



Casa Grande Ruins National Monument Long-Range Interpretive Plan

January 2011



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Prepared by:
Department of Interpretive Planning
Harpers Ferry Interpretive Design Center

and the Staff and Partners of
Casa Grande Ruins National Monument

and the Intermountain Regional Office

INTRODUCTION

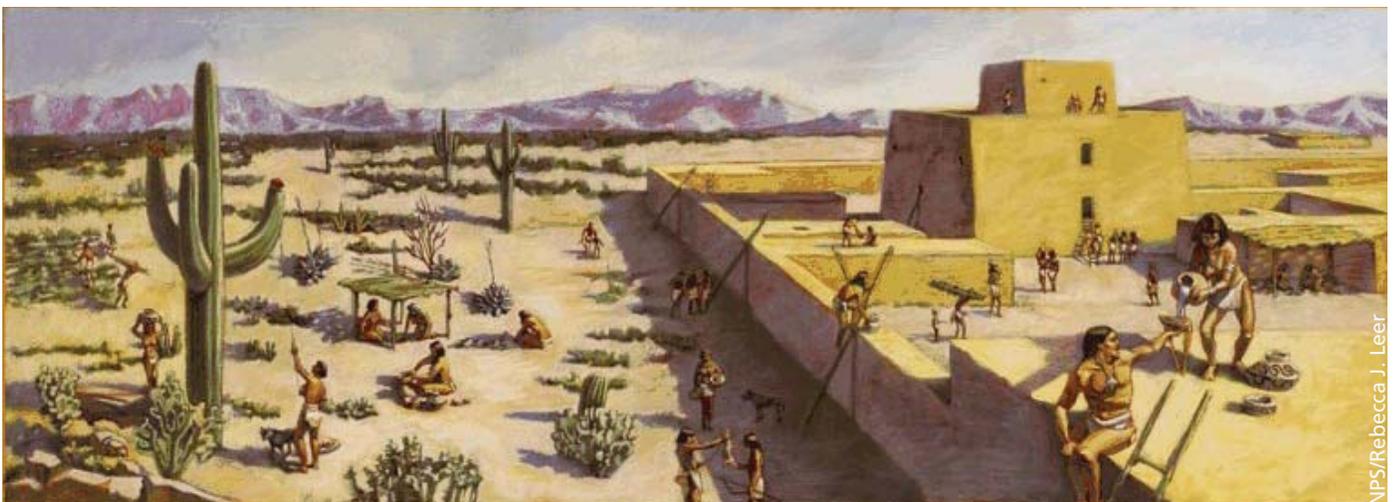
Casa Grande Ruins National Monument was created as the nation's first archeological reserve in 1892 to preserve an ancestral Sonoran Desert people's community and "Great House." The site was declared a National Monument in 1918 and placed in the care of the National Park Service.

The ancestral Sonoran Desert people were mostly sedentary farmers who developed a complex system of irrigation canals to exploit the water from the Gila River Basin. Archeologists use the term "Hohokam" to describe this culture as it existed between 300 CE and 1450 CE. The culture includes four recognized cultural periods: The Pioneer Period (300-750 CE), a time of transition from hunting and gathering to agriculture; the Colonial Period (750-950 CE), characterized by an increase in populations, expanded social networks, and extension of trade beyond the original settlements; the Sedentary Period (950-1175 CE), with increased social complexity and stratification as well as flourishing craftsmanship and vastly expanded trade; and the Classic Period (1175-1450 CE), exemplified by a large scale well-engineered irrigation canal systems, larger densely populated walled communities, and large multistoried structures built of caliche.

The area within the current boundaries of Casa Grande Ruins was occupied from about 1100 to 1450 CE. At the end of the Classic Period the society experienced a time of prolonged environmental and social instability possibly caused by soil salinization, floods, and/or droughts, disease, and social conflict. The instability resulted in a shift of people from densely populated settlements into surrounding areas, with some groups migrating farther to the north and the east.

Descendents of the ancestral Sonoran Desert people live in the region today. The six federally recognized American Indian Tribes traditionally associated with Casa Grande Ruins National Monument are the Gila River Indian Community, the Ak-Chin Indian Community, the Salt River Pima-Maricopa Indian Community, the Tohono O'odham Nation, the Hopi Tribe, and the Pueblo of Zuni.

FOOTNOTE: *The NPS has adopted Common Era terminology. Common Era, also known as Christian Era and Current Era, is abbreviated as CE and designates the period of time beginning with year 1 of the Gregorian calendar. An earlier date is then designated BCE meaning Before the Common/Christian/Current Era.*



This is an artist's depiction of the Casa Grande ("Great House") as it may have appeared around 1350 CE. It is one of the largest prehistoric structures ever built in North America.

LONG-RANGE INTERPRETIVE PLAN

Interpretation and education are primary duties of the National Park Service, essential to achieving our mission of protecting and preserving our nation's natural and cultural resources. Parks provide unique and powerful individual experiences that help shape understanding and inspire personal values. Casa Grande Ruins National Monument is part of a national park system where people and organizations collaborate on teaching, learning about, and experiencing the interconnections of human culture, natural systems, and the values of America's diverse heritage.

This Long-Range Interpretive Plan (LRIP) for Casa Grande Ruins National Monument was created in 2010 with input from a variety of park partners and tribal governments. It describes visitor experience goals and recommends ways to achieve those goals through interpretive media, education programs, and personal services.

The LRIP is the keystone of the Comprehensive Interpretive Planning (CIP) process. Once approved, the park staff should pursue implementation of the LRIP through a series of Annual Implementation Plans. Throughout the CIP process the park staff should also compile and maintain an Interpretive Database, which may consist of program outlines, research results, past Annual Implementation Plans, and other material.

