Long Range Interpretive Plan

Cape Cod National Seashore

November 2002

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Acknowledgments

Cape Cod National Seashore is fortunate to have many partners who are interested in the preservation and interpretation of the park. Many of those partners joined National Park Service staff at the workshops held on February 13 & 14 and on May 14 & 15, 2002, that produced portions of this plan.

Introduction

What is Interpretation?

Although interpretation has a long tradition in the National Park Service, it is not thoroughly understood by all. Simply stated, interpretation seeks to make connections between each park's natural and cultural resources (those tangible and intangible treasures that a park was established to protect) and the lives, values, and experiences of park visitors. Interpreters do this in a variety of ways, using an array of techniques. Rangers, volunteers, and partners personally offer talks, tours, campfire programs, living history programs, and educational lessons. They also provide interpretive services at visitor centers and informal interpretive contacts along trails, at viewpoints, and at historic structures. But museum exhibits, educational signs along trails, brochures and books, videos and movies, websites, news and magazine articles, as well as carefully selected sales items also help to communicate with visitors.

The Long Range Interpretive Plan that follows will draw on all of the techniques employed by interpreters, carefully matching the tool to the audience and the communication task at hand.

What is a Long Range Interpretive Plan?

A Long Range Interpretive Plan (LRIP) provides a 5-7 year vision for a park's interpretive program.

A facilitator skilled in interpretive planning works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and desired experiences. It offers a brief history of interpretive planning to date and, within the context of Government Performance and Results Act (GPRA) requirements, it lists results-oriented strategic goals and poses management questions that interpretation might address.

Part 2 recommends a mix of services and facilities that will achieve the management goals and interpretive mission described in Part 1. It identifies promising partnerships and includes an action plan that assigns responsibilities and offers a schedule for implementation.

When appropriate, <u>Appendices</u> provide more detailed discussions of specific topics.

The completed LRIP forms a critical part of the more inclusive Comprehensive Interpretive Plan (CIP).

Detailed explanations of both the LRIP and CIP are found in NPS-6, Chapter III, the National Park Service's Interpretation and Visitor Services Guidelines.

Part 1

Background

Park Purpose, Significance, & Vision

Purpose

Purpose emerges from the official actions taken to establish a park as well as from language in existing planning documents. It explores the question, "Why was Cape Cod National Seashore created?"

Legislation and Legislative Intent

President John F. Kennedy signed legislation establishing Cape Cod National Seashore (Public Law 87-126) on August 7, 1961. Because this legislation provides minimal guidance on the purpose of the national seashore, the park's General Management Plan (see GMP page 8ft) explored the intent of Congress at length, concluding that the park was created to ...

Preserve the nationally significant and special cultural and natural features, distinctive patterns of human activity, and ambiance that characterize the Outer Cape, along with the associated scenic, cultural, historic, scientific, and recreational values.

Provide opportunities for current and future generations to experience, enjoy, and understand these features and values.

General Management Plan (GMP)

The General Management Plan for the park, completed in July 1998, also described several management objectives including several that relate to interpretation and visitor use. According to the GMP, the park will...

In concert with local, regional, and state agencies, manage the natural and cultural resources of the national seashore to sustain the distinctive character of the Outer Cape, a resource held in common among the six towns and the people of the United States.

Seek to understand, foster, and maintain native biological and physiographic diversity to sustain thriving, dynamic natural communities and systems. Within these standards protect water resources through a cooperative, balanced approach to water use management.

Orient visitors at all park units to regional sites and programs.

Encourage a commitment to the stewardship of the buildings, places, activities, and artifacts of Cape Cod that best exemplify its traditional character, and conserve them to ensure their continuing contribution to the culture of Cape Cod, in collaboration with local communities.

Allow natural processes to continue unimpeded in natural zones, including the action of wind and water, and neutralize the effects of human intervention where it has adversely affected natural systems, with consideration for public safety.

Provide opportunities for a diverse range of quality experiences that are based on the resources and values of Cape Cod, with consideration for sustainable practices and traditional uses, and that are consistent with the purposes of the national seashore.

Stimulate, and then satisfy, a public desire to understand the natural and cultural resources and the history and sociology of Cape Cod through the primary interpretive themes identified for the national seashore.

Respect and cooperate with the residents of the Outer Cape, with an emphasis on collaborative decision making and problem solving to address common Outer Cape issues and to promote a stewardship ethic for the national seashore.

Consult with a broad variety of interested parties, or stakeholders, to generate effective public participation and better-informed decisions.

Significance

Significance statements explain why the park and its resources are important. They place each NPS unit into context.

The General Management Plan begins with a narrative that captures many of the distinctive characteristics of the national seashore. According to the GMP, park resources are significant because ...

Cape Cod is the largest glacial peninsula in the world and the Great Beach on the Atlantic side of the Cape is one of the longest uninterrupted sandy shorelines on the East Coast.

The natural processes that continually reshape the Cape remain largely unaffected by development, making it unusually easy to observe their effect on the land.

The Cape's prominent position in the Atlantic has long made it a key landmark for human habitation--archeological sites document over 9,000 years of occupation including use by the Wampanoag Indians. The Pilgrims landed first on Cape Cod when they arrived in America in 1620. There they drafted and signed the Mayflower Compact. The Cape became the site of early contact between native and European cultures.

Over the centuries of habitation, maritime occupations (whaling, fishing, and lifesaving), as well as distinctive folkways, pastimes, and architecture have developed on the Cape.

The Cape has been the site of significant technological achievements including the first transatlantic cable, the first exchange of transatlantic wireless messages, and the development of long-range radar.

The Cape's beauty, solitude, and aesthetic values have offered inspiration and renewal for over 100 years contributing to a rich tradition of contribution to the arts.

Proximity to densely populated areas of the Northeast makes it accessible, for a variety of uses, to millions.

Workshop Input

During discussion of the General Management Plan, workshop participants felt that the combination of Outer Cape resources increased overall significance. The fact that so much variety exists in proximity is important. The Outer Cape cannot be defined by a single habitat, historical event, or use. Instead it possesses richness linked to its diversity.

Similarly, there is value in continuity. The stories of the Outer Cape are not relegated to the past. They are alive and relevant in the 21 st century. The park is not a museum but a living landscape with distinctive ways of life that still contribute to the mosaic of America and environmental challenges that suggest our future.

Vision

The General Management Plan contains a vision statement (GMP page iii) for the seashore.

Cape Cod is a special place that reflects the power of nature and the resilience of the human spirit--a place to enjoy the beauties of land, sea, and sky, to marvel at the power of a storm-driven ocean, and to reenergize the human spirit. Cape Cod National Seashore was set aside to help preserve the special qualities that give this slender peninsula in the Atlantic Ocean its unique place in the American psyche.

To meet this charge to protect this special place, the National Park Service will seek to forge a collaborative future for the stewardship of Cape Cod. If we--governmental agencies, organizations, residents, and visitors--work together, we can preserve the Outer Cape's sensitive natural resources, honor its rich cultural heritage, and meet human needs in sustainable, or environmentally conscious, ways. When we have all achieved what we set out to do, sound stewardship practices will be routine, awareness of environmental sensitivities will be heightened, resources will be protected from threats, the visiting public will have the best possible experience in the national seashore, and the lives of Cape Cod residents will be enriched. The conservation of this unique place will be appropriately balanced with the activities of the people who care about it. The reward of a successful partnership will be the ability to enjoy a treasured heritage and to pass it on to future generations.

Existing and Proposed Interpretation in Planning Documents

Several existing documents include proposals for interpretive facilities, interpretive media, and interpretive media, and interpretive programming. Some of these proposals have been completed while others remain unimplemented. This section reviews existing ideas so they can reassessed along with any new proposals that surface during planning workshops.

Interpretive Plan (1997)

An Interpretive Plan, prepared for the park by Harpers Ferry Center in 1997, contained many recommendations for new or rehabilitated interpretive media including ...

New on-line computer programs for information, interpretive, and educational programs.

Exhibit panels with information about the national seashore for use at partner facilities.

A parkwide wayside exhibit plan.

New trails at the Pamet Cranberry Bog site. Exhibits for the bog house.

New self-guided trails to the Salt Meadow and at the Fresh Brook Village site.

A Historic Furnishings Report for Old Harbor Life Saving Station.

Exhibits and interpretive props for the Old Harbor Life Saving Station.

Exhibits for the Keeper's Cottage at Highland Light.

Exhibits for the Atwood-Higgins House.

Exhibits for the Penniman House.

Archeological exhibits for a redesigned Salt Pond Visitor Center.

Exhibits for a shared visitor center at Monomoy National Wildlife Refuge Visitor Center.

A reevaluation of park trail guides.

Video projection systems for Province Lands and Salt Pond visitor centers.

A new 20-minute introductory audiovisual program.

Four or five, 5-minute theme-specific audiovisual programs.

