Internet).
- Respond to changing trends in visitor demographics. Reach out to groups who aren’t coming to the park and work to instill stewardship in them.
- Ensure the continuation of the interpretive profession. Keep abreast of and train staff in state-of-the-art technology. Continue interpretive competencies. Continue excellent Website for the park.
- Continue the excellent orientation and resource training for new employees biannually for all park staff, SCA’s, volunteers, Chambers of Commerce, and commercial guides/outfitters.
- Produce interactive telebroadcasting educational programs from the park to classrooms.

The purpose of the parks:

Big Bend National Park’s purpose is threefold:

- Preserve and protect all natural and national-register-eligible cultural resources and values.

- Provide educational opportunities to foster understanding and appreciation of the natural and human history of the area.
- Provide recreational opportunities for diverse groups that are compatible with the protection and appreciation of park resources.

Rio Grande Wild & Scenic River's purpose is to:

- Preserve the free-flowing condition, except as provided by international treaties, and essentially primitive character of the river.
- Protect the scenic, geologic, fish and wildlife, recreational, scientific, and other similar values along the river way.
- Provide opportunities for river-oriented recreation, which is dependent upon the free-flowing condition and consistent with the primitive character of the surroundings.

Issues and Influences Affecting Interpretation

The park's interpretation operation is subject to internal and external constraints that affect its ability to accomplish the goal of enhancing public understanding and appreciation of park significances. A review of those issues and influences currently affecting or expected to affect interpretation during the life of this plan allows the staff to predict and proactively address challenges to effective interpretation. Action items for interpretation identified by the core planning team are identified in ***bold italicized*** type.

Ongoing Projects

Several ongoing projects have been identified that will affect interpretive planning, operations, and services during the life of this plan. These include:

- Long-range Interpretive Plan for the Castolon Visitor Center. The historic building will be adapted for use as a visitor center and will house exhibits and artifacts. (This is underway currently).
- Panther Junction Visitor Center: The current Mission-66 visitor center is overwhelmed with visitors. There are plans to enlarge visitor center space and to produce new exhibits. Fund-raising and Fee Demo dollars are underway.
- Wayside exhibits. Interpretive staff is continually updating exhibit content and working to achieve design consistency in porcelain enamel medium. New Wayside exhibits are being planned beyond the park's Wayside Exhibit Plan.
- Site bulletins: Ongoing revisions of the park's site bulletins include re-evaluation, prioritization, culling, and decreasing numbers of site bulletins. Site bulletins will be posted on the park Website.
- DVD: Interpretive staff is updating the laser disc format to DVD format at kiosks and visitor centers.
- Efforts to reduce printing costs for trail guides are underway.

- Efforts are underway to make all road and trail signs uniform within the park via a park sign committee. Additionally, make sure all printed material information is consistent with signs in the ground.

Fossil Bone Exhibit

The fossil bone exhibit is outdated and needs to be replaced. It could be so much more! This is a big project –using full-size replicas, murals, and interactive exhibits– that could exceed \$200,000. This is in the ideal location/strata to draw more visitors.

Paleontology

Paleontology is not being interpreted well, yet this is one of the park's primary resources. New paleontological research is occurring in the park. This should be incorporated into a new exhibit, placed where the public can view excavation.

Park Size

The vast scale of Big Bend National Park, and long distance between locations, affects interpretive programming, scheduling, commuting to program sites, and staff training.

Returning Visitors

A high percentage of visitors return to Big Bend National Park.

Crossing the Border

Visitors were traditionally able to cross park boundaries into Mexico, but are no longer able with increased homeland security issues. Visitors are disappointed and concerned for the small Mexican communities they used to visit.

Minor Border Problems

Car break-ins and increased vending are occurring in Boquillas and Rio Grande Village (hot springs and trail). This causes resource damage from human waste, development of social trails, using sticks to build ramadas, and aggressive vending.

Cultural Enhancement

The park was established to enhance cultural interaction. Now with the border crossings closed, historic crossings via boat or burro are no longer possible. Past park literature has encouraged border crossings; now literature must be reviewed and corrected to reflect the current situation. Visitors are displaced 95 miles to Presidio to cross the border into Mexico. La Linda, the boat egress, has been changed to another location. Ecotourism opportunities that were being built are lost and visitor experiences are diminished.

Fees

The Reference Manual and Director's Order 22 are being revised. This could affect interpretive programs and money collected back to the park. Fee Demo moneys are used for interpretive services (visitor center expansion is an example).

Critical Resource Issues

Interpretive programs on air, river, and water quality issues along with exotic plants/animals must reflect and address current critical resource issues.

River flow

Variability in river flow affects visitor experiences. A large percentage of water is used for agricultural purposes.

Budget

There's a decrease in flexibility on how money can be spent. Assessments increase. The park has always worked with shortfall and this is expected to continue. The park must go to low-cost and sustainable exhibits, preferring interactive over high-tech. Keep exhibits simple and maintainable. Embrace new technology (like Website, PowerPoint, etc.,) but remember the park is a long way from a support office when things break. Visitors expect certain high-tech offerings. These conditions prompt creative funding.

Concessions

Some park positions are funded by concessions so it's important to have good levels of occupancy in the Chisos Basin area.

Interpretive References — Resources for Interpretation

Resources supporting the interpretive effort and actions to strengthen that support are listed below. Action items for interpretation identified by the core planning team are identified in ***bold italicized*** type.

Resource-Focused Research

There's good research being done on the park. Park staff and the public would benefit from having access to it and understanding it in ways that could help communicate significance of the park to visitors.

Establish liaison duties to increase information movement between Interpretation and Research/Resource management.

Reinstate the quarterly "Bear Tracks" newsletter.

Have resource management staff and researchers present the latest scientific studies and information to strengthen understanding of park resources.

Incorporate the writing of layman's version of research into research permit requirements.

Obtain more current information on bears, panthers, and peregrine falcons.

Have BBNHA sponsor a research-presentation event for staff and public.

Visitor-Focused Research

The Chamber of Commerce, along with Texas A & M, is finishing a visitor use study and the results have been completed. Additionally, visitors participate by filling out survey cards (4,000) annually. A 1992 study focused on Big Bend Visitor Use Study (outdated) number of party.

The Interpretive staff wants to know:

- What types of interpretive programs and content do visitors want?
- What would visitors like to know more about?
- Where do visitors go in the park?
- What is visitors' length of stay?
- What mode of travel are visitors using?
- What is the number of people per party?

Whatever information Chamber of Commerce study doesn't produce, follow through with researching.

Call State Tourism Office for a breakdown of information regarding park visitors (contact: Ronnie Sanders in Austin).