EXECUTIVE SUMMARY

Taking into consideration current challenges and opportunities, as well as long-term goals for the Division of Interpretation, this plan presents the following recommendations:

- *Have a professional museum planner review the Visitor Center exhibits for ways to add context, and to incorporate potential opportunities for visitors to have hands-on and interactive experiences.*
- *Create stand-alone exhibits within the Monument for Native American presentations, and integrate the voices of traditionally associated Native American tribes by incorporating text, graphics, or objects that represent traditional Native concepts into existing exhibits, side-by-side with NPS material (both of these recommendations will depend on tribal consultation, and would aim for language that is verbatim and fully captures the tribes' intended meanings).*
- *Design a new map in conjunction with the current BIA Canal Project, or as a result of Monument expansion. The map will illustrate Casa Grande Ruins' place in the context of the larger geographic and cultural region and demonstrate the full range of Hohokam culture.*
- *In order to prepare teachers, chaperones, and students for field trips to the Monument and encourage them to become better advocates for resource protection, consider developing a ranger video to be included in a pre-visit information package.*
- *Use website and other media to link current resource data, such as water flow and air quality, to historical resource management topics, in an effort to increase site relevancy.*

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LEGISLATIVE BACKGROUND

Casa Grande Ruins National Monument is located at the north end of the City of Coolidge in Pinal County, Arizona. Casa Grande Ruins Reservation was set aside by President Benjamin Harrison on June 22, 1892, to protect the “Casa Grande” or Great House, a multistoried, earthen-walled structure surrounded by the remains of smaller buildings and a compound wall. The Great House was constructed by the ancestral Sonoran Desert people, who farmed the Gila Valley of south-central Arizona from 300-1450 C.E. Casa Grande Ruins Reservation was both the first prehistoric site and the first cultural site to be set aside by the United States government. The site became a national monument on August 3, 1918, under the authority of the Antiquities Act and was transferred to the National Park Service on that date. The Monument currently contains 472.5 acres.

PURPOSE

The National Park Service tasks parks with developing a purpose statement. The statement must be grounded in a thorough analysis of the establishing legislation and legislative history, including studies prior to authorization. The “purpose” is the specific reason for establishing a particular national park system unit.

The Casa Grande Ruins National Monument was set aside for the preservation and interpretation of the Casa Grande ruins and related ancient buildings and objects of prehistoric interest.

SIGNIFICANCE

Statements of significance define what is most important about the park’s resources and values and are guided by the park’s legislation and our better understanding of the resources as a result of management activities, research, and civic engagement.



Casa Grande Ruins National Monument was the first archeological site to be set aside by the U.S. Government and sparked the beginning of the archeological resource preservation movement in America.

The following seven statements describe the significance of Casa Grande Ruins National Monument:

Social Complexity of Ancient Populations

The ancestral Sonoran Desert people had one of the most complex societal structures in North America. This is demonstrated by their ability to thrive in the harsh desert environment through use of the sciences and arts, sophisticated architecture, extensive irrigation canal system, other public works, and participation in a far ranging network of trade and cultural exchange.

History of Archeological Preservation

Casa Grande Ruins National Monument was the first archeological site to be set aside by the U.S. Government and sparked the beginning of the archeological resource preservation movement in America. The integrity of the resources remains high due to the early date the site was established (1892). Research conducted at the Monument was pivotal in the development of archeological analysis and advanced the later archeological and architectural conservation movements.

Landmark in Historical Exploration and Human Migration

The physical prominence and sophisticated construction of the Casa Grande made it a dominant landmark in early exploration and human migration and attracted early explorers and travelers, such as Padre Kino in 1694, and again in 1697 with Capt. Juan Mateo Manje, followed by the Juan Bautista de Anza colonization expedition of 1775, and numerous travelers during subsequent territorial periods.

Sacred Site

Casa Grande Ruins National Monument is a sacred place for many Native Americans. The Tohono O’odham Nation, Salt River Pima-Maricopa Indian Community, Gila River Indian Community, Ak-Chin Indian Community, Hopi Tribe, and Pueblo of Zuni all have an ancestral affiliation to the ancient Sonoran Desert people and this site.

Desert Adaptation

Casa Grande Ruins National Monument exemplifies the ancestral Sonoran Desert people’s adaptation to the desert environment, including utilization of the nearby Gila River for creating the most extensive irrigation-based agricultural society in North America.

The Great House

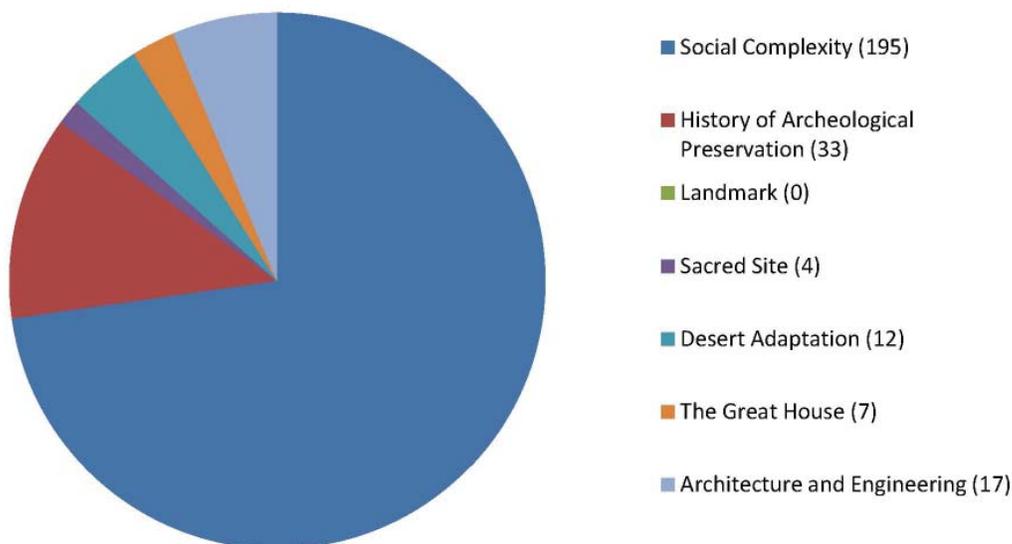
The Casa Grande Ruins National Monument is the best surviving example of a multi-story, free-standing earthen “great house” structure from the culture of the ancestral Sonoran Desert people. It represents the final evolution of the architectural tradition of the late Hohokam Classic Period.