General Management Plan (1998)

The park's General Management Plan contained a summary of existing interpretive programming as well as goals for public use and strategies to achieve those goals. For the complete text, see page 59ft of the GMP.

Brief Summary of existing Interpretive Programming

Interpretive facilities include two visitor centers, eight self-guided interpretive trails, and four historic properties with public access. Information is provided through a park handbook, a park brochure, a variety of printed handouts, four audiovisual programs, several museum exhibits, three bookstores, and more than 30 wayside exhibits.

Personal services programs offer a wide variety of guided walks and talks, tours of historic properties, evening illustrated talks, sunset beach campfires, and special events. Outreach programs are given for local schools, groups, and civic organizations. Environmental education programs based at two national seashore facilities reach thousands of area students.

For FY 2002, interpretive program contacts were as follows:

Visitor center contacts:	752,273
Informal interpretive contacts:	6,300
Formal interpretive contacts:	14,895
Demonstrations/performing arts contacts:	2,202
Education program contacts:	9,225
Publications distributed:	182,450
Web site contacts:	366,864

Goals and Strategies

Interpretation and Education

Goal: Provide a wide variety of interpretive and educational opportunities for a diverse public to help them understand and appreciate how Cape Cod's natural and cultural resources are interrelated with its history and the people who live there.

Strategies: "The interpretive focus will be significantly broadened to link the national seashore with the relatively diverse region and to present a more integrated picture of the Cape Cod character. This will include interpreting the significance of Native Americans and a broad variety of other ethnic and cultural groups that have both historical and contemporary associations with the Outer Cape and that have contributed to its character and history."

Additional opportunities for cooperative activity will be explored and better connections will be made with other environmental education programs on the Cape, particularly with the Monomoy National Wildlife Refuge and Stellwagen Bank National Marine Sanctuary.

Year-round interpretive programs will be provided at key historic structures (Atwood-Higgins and Penniman houses, Old Harbor Life Saving Station, Highland Light, Nauset and Three Sisters lights, the Cranberry Bog House and cultural landscape at Pamet.

Expertise in educational programming will be expanded.

The visitor centers at Salt Pond and Province Lands will be redesigned.

Goal: Promote public awareness of resource management issues in cooperation with similar efforts by local towns, the Cape Cod Commission, and other partners.

Strategies: In cooperation with partners, create a wide variety of resource-focused programs, report on research projects and disseminate resource information, showcase examples of responsible environmental practice, and encourage public participation in stewardship.

Information and Orientation

Goal: Provide opportunities for the public to have access to a variety of accurate and up-to-date trip planning and orientation information about the national seashore and Cape Cod before leaving home.

Strategies: Develop a coordinated information system with partners that provides pre-visit as well as on-site access to information.

Access and Transportation

Goal: Adopt the intermodal transportation goals of the Cape Cod Commission's Long Range Transportation Plan and provide support for them.

Goal: Provide access to public use areas that is environmentally sensitive, safe, and consistent with the desired experience and the intermodal planning initiatives; ensure that the transportation system does not detract from the Cape Cod character.

Strategies: Develop a comprehensive trail plan, provide shuttle service to beaches, and study beach parking congestion.

Activities. Facilities. and Services

Goal: Consider and allow public activities at Cape Cod National Seashore that are compatible with the seashore's purpose and that have minimum impacts on resources and other uses.

Strategies: Evaluate public activities in consultation with stakeholders according to criteria (see GMP pp. 72 & 73). Continue but regulate fishing, emphasize passive and non motorized forms of recreation, seek to minimize adverse resource impacts and use conflicts, and disperse use from congested areas.

Goal: Create opportunities for more diverse activities at various locations, and facilities to support them.

Strategies: Provide opportunities for the disabled.

Maintain trails and provide access to natural and cultural areas, heathlands, dunes, bayside beaches, kettle ponds, and scenic viewpoints.

Develop a group picnic area, primitive and group camping, and improved access or alternative uses for Fort Hill, Pamet Cranberry Bog, former North Truro Air Force Station, and Herring Cove Beach.

Goal: Plan for public recreational opportunities and services throughout the region in cooperation with other public and private providers.

Goal: Provide facilities and services that do not adversely impact natural and cultural resources and that are in harmony with the character of Cape Cod.

Strategies: Facilities will support average not maximum use. Existing facilities will be upgraded and environmentally sound.

Goal: Minimize use conflicts between public use areas and residential areas within the national seashore.

Strategies: Provide directional signs. Plan routes that avoid residential areas when possible.

Goal: Provide the minimum commercial services that are necessary to adequately serve the public and that are not otherwise provided outside national seashore boundaries.

Vista Management

Goal: Provide access to views that occur naturally in open areas; maintain vistas only to meet cultural landscape objectives, operational/safety needs, or interpretive needs that cannot be met elsewhere.

> Strategies: Develop a vista management plan in consultation with local communities and interested parties.

Historic Furnished Interior Assessment (2001)

An assessment of the potential for furnishing the interiors of several park buildings, completed in March 2001, contained the following recommendations on interpretation.

> Install a combination of formal exhibits and historic furnishings in the Penniman House and barn.

> Install a combination of formal exhibits and historic furnishings in the Old Harbor Life Saving Station.

> Install a combination of formal exhibits and historic furnishings in the Atwood-Higgins Complex.

> Continue to display formal exhibits in one or more of the Three Sisters Lighthouses.

> Continue to stabilize the Cranberry Bog House.

> Continue to rent Highland House to others who will handle interpretation. Assist with the development of exhibits.

> Continue to rent Highland Light to others who will handle interpretation.

> Continue use of Nauset Coast Guard Station for educational programs.

> Continue use of Race Point Coast Guard Station for administration.

The assessment also made several overall recommendations. The park should ...

Hire a GS-7 museum technician.

Start a formal training program for volunteers working with historic structures.

Develop a uniform look for exhibits inside historic structures.

Determine environmental threats to buildings and strategies to address them.

Develop a list of major repairs and maintenance tasks needed by historic structures.

Develop strategies for dealing with historic structures not open to the public.

Fill gaps in research related to historic structures.

Government Performance & Results Act (GPRA)

The following goals, prepared as part of the GPRA process, are included in the park's Strategic Plan. Future annual plans will establish similar benchmarks for visitor satisfaction, visitor understanding, and partner participation and should be consulted during the annual review of this LRIP.

Mission Goal lla: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

lla1. By September 30,2005, not less than 95% of park visitors are satisfied with park facilities, services and recreational opportunities.

lla2. By September 30, 2005, the visitor accident incident rate at Cape Cod National Seashore is reduced from the FY1992-FY1996 five year average of 4.8 per 100,000 visitor days to 4.5.

Mission Goal lib: Park visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

lib1. By September 30, 2005, 86% of Cape Cod National Seashore visitors understand the significance of the park.

libX. By September 30, 2005, 90% of students in Cape Cod National Seashore formal educational programs understand America's cultural and natural resources as preserved by the Cape Cod National Seashore.

"The Road Ahead: A Strategy for Achieving Excellence in Interpretation & Education"

Released in 1997 by the Northeast Region of the National Park Service, "The Road Ahead" identified six goals designed to improve the quality of both interpretive and educational programming. Each park in the region should ...

Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.

Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and life-long learners recognize and use parks to enhance learning.

Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality educational "park experience" during their elementary and high school years.

Develop America's Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.

Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Management Questions: Issues & Influences Affecting Interpretation

Critical Issues for the Next 5-7 Years

During the planning process, park staff and stakeholders discussed a series of unresolved questions related to how the park is managed and interpreted (see Appendix 1). Park staff then identified those issues that are most critical to success over the next 5-7 years.

Funding

Funding available to the division has been slowly eroding and staff will likely be unable to carry out goals and strategies identified in the General Management Plan. The season for Province Lands Visitor Center was recently reduced to six months per year and additional reductions in service are likely. The division must identify its most important functions and also consider whether some work can be achieved through partnerships or volunteers.

Use of staff

How can the park's interpretive staff, volunteers, and partners be organized for the greatest efficiency and service?

Interpretation of cultural resources

How should the park address interpretation at several historic structures/landscapes (Old Harbor Ufe Saving Station, Pamet Valley, Penniman House, Atwood-Higgins Complex, and Peaked Hill Bars, in particular)? Which media are appropriate? Which recommendations in the Historic Furnished Interiors Assessment should be implemented during the life of this plan? Is there a need for additional staff training to ensure that cultural themes and resources are adequately interpreted? Are park volunteers effectively interpreting park cultural resources, or is paid staff with professional academic backgrounds in a related cultural resource field more appropriate and effective (similar to the park's staffing qualifications for interpreting natural resources)?

How can gaps in interpretation of native peoples and ethnic groups with historical ties to the Cape's history be addressed? Is there a need to increase interpretation of distinctive Cape ways of life and culture? Are there additional ways that interpretation can help to celebrate these ways of life? Does the park need more research or data on distinctive ways of life on the Outer Cape?