Update the 1992 study with Fee Demo moneys.

Explore CESU and Texas A&M (Jim Gramann) network to conduct visitor use surveys with multiple agencies and Department of Interior.

Library

There are two libraries in the park: The *interpretive* library is located behind the Panther Junction Visitor Center/Headquarters. It is also used as a multi-purpose room when community rooms are unavailable and as a "prep room" for interpreters. This library has basic information and houses the periodicals, but does not contain in-depth research. There is an electronic catalogue system and check out is on an honor system. Park Ranger, Angelina Yost currently manages this library as a collateral duty. New acquisitions and periodical subscriptions are funded on an annual budget by BBNHA. Library inventory includes books, magazines, periodicals, clippings, reference maps, VHS tapes, and oral history transcriptions. DVDs are coming!

The other library is designated for Science and Resource Management. Some of the material is sensitive and is under lock and key.

Expand library to the porch to enlarge space for use as a meeting room (BBNHA).

Cull older materials and replace with new ones.

Digitize research on common drive.

Image Collection

Big Bend National Park's image collection consists of approximately 9,000 slides. Ninety-five percent of these are now accessible electronically on a common drive for all park staff. Each interpretive slide has several duplicates. The park is transitioning from slides to digital images collection. Even early history images are now being digitized. The 9,000 digitized resource management slides will not be catalogued within the interpretive collection. Black and white prints of historic buildings and other images are laminated and used as props.

The image collection includes three films (CDRI series) produced in Big Bend National Park. They are used to "Beat the Heat" for park staff and sometimes shown to the public. It also includes a half-dozen park-specific videos that can be shown to the public. There are a few 16mm films, some not on VHS, but they are of poor quality.

Standard operating procedures detail how to add images to the collection

Convert 16mm films to VHH or DVDs; contact HFC for assistance.
Develop an "Image Collection" document.
Cull images as park acquires new ones.
Address Web versus print development.

Interpretive Collection

The park's interpretive object collection is stored within two metal lockers in the naturalists' office at Panther Junction HQ. Objects include: artifacts, skulls, skins, freeze-dried specimens, laminated photos, plant samples, cones, rocks, fossils, replicas, scat, footprints, plaster casts, compasses, card games, puppets, binoculars, and spotting scopes. The collection is available to all park staff and an honor system is used for checkout.

Acquire artifacts related to ranching, farming, and mining.
Acquire prehistoric artifacts.
Increase space for prop storage.
Re-evaluate storage space to fit another locker.
Investigate opportunities to provide living history programs, and then follow through with acquisition of costumes.

Museum Collection and Archives

Though the Interpretive division once managed the museum collection, the Science and Resource Management division manages it now. All items are inventoried, but not readily accessible to staff. When the volunteer curator is in the park, it's much easier to access items. A Collections Management Plan exists for the wide range of objects. The collection is housed in the Bally Building at Sul Ross University, University of Texas (Austin), Museum of Natural History (Dallas), and Western Archeological Center (Tucson).

Historic objects of the Castolon La Harmonia store have been removed due to a lack of fire protection.

***Repatriate historic objects into La Harmonia, as called for in the Costolon Long-Range Interpretive Plan. (A/C and fire suppression is underway to allow this)
Hire a fulltime curator to make museum objects/collection more accessible. (A seasonal curator has been planned, but not funded).***

Interpretive Partnerships

Park partners are critical to the support and/or delivery of interpretive services. Identification of current and potential park partners for interpretation, and the ways they can support the attainment of interpretive goals, enhances the park's ability to strategically use resources to serve the public and achieve management goals.

Current Partners with Big Bend National Park and Rio Grande Wild & Scenic River

Big Bend Natural History Association
Forever Resorts
Friends of Big Bend National Park
Big Bend Area Tourism Association
Brewster County Tourism Council
Big Bend Ranch State Park
Sul Ross University
Museum of the Big Bend
San Vicente Independent School District
Stillwell Ranch
Big Bend Motor Inn
Texas River and Jeep Expeditions
Desert Sports
Rio Grande Adventures
Big Bend River Tours
Chamizal TV Broadcasting
Lajitas Resorts
El Paso Zoo (habitat weekends)
Texas A & M
Terlingua Common School District
Chihuahuan Desert Research Institute (CDRI)
National Park Foundation
Comanche, Mescalero, Lipan Apache Nations
Rio Grande Alliance

Potential Partners for Big Bend National Park and Rio Grande Wild & Scenic River

McDonald Observatory
Bat Conservation International
Museo Madera del Carmen
CEMEX
Mexican protected areas (Maderas del Carmen, Canon de Santa Elena, Ocampo)

IMR (Border Park Strategies)

LBJ (Texas-wide strategies for promotion and public relations)

Potential Benefits to the Park from Partnerships

Building help

Cultural activities

Curriculum development assistance

Fundraising

Interpretive services

Knowledge and expertise

Maintenance

Media announcements and publicity

Photographs and artwork

Planning and design assistance

Service projects

Training

Volunteer staff

Writing and editing

Strategic Approach to Partnering

A strategic examination of partners and assistance they can provide is designed to maximize the effectiveness of working with others to achieve interpretive goals.

Cooperating Association Operations

The Big Bend Natural History Association (BBNHA) is a critical partner in providing interpretive services and achieving the desired future interpretive program. A *Scope of Sales Statement*, defining how the cooperating association's sales operations contribute to the communication of the park's primary themes, should be developed in coordination with the *Comprehensive Interpretive Plan*. That document will be included in the Interpretive Database component of the *Comprehensive Interpretive Plan*. (For more information, please see *CIP Guide* or DO-32.)

Desired Future Interpretive Program

Desired Future Interpretive Program — Program Overview

The program overview displays the interpretive services that constitute the desired future interpretive program. These are the services that are intended to most effectively communicate each of the park's primary interpretive themes to each identified audience in a way that assures balance, effectiveness, and attainability. These services include the following tenets for successful interpretation:

Universal accessibility: The interpretive program includes interpretive services that are designed to be as universally accessible as possible to best meet the varied physical and cognitive needs of interpretive audiences.

Hierarchy of sophistication: The interpretive program treats subject matter in a range of ways — from simple-and-basic to complex-and-advanced — to best meet the varied interests of interpretive audiences.

Range of interpretive services: The interpretive program includes a range of personal and non-personal interpretive services to best meet the varied learning styles of interpretive audiences.

Multiple points of view: The interpretive program treats subject matter from a variety of perspectives to aid in accuracy and relevance to varied interpretive audiences.