Architecture and Engineering

The Great House, platform mound, and ballcourt architecture preserved at Casa Grande Ruins National Monument and the engineering of an extensive system of canals throughout the Gila and Salt River basins demonstrate the high level of cultural sophistication, social organization, and centralization of power achieved by the ancestral Sonoran Desert people during the peak of the Hohokam Classic Period.

VISITOR COMMENTS RELATED TO SITE SIGNIFICANCE

Visitor Comments Related to Site Significances 2008-2010



Each year, in March, CAGR participates in a visitor survey sponsored through the University of Idaho Visitor Services Project. On the survey card, visitors are asked several open-ended questions, one of which asks them to identify the significance of the site. To create the pie chart above, responses from three years of surveys, 2008-2010, were sorted into the areas of significance as described below.

1. Social Complexity of Ancestral Populations. Descriptors of this significance include society, culture, arts and sciences, and architecture. Visitor comments related to culture and history and did not specifically mention desert adaptation were grouped into this section.
2. History of Archeological Preservation. Descriptors of this significance include first archeological site, archeological resource preservation movement, early date of site establishment, research, archeological analysis, and preservation.
3. Landmark in Historical Exploration and Human Migration. Descriptors of this significance include physical prominence, sophisticated construction dominant landmark, early European exploration, and western migration.
4. Sacred Site. Descriptors of this significance include sacred place, Native American communities, and ancestral affiliation.
5. Desert Adaptation. Descriptors of this significance include adaptation to the Sonoran desert environment, Hohokam, Gila River, canals, and irrigation-based agriculture.
6. The Great House. Descriptors of this significance include Casa Grande, great house, and evolution of archeological tradition.
7. Architecture and Engineering. Descriptors of this significance include architectural sophistication, earthen construction, orientation, platform mounds, ballcourt, plazas, residential precincts, and organized and productive society.

INTERPRETIVE FOUNDATIONS

VISION STATEMENTS FOR INTERPRETATION

Following are four statements which define the objectives of interpretation at Casa Grande Ruins National Monument:

- A. Regional Tourism and Regional Context:** Through media development, public programs, and special events, Casa Grande Ruins will be interpreted as part of a network of multiple prehistoric sites more reflective of the scale of ancient communities.
- B. Stewardship and Advocacy:** Casa Grande Ruins will encourage personal stewardship of ancient resources by educating visitors about the significance of those resources and the efforts to preserve them.
- C. Partnerships and Tribal Consultation:** In addition to working respectfully with tribal representatives in government-to-government consultation, Casa Grande Ruins will work with other key stakeholders to align and achieve their mutually beneficial goals.
- D. Multiple Perspectives:** Casa Grande Ruins will provide diverse opportunities for visitors to expand their knowledge, appreciation, and respect of the relationship and continuity between the people of the past, present, and future, by presenting multiple perspectives of the six traditionally associated Native American tribes, scholars, scientists, and others, in an accurate and open way.



Casa Grande Ruins provides opportunities for the public to experience Native American culture through demonstrations and special events.

INTERPRETIVE THEMES

At the June, 2010 Foundations Workshop, the monument’s existing Interpretive Themes were heavily reviewed in an effort to incorporate concepts that were important to Native American stakeholders, as expressed during the summer 2009 Government-to-Government Interpretive Workshop. Premises include:

- Remove Eurocentric language.
- Eliminate references to the ancestral people as “Hohokam,” a term that is offensive to the O’odham.
- Discontinue the portrayal of prehistoric people as “gone” or “disappeared”.
- Encourage public respect for privileged cultural information that is private to Native American cultures.
- Rather than using the paternalistic-sounding phrase “our tribes,” refer to the Native Tribes as “The Descendent Tribes” or “The Four Southern Tribes of Arizona.”

Following are the revised Interpretive Themes for Casa Grande National Monument:

- A. Diverse oral traditions of ancient Sonoran Desert people and the evocative Casa Grande Ruins provide insight into the ability of humans to thrive within the constraints of challenging natural conditions, and raise questions about the sustainability of a modern society that does not live within those constraints.**
- B. The ancestral people of the Sonoran Desert applied traditional knowledge of engineering, hydrology, and astronomy, and practiced economic and resource planning that enabled them to live comfortably throughout the region.**
- C. The cultural landscape of the Gila River Valley, which includes Casa Grande Ruins and surrounding communities, has been home to ancestral Sonoran Desert peoples and their descendants for thousands of years. This landscape is sacred to the people of the six traditionally associated tribes and speaks of ancestral homeland, identity, and tradition.**
- D. The establishment of Casa Grande Ruins as the first archeological reserve in 1892 sparked the beginning of America’s archeological preservation movement, from which we all benefit today.**

VISITOR EXPERIENCE GOALS

The following goals have been identified as being critical to the visitors' experience of the Monument. Suggestions for addressing these goals are found in the recommendations section of this document.

Welcome:

- Feel welcome
- Feel relaxed and not rushed
- Visit a site that is staffed year-round
- Have access to uniformed staff
- Encounter staff who are knowledgeable, respectful, personable, and helpful

Orientation:

- Know that Casa Grande Ruins National Monument is a National Park Service site
- Easily find their way to and within the park
- Know, "What can I do here?"