Who should take the lead in expanding this aspect of interpretation? What role should partners play? Are there ways to gather information from local residents (oral histories?) about the park's stories and resources? Are there ways to encourage a two-way dialogue? What role will the NPS and interpretation play in development of the Highland Center? Can this center provide certain types of experiences related to living culture and way of life stories?

Interpretation of natural resources

How can the relationship with the park's natural resource staff be strengthened and strong ties sustained? What role should interpretation play in resource management? How can interpretation help address resource management issues and explain management policies? What can interpretation do to minimize visitor disturbance of fragile resources? What role should interpretation play in discussing issues like water quality, sustainability, energy use, invasive species, growth and development on the Cape? Should interpretation also address these issues on a wider stage, Le., interpret their national and global implications? How can the park determine reasonable carrying capacities for natural and cultural resources? What can interpretation do to explain and implement these limits? What relationship will there be between the park's learning center and interpretation?

Mix of interpretive media

What is the best mix of interpretive media? Are existing non-personal media adequate?

Parkwide Interpretive Themes

What are Interpretive Themes?

The NPS Guideline on "Interpretation and Visitor Services, NPS-6, Chapter III" describes themes as

> key statements defining the park's significance and resource values. Themes should be stated as single sentences, may be divided into primary and secondary, and should be prioritized. These statements connect park resources to the larger processes, systems, ideas, and values of which they are a part.

While interpretive programming could touch upon any number of stories, focused themes increase effectiveness. Themes are the most important stories of the park. They must be linked directly to the purpose and significance of the park (see above).

Theme Development

Interpretive themes for the park were developed during planning for the General Management Plan in 1998 (see GMP pages 70 & 71).

At the outset of planning for this Long Range Interpretive Plan, park interpreters reviewed the language of those themes and adjusted the narratives that explain the intent of each theme statement to make them more comprehensive.

All themes are considered equally important.

Theme 1:

> *Cape Cod's natural systems and processes have produced distinctive landforms, resulting in diverse habitats and species.*

> This diversity reflects Cape Cod's biota, climate, and geomorphology. Cape Cod National Seashore represents four major coastal ecosystem types: beaches/duneslinlets, estuaries and salt marshes, ponds and freshwater wetlands, and coastal uplands.

Theme 2:

> *The elements of natural change have and will continue to affect the Cape's resources.*

> These include erosion, sea level rise, global warming, plant succession, and fire.

Theme 3:

The people of Cape Cod have intensively affected the land, and they continue to interact with the land and surrounding waters. Cape Cod is the continuing saga of human events etched onto the landscape.

For the past 12,000 years, residents and visitors have occupied the Cape. The degree and quality of their effects have varied over time.

As current and future generations seek to accommodate new uses and demands of a growing population, decisions and actions will determine the condition of the Cape.

Theme 4:

The waters around Cape Cod have profoundly affected and continue to affect human activities here.

Cape Cod's location and proximity to the sea have always affected way of life with respect to industry, lifestyle, settlement patterns, recreation, communication technology, transportation, and early exploration.

Theme 5:

As both a haven and a subject, Cape Cod has drawn artists and authors for more than a century. In addition, its environment has encouraged the development of structures and tools that have come to be appreciated for their beauty as well as their utility.

Artists and writers made their homes on Cape Cod, painting and writing of seascapes and landscapes. Few, if any, rural areas of comparable size have inspired such a rich and varied creative response. Cape Cod houses, windmills, and lighthouses illustrate how settlers adapted to nature.

The charm of fishing villages like Provincetown and the natural beauty continue to draw creative minds.

Theme 6:

Cape Cod National Seashore is a place where people enjoy a variety of recreational, educational, and inspirational activities in various settings. It offers opportunities to fulfill emotional needs for renewal and to invoke attitudes of stewardship.

The national seashore offers a living demonstration of how current and future generations can continue to interact responsibly with the environment, both on Cape

Cod and elsewhere. There are many opportunities to relate the challenges of resource stewardship to the public to broaden their understanding of the myriad factors affecting decisions.

Workshop Input

As workshop participants reviewed these themes, several observations seemed appropriate...

It is important for interpretation to explore and maintain focus on the <u>distinctiveness</u> of both the natural and cultural resources of the Cape.

While two themes deal directly with natural resources and processes, all six themes have a natural component. When humans enter the interpretive picture, they are deeply affected by and in turn have a significant impact on the natural environment that is so much a part of life on the Outer Cape.

It is important to make the point that both change and human impact continue. The natural and cultural stories of Cape Cod must never be assigned only to the past. They are very much current and alive. It also is true that the history of the Cape before European contact has been under interpreted.

There are aspects of the identified themes that also could be described as goals of interpretation. For example, while there are important stories connected with stewardship of the Cape's environment, scientific inquiry, responsible management and use of park resources are also goals that should be encouraged. While the variety of ways that humans have used and enjoyed the Cape could be the subject of interpretive programs, providing continued opportunities for many different types of appropriate use also should be a goal of the park and partners.

While the Cape possesses the capacity to inspire and while it may provoke reverence in some, it also has value as a place to simply get away from everyday life, to enjoy physical activity, or simply relax. For many who come to the Cape, or who know about the Cape, the beach is central to their expectations. Instead of presenting single-minded conclusions about the relative value of various forms of recreation, interpretation should facilitate inquiry and challenge audiences to consider the long term impacts of recreation. It should mitigate user conflicts rather than exacerbate them.

Audiences

The term audience is used purposefully in this Long Range Interpretive Plan. The park properly communicates with both on-site visitors and with some who make contact from or interact with staff off-site. Increasingly, the Internet is a source of information and interpretation. While many who use their computer as a gateway to a park will eventually visit, that is not universally true. Outreach and school programs are conducted off-site. News and magazine articles as well as television and radio programs reach millions who fall outside the technical definition of "visitor." Cape Cod also has significant full- and part-time residents, important neighbors who are and should be the recipients of interpretive programming.

Future

Since interpretive technique has an impact on who might be attracted to the park and affects how well park audiences are served, workshop participants discussed which groups should be the focus of attention for the life of this plan (5-7 years). As the list of targeted audiences lengthened, the group suggested priorities. Although not scientific, this sense of the group offered insights into the attitudes of invited stakeholders and park staff. Park staff then refined the definitions of each group and assessed them again, using two primary criteria-the size of each group and the impact (both immediate and long term) that group members could have on the park's natural and cultural resources.

Highest Priority Groups

Groups seeking curriculum-based instruction

These groups have learning goals and objectives that are planned in advance of a "visit" to the park. Examples include schools, colleges, scouts, and elderhostels.

Local residents

Residents are defined as those who live on Cape Cod for significant amounts of time each year.

Decision-makers. opinion-leaders. government officials. the media

The primary characteristic of these groups is the potential that they possess to influence the opinions and actions of other audiences and garner support for the park.

Vacationers

Vacationers are short term visitors who come for a visit of limited duration (one day to two weeks).

Youth & bus groups

These visitors to the park arrive in groups, usually in vans and buses. They have an established agenda and pre-determined schedule.

Virtual audiences

There are many who use technology to interact with the park and park programming. The Internet provides the most obvious vehicle for this type of contact. The historical link that the park has with the development of wireless communication draws amateur radio operators into the group of virtual audiences.

Employees & volunteers

All those who help fulfill the NPS mission at Cape Cod National Seashore, through employment or volunteer service, are part of this group.

Other Important Groups

In addition to the groups listed above, there are many others that are important to the park. They were not included in the highest priority list for one or more of several reasons. Interpretive programming for these groups may be adequate already. Or a group may be small in numbers or impact on the park. As this LRIP is reviewed annually, these groups should be evaluated again, and perhaps shifted to higher priority as issues and impacts warrant.

Special interest groups

These are audiences with a strong interest and focus on a specific park resource or activity (lighthouse buffs, birders, mushroom pickers, off-road vehicle users, etc.). Groups of particular concern to the park included those who engage in activities that are consumptive or potentially damaging to park resources.

Multi-generational Cape Codders

This group is composed of the "old timers," their children or grandchildren, who were the coast guardsmen, fishermen, painters and farmers of "Old Cape Cod" who have a strong way of life connection.

<u>Ethnic groups with historic connections to Cape themes</u>

The primary groups in this category are Native Americans, Cape Verdeans, and Portuguese who may seek information, recognition, and validation of their connection to the resource.

<u>Employees of commercial and tourism-based businesses on Cape Cod</u>

These employees provide services, including information and interpretation, that may be similar to or different from NPS services.

<u>Scholars & researchers</u>

For these groups, the resources of Cape Cod are the subject of scholarship.

<u>Traditionally underrepresented populations from cities</u>

Urban residents who do not typically visit national parks form a large potential audience.