Program Overview

The program overview table below indicates the service-location(s) pairs that Big Bend National Park and Rio Grande Wild & Scenic River intends to provide for each theme-audience combination over the life of this plan. The superscript number following each interpretive service (i.e. FY05, FY06, etc.) indicates the first fiscal year that that service is planned to be available.

Big Bend National Park and Rio Grande Wild & Scenic River
Desired Future Interpretive Program — Program Overview

PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
<p>A. The convergence of desert, mountain, and river ecosystems in Big Bend National Park supports a remarkable diversity of life and provides abundant opportunities to experience and learn about the natural world.</p>	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
	<p>e6 Evening programs^{FY2005} at amphitheaters, community room, local community sites.</p> <p>e5 Guided walks^{FY2005} at Basin, RGV, Castolon, Dugout Wells, Grapevine Hills, Lost Mine Trail, Boquillas Canyon, Hot Springs, SEC, Sam Nail Ranch, Cattail Falls Trail, Blue Creek Canyon, Croton Springs, Marufo Vega Trailhead, Dog Canyon, pullouts, creek beds, Mule Ear Springs.</p> <p>e5 Website^{FY2005} at Internet access.</p> <p>e4 Self-guiding trail brochure & signage^{FY2005} at Lost Mine Trail, RGV Nature Trail, Panther Path, Dagger Flat Auto Trail, Window View Trail, SECT, Chihuahuan Desert Nature Trail.</p> <p>e4 CA sales items^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e4 Park newspaper^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Exhibits^{FY2005} at VCs (PJ, RGV, Basin).</p> <p>e2 Wayside exhibits^{FY2005} at parkwide.</p> <p>e2 Site bulletins^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e1 Table tents^{FY2005} at Chisos Basin Lodge.</p> <p>e1 Park brochure^{FY2005} at entrance stations, VCs.</p> <p>e1 Junior Ranger program^{FY2005} at sale at VCs.</p> <p>e1 Interpretive talks^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin.</p> <p>e0 Videos^{FY2005} at RGV VC, PGVC, PJVC, community room, sale.</p> <p>e0 Guided float trips^{FY2005} at Rio Grande (in & out of park).</p> <p>e0 Guided auto caravan^{FY2005} at parkwide.</p> <p>e0 Educational seminars (BBNHA)^{FY2005} at parkwide.</p> <p>e0 Roving interpretation^{FY2005} at parkwide.</p> <p>e0 Bimonthly newspaper column^{FY2005} at Texas newspapers.</p> <p>04 Information desk^{FY2005} at VCs, entrance stations.</p> <p>--- Rent-A-Ranger^{FY2005} at parkwide, community sites.</p> <p>--- Special events^{FY2005} at parkwide.</p> <p>--- Illustrated talks^{FY2005} at community room, amphitheaters, local community sites.</p>	<p>e6 Onsite curriculum-based education activities^{FY2005} at parkwide.</p> <p>e5 Teachers workshop^{FY2005} at parkwide.</p> <p>e5 Offsite curriculum-based education visits^{FY2005} at classrooms.</p> <p>e3 Website^{FY2005} at Internet access (specific section).</p> <p>e3 Park packs^{FY2005} at mail to schools and homeschoolers.</p> <p>e3 Online curriculum (BBNHA/NPS)^{FY2005} at Internet access.</p> <p>e2 Tele-broadcasting^{FY2005} at schools.</p> <p>e2 Pre- and post-visit packets^{FY2005} at mail, delivered.</p> <p>e1 CA sales items^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e0 Teacher-Ranger-Teacher program^{FY2006} at parkwide.</p> <p>e0 Special events (i.e. Earth Day)^{FY2005} at RGV, Basin, Castolon, San Vicente School, Dugout Wells.</p> <p>e0 Rent-A-Ranger^{FY2005} at parkwide, community sites.</p> <p>e0 Interpretive talks^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin.</p> <p>e0 Guided walks^{FY2005} at Cattail Falls, Grapevine Hills, Sam Nail Ranch, Mule Ear Springs.</p>

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
<p>B: Big Bend's rugged and remote wilderness, spectacular river canyons, vast expanses, panoramic vistas, dark night skies, and proximity to Mexico provide outstanding recreational opportunities, and inspire wonder, reflection, and rejuvenation.</p>	<p>e5 Wayside exhibits^{FY2005} at parkwide.</p> <p>e4 Website^{FY2005} at Internet access.</p> <p>e4 Information desk^{FY2005} at VCs, entrance stations.</p> <p>e4 Guided walks^{FY2005} at Basin, RGV, Castolon, Dugout Wells, Grapevine Hills, Lost Mine Trail, Boquillas Canyon, Hot Springs, SEC, Sam Nail Ranch, Cattail Falls Trail, Blue Creek Canyon, Croton Springs, Marufo Vega Trailhead, Dog Canyon, pullouts, creek beds, Mule Ear Springs, high Chisos trail complex.</p> <p>e4 Evening Programs^{FY2005} at amphitheatres, community room, local community sites, parking lots, unobstructed sky views.</p> <p>e3 Park newspaper^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e3 CA sales items^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e2 Site bulletins^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Interpretive talks^{FY2005} at community room, amphitheatres, VCs, pullouts, Basin, SEC Overlook, Boquillas Canyon Overlook.</p> <p>e1 Self-guiding trail brochure & signage^{FY2005} at Lost Mine Trail, RGV Nature Trail, Window Trail, Window View Trail, SECT, Chihuahuan Desert Nature Trail.</p> <p>e1 Roving interpretation^{FY2005} at parkwide.</p> <p>e1 Park brochure^{FY2005} at entrance stations, VCs.</p> <p>e1 Illustrated talks^{FY2005} at community room, amphitheatres, local community sites.</p> <p>e1 Exhibits^{FY2005} at VCs (PJ, RGV, Basin).</p> <p>e0 Videos^{FY2005} at RGV VC, PGVC, PJVC, community room, sale.</p> <p>e0 Rent-A-Ranger^{FY2005} at parkwide, community sites.</p> <p>e0 Guided float trips^{FY2005} at Rio Grande (in & out of park).</p> <p>e0 Bimonthly newspaper column^{FY2005} at Texas newspapers.</p>	<p>e5 Onsite curriculum-based education activities^{FY2005} at parkwide.</p> <p>e4 Offsite curriculum-based education visits^{FY2005} at classrooms.</p> <p>e4 Guided walks^{FY2005} at Cattail Falls, Grapevine Hills, Sam Nail Ranch, Mule Ear Springs.</p> <p>e3 Website^{FY2005} at Internet access (specific section).</p> <p>e1 CA sales items^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e1 Teachers workshop^{FY2005} at parkwide.</p> <p>e1 Online curriculum (BBNHA/NPS)^{FY2005} at Internet access.</p> <p>e1 Interpretive talks^{FY2005} at community room, amphitheatres, VCs, pullouts, Basin.</p> <p>e0 Special events (i.e. Earth Day)^{FY2005} at RGV, Basin, Castolon, San Vicente School, Dugout Wells.</p> <p>e0 Pre- and post-visit packets^{FY2005} at mail, delivered.</p> <p>e0 Tele-broadcasting^{FY2007} at schools.</p> <p>e0 Teacher-Ranger-Teacher program^{FY2006} at parkwide.</p> <p>e0 Rent-A-Ranger^{FY2005} at parkwide, community sites.</p> <p>e0 Park packs^{FY2005} at mail to schools and homeschoolers.</p> <p>e0 CA sales items^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p>