Comfort:

- Use clean, safe, and well-supplied facilities
- Feel safe and free from crime throughout the site
- Find ample shade, water, and rest areas
- Not feel excluded because of construction, preservation work, or physical limitations

Communication:

- Participate in a variety of educational opportunities that are suited to their backgrounds and interests
- Find a variety of interpretive media that address diverse learning styles and accessibility needs, and meet contemporary standards of quality
- Enjoy programming designed specifically for children
- Learn about, and experience, the natural Sonoran Desert environment
- Know that six Native American tribes who live in the southwest today are descendants of the ancestral people of the Sonoran Desert
- Know that the monument is a sacred place for the people of the six traditionally associated tribes.
- Participate in traditional cultural activities that are associated with park themes

Sensory Experience:

- Experience historic settings and cultural landscapes that have substantial visual and auditory integrity
- Actively participate in a hands-on activity

Take-Home:

- Find appropriate selections of accurate reproduction artifacts and Native American-made crafts for purchase

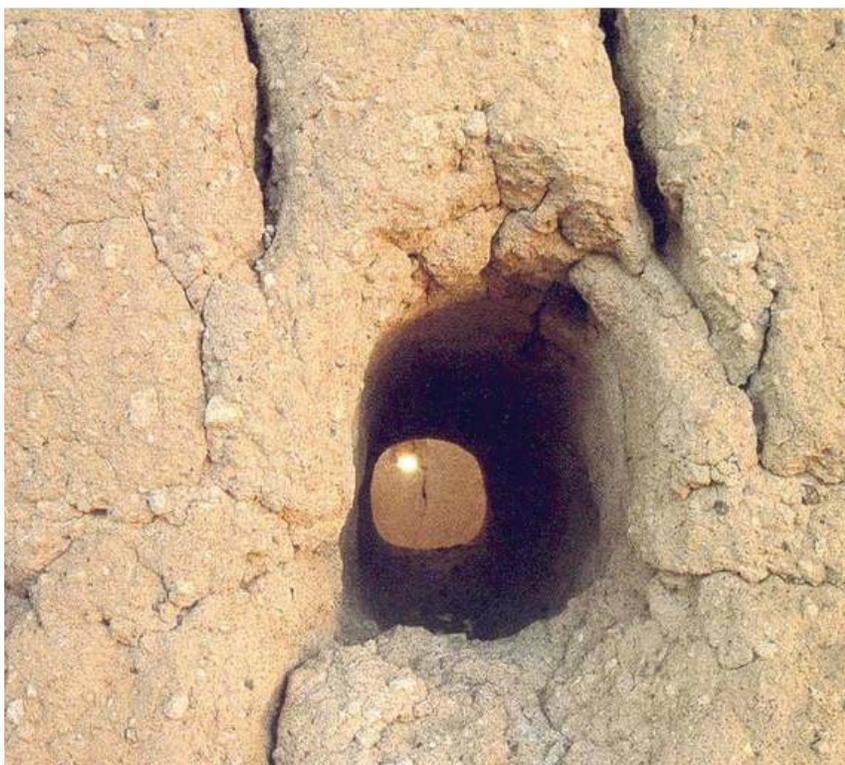


The Division of Interpretation strives to provide a variety of interactive opportunities.

OPPORTUNITIES TO EXPERIENCE THE MONUMENT'S FUNDAMENTAL RESOURCES

The Monument has identified thirteen resources that are fundamental to the site's significance. These are:

- Archeological Collections
- Archeological Features for Astronomy
- Archeological Sites
- Archives
- Casa Grande (Great House)
- Archaeological Compounds
- Ethnographic Resources
- Native Plants and Animals
- Night sky
- Sacred Plants and Animals
- Soundscape
- The Gila River
- Historic/Prehistoric Viewshed



Astronomical features in the Casa Grande illustrate the ancient civilization's use of complex science.

The Division of Interpretation has articulated visitor experience opportunities related to each fundamental resource. In order to provide a broad range of experiences to appeal to various learning styles and preferences, these have been sorted into four types: knowledge opportunities, attitude opportunities, behavioral opportunities, and sensory experience opportunities, as described below.

Archeological Collections:

Knowledge Opportunities:

- Understand culture through material evidence
- Realize that artifacts support traditional teachings
- Understand the diversity and characteristics of traditional knowledge
- Learn how research and preservation goals extend to artifacts
- Learn about manufacturing techniques
- Learn how the materials for manufacturing were collected from great distances

Attitude Opportunities:

- Feel respect for material things, and for their makers
- Appreciate the aesthetic values of artifacts
- Be exposed to the excitement of discovery

Behavioral Opportunities:

- View artifacts
- Ask questions

Sensory Experience Opportunities:

- Touch replicas or samples of prehistoric materials
- Handle potsherds, manos and metates, stone ax, digging or gathering sticks
- Touch and handle whole and etched seashells

Archeological Features for Astronomy:

Knowledge Opportunities:

- Learn about the archeological features for astronomy found in the Casa Grande, and how they might have been used (perhaps for agriculture or ceremonies)
- Compare building and habitation site alignment with those of Chaco Canyon, Chimney Rock, Hovenweep, San Canyon, Yellowjacket, Goodman Point, and with historical O’odham and Pueblo (Zuni, Hopi, Rio Grande Valley) cultures.
- Understand the relationship of agriculture and farming techniques to solar cycles and astronomy
- Compare ancient and modern knowledge of astronomy, for instance, how many people today know about major lunar standstills (which were evidently recorded in the architecture of the Casa Grande.)