<u>International audiences</u>

Cape Cod National Seashore has audiences who live outside the United States.

<u>Audiences who use public transit to arrive at Cape Cod</u>

These are usually short term visitors, often coming for the first time, who use Provincetown as their transportation hub and get around by foot, bike, taxi, or shuttle.

Special Needs Audiences

NPS guidelines (see Appendix 2) provide practical assistance in ensuring that park programming is accessible to audiences with special needs. All new interpretive programming will be developed with these guidelines in mind. Existing barriers to full participation will be identified and removed.

Existing

A survey conducted by Dr. Robert Manning of the University of Vermont in 19923, provided a scientific snapshot of visitors and residents at the time. It revealed the following about visitors ...

Most visitors to Cape Cod come from the Northeast, however, visitors did travel from 39 states, the District of Columbia, and Canada.

Visitors tended to come in small groups of family and friends.

The average length of stay varies by season--one week in summer but substantially less at other times of year.

Nearly all visitors arrived by private automobile.

The vast majority of visitors come to Cape Cod frequently and usually include the national seashore in their visits. Most do not consider Cape Cod National Seashore as their primary destination.

Primary activities include: viewing scenery, sunbathing, swimming in the ocean, beachcombing, hiking, and driving scenic roads. The most popular national seashore sites were the beaches, visitor centers, park headquarters, Marconi Station, and Nauset Beach Light.

Most did not have difficulty finding their way around the park although there was some confusion about public/private ownership and town/park administration of facilities.

Most favor public transportation and would be willing to pay.

Most expressed support for protection of natural and cultural resources in the park and feel that there is an appropriate balance between use and protection. Most are cautious about expanded recreational opportunity or development, although there was support for more hiking/biking trails and primitive camping.

Most did not feel crowded.

The vast majority found park employees friendly and helpful. Most found the maps and brochures provided helpful. Most would like additional opportunities to learn about park resources and would be willing to pay.

And about residents ...

Most residents have resided on Cape Cod for many years (average length of ownership was 27 years) although just over half are seasonal residents.

The average age of residents was 60 years.

They are exceptionally well educated.

Most residents visit the national seashore often or occasionally. Primary activities include viewing the scenery, swimming in the ocean, driving scenic roads, beachcombing, hiking, sunbathing, and viewing visitor center exhibits.

They most often visited the Salt Pond Visitor Center, Nauset Light Beach, Coast Guard Beach, Marconi Station Site, Province Lands Visitor Center, Fort Hill Trail, Fort Hill, Highland Light, Nauset Beach in Orleans, Nauset Beach Light, Race Point Beach, Marconi Beach, and Atlantic White Cedar Swamp Trail.

Residents generally felt positive about how the national seashore affected their communities (only traffic conditions had a negative effect). Most were highly supportive of protecting natural and cultural resources of the national seashore and approve of the current balance of use and protection. Residents also were cautious about expansion of recreational activities and additional development.

Most did not have difficulty finding their way around. Nearly half supported public transit.

About half did not feel crowded.

The vast majority found park employees friendly and helpful. Most found the maps and brochures provided helpful. About half would like additional opportunities to learn about park resources and would be willing to pay. Nearly all rated their park experiences as excellent or good.

In 2002 visitation to the park totaled about 5 million. Results of the Visitor Survey Card showed 94% of visitors were satisfied with park programs and facilities and 94% demonstrated understanding of park significance.

Desired Audience Experiences

In addition to the substance of interpretive programming, it is important to think about the nature of the visit itself. What do we want audiences to do? How do we hope audiences will feel and what impressions will emerge? What can we do to provide an enjoyable and a memorable visit? How can we provide opportunities for educational and intellectual stimulation that leads to deeper understanding of significance? How can we contribute to experiences that are safe and do not impact park resources?

Orientation

Workshop participants suggested that park orientation should ...

Make audiences feel welcome

Provide a well coordinated flow of information about the the seashore, seashore facilities and activities, and park themes at the earliest opportunity

Help users find the places or activities that match their needs or interests before they arrive and while on the Cape

Allow visitors to have an overview of the Outer Cape, to comprehend the size and scope of the Cape

Provide audiences with clearly explained options that allow for personal choice and that respond to different needs and interests while promoting non resource-impacting use

Help delineate park boundaries and park or partner responsibilities for management and interpretation

Facilitate a sense of differentness or separation from daily life, a sense of place or specialness, an invitation to slow down and change their pace of life

Create an appetite for more information and more interpretation

Facilitate an injury-free visit

Theme Support

Experiences will support the park's themes when they ...

   ---facilitate the understanding of a natural or human induced process or event

--encourage power of observation and immersion in the resource

--provide simulation of a process

--demonstrate the effect of an action

Encourage audiences to use their senses to grasp the significance of the Cape

Encourage visitors to have first-hand experiences with park resources at different times (sunrise, sunset, summer, winter, etc.) and under different conditions, to see different Cape habitats, to witness or see evidence of natural processes. or to sense continual change

--to stand on or explore the beach

--to walk a well marked trail

--to discover uncrowded out of the way resources

--to see a naturally dark sky on a clear night

--to enjoy a bonfire on the beach at night

--to visit or swim in a kettle pond

--to examine the grasses that hold a dune in place

--to climb a lighthouse

--to see the sweep of a lighthouse beacon at night

--to visit a Cape Cod farm

Help bring the past to life

--to see primary documents, read letters, see photographs

--to see artifacts from the Cape's past

--to see examples of the Cape's distinctive past, such as a lifesaving drill

-- to see examples of the continuity of Cape history. its towns, its architecture, its industries, its living cultures and ways of life --to see evidence of past peoples and past events.

Emotional Connection, Inspiration, and Stewardship

Experiences will create an emotional connection to the park, provide inspiration, and encourage stewardship of park resources when they ...

Recognize the needs and interests of the audience

Recognize and respect multiple points of view

Provide suitable outlets for nostalgia, for memories of past visits, for romance

Provide activities and programs that feel special, that make users feel like they are receiving a privileged glimpse of park resources, that engender excitement and enthusiasm

Encourage creativity and the inspirational use of the park's natural and cultural resources, scenery, etc.

Facilitate appropriate encounters with others involved in the creative process

Provide opportunities to read or see creative products inspired by the Cape

Include appropriate recreational activities that do not permanently damage resources

Include examples of on-going research or resource management activity

Facilitate social behavior as families or groups, if desired

Encourage audiences to get involved in park preservation. Encourage coordinated exploration of resource management issues and problem-solving with partners, stakeholders, and residents

Facilitate one-on-one contact with staff and volunteers in a variety of settings (online, in visitor centers, in the resource)

Provide tangible reminders of the park visit or experience

Encourage visitors who have returned home to remain interested in the park

Instill long term memories of the park experience

Intellectual Connection

Experiences will create an intellectual connection to the park when they ...

Are based on current research and are fact-based

Recognize different learning styles

Provide opportunities for audiences to continue learning

Accommodate opportunities for life-long learning

Recognize the interests and needs of the audience

Include opportunities to participate in or view first-hand on-going research or natural/cultural resource management activity

Part 2

Actions

Interpretive Program Description

Organization

As the contents of Part 1 of this plan emerged, including a review of the park's recent GMP, it seemed apparent that despite refinements to the park's themes (see Themes above), existing interpretive media still deliver much of the desired content. However, it also became clear that the immediate future of the park was closely linked to interpretive programming designed to reach several specific audiences (see Audiences above).

Because these audiences are important to the development of the park, and because different audiences respond to interpretive techniques in different ways, Part 2 summarizes actions designed to reach those targeted audiences. Actions are numbered, although generally not in priority order. For reference, numbered items also are listed in the Action Plan toward the end of this document. Each item in the Action Plan will be linked to a fiscal year and to staff or partners responsible for taking the lead on implementation.

Actions

To reach all audiences

Action Items:

1. The park needs to integrate cultural landscapes into interpretive programs and media. This will be accomplished as existing interpretation is evaluated (during the annual review of personal services, during the reviews of existing waysides, during preparation of educational lessons, for example) and when new interpretation is planned (when new audio visual programs are discussed, and when additional site bulletins are considered, for example).
2. The park will install the wayside exhibit used at Nauset Lighthouse at the Three Sisters Lighthouses. The park will develop wayside exhibits for the Pamet Area and Fort Hill, a rack card on Dune Shack history and access, and wayside exhibits at Hatches Harbor. The park will install the new wayside orientation panels.
3. As recommended by the Historic Furnishings Assessment, the park will create exhibits for the Penniman House and Old Harbor Life-Saving Station.
4. Park staff will monitor the progress of the Advisory Commission subcommittee established to provide input to management on uses of the Dune Shacks of the Peaked Hill Bars Historic District.