Big Bend National Park and Rio Grande Wild & Scenic River
Desired Future Interpretive Program — Program Overview

PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
<p>C: For thousands of years, the Big Bend region has been a focus of human activity from all directions, bringing people together, sometimes in conflict and sometimes in harmony.</p>	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
	<p>e6 Guided walks ^{FY2005} at Castolon, Hot Spring, Deadman’s Curve, Terlingua Abajo, Ore Terminal, Mariscal Mine, Homer Wilson Ranch, Glenn Springs, Dugout Wells, Indian Head, Sam Nail Ranch, Johnson’s Ranch, Basin, Buttrill Spring, Grand Canyon Farms.</p> <p>e5 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e5 Website ^{FY2005} at Internet access.</p> <p>e4 Living history interpretation ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniels Ranch, Mariscal Mine, Glenn Springs.</p> <p>e4 Evening programs ^{FY2005} at amphitheaters, community room, local community sites.</p> <p>e3 Cultural demonstrations ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniels Ranch, Mariscal Mine, Glenn Springs, community room, amphitheaters.</p> <p>e3 Wayside exhibits ^{FY2005} at parkwide, especially Costolon.</p> <p>e3 Self-guiding trail brochure & signage ^{FY2005} at Castolon, Hot Springs, Mariscal Mine, Comanche Trail, Glenn Springs.</p> <p>e3 Interpretive talks ^{FY2005} at community room, amphitheater, VCs, pullouts Castolon, Hot Spring, Deadman’s Curve, Terlingua Abajo, Ore Terminal, Homer Wilson Ranch, Glenn Springs, Dugout Wells, Sam Nail Ranch, Daniels Ranch, Basin.</p> <p>e2 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Exhibits ^{FY2005} at PJVC, Costolon, PGVC.</p> <p>e1 Special events (International Good Neighbor Day Fiesta) ^{FY2005} at parkwide.</p> <p>e1 Roving interpretation ^{FY2005} at Castolon.</p> <p>e1 Rent-A-Ranger ^{FY2005} at parkwide, community sites.</p> <p>e1 Information desk ^{FY2005} at VCs, entrance stations.</p> <p>e1 Illustrated talks ^{FY2005} at community room, amphitheaters, local community sites.</p> <p>e1 Guided auto caravan ^{FY2005} at parkwide.</p> <p>e0 Junior Ranger program ^{FY2005} at sale at VCs.</p> <p>e0 Bimonthly newspaper column ^{FY2005} at Texas newspapers.</p> <p>e0 Videos ^{FY2005} at RGV VC, PGVC, PJVC, community room, sale.</p> <p>e0 Park brochure ^{FY2005} at entrance stations, VCs.</p> <p>e0 Educational seminars (BBNHA) ^{FY2005} at parkwide.</p>	<p>e3 Guided walks ^{FY2005} at Castolon, Hot Spring, Deadman’s Curve, Terlingua Abajo, Ore Terminal, Mariscal Mine, Homer Wilson Ranch, Glenn Springs, Dugout Wells, Indian Head, Sam Nail Ranch, Johnson’s Ranch, Basin, Buttrill Spring, Grand Canyon Farms.</p> <p>e3 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin, Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel’s Ranch, Mariscal Mine, Glenn Springs.</p> <p>e4 Onsite curriculum-based education activities ^{FY2005} at parkwide.</p> <p>e4 Offsite curriculum-based education visits ^{FY2005} at classrooms.</p> <p>e3 Website ^{FY2005} at Internet Access (special section).</p> <p>e2 Teachers workshop ^{FY2005} at parkwide.</p> <p>e2 Living history interpretation ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniels Ranch, Mariscal Mine, Glenn Springs.</p> <p>e1 Cultural demonstrations ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel’s Ranch, Mariscal Mine, Glenn Springs, community room, amphitheaters.</p> <p>e1 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e1 Pre- and post-visit packets ^{FY2005} at mail, delivered.</p> <p>e1 Park packs ^{FY2005} at mail to schools and homeschoolers.</p> <p>e0 Tele-broadcasting ^{FY2007} at schools.</p> <p>e0 Teacher-Ranger-Teacher program ^{FY2006} at parkwide.</p> <p>e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites.</p> <p>e0 Online curriculum (BBNHA/NPS) ^{FY2005} at Internet access.</p>

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
D: Survival strategies and adaptations of living things in the Chihuahuan Desert are as wondrous as the environment is extreme — often defying our expectations about the ability of life to thrive in such conditions.	e6 Guided walks ^{FY2005} at parkwide. e6 Evening programs ^{FY2005} at amphitheatres, community room, local community sites. e5 Website ^{FY2005} at Internet access. e4 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail. e3 Self-guiding trail brochure & signage ^{FY2005} at Panther Path, Daggar Flat Auto Trail, Chihuahuan Desert Nature Trail, RGV VC Garden, Window View Trail, Lost Mine Trail, RGV Nature Trail. e3 Exhibits ^{FY2005} at VCs (PJ, RGV, Basin). e2 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites. e2 Wayside exhibits ^{FY2005} at parkwide. e2 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail. e2 Living history interpretation ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel's Ranch, Mariscal Mine, Glenn Springs. e2 Interpretive talks ^{FY2005} at community room, amphitheatres, VCs, pullouts, Basin, Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel's Ranch, Mariscal Mine, Glenn Springs. e2 Information desk ^{FY2005} at VCs, entrance stations. e1 Roving interpretation ^{FY2005} at parkwide. e1 Park brochure ^{FY2005} at entrance stations, VCs. e1 Illustrated talks ^{FY2005} at community room, amphitheatres, local community sites. e1 Educational seminars (BBNHA) ^{FY2005} at parkwide. e1 Cultural demonstrations ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel's Ranch, Mariscal Mine, Glenn Springs, community room, amphitheatres. e0 Junior Ranger program ^{FY2005} at sale at VCs. e0 Videos ^{FY2005} at RGV VC, PGVC, PJVC, community room, sale. e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites. e0 Guided auto caravan ^{FY2005} at parkwide. e0 Bimonthly newspaper column ^{FY2005} at Texas newspapers.	e6 Onsite curriculum-based education activities ^{FY2005} at parkwide. e5 Guided walks ^{FY2005} at parkwide. e3 Website ^{FY2005} at Internet access. e3 Teachers workshop ^{FY2005} at parkwide. e3 Offsite curriculum-based education visits ^{FY2005} at classrooms. e3 Interpretive talks ^{FY2005} at parkwide. e2 Park packs ^{FY2005} at mail to schools and homeschoolers. e2 Living history interpretation ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel's Ranch, Mariscal Mine, Glenn Springs. e1 Cultural demonstrations ^{FY2005} at Castolon, Hot Spring, Homer Wilson Ranch, Dugout Wells, Basin, Daniel's Ranch, Mariscal Mine, Glenn Springs, community room. e1 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites. e1 Pre- and post-visit packets ^{FY2005} at mail, delivered. e0 Teacher-Ranger-Teacher program ^{FY2006} at parkwide. e0 Tele-broadcasting ^{FY2007} at schools. e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites. e0 Online curriculum (BBNHA/NPS) ^{FY2005} at Internet access.