Attitude Opportunities:

- Appreciate the mathematical and astronomical achievements of ancestral people of the Sonoran Desert
- Realize the dedication and diligence required for astronomical achievements

Behavioral Opportunities:

- Create their own sun charts
- View the sky with a star chart
- Participate in a solstice or equinox observation

Sensory Experience Opportunities:

- Listen to a Native American story related to astronomy (Requires consultation. If tribes support storytelling, they may be willing to tell stories only during their culture’s traditional wintertime storytelling season)

- Hear Native American words that describe the stars or the solar system (requires consultation)
- View video or time-sequenced photographs in slideshow of solstice, equinox, and major lunar standstill observations taken from within the Great House

Archeological Sites:

Knowledge Opportunities:

- Realize that Casa Grande Ruins National Monument protects over 60 important classic period archeological sites
- Learn that the Casa Grande community includes Grewe, Adamsville, Sacaton, and other ancestral Sonoran Desert people’s settlements along the Gila River

Attitude Opportunities:

- Realize the roots that Native Americans have to the land, and their continued spiritual connection to it
- Consider archeological sites as evidence of cultural continuity

Behavioral Opportunities:

- Protect against further damage to archeological sites
- Behave with consideration and respect at archeological sites

Sensory Experience Opportunities:

- Experience the heat, dirt, and hard work involved in archeology

Archives:

Knowledge Opportunities:

- Understand the importance of monument archives for understanding the administrative history, including decision-making processes, institutional memory, and preservation efforts
- Realize the importance of archives in ensuring that poor decisions and preservation efforts are not repeated

- Understand the importance of proper care and storage of archives as a resource
- Learn that there are many archival repositories
- Be aware of the monument's goal of updating archives to include tribal and public input

Attitude Opportunities:

- Appreciate the information recorded about past objects found
- Appreciate the archives as a resource for study and research, now and in the future

Behavioral Opportunities:

- Be provided with an index of monument archives
- Have access (at least virtually) to monument archives
- View historic photographs of CAGR to see how the site has changed
- Minimize handling of archival resources

Sensory Experience Opportunities:

- Touch and smell old records
- Experience records' fragility by observing tatters and yellowing, observe that some documents are missing.
- Experience conducting research using actual primary archival resources, either by examining the original records or virtual reproductions of them.

Casa Grande (Great House):

Knowledge Opportunities:

- Realize and appreciate the planning and human effort that was required to construct the building and the social cooperation and/or control that was required to motivate people to build it
- Contemplate how the idea of such a magnificent house was conceived
- Realize that the building represents a key step in the culmination of a long-lived settlement

- Learn about the ancient culture, including multiculturalism, success, and collapse
- Learn about the engineering and construction processes
- Appreciate where the construction materials had to come from, and the wealth or social control needed to obtain them
- Understand that the building is misnamed, that "Casa Grande" is the Spanish name for the Great House, not the traditional identification. The O'odham know it as *Sivan Vahki* and the Hopi as *Naasavi*
- Learn that although non-Native peoples may regard the Casa Grande as abandoned and speculate about cultural collapse, O'odham descendants who remain in the region are living proof of their cultural continuity; Hopi descendants regard their journey north to pueblos as migration rather than abandonment
- Learn some of the theories about the societal organization of the ancient peoples

Attitude Opportunities:

- Appreciate Casa Grande being the only remaining "great house" constructed by the ancestral Sonoran Desert people
- Realize the importance of shelter and protection afforded by buildings

Behavioral Opportunities:

- Participate in a caliche construction activity
- Walk around the Casa Grande

Sensory Experience Opportunities:

- View, maybe touch, the ruins
- Touch reproduction walls
- See reproductions of architectural elements
- Go through a small doorway into a simulated earthen building interior

Compounds:

Knowledge Opportunities:

- Understand the concept of extended family groups living in cooperating households
- Grasp the vastness of the settlements
- Consider the role of class structure and hierarchies

Attitude Opportunities:

- Consider what compounds may have meant to the people living there, such as lineage, community, privacy, boundaries, and unity
- Imagine living with extended families including grandparents, aunts, uncles, cousins, and these relative's spouses

Behavioral Opportunities:

- Adults could be provided with “talking points” pieces of information they can pass on to children, to promote interaction between kids, parents, and grandparents

Sensory Experience Opportunities:

- Touch caliche (wet and dry)
- Role-play being part of a large extended family that occupied a compound

Ethnographic Resources: (Note that consultation is critical)

Knowledge Opportunities:

- Learn about “song culture”
- Learn from traditional oral history creation stories
- Know that six traditionally associated tribes are descendents of the ancestral people of the Sonoran Desert
- Learn from Native American teachers
- Learn about petroglyphs and pictographs
- Learn about histories/biographic information on ethnographers and informants

- Learn from Native American interpretations of past cultural landscapes
- Learn about points of intersection with archeological inquiry

Attitude Opportunities:

- Appreciate alternative worldviews
- Appreciate that Casa Grande is a sacred place for many Native Americans
- Appreciate the rich story of human life and achievement at Casa Grande

Behavioral Opportunities:

- Touch or draw petroglyphs
- Participate in traditional cultural activities, such as pottery making or grinding corn or mesquite meal
- Purchase Native American-made souvenirs
- Drink water from a gourd dipper
- Participate in Native American performance activities such as music or dance
- View photographs, maps, and objects
- View artistic objects made specifically by Native Americans for display or sale

Sensory Experience Opportunities:

- Hear song culture
- Hear native languages spoken
- Listen to Native American stories (Unless the Music Fest can be moved to winter, have a winter event for storytelling. Although some storytellers have versions that they are willing to tell to the public, it should happen in December, January, or very early in February.)
- Hear Native American music
- Touch an etched shell or a tool
- Touch and smell a bear grass basket
- Touch and taste Mesquite meal
- Watch a Native American demonstrate crafts

Native Plants and Animals:

Knowledge Opportunities:

- Learn about Native American subsistence living, including farming, hunting, gathering, and crafting
- Learn about desert sustainability
- Learn about the medicinal and healing qualities of sacred plants and animals
- Learn about native plants and animals
- Learn about ethnobotany, possibly through reference to Amadeo M. Rea's *At the Desert's Green Edge: An Ethnobotany of the Gila River Pima* (or other less scientific literature)
- Learn from traditional stories
- Learn the importance of keeping plants native (Native Seed Search's mission. Reference *Enduring Seeds: Native American Agriculture and Wild Plant Conservation* by Gary Paul Nabhan)
- Learn about ethnobiology, perhaps through reference to Amadeo M. Rea's *Folk Mammalogy of the Northern Pimans*

Attitude Opportunities:

- Appreciate both the challenges and the opportunities of living in the Sonoran desert
- Appreciate the life forms that can survive in the Sonoran desert
- Appreciate that the desert offers refuge for coyotes, owls, etc.
- Appreciate that the Monument is preserving much of what is being lost outside the boundaries

Behavioral Opportunities:

- Experience wild animals and plants without injury to themselves or the animals and plants
- Do not feed wildlife

Sensory Experience Opportunities:

- See animal tracks, scats, burrows, and nests
- See native plants with and without identification

- Watch and hear native animals
- Smell aromatic plants such as creosote
- Touch and handle native foods in whole form before they are prepared
- Taste native foods
- See prickly cactus and spines up close
- Handle saguaro and cholla cactus wood

Sacred Plants and Animals: (This topic needs tribal consultation)

Knowledge Opportunities:

- Understand that sacred plants and animals are useful for teaching the spiritual meanings of nature
- Learn which animals and plants were considered sacred by ancestral and modern Native Americans

Attitude Opportunities:

- Recognize that sacred plants and animals continue to live and to provide useful information to those who are privileged
- Respect that not everything that is sacred is public, and that some knowledge is restricted

Behavioral Opportunities:

- Be involved in an activity that connects sacredness to living things

Sensory Experience Opportunities:

- See, taste, touch, or smell sacred plants and animals (perhaps outside of the Monument)

Night Sky:

Knowledge Opportunities:

- Realize the importance that night sky had to the ancestral peoples of the Sonoran Desert, in regards to navigation, planting cycles, ritual observations, and ceremonies
- Learn about calendar systems, stories and myths related to the night sky

- Realize how the alignment of Casa Grande relates to the night sky
- Compare Native American and Western European constellation names (e.g., the constellation that Western European tradition calls “The Pleiades” is called “The Travelers” in O’odham traditional lore)

Attitude Opportunities:

- Feel loss for the dark night sky seen by the ancestral people (as a result of light pollution from nearby cities)
- Feel wonderment in contemplating the night sky
- Respect the culture that kept track of an event that happened every 18.5 years, a generation apart

Behavioral Opportunities:

- Attend a night-sky program at the Monument

Sensory Experience Opportunities:

- See a dark night sky
- Feel the cool air that accompanies a desert night
- View a night sky video

Soundscape:

Knowledge Opportunities:

- Learn how sounds relate to ecosystem functioning
- Imagine the Sonoran Desert without modern noise

Attitude Opportunities:

- Appreciate the lack of modern noise on the Monument grounds
- Feel loss for natural quiet
- Feel beauty and inspiration in natural soundscape

Behavioral Opportunities:

- Purchase items that reproduce natural sounds

Sensory Experience Opportunities:

- Hear sounds of natural environment, such as bird calls, snake rattles, ground squirrel barking, cicada calls, frogs, and coyote howls without interference from traffic noise
- Listen to appropriate Native American music
- Hear Native American languages from traditionally associated tribes being spoken (With Tribal Consultation, it may be possible to let visitors hear languages on site, as long as it is not taken off site in publication or media formats. For song culture, visitors can be told what it is, with the explanation that it is more than the words and tune, but Tribes may not consider it appropriate for visitors to hear songs)
- Hear different wind sounds
- Hear sounds that might have been heard by the ancestral peoples, such as talking around a crackling fire



Visitors learn about the history and prehistory of irrigation, and are encouraged to form their own informed opinions about current Gila River issues.

The Gila River:

Knowledge Opportunities:

- Understand the river's importance to natural life systems
- Realize the role that the river played in attraction of people to this place, and as a basis for Native American people's identity (e.g., Akimel O'odham, the River People)
- Learn about water harvesting and water conservation techniques
- Learn about historic river uses, including transportation, physical relief, drinking water, and food sources of ancient riparian areas as well as agricultural areas developed through irrigation
- Learn the importance of wise personal and community water use.
- Learn about the history and prehistory of irrigation, locally and elsewhere
- Learn about underground flow, river shifts, and other hydrology concepts
- Learn about current issues with the river, and formulate their own informed opinions
- Understand how the river flow and wetlands have changed since the Hohokam period
- Make the connection between the river's history and climate change, including the effects of droughts and floods on agricultural production
- Imagine what the river would be like when flowing, and how it would benefit life
- Grasp the rhythms of life set by the river's floods and seasonal flows

Attitude Opportunities:

- Appreciate the river's importance to Native American and non-native communities, past and present
- Feel loss for the O'odhams' lost resource

Behavioral Opportunities:

- Participate in an activity that teaches what happens when droughts and floods occur, when water is used unwisely; or how powerful it can be during floods

Sensory Experience Opportunities:

- See/experience how dry the river is
- Experience the heat, dirt, and hard work involved in irrigation agriculture

Viewshed:

Knowledge Opportunities:

- Grasp the immensity of the distances that describe CAGR's viewshed
- Realize how ancestral peoples could "read" the skyline and how that skyline contributed to the identity and significance of place
- Understand the role of mounds and structures in providing optical advantages
- Realize development's effect on the viewshed, and be aware of efforts to preserve it

Attitude Opportunities:

- Feel loss at the unobstructed views that have been compromised by modern intrusions

Behavioral Opportunities:

- Use the viewshed as a tool to understand the larger desert environment (and disappearance of it)