To reach groups seeking curriculum-based instruction

Parks as Classrooms (PaC)

The service area for this program's personal services will be the six towns adjoining Cape Cod National Seashore. The highest level of service will be provided to grades 3, 4, & 5 with the goal being to provide both classroom and field experiences to facilitate the strongest intellectual and emotional connections with the meanings of the resource. If both classroom and field experiences are not feasible, retaining the field component is most important.

The next highest level of service will be provided to middle school and high school students primarily through field-based learning opportunities.

Action Items

1. Determine the level and type of staffing required to carry out the action items identified below and determine how to fund in a sustainable manner.
2. Work with teachers and administrators in the six towns adjacent to the park to assess and standardize the existing materials that have been developed for grades 3, 4, & 5 (there are three lessons on natural history and two on cultural history). If necessary, adjust materials to reflect park themes and desired experiences (see Part 1) and the state standards of learning. Confirm that each program has a stewardship component. As programs are revised and standardized, advertise to encourage maximum participation within staffing limits.
3. Meet with teachers and administrators of the three high schools that serve the six Outer Cape towns to determine whether the existing High School Field Day is the most effective education program for this audience. Consider the ladder of learning and links between the program for grades 3, 4, 5, the potential program for middle school, and the high school program. Refine, standardize, and advertise the high school program. If existing program requires significant revision, determine whether resources are available to revise and sustain the program.
4. Collaborate with educators and administrators to create an appropriate education program for students in the service area's middle schools. Identify the most relevant park themes and issues matched to state standards of learning and the curricular needs of the school to provide the most effective learning opportunity for this audience. Determine whether resources are available to fully develop and sustain the program.

5. Once the comprehensive Parks as Classrooms program design is complete, develop a strategy for evaluating its effectiveness, assessing student learning, and sustaining long-term.

<u>Truro NEED</u>

The park will administer the General Agreement with the Falmouth, Harwich, Dennis-Yarmouth NEED Collaborative to ensure that the program serves as an extension of the park's education efforts and enhances student understanding of park significance. This includes reviewing curricula and program goals and providing support materials to the collaborative.

<u>Coast Guard Station NEED</u>

This program will serve as an extension of the park's education program by providing opportunities for groups and individuals to explore park resources and to develop understanding of park significance.

The park will determine the type and level of staff resources required to complete the following action items:

1. The park will continue to refine the program requirements and objectives to ensure that groups are utilizing the facility for its intended purpose.
2. The park will determine how much staff time is required to sustain the program and how program coordination will be achieved relative to other division operations.
3. The park will increase interaction between program participants and staff during the on-site experience to reinforce NPS mission and to introduce Cape Cod National Seashore resources.
4. The park will make available lesson plans and other material developed by the Parks as Classrooms program to further understanding of park significance among NEED program participants.
5. The park will assess administrative and facility maintenance costs to ensure that income is sufficient to cover costs. Fees will be adjusted as necessary.
6. The park will determine how infrastructure modifications (internet access, for example) may improve the effectiveness of the program, and will perform cultural compliance for such modifications.
7. The park will evaluate the GMP proposal that calls for the Nauset Knolls Motel to eventually serve as the potential replacement venue for the Coast Guard NEED facility to determine if this is feasible or desirable.

<u>Teacher services and support</u>

1. The park will establish an ad-hoc team of education professionals to provide input into the park's curriculum-based programming. Team members will rotate out periodically so new members can be integrated to keep the process fresh and evolutionary. Within the context of the ad-hoc team, the park will examine such things as the role of teacher workshops and technical assistance that the park might provide schools.

2. The park will utilize its expanded web page to post lessons, teacher workshop notices, and other information in support of curriculum-based education whether offered by park staff or on a self-guided basis by educators.
3. The park will develop a listserve for educators to share information about educational opportunities, special events, and park projects.
4. The division feels that multiple contacts with schools by staff of various operations appears fragmented and disorganized to educators. In the future, Interpretation will serve as the initial contact with schools and the park's education coordinator will work with other divisions to arrange programs.
5. The park will determine whether additional materials should be developed for educators using the park on a self-guided basis. Examples include discovery packs, activity sheets, and lessons that focus on themes and desired visitor experiences (see Part 1).
6. The division will assess the long term need for an educational facility that supports PaC programs. The Atlantic Learning Center at Highlands should playa complementary role, but plans are still indefinite.
7. Division staff will assist the Atlantic Learning Center in carrying out its NASA grant.
8. The park will develop and test curricular materials on Marconi.
9. The park will assess Marconi curriculum.

To reach local residents

Residents are defined as those who live on Cape Cod for significant amounts of time each year. Because they have the most potential to have significant positive or negative impact on the long term health of the Cape, they are among the park's most important audiences. As park neighbors they need accurate information about management issues that affect both the park and their towns. Often they would benefit from access to additional or in depth information.

Action items:

1. The park will plan and offer additional interpretive programs for the shoulder and winter seasons. These programs could focus on local and park resource management issues, on resource management skills, or on on-going park activities. They might include "behind-the-scenes" tours.
2. The number of programs will be determined annually, in consultation with cultural and natural resource managers, when total staffing is clear. Staff of other divisions in the park should be involved in determining issues that could benefit from resident-specific programming.
3. The park will maintain a list of key media contacts, continue to encourage local newspapers to cover park news, develop a strategy for promoting interpretive programs and keeping information current, and discuss publication of regular park-related articles or columns. If the papers are receptive, the park will

establish a strategy to provide materials for publication. These materials will be in addition to regularly prepared media releases. The park will develop a similar list of community and resident contacts.

4. The park will offer video-taped programs to local public access TV channels. These programs could be prepared by staff as individual development projects or by inviting the local media to tape already scheduled presentations.
5. The park will participate in one local festival or special event in each of the six towns per year. Additional participation will be determined on a case by case basis, with priority given to substantive events linked to themes, issues, or non-traditional audiences.
6. The park will heighten its identity by adding the NPS arrowhead to signs and publications.
7. As interpretive media are revised or new programs are created, park staff will consider ways to communicate the positive impact that the national seashore has had on Cape Cod. For example, a regular "then, now, and in the future" news feature could be offered, a revised wayside plan could include photos showing change, or a new audio visual program could remind viewers of ways that the Cape has benefited from resource protection.
8. Staff will have sufficient knowledge to provide in-depth information and interpretation of park resources, issues, and programs to local residents.
9. Staff will develop strategies for drawing on experiences of local residents for "way of life" type program content.
10. Staff will actively gather information about programs that they offer.

To reach decision-makers, opinion-leaders, government officials, the media

The primary characteristic of individuals in this group is the potential that they possess to influence the opinions and actions of other audiences and garner support for the park. Although they often need in-depth information or access to "experts, n they also might require background materials that establish context and perspective. Ideally, they will have access to information before conditions or events require action. The park should be prepared to solicit their help and explain what it is the park needs most. Materials provided usually need to be concise and packaged in a mix of media.

Action items:

1. The park will collaborate with and better utilize the expertise and interest of the Friends of Cape Cod National Seashore.

2. The park will maintain materials for a basic media kit, reviewing and updating the kit contents as needed. Kits will include background information on legislation, park mission and goals, and resources and programs that would meet the

majority of briefing needs and could be supplemented to address specific events or incidents.

   While this action is important, implementation is currently beyond the resources of the division.

3. The park will assess how it handles public information duties; currently this function is fragmented and reactive. Analysis should include such things as the need to be proactive and have dedicated staff, what this would entail, how much it would cost, and strategies for accomplishing.

While this action is important, implementation is currently beyond the resources of the division.

4. The park will invite opinion-leaders to on-site events or create special "familiarization" tours whenever new projects are launched and will provide access to staff and partners who are most knowledgeable about the topic at hand.

While this action is important, implementation is currently beyond the resources of the division.

5. The park will add a photo gallery to its website and prepare CDs with basic images of the park and will also post park background materials on its website.
6. The park will identify issues and programs that most need the support of this group and will determine how to solicit their assistance.
7. The park will consider ways to adequately announce and celebrate the reopening of the Salt Pond Visitor Center after it is rehabilitated.

To reach vacationers

Vacationers are defined as short term visitors who come for a visit of limited duration (one day to two weeks). Although short-term visitors, during the summer this group has the most immediate and basic needs, is least familiar with the park, and far outnumbers any other group (numbering in the millions). They need trip planning information, basic orientation to both what there is to see and do on Cape Cod and to the park's primary stories, and access to recreation facilities and activities. Because vacationers are diverse, they can be served best when interpretive programming offers options, Le., programs that appeal to varied learning styles and schedules. Since many may not be familiar with local conditions, safety is a concern. Many will want to preserve the memory of their visit with some sort of memento.