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
E: Abundant fossils in Big Bend National Park, including some found nowhere else in the world, record the existence and demise of dinosaurs and the flourishing of mammals, enabling us to ponder evolution and our own impermanence in the world.	<p>e4 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e4 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin.</p> <p>e4 Evening programs ^{FY2005} at amphitheaters, community room, local community sites.</p> <p>e3 Temporary exhibits ^{FY2005} at VCs – PJ, PG, RGV.</p> <p>e3 Wayside exhibits ^{FY2005} at Fossil Bone exhibit, TBD, Lower Burro.</p> <p>e3 Illustrated talks ^{FY2005} at community room, amphitheaters, local community sites.</p> <p>e3 Website ^{FY2005} at Internet access.</p> <p>e3 Exhibits ^{FY2005} at PJVC.</p> <p>e2 Field demonstrations ^{FY2005} at field sites where scientists work, Ken Barnes' location, offsite.</p> <p>e2 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e2 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Guided walks ^{FY2005} at Fossil Bone exhibit, Lower Tornillo Creek drainage.</p> <p>e1 Demonstration (paleo, other) ^{FY2005} at PJVC.</p> <p>e1 Information desk ^{FY2005} at VCs, entrance stations.</p> <p>e0 Uncover the bones/fossils exhibit ^{FY2005} at fossil bone exhibit.</p> <p>e0 Videos ^{FY2005} at RGV VC, PGVC, PJVC, community room, sale.</p> <p>e0 Self-guiding trail brochure & signage ^{FY2005} at SECT.</p> <p>e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites.</p> <p>e0 Park brochure ^{FY2005} at entrance stations, VCs.</p> <p>e0 Junior Ranger program ^{FY2005} at sale at VCs.</p> <p>e0 Guided auto caravan ^{FY2005} at parkwide.</p> <p>e0 Educational seminars (BBNHA) ^{FY2005} at TBD.</p> <p>e0 Bimonthly newspaper column ^{FY2005} at Texas newspapers.</p>	<p>e5 Field demonstrations ^{FY2005} at field sites where scientists work, Ken Barnes' location, offsite.</p> <p>e5 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin.</p> <p>e3 Teachers workshop ^{FY2005} at parkwide.</p> <p>e3 Website ^{FY2005} at Internet access.</p> <p>e2 Uncover the bones/fossils exhibit ^{FY2005} at fossil bone exhibit.</p> <p>e2 Rent-A-Ranger ^{FY2005} at parkwide, community sites.</p> <p>e2 Park packs ^{FY2005} at mail to schools and homeschoolers.</p> <p>e2 Onsite curriculum-based education activities ^{FY2005} at parkwide.</p> <p>e2 Offsite curriculum-based education visits ^{FY2005} at classrooms.</p> <p>e2 Demonstration (paleo, other) ^{FY2005} at PJVC.</p> <p>e2 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e0 Tele-broadcasting ^{FY2007} at schools.</p> <p>e0 Teacher-Ranger-Teacher program ^{FY2006} at parkwide.</p> <p>e0 Pre- and post-visit packets ^{FY2005} at mail, delivered.</p> <p>e0 Online curriculum (BBNHA/NPS) ^{FY2005} at Internet access.</p>

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
F — Diverse, well-exposed, and accessible geologic features [throughout the park] enable us to learn about the processes that shaped, and continue to shape, the Earth and influence its inhabitants.	e6 Guided walks ^{FY2005} at Basin, Tuff Canyon, Boquillas Canyon, Hot Springs, SEC, Lower Burro Mesa, Lost Mine Trail, Dog Canyon, Javelina Canyon. e4 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail. e4 Information desk ^{FY2005} at VCs, entrance stations. e4 Evening programs ^{FY2005} at amphitheaters, community room, local community sites. e3 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites. e3 Website ^{FY2005} at Internet access. e3 Wayside exhibits ^{FY2005} at parkwide. e3 Temporary exhibits ^{FY2005} at VCs – PJ, PG, RGV. e3 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin, Goat Mountain, Tuff Canyon. e3 Demonstration (paleo, other) ^{FY2005} at PJVC. e2 Illustrated talks ^{FY2005} at community room, amphitheaters, local community sites. e2 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail. e2 Guided auto caravan ^{FY2005} at parkwide. e2 Exhibits ^{FY2005} at PJVC. e1 Guided float trips ^{FY2005} at Rio Grande (in & out of park). e1 Educational seminars (BBNHA) ^{FY2005} at parkwide. e0 Self-guiding trail brochure & signage ^{FY2005} at Lost Mine Trail, Window Trail, Window View Trail, SEC. e0 Videos ^{FY2005} at RGV VC, PGVC, PJVC, community room, sale. e0 Roving interpretation ^{FY2005} at parkwide. e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites. e0 Park brochure ^{FY2005} at entrance stations, VCs. --- Field demonstrations – field sites where scientists work, Ken Barnes' location, offsite. --- Geologists-in-the-Park program ^{FY2006} at parkwide.	e5 Guided walks ^{FY2005} at Basin, Tuff Canyon, Boquillas Canyon, Hot Springs, SEC, Lower Burro Mesa, Lost Mine Trail, Dog Canyon, Javelina Canyon e5 Demonstration (paleo, other) ^{FY2005} at PJVC. e3 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites. e3 Website ^{FY2005} at Internet access. e3 Onsite curriculum-based education activities ^{FY2005} at parkwide. e2 Geologists-in-the-Park program ^{FY2006} at parkwide. e2 Teachers workshop ^{FY2005} at parkwide. e2 Park packs ^{FY2005} at mail to schools and homeschoolers. e2 Offsite curriculum-based education visits ^{FY2005} at classrooms. e2 Field demonstrations ^{FY2005} at field sites where scientists work, Ken Barnes' location, offsite. e1 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin. e0 Teacher-Ranger-Teacher program ^{FY2005} at parkwide. e0 Rent-A-Ranger ^{FY2005} at parkwide, community sites. e0 Pre- and post-visit packets ^{FY2005} at mail, delivered. e0 Online curriculum (BBNHA/NPS) ^{FY2005} at Internet access. e0 Special events ^{FY2005} at parkwide. e0 KYOTE & Mexico radio ^{FY2006} at local sites, Mexico. e0 NPS & partner training ^{FY2005} at parkwide, offsite.