Sensory Experience Opportunities:

- View the various viewsheds

PATTERNS OF VISITOR USE

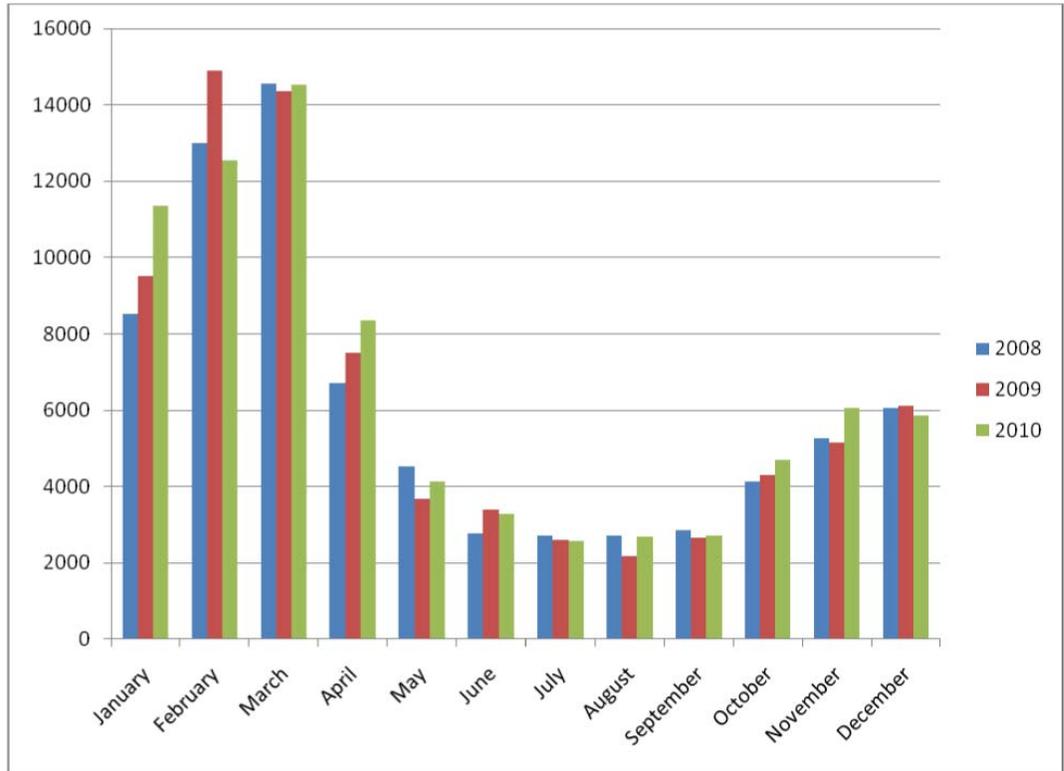
MONUMENT VISITOR STATISTICS

The annual visitation for CAGR:

2008: 73,763

2009: 76,350

2010: 79,507



FINANCIAL IMPACT TO THE COMMUNITY

According to a money generation model, as reported by Daniel Stynes, Department of Community, Agriculture, Recreation and Resource Studies, Michigan State University, East Lansing, the 2008 spending and financial impacts of Monument visitors to the local communities is as follows:

A total of \$2,198,000.00 was spent by the Monument's 73,763 visitors. Most of that amount, \$2,065,000, was spent by non-local visitors. Impacts of that expenditure included the creation of 41 jobs (in addition to Monument jobs) with a combined income of \$717,000.00

INVITATION

Currently, visitors are invited to the Monument in the following ways:

- Park website
- Chamber of Commerce
- Facebook
- Invitations to retirement communities
- Organized Senior tours
- National Park Senior Pass
- NPS passport book
- Word of mouth
- Media publicity
- Teacher workshops
- Consultation events with tribes
- Highway signs

WELCOME

The following characteristics of the Monument's interpretive program have been identified as contributing to the visitors' experience of welcome:

- Friendly staff
- Good customer service
- Accessibility
- Age-appropriate presentations for kids
- Standards-based lesson plans and activities
- Special attention to kids
- Staff involvement with visitors
- Entrance fee is waived for tribal members



Although access to the prehistoric ruins is controlled by "forced" entrance through the Visitor Center, native plantings and adobe walls obscure the fence, allowing for a pleasant entrance experience.

Following is the current fee system for the Monument:

- **Entrance Fee** for Casa Grande Ruins National Monument is charged per person and is valid for 7 days from date of purchase. Each adult (16 years or older) will be charged \$5.00 unless the visitor has a valid Interagency Pass. Children 15 and younger are free.
- **Commercial Tour Groups** are charged the same \$5.00 per person entrance fee, unless the visitor has a valid Interagency Pass.
- **School Groups** may apply for an Educational Fee waiver, which must be approved prior to the visit. Groups are asked to call ahead.



There is only one entrance to the park. The park boundary and the entrance are clearly identified by sections of adobe wall, vintage lettering, and indigenous plantings.

COMFORT

The following elements of comfort are currently provided to visitors:

- Seating (indoors, outdoors, and along paths)
- Automatic doors
- Loaner wheelchairs
- Accessible paths
- ADA compliant bathrooms
- Shade
- Air conditioning
- List of local restaurants
- List of nearby camping places
- Refrigerated drinking fountains



Indoor couches, and several outdoor seating areas, provide visitors with places to rest and regroup.



The beginning of each formal tour takes place in the shaded pavilion. This allows late-comers to join the group, and minimizes the length of time that visitors must be on their feet in the sun.