Action items:

1. A park work group will evaluate the park's website, make recommendations for changes that will serve users more effectively, and establish strategies for adding new information and maintaining the site.
2. The park will define and implement a philosophy for interpretive trails. It will include the types (short loop trails, long distance trails, self-guided trails, bike trails, water trails, accessible trails, etc.) and numbers of trails that will be provided and their locations. It will consider the park's themes and assess whether trails are an appropriate medium for communication of content. It will determine how content will be delivered (signs, publications, personal services, etc.) to trail users, including residents and groups with curricular needs.
3. Use by visitors with special needs will be considered. The use of plant labels will be reconsidered.
4. The park will evaluate the content, accuracy, and condition of all existing wayside exhibits, trailheads, and bulletin boards. A strategy for remedying deficiencies (of condition and content) will be developed and implemented. If appropriate, partners will be identified and assistance (for funding, preparation, and installation) solicited.
5. The park will evaluate the usefulness of a low-power radio station that could provide information to visitors who arrive by auto.
6. The park will continue to distribute information on visiting the park at fee booths.
7. The park will work with towns and the state to improve highway signage directing visitors to the Salt Pond Visitor Center, Fort Hill, Three Sisters Lighthouses, Great Island, Atwood-Higgins Complex, and the Pamet area.
8. 7. The park will add the NPS arrowhead to existing brown/white highway signs.
9. Since many vacationers arrive in family groups, park programs designed for families will be sustained and advertised.
10. When annual budgets are prepared, the park will evaluate the hours and seasons of operation for park visitor centers, assess how service is provided at information desks, and how staff assigned to desk duty are trained.
11. When annual budgets are prepared, the park will determine how to balance visitor center staffing with field programs and will develop a training program that will result in maximum staff effectiveness.
12. Annually, the park will evaluate the mix of personal services by considering program content and duration, audiences and audience experiences, staff abilities, and cost effectiveness. The goal will be to provide varied high quality programs that explore the range of park themes and seek to offer appropriate visitor experiences (see Part 1).
13. The park will add interpretation of the pre-contact history of the Cape and the presence of native peoples to existing exhibits at the Salt Pond Visitor Center. This addition will help introduce visitors to an underrepresented story.

14.   The park will prepare interpretive objectives for a short audio visual program designed to introduce the park's themes and encourage an emotional attachment to the park's stories and resources. Then it will develop a strategy to fund and produce this program, using local resources if possible.

15.   The park will continue to provide, at current levels, off-site or off-Cape orientation materials that help vacationers choose the most appropriate facilities and activities once they arrive at the park.

16.   The park will contribute to the health and safety of summertime visitors by developing a strategy for ensuring that cold water is more available, perhaps through the cooperating association or some other partner, and by requiring that all seasonal interpretive employees are current in CPR.

To reach youth & bus groups

These visitors to the park arrive in groups, usually in vans and buses. They have an established agenda and pre-determined schedule. Buses arrive at the park in crushing numbers in the fall, and increasingly in the spring. Facilities are taxed, visitor centers are crowded, and film schedules often do not meet the needs of these groups.

Some youth groups arrive with a basic level of information and have curricular needs. They are more interested in face to face contact with park employees, yet they often come unannounced. Youth groups usually have more time than bus groups and, because they commonly stay in the park over lunchtime, could use places to picnic. In recent years, backpacks have become a part of each young person's wardrobe.

Action items:

1. The park will post the "Guide's Guide to Cape Cod National Seashore" on the web.
2. The park will encourage pre-visit use of the park's orientation videos and "advertise" them on the park's website.
3. The park will assess whether personal service interpretation would enhance the experience of bus passengers and whether they would desire it. If so, how can it be achieved? Step-on orientation is one consideration.
4. Since many of these groups depend upon park facilities, the park will establish an annual schedule for restrooms (some close in winter) and announce it well in advance (or standardize it from year to year).
5. 5. The park will add all lesson plans to its website.
6. Park staff will establish a procedure for meeting with regular tour leaders to explain new options for the Salt Pond Visitor Center following rehabilitation.
7. The park will ask youth and school groups to check-in when they arrive at the Salt Pond Visitor Center. Staff then will use the information collected to follow-up and offer information that can be used before the groups visit again.

8. The park will create a short loop trail near the Province Lands Visitor Center to enhance the visitor experience.

To reach virtual audiences

There are many who use technology to interact with the park and park programming. Often virtual audiences are planning a trip or seeking access to information, photos, or research. The Internet provides the most obvious vehicle for this type of contact. The historical link that the park has with the development of wireless draws amateurradio operators into this group.

Action items:

1. The park's web group, discussed under "vacationers" above, will explore ways to add more information to the website. Specifically, they will look for and include appropriate background or research information generated by park staff and researchers working in the park, up-to-date information on current events in the park, and lesson plans developed for use in the park. They will consider adding a special section for children or youth groups. They will identify a core of the most requested photo images of the park and make them available via the Internet. Finally, they will consider links to theme--related organizations with websites.
2. The park will establish a wireless radio station in the park to support Marconi anniversary events and Parks as Classrooms programs and will determine how additional operating hours might be provided to amateur operators, perhaps through the support of volunteers.

To reach employees & volunteers

All those who help fulfill the NPS mission at Cape Cod National Seashore, through employment or volunteer service, are part of this group. New employees need basic orientation to the mission of the NPS as well as to the park's interpretive themes, programs, and facilities. They need training to accomplish assigned tasks. All employees and volunteers need to be kept informed of current park initiatives and activities. They need safety information that will help them avoid injury and recognition when they have done a good job.

Action Items:

1. The park will provide training on the NPS mission for all division employees and volunteers and invite employees from other divisions to attend.
2. The park will offer training on the NPS mission as well as on visitor contact and interpretive skills to partners and concessioners.

3.The park will determine which interpretive activities will be carried out by volunteers and how they will be trained and supervised. The quality of interpretive programming provided by volunteers at historic structures will be assessed.

To reach audiences with special needs

While the park will apply the guidelines for program accessibility developed by the NPS (see Appendix 2) to all new or revised interpretive media, several specific actions also will be taken in the next 5-7 years to improve service to audiences with special needs.

Action Items:

1. The park will prepare large print versions of basic park brochures.
2. As part of the trail planning discussed above, the park will consider an accessible trail in the vicinity of the Province Lands Visitor Center.
3. The park will acquire and install a VCR with closed caption capability at the Province Lands Visitor Center.
4. The park will complete an accessibility survey of interpretive facilities and media, identify deficiencies, and develop a plan for corrective action.
5. The park will develop a standard plan to respond to requests for signers for the hearing impaired.

Research & Collection Needs

The following research or collection management projects are needed to support actions discussed elsewhere in this plan:

1. Park staff will survey existing research on "untold stories," particularly on native peoples and ethnic groups historically associated with the Cape. A strategy for making existing materials more accessible to staff will be created, if appropriate. If gaps in knowledge are identified, a strategy for funding and initiating new research will be developed.
2. Park staff will find out what oral histories exist and use them as appropriate to add depth to interpretive programs. If gaps exist, a strategy to develop additional oral histories may be developed.
3. Additional information will be gathered for the 400th anniversary of Champlain's journeys.
4. The park will develop a plan and seek funding for protection of the hay barge and will fund shatter alarms for the museum's scrimshaw cases.
5. The park will utilize the expertise of the staff archeologist to better interpret archeological resources and stories they support.

Staffing Needs

In order to implement the actions included in this plan, the following staffing needs must be considered and the following training developed and conducted:

Positions and Position Management

1. Hire a GS-7 museum technician (see the Historic Furnished Interiors Assessment and Collection Management Plan).
2. Examine how staff currently handle information requests and media relations.
3. Evaluate how staff manage the NEED program at the Coast Guard Station.
4. Annually review the hours and seasons for the visitor centers at Salt Pond and Province Lands.
5. Annually review the types and numbers of personal services provided, ensuring that additional programs are offered in the shoulder seasons and winter for local residents.
6. Determine type and level of staffing needed to carry out the Parks as Classrooms program.
7. Review the three interpretive positions that currently are vacant (GS 025-09, GS 025-11, GS 303-06) and determine how to best utilize the positions and funds.
8. Strategize on how to fill/sustain exhibit specialist and archeologist positions.

Training

1. Create a formal training program for park volunteers who work at historic structures.
2. Determine whether staff from other operations would like to participate in a workshop on how to conduct interpretive programs. Possible topics are: interpretive skills, working with children, use of technology to support interpretation.
3. Offer CPR training to all seasonal staff.
4. Work with fee program managers to develop a training component for fee collectors that enhances their effectiveness in providing orientation and information services.
5. Offer training to all new employees and volunteers on the NPS mission and the significance of Cape Cod National Seashore. Offer this same training to partners and concessioners.
6. Integrate natural and cultural resource staff specialists into the division's training program to ensure that training is accurate and resource-based.
7. Train division staff and volunteers in the tenets of interpretation and the principles of the Interpretive Development Program. Submit products for certification.