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
<p>National Park System and NPS Mission</p>	<p>e4 Website ^{FY2005} at Internet access.</p> <p>e4 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e3. Interpretive talks ^{FY2005} at parkwide.</p> <p>e3 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e3 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e3 Information desk ^{FY2005} at VCs, entrance stations.</p> <p>e3 Evening programs ^{FY2005} at amphitheaters, community room, local community sites.</p> <p>e2 Public Information Officer duties ^{FY2005} at Website, mail, newspaper, radio, phone, fax, press release at parkwide.</p> <p>e1 Park brochure ^{FY2005} at entrance stations, VCs.</p> <p>e1 Illustrated talks ^{FY2005} at community room, amphitheaters, local community sites.</p> <p>e1 Illustrated talks ^{FY2005} at community room, amphitheaters, local community sites.</p> <p>e1 Guided walks ^{FY2005} at parkwide.</p> <p>e0. Table tents ^{FY2005} at Chisos Basin Lodge.</p> <p>e0 Junior Ranger program ^{FY2005} at sale at VCs.</p> <p>e0 Exhibits ^{FY2005} at all VCs.</p> <p>e0 Temporary exhibits ^{FY2005} at VCs – PJ, PG, RGV.</p> <p>e0 Videos ^{FY2005} at RGV VC, PGVC, PJVC, community room, sale.</p> <p>e0 Special events ^{FY2005} at parkwide.</p> <p>e0 NPS & partner training ^{FY2005} at parkwide, offsite.</p> <p>e0 Educational seminars ^{FY2005} at Pioneer Reunion at community room.</p> <p>e0 Bimonthly newspaper column ^{FY2005} at Texas newspapers.</p> <p><i>Note: All personal services include incidental National Park System and mission information</i></p>	<p>e4 Onsite curriculum-based education activities ^{FY2005} at parkwide.</p> <p>e4 Offsite curriculum-based education visits ^{FY2005} at classrooms.</p> <p>e2. Website ^{FY2005} at Internet access.</p> <p>e2 Teachers workshop ^{FY2005} at parkwide.</p> <p>e0 Special events (i.e. Earth Day) ^{FY2005} at RGV, Basin, Castolon, San Vicente School. Dugout Wells.</p> <p>e0 Interpretive talks ^{FY2005} at community room, amphitheaters, VCs, pullouts, Basin.</p> <p>e0 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e0 Guided walks ^{FY2005} at Basin, RGV, Castolon, Dugout Wells, Grapevine Hills, Lost Mine Trail, Boquillas Canyon, Hot Springs, SEC, Sam Nail Ranch, Cattail Falls Trail, Blue Creek Canyon, Croton Springs, Marufo Vega Trailhead, Dog Canyon, pullouts, creek beds, Mule Ear Springs.</p> <p>e0 Tele-broadcasting ^{FY2007} at schools.</p> <p>e0 Teacher-Ranger-Teacher program ^{FY2006} at parkwide.</p> <p><i>Note: All personal services include incidental National Park System and mission information</i></p>

Big Bend National Park and Rio Grande Wild & Scenic River Desired Future Interpretive Program — Program Overview		
PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES	
	1: General Audience (Includes English, German, Spanish, and French-speaking visitors, long-term and repeat visitors, subject-matter experts, and frontcountry, backcountry, and virtual visitors)	2: Curriculum-based groups (Includes K-12, especially grades 5-6, college students, homeschoolers, and their teachers in both English and Spanish languages)
Orientation and Safety Information	<p>e4 Wayside exhibits ^{FY2005} at trailheads, VCs, campgrounds.</p> <p>e3 Website ^{FY2005} at Internet access.</p> <p>e2 Information desk ^{FY2005} at VCs, entrance stations.</p> <p>e2 CA sales items ^{FY2005} at VCs, BBNHA Website, mail, concession stores, community sites.</p> <p>e2 Park newspaper ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e2 Interpretive talks ^{FY2005} at parkwide, offsite.</p> <p>e2 Bulletin boards ^{FY2005} at VCs, campgrounds.</p> <p>e1 Site bulletins ^{FY2005} at entrance stations, VCs, Website, mail.</p> <p>e1 Educational seminars (BBNHA) ^{FY2005} (“Desert Survival”) at parkwide.</p> <p>e0 TIS ^{FY2005} at entrance station.</p> <p>e0 Temporary exhibits ^{FY2005} at VCs – PJ, PG, RGV.</p> <p>e0 Table tents ^{FY2005} at Chisos Basin Lodge.</p> <p>e0 Roving interpretation ^{FY2005} at parkwide.</p> <p>e0 Public Information Officer duties ^{FY2005} at Website, mail, newspaper, radio, phone, fax, press release at parkwide.</p> <p>e0 Junior Ranger program ^{FY2005} at sale at VCs.</p> <p>e0 Gateway community information kiosks ^{FY2006} at community sites</p> <p>e0 Exhibits ^{FY2005} at VCs (PJ, RGV, Basin).</p> <p>e0 BIBE Ambassadors ^{FY2005} at regional locations (Alpine, Marathon, etc.).</p> <p>e0 Park brochure ^{FY2005} at entrance stations, VCs</p> <p><i>Note: Note: All personal services include incidental orientation and safety information.</i></p>	<p>-- Website ^{FY2005} at Internet access.</p> <p>--- Teachers workshop ^{FY2005} at parkwide.</p> <p>--- Pre- and post-visit packets ^{FY2005} at mail, delivered.</p> <p>--- Onsite curriculum-based education activities ^{FY2005} at parkwide.</p> <p><i>Note: All personal services include incidental orientation and safety information</i></p>