Action Plan

Action Plan: All Audiences

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Integrate cultural landscape themes into programs	SDI/NDI/BRCR	X	X	X	X	X	
Revise and install wayside exhibit at Three Sisters	SDI	X					
Develop wayside exhibits for Pamet Area	Chief	X					
Develop wayside exhibit for F oft Hill	BRCR/ARCH			X			
Determine how to use furnishings or exhibits to interpret Old Harbor	CUR/NDI	plan		implem			
Determine how to use furnishings or exhibits to interpret Penniman Hse	CUR/SDI	plan	interIm	implem			
Monitor progress of Dune Shack subcommittee	ChiefIBRCR	X					
Develop rack card on Dune Shack history and residencies	ChieflPP A	X					
Install revised wayside orientation panels	Chief	X					
Determine whether wayside exhibits for Hatches Harbor are needed	ChiefINRM	X					
Integrate NR & CR staff specialists into interpretive training and programming	SDIINDI/BRCR/ I&M	X	X	X	X	X	
Develop strategy to better interpret history of local native peoples	BRCR/CUR/SDI/ NDI		X	X			
Determine if and how Champlain 400th will be celebrated	CUR		X				

Action Plan: All Audiences, continued

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Staff and volunteers will participate in Interpretive Development Program and submit products for certification	NDI/SDI	X	X	X	X	X	
Develop wayside on sustainability/green practices for SPVC restroom	SDI/NRM		X				
Close SPVC for rehab	All	X					
Open SPVC following rehab	All			X			
Marconi 1903-2003 Event	All	X					
Develop wayside for Cable Hut	BRCR		X				

Action Plan: Curriculum-Based Groups

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Determine level and type of staffing and how to fund and sustain	EC/Chief	X					
Complete development of materials for grades 3-4-5	EC/partners		X3	X4	X5		
Refme high school program	EC/partners		X				
Plan middle school program	EC/partners			X	X		
Develop middle school program	EC/partners					X	
Evaluate program, assess students, sustain (ongoing)	EC/partners	X	X	X	X	X	
Administer Truro NEED agreement (ongoing)	Chief	X	X	X	X	X	
Continue to refine CG NEED program to meet program goals	SDllEC/Chief	X	X				
Increase interaction between CG NEED participants and NPS staff at modest level	SDI/EC	X					
Plan and implement increased level and quality of interaction with CG NEED participants	SDI/EC/Chief	X					

Action Plan: Curriculum-Based Groups, continued

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Assess program and facility costs relative to fee structure	SDI/Maint/BRCR		X				
Modify infrastructure to improve program effectiveness; complete compliance	SDI/EC/Maint/BRCR	X					
Evaluate Nauset Knolls as future location	Chief/SDI/EC	X	X				
Establish ad-hoc education planning team	EC		X				
Develop and post education materials on web page	ECIPPA		X				
Develop listserve	EC/SDI		X				
Standardize process of park staff contacting target-area schools	EC	X					
Determine whether additional materials should be developed for educators using the park on a self-guided basis.	NDI/SDI/EC		X				
Evaluate effectiveness of entire PAC Program	EC/partners/Chief					X	
Assess long-term need for park education Center	EC/Chief						X
Assist NRM/ ALC in carrying out NASA grant	EC/Chief	X	X				

Action Plan: Curriculum-Based Groups, continued

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Develop and test Marconi curriculum	EC/Partners	X					
Assess Marconi curriculum	EC/Partners		X				

Action Plan: Local Residents

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Plan and offer shoulder-season programs (ongoing)	SDIINDI	X	X	X	X	X	
Determine program level and type on an annual basis (ongoing)	SDI/NDI	X	X	X	X	X	
Use local press to promote park programs, resources and issues (ongoing)	All	X	X	X	X	X	
Use videotaped programs to reach local public access TV channels	All	X	X	X	X	X	
Develop list of organizations to target for program publicity	PP A/NDI/SDI/ECIB RCR	X					
Participate in at least one select local festival/special event per year and consider others on a case by case basis	All	X	X	X	X	X	
Place NPS Arrowhead on signs and publications (ongoing)	Chief	X	X	X	X	X	
Communicate positive impact the national seashore has had on Cape Cod (ongoing)	All	X	X	X	X	X	
Ensure staff are knowledgeable of resources, issues and programs (ongoing)	NDI/SDI/EC/Chief	X	X	X	X	X	
Utilize experiences of local residents for way of life type program content	BRCR	X	X	X	X	X	

Action Plan: Local Residents, continued

Interpretation should interact with and be aware of programs being offered by other divisions and organizations	All	X	X	X	X	X
Work with press and local publications to ensure that program infonnation is current	PPA	X	X	X	X	X

Action Plan: Decision-makers, opinion-leaders, government officials, media

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Collaborate with and utilize expertise and interest of Friends ofCCNS (ongoing)	Chief	X	X	X	X	X	
Develop and maintain media kits **							
Assess how PIO function is working **							
Invite opinion-leaders to events/create familiarization tours/provide access to knowledgeable staff * *							
Add photo gallery to website; post background materials on website	PPA		X				

** Identified as significant park needs beyond responsibility of the division

Action Plan: Vacationers

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Evaluate website, recommend changes, determine how to sustain	**Chief/Pp** A/SPVUA *lother* divs		X				
Evaluate effectiveness of interpretive media (trails, waysides, exhibits, bulletin boards)	Chief		X				
Evaluate use of low-power radio station	Chief	X					
Continue distributing literature and providing enhanced information at fee booths	**NDIISDI/PP** A	X	X	X	X	X	
Improve highway signage; add arrowhead to park signs	Chief		X				
Sustain family prog;rams and advertise	NDI/SDI	X	X	X	X	X	
Evaluate operating hours ofVCs, how they are staffed, and how staff are trained	NDI/SDI	X	X	X	X	X	
Determine balance ofVC operation and field programs	NDI/SDI	X	X	X	X	X	
Evaluate mix of personal services for content, duration, audience, and experiences, staff abilities, and cost effectiveness	NDI/SDI						

Action Plan: Vacationers, continued

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Add pre-contact history of the Cape to SPVC museum exhibit; seek funding	CUR/BRCRISDI	X	X	X			
Develop objectives and strategy to fund and develop new park A V presentation	Chief	X					
Continue to provide off-site facilities with orientation materials at the 2002 level.	SDI/NDI/PP A	X	X	X	X	X	
Provide bottled water to visitors and train staffin CPR; obtain defibs for VCs	Chief/SPVUA/ BRCR	X					

Action Plan: Youth and Bus Groups

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Post "Guides Guide" on website; revise as necessary	PPA	X					
Use the website and targeted mailings to encourage use of park's orientation videos prior to arrival	PP A/NDI/SDI	X					
Assess if additional personal services would enhance experience of bus groups and how to achieve	NDI/SDI/EC						X
Participate in annual discussions about facility openings/closings to facilitate advance planning for interp progs	Chief	X	X	X	X	X	
Post lesson plans on website	EC/PP A		X				
Meet with tour leaders to explain new options for SPVC experience following rehabilitation	SDI			X			
Develop check-in program for youth groups	SDI/NDI	X					
Evaluate effectiveness of interpretive media (trails. waysides. exhibits. bulletin boards)	Chief		X				

Action Plan: Virtual Audiences

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Create web group to evaluate effectiveness of park website and strategies for improving	CbiefIPP A/SPVUA		X				
Establish wireless station	EC/BRCR/SDI			X			

Action Plan: EmployeesN olunteerslPartners

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Provide NPS mission training for division staff and volunteers	SDIINDI	X	X	X	X	X	
Provide resource information, customer service, and interpretive skills training to concessioners and cooperators interpreting cultural resources	BRCR/SDIINDI	X	X	X	X	X	
Determine which interpretive activities will be conducted by VIPs and how they will be supervised and trained	SDIINDI/EC/BRCR Chief	X	X				
Through training and screening of potential volunteers, determine and implement achievable improvements while broader discussion of VIP interp continues	Temp VIP coord/SDI/BRCR	X					

Action Plan: Special Needs

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Prepare large print versions of basic publications	PPA		X				
Consider accessible trail at Province Lands within context of process to evaluate interpretive media (trails, waysides, bulletin boards)	Chief		X				
Acquire VCR with closed-caption capability for PL V C	NDI	X					
Complete and accessibility survey and develop a plan for corrective action	NDI/SDI	X					
Develop strategy for making sign language interpreter available	NDI/SDI			X			

Action Plan: Research and Collection Needs

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Survey existing research on "untold stories," develop strategies for filling gaps and making materials available to staff	SDI/NDI				X		
Staff will utilize existing oral histories when appropriate and will make recommendations for new ones	All interpreters	X	X	X	X	X	
Gather additional information in preparation for the Champlain 400th	CUR		X				
Protect and interpret hay barge	CUR/BRCR						

Action Plan: Position Management, Staffing and Training Needs

Action	Who	FY 03	FY 04	FY 05	FY 06	FY 07	Future
Hire GS 7 Museum Technician	BRCRICUR	plan					
Assess handling of information requests	Chief! ADMIN	X					
Evaluate how CG NEED program is managed	Chief/EC/SDI	X					
Annually review hours and seasons for visitor centers and types and numbers of personal service programs provided and staff accordingly	SDIINDI	X	X	X	X	X	
Determine level and types of staffmg needed to carry out the Parks as Classrooms program	Chief/EC	X					
Review 3 positions that are vacant and allocate resources to match division needs	Chief (in consult)	X					
Determine which interpretive activities will Be conducted by VIPs and how they will be supervised and trained; create a formal training program	BRCR/SDIINDI/ Chief	X	X				
Strategize on how to fIll/sustain exhibit specialist and archeologist positions	BRCR/Chief	X					
Offer interpretive training to staff of other divisions	SDIINDI/EC	X	X	X	X	X	
Provide CPR training to interpretive staff	All sups	X	X	X	X	X	

Offer customer service and resource based training to employees and volunteers of partner organizations and concessioners	BRCR/SDI/NDI	X	X	X	X	X
Integrate natural and cultural resource staff specialists into division training program	NDI/SDI/BRCR/ I&M	X	X	X	X	X
Provide interpretive training to interpretive staff and volunteers; follow principles of the IDP	SDI/NDI	X	X	X	X	X

Appendix 1

Issues Affecting Interpretation

Orientation, Wayfinding, & Organizational Identity

What can be done to influence visitor expectations and to provide information on programs and facilities before arrival?

Is there a need to heighten the visibility and identity of the NPS on the Cape? What steps need to be taken to implement the NPS's messaging initiative?

How can interpretation help mitigate the problems that may occur because different management philosophies (the NPS, other governmental agencies, Cape towns) exist in close proximity?

Themes

Do the interpretive themes contained in the GMP need adjustment? Do they reflect current needs and interests?

Do current interpretive programs cover all themes adequately? Is there an appropriate balance in how the themes are addressed? In the future, how will the park determine which specific stories are interpreted and where? Who will be involved in those decisions?

Is there a need to increase interpretation of Native American stories, past and present? How should native peoples be involved in planning or presenting new interpretation?

Is there a need to expand interpretation of the NPS's role in land protection on the Outer Cape?

Natural and Cultural Resources

What role should interpretation play in resource management? How can interpretation help address resource management issues and explain management policies? What can interpretation do to minimize visitor disturbance of fragile resources?

What role should interpretation play in discussing issues like water quality, sustainability, energy use, invasive species, growth and development on the Cape?

Should interpretation also address these issues on a wider stage, Le., interpret their national and global implications?

How can the park determine reasonable carrying capacities for natural and cultural resources? What can interpretation do to explain and implement these limits?

Are there better ways to integrate natural resource expertise into interpretive programming?

How well are the park's many cultural resources interpreted? Is it practical to expand interpretation of these resources? Which media are appropriate? Which recommendations in the Historic Building Interiors Assessment should be implemented during the life of this plan?

Is there a need to increase interpretation of distinctive Cape ways of life and culture? Are there additional ways that interpretation can help to celebrate these ways of life? Does the park need more research or data on distinctive ways of life on the Outer Cape? Who should take the lead in expanding this aspect of interpretation? What role should partners play?

Is there a need for additional staff training to ensure that cultural themes and resources are adequately interpreted?

Are there ways to gather information from local residents (oral histories?) about the park's stories and resources? Are there ways to encourage a two-way dialogue?

Learning Center

What relationship will there be between the park's learning center and interpretation?

Highland Center

What role will the NPS and interpretation play in development of the Highland Center? Can this center provide certain types of experiences related to living culture and way of life stories?

Audiences & Audience experience

How much emphasis should be placed on communicating with local residents, school groups, non-traditional audiences?

Given changing demographics, how much emphasis should interpretation place on communicating to non-traditional audiences, groups who do not currently come to or use the park, inner-city or minority groups?

What role should discovery play in the Cape experience? Are there resources that should be discovered--a reward for those who invest the time and effort--rather than actively promoted?

Is interpretation too focused inside visitor centers and historic buildings? Is there a need for more interpretation outside?

Are there barriers to physical accessibility that need to be addressed?

How can interpretation help with health and safety issues?

Interpretive Methods

How effective is the park's website?

Is there an appropriate balance between personal and non-personal services?

Is there a need for more non-personal services to interpret natural history?

Is the film shown at Salt Pond Visitor Center still adequate? Is there a need for an AV program or programs that address cultural history and basic park orientation?

Which unimplemented recommendations in the 1997 Interpretive Plan are still valid? How should these tasks be prioritized?

How can the park improve the quality of existing aging wayside exhibits? What can realistically be done to plan and install additional waysides and trail heads?

Does the existing Scope of Sales reflect the park's themes?

Curriculum-based Education

What is the future of the park's educational program? Is there a need to more carefully define targeted ages, grades, or service area? How will educational programming be delivered in the future (teach the teachers, use of volunteers, use of partners, etc.)?

Is there a role for non-curriculum-based programs for students/youth?

Partners, Outreach & Community Relations

What role will volunteers play in the future mix of interpretive programming? How can the NPS assist with the professionalism of volunteers and volunteer-produced interpretation?

Which aspects of interpretation will partners be recruited to adopt?

Is there a need for more coordination of outreach?

Can interpretation help mitigate conflicts or disagreements over pre.-existing uses of the park?

Can interpretation help sustain the quality of interpretive services provided via incidental business permits?

Budgets, Costs, & Facilities

Should fees be charged for interpretive programs? Which ones?

Is there a need to adjust position descriptions for interpretation? Is there a need for additional staff training?

Are there ways to assess the progress made on plan implementation or to assess the quality of interpretive programming offered?

How can the park address the infrastructure needs related to interpretive programming and visitor use? What can be done about equipment and media that need repair or replacement?

Appendix 2

Programmatic Accessibility Guidelines for Interpretive Media

All new interpretive programming will be developed according to the "Guidelines for Interpretive Media" finalized in June 1996 by the Accessibility Task Force at the NPS's Harpers Ferry Center.

Statement of Purpose:

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. in some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on both aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

" ... To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The Approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

Guidelines Affecting Mobility Impaired Visitors

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.

2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).

3. Viewing heights and angles will be favorable for those in designated wheelchair locations.

4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visually Impaired Visitors

1. Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained**.**

Guidelines Affecting Hearing Impaired Visitors

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.

3. Audio amplification and listening systems will be provided in accordance with UF AS 4.1.2(18b).

Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.

2. Graphic elements will be chosen to communicate without reliance on the verbal component.

3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.

2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.

3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.

4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.

5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.

6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).

7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)

8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.

9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.

10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.

11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.

2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)

3. Tactile and participatory elements will be included where possible.

4. Audio description will be provided where applicable.

5. Signage will be provided to indicate accessible rest rooms, telephones, and rest rooms elevators. (UFAS 4.30)

Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.

2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.

3. Written text of all audio narrations will be provided.

4. All narrated AV programs will be captioned.

5. Allowance for Telecommunication Devices for the Deaf (TOO) will be included into information desk designs.

Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.

2. Graphic elements will be developed to communicate non-verbally.

3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.

4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.

5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.

6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.

2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.

3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.

4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.

5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.

6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.

7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.

2. Audio description will be used to describe furnished rooms, where appropriate.

3. Windows will be treated with film to provide balanced light levels and minimize glare.

4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.

5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

Guidelines Affecting Hearing Impaired Visitors

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.

2. Captions will be provided for all A V programs relating to historic furnishings.

Guidelines Affecting the Learning Impaired

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.

2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

Publications

A variety of publications are offered to visitors, ranging from park folders which provide an overview and orientation to a park to more comprehensive handbooks. Each park folder should give a brief description of services available to the disabled, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed

information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

Guidelines Affecting Mobility Impaired Visitors

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.

2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by the disabled.

Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.

2. Special publications designed for use by the visually impaired should be printed in 18 point type.

3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

Guidelines Affecting Hearing Impaired Visitors

1. Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

Wayside Exhibits

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to disabled visitors. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inaccessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trail heads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Mobility Impaired Visitors

1. Wayside exhibits will be installed at accessible locations whenever possible.

2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.

3. Trailhead exhibits will include an accessibility advisory.

4. Wayside exhibits sites will have level, hard surfaced exhibit pads.

5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visually Impaired Visitors

1. Exhibit type will be as legible and readable as possible.

2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.

3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.

4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.

5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Hearing Impaired Visitors

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.

2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Learning Impaired Visitors

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.

2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text .alone.

3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.

4. Text will be concise and free of long paragraphs and wordy language.

Participants

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