Desired Future Interpretive Program — Individual Service Plans (ISPs) FY '05

Individual Service Plan (ISP) for Theme A	
<i>Primary Interpretive Theme(s)</i>	<i>Key information from the program overview:</i> A: The convergence of desert, mountain, and river ecosystems in Big Bend National Park supports a remarkable diversity of life and provides abundant opportunities to experience and learn about the natural world.
<i>Interpretive Service(s)</i>	Evening Programs, Guided Walks, Interpretive talks, non-personals.
<i>Location(s)</i>	Amphitheaters, trails, community room, waysides.
<i>Audience(s)</i>	1: General Audience.
Management's interpretive intent and critical resource issues related to this individual service	
<i>Management's Interpretive Intent</i>	To facilitate visitor understanding and appreciation of the vast diversity of ecosystems, soils, geology, and wildlife native to the Big Bend.
<i>Critical Resource and Visitor Issues</i>	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain
Key operational details	
<i>Presenters</i>	Park interpretive staff and volunteers.
<i>Service Availability</i>	Available on a daily basis throughout the year in the form of day or evening programs.
<i>Service Duration</i>	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
<i>Maximum Audience Size</i>	No maximum currently.
<i>Support Materials</i>	Slide projects, Power Point for evening programs and heat retreat community room programs.
<i>Logistics</i>	Travel time for guided walks, evening programs.
<i>Staff Time Commitment</i>	Most programs require a half day commitment for travel, presentation and setup and then return.
Key information for annual GPRA reporting requirements	
<i>Servicewide and Park-Level Long-Term Goal</i>	IIb1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
<i>Park's Annual Goal</i>	IIb1: By September 30, 2005, 87% of park visitors understand and appreciate the significance of the park they are visiting.

Individual Service Plan (ISP) for Theme B	
<i>Primary Interpretive Theme(s)</i>	<i>Key information from the program overview:</i> B: Big Bend's rugged and remote wilderness, spectacular river canyons, vast expanses, panoramic vistas, dark night skies, and proximity to Mexico provide outstanding recreational opportunities, and inspire wonder, reflection, and rejuvenation.
<i>Interpretive Service(s)</i>	Evening Programs, Guided Walks, Interpretive talks, non-personals.
<i>Location(s)</i>	Amphitheaters, trails, community room, visitor centers and waysides.
<i>Audience(s)</i>	1: General Audience.
Management's interpretive intent and critical resource issues related to this individual service	
<i>Management's Interpretive Intent</i>	To facilitate visitor understanding and appreciation of the wild and vast nature that led to the establishment and current management of the Big Bend.
<i>Critical Resource and Visitor Issues</i>	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain
Key operational details	
<i>Presenters</i>	Park interpretive staff and volunteers.
<i>Service Availability</i>	Available on a daily basis throughout the year in the form of day or evening programs.
<i>Service Duration</i>	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
<i>Maximum Audience Size</i>	No maximum currently.
<i>Support Materials</i>	Slide projects, Power Point for evening programs and heat retreat community room programs.
<i>Logistics</i>	Travel time for guided walks, evening programs.
<i>Staff Time Commitment</i>	Most programs require a half day commitment for travel, presentation and setup and then return.
Key information for annual GPRA reporting requirements	
<i>Servicewide and Park-Level Long-Term Goal</i>	IIB1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
<i>Park's Annual Goal</i>	IIB1: By September 30, 2005, 65% of park visitors understand and appreciate the significance of the park they are visiting.

Individual Service Plan (ISP) for Theme C

<i>Key information from the program overview:</i>	
Primary Interpretive Theme(s)	C: For thousands of years, the Big Bend region has been a focus of human activity from all directions, bringing people together, sometimes in conflict and sometimes in harmony.
Interpretive Service(s)	Evening Programs, Guided Walks, Living History/Cultural Demonstrations, Interpretive talks, non-personals.
Location(s)	Amphitheaters, trails, community room, visitor centers and waysides.
Audience(s)	1: General Audience.

Management's interpretive intent and critical resource issues related to this individual service

Management's Interpretive Intent	To facilitate visitor understanding and appreciation of the long and varied cultural history of the Big Bend region from American Indians to current times.
Critical Resource and Visitor Issues	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain

Key operational details

Presenters	Park interpretive staff and volunteers.
Service Availability	Available on a daily basis throughout the year in the form of day or evening programs.
Service Duration	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
Maximum Audience Size	No maximum currently.
Support Materials	Slide projects, Power Point for evening programs and heat retreat community room programs.
Logistics	Travel time for guided walks, evening programs.
Staff Time Commitment	Most programs require a half day commitment for travel, presentation and setup and then return.

Key information for annual GPRA reporting requirements

Service-wide and Park-Level Long-Term Goal	IIb1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
Park's Annual Goal	IIb1: By September 30, 2005, 65% of park visitors understand and appreciate the significance of the park they are visiting.

Individual Service Plan (ISP) for Theme D

	<i>Key information from the program overview:</i>
Primary Interpretive Theme(s)	D: Survival strategies and adaptations of living things in the Chihuahuan Desert are as wondrous as the environment is extreme – often defying our expectations about the ability of life to thrive in such conditions.
Interpretive Service(s)	Evening Programs, Guided Walks, Interpretive talks, heat retreats, non-personals.
Location(s)	Amphitheaters, trails, community room, visitor centers and waysides.
Audience(s)	1: General Audience.
Management's interpretive intent and critical resource issues related to this individual service	
Management's Interpretive Intent	To facilitate visitor understanding and appreciation of the many and varied ways life survives, adapts to and thrives in the Chihuahuan Desert of the Big Bend region.
Critical Resource and Visitor Issues	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain
Key operational details	
Presenters	Park interpretive staff and volunteers.
Service Availability	Available on a daily basis throughout the year in the form of day or evening programs.
Service Duration	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
Maximum Audience Size	No maximum currently.
Support Materials	Slide projects, Power Point for evening programs and heat retreat community room programs.
Logistics	Travel time for guided walks, evening programs.
Staff Time Commitment	Most programs require a half day commitment for travel, presentation and setup and then return.
Key information for annual GPRA reporting requirements	
Servicewide and Park-Level Long-Term Goal	IIb1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
Park's Annual Goal	IIb1: By September 30, 2005, 65% of park visitors understand and appreciate the significance of the park they are visiting.

	<i>Key information from the program overview:</i>
Primary Interpretive Theme(s)	E: Abundant fossils in Big Bend National Park, including some found nowhere else in the world, record the existence and demise of dinosaurs and the flourishing of mammals, enabling us to ponder evolution and our own impermanence in the world.
Interpretive Service(s)	Evening Programs, Guided Walks, Interpretive talks, heat retreats, non-personals.
Location(s)	Amphitheaters, trails, community room, visitor centers and waysides.
Audience(s)	1: General Audience.
Management's interpretive intent and critical resource issues related to this individual service	
Management's Interpretive Intent	To facilitate visitor understanding and appreciation of the vast fossil records of the Big Bend region including the transition from age of dinosaurs to age of mammals.
Critical Resource and Visitor Issues	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain
Key operational details	
Presenters	Park interpretive staff and volunteers.
Service Availability	Available on a daily basis throughout the year in the form of day or evening programs.
Service Duration	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
Maximum Audience Size	No maximum currently.
Support Materials	Slide projects, Power Point for evening programs and heat retreat community room programs.
Logistics	Travel time for guided walks, evening programs.
Staff Time Commitment	Most programs require a half day commitment for travel, presentation and setup and then return.
Key information for annual GPRA reporting requirements	
Servicewide and Park-Level Long-Term Goal	IIB1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
Park's Annual Goal	IIB1: By September 30, 2005, 65% of park visitors understand and appreciate the significance of the park they are visiting.

<i>Key information from the program overview:</i>	
Primary Interpretive Theme(s)	F: Diverse, well exposed, and accessible geologic features throughout the park enable us to learn about the processes that shaped, and continue to shape, the Earth and influence its inhabitants.
Interpretive Service(s)	Evening Programs, Guided Walks, Interpretive talks, heat retreats, non-personals.
Location(s)	Amphitheaters, trails, community room, visitor centers and waysides.
Audience(s)	1: General Audience.
Management's interpretive intent and critical resource issues related to this individual service	
Management's Interpretive Intent	To facilitate visitor understanding and appreciation of the complex and varied geologic processes that have formed and continue to shape the Big Bend.
Critical Resource and Visitor Issues	Visitor safety information should be emphasized for the guided walks, especially ones covering rough terrain
Key operational details	
Presenters	Park interpretive staff and volunteers.
Service Availability	Available on a daily basis throughout the year in the form of day or evening programs.
Service Duration	Interpretive talks lasting up to 30 minutes, evening programs up to 45 minutes and guided walks of varying lengths.
Maximum Audience Size	No maximum currently.
Support Materials	Slide projects, Power Point for evening programs and heat retreat community room programs.
Logistics	Travel time for guided walks, evening programs.
Staff Time Commitment	Most programs require a half day commitment for travel, presentation and setup and then return.
Key information for annual GPRA reporting requirements	
Servicewide and Park-Level Long-Term Goal	IIB1: Visitor Understanding and Appreciation — 60% of park visitors understand and appreciate the significance of the park they are visiting.
Park's Annual Goal	IIB1: By September 30, 2005, 65% of park visitors understand and appreciate the significance of the park they are visiting.

Long-Range Schedule of Actions

The schedule of long-range actions is used to coordinate the planning and development of the interpretive services needed to accomplish the desired future interpretive program. The year-specific portions of this schedule of actions are also used to generate the schedules of year-specific actions found in successive Annual Implementation Plans.

FY05

- **Have resource management staff and researchers present the latest scientific studies and information to strengthen understanding of park resources.**
- **Incorporate the writing of layman's version of research into research permit requirements.**
- **Obtain more current information on bears, panthers, and peregrine falcons.**
- **Have BBNHA sponsor a research-presentation event for staff and public.**
- **Call State Tourism Office for a breakdown of information regarding park visitors (contact: Ronnie Sanders in Austin).**
- **Explore CESU and Texas A&M (Jim Gramann) network to conduct visitor use surveys with multiple agencies and Department of Interior.**
- **Develop an "Image Collection" document.**
- **Cull images as park acquires new ones.**
- **Address Web versus print development.**
- **Acquire artifacts related to ranching, farming, and mining.**
- **Acquire prehistoric artifacts.**
- **Re-evaluate storage space to fit another locker.**
- **Repatriate historic objects into La Harmonia, as called for in the Costolon Long-Range Interpretive Plan.**

FY06

- **Establish liaison duties to increase information movement between Interpretation and Research/Resource management.**
- **Reinstate the quarterly "Bear Tracks" newsletter.**
- **Update the 1992 Visitor Use Study with Fee Demo moneys.**

FY07

- **Expand library to the porch to enlarge space for use as a meeting room (BBNHA).**
- **Cull older materials and replace with new ones.**
- **Digitize research on common drive.**
- **Convert 16mm films to VHH or DVDs; contact HFC for assistance.**
- **Increase space for prop storage.**

FY08

- **Investigate opportunities to provide living history programs, then follow through with acquisition of costumes.**

FY09

- **Hire a fulltime curator to make museum objects/collection more accessible. (A seasonal curator has been planned, but not funded).**

SCHEDULE OF TASKS TO COMPLETE THE CIP

NOTE: The core planning team identified the various tasks needed to continue production of the three components of the *Comprehensive Interpretive Plan*. **Delete this schedule when the plan is finalized and ready for signature.**

<i>Subject</i>	<i>Task / Action</i>	<i>Responsible</i>	<i>Tentative Due Dates</i>
Post-workshop starting place for the <i>Long-Range Interpretive Plan</i> (LRIP)	Transcribe the information gathered in the workshops.	SO planners	7/30/04
LRIP	Meet and brainstorm remaining parts of LRIP.	Park	10/31/04
LRIP: Desired Future Interpretive Program (core of the LRIP) — Program Overview	Meet, brainstorm, write, edit, and complete.	Park	11/30/04
LRIP: Desired Future Interpretive Program (core of the LRIP) — Individual Service Plans (ISPs)	Meet, brainstorm, write ISPs for coming year, edit, complete.	Park	3/15/05
LRIP (other parts including an introduction, the foundational information, and a schedule of long-range actions)	Meet, brainstorm, write, edit, and complete.	Park	4/15/05
LRIP	Reviews and editing by SO planners; complete.	SO planners	
LRIP	Park reviews SO comments and revises as necessary.	Park	
LRIP	Stakeholders review and comment.	Stakeholders	
LRIP	Second review and edit by SO planners.	SO planners	
Cooperating Association <i>Scope of Sales Statement</i>	Collaboratively develop a <i>Scope of Sales Statement</i> that supports the park's interpretive program.	Park and Cooperating Association	
LRIP	First working version of LRIP completed.	Park	
<i>Annual Implementation Plan</i> (AIP)	First AIP written (based on the LRIP); completed.	Park	
<i>Interpretive Database</i> (ID)	First working version of ID completed.	Park	
<i>Comprehensive Interpretive Plan</i>	CIP completed, approved, and implemented.	Park	

END DOC