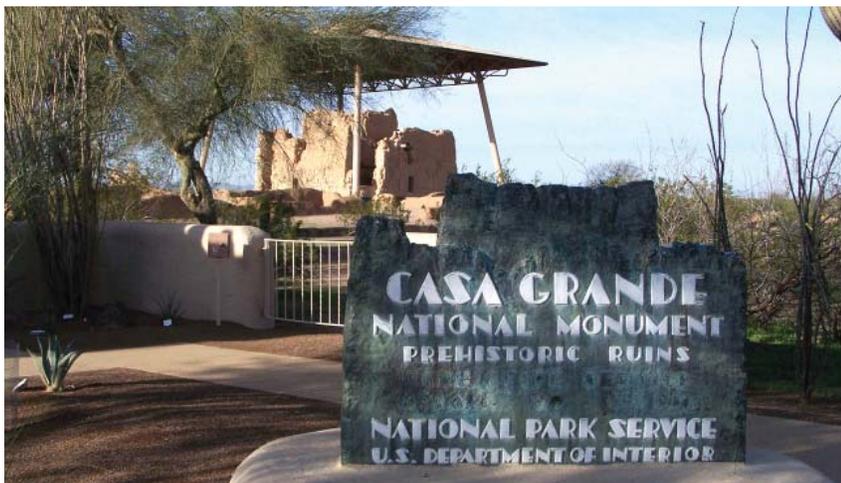
ORIENTATION

The following elements of orientation are currently provided to visitors to help them find their way around the Monument:

- Staff member provides orientation to large groups
- Bulletin board outside of VC door
- Free-standing bulletin board outside of VC
- Easy-to-follow paths
- Student Exploration Workbook for school groups



A bulletin board outside the entrance provides visitors with an overview of services offered, and gives them an idea of what they can expect to experience at the park.



A vintage entrance sign sets the tone for the font used in other large signs in the park. Although not strictly adherent to the “Graphic Identity Program” of the NPS, the font helps “brand” the site with the imprint of the 1930s, a significant time in the site’s preservation history.



Interpreters have found that by explaining the process and importance of backfill to preservation, visual and audio intrusions on the landscape are not only tolerated, but appreciated by visitors.



Recordings of Native American flute music provide unobtrusive and peaceful ambient sound to the outdoor area near the Visitor Center.

COMMUNICATION

The following written and verbal services and media are offered to visitors:

- Personal greeting at front desk and seasonal back desk
- Roving interpretation during winter season
- Formal guided tours during winter season
- Special events
- Press releases
- Exhibit text, graphics, and objects
- Outdoor waysides
- Upcoming park film
- Printed literature, including site bulletins, maps, books, and brochures on other local attractions.
- Park website

SENSORY

The following sensory experiences are currently offered to visitors:

- Listening and olfactory activities in Student Activity book
- Native American music played indoors and outside of visitor center
- View of Casa Grande
- Plants with ID signs
- Sightings of birds, lizards, snakes, and round-tailed ground squirrels
- The smell of creosote after rain
- Native foods at special events
- Touch table
- Desert heat during late spring, summer, and early autumn months
- Temperate winter temperatures

TAKE-HOME

The Monument provides the following opportunities for visitors to take home souvenirs and reminders of their visit:

- Park brochures
- Picturesque settings for photographs
- Passport book stamp
- Authentic Native American made crafts
- Native American style flutes
- Magnets and cards with Hohokam designs
- Native American crafts kits
- Toys
- Books, bookmarks, postcards
- Magnets, pins, patches, and medallions
- Casa Grande Ruins logo items--hats, t-shirts, book bags, water bottles, pins, patches, stickers, medallions, and magnets
- Walking sticks
- CDs and DVDs
- Calendars
- Native food items from Sonoran Desert
- Items under \$5.00 for kids



The Visitor Center entrance area offers several outstanding views for visitors to use as backdrops for photographs.

OPERATIONS

VISITOR SURVEY CARDS

The Government Performance Results Act of 1993, or “GPRA”, led to the development of visitor surveys for measuring visitor satisfaction, understanding, and appreciation. Each March, Casa Grande Ruins National Monument participates in an NPS survey through the University of Idaho Cooperative Park Studies Unit. For detailed information on the survey process and results, refer to www.psu.uidaho.edu/vsp.htm.

Information from surveys for the GPRA Goal IIa1:

Visitors’ Satisfaction with:

	FY08	FY09	FY10
Visitor Center	98	98	99
Exhibits	98	100	96
Restrooms	92	94	92
Walkways, trails, and roads	96	95	95
Campgrounds and/or picnic areas	90	90	90
Assistance from park employees	98	99	98
Park map or brochure	97	95	96
Ranger programs	98	97	90
Learning about nature, history, or culture	97	99	99
Outdoor recreation	81	85	80

BUDGET

In FY10, the park’s Division of Education spent \$216,356 from ONPS Base Funds. An additional \$42,649 was spent from Fee Demonstration Funds.

In FY09, the park’s Division of Education spent \$235,719 from ONPS Base Funds. An additional \$43,774 was spent from Fee Demonstration Funds.

In FY08, the park’s Division of Education spent \$169,114 from ONPS Base Funds. An additional \$46,134 was spent from Fee Demonstration Funds.

Operations Formulations System

As of 2010, there are three Operations Formulations System requests in the system that deal with the Division of Interpretation.

OFS Number 26265A: Credible Ask: Restore Core Operations for CAGR \$565,000

Funding is requested to restore core activities and meet the staffing requirements as identified in an October 2007 Management Assistance Review and a FY08 Core Operations Analysis for Casa Grande Ruins National Monument (CAGR). As determined in both of these processes, as well as being evident in the FY09 Park Asset Management Plan, the monument is not longer meeting core requirements for ruins preservation, visitor services, maintenance, or administration. Funding would restore an eroded budget and provide CAGR with an adequate staff to ensure the future preservation of the monument's resources and allow for an optimum visitor experience.

This funding request would contribute to interpretive operations as follows: \$84K - This funding will be used to restore the Visitor Services and Education Program capabilities for the Interpretive Division and is consistent with the Management Assistance Review and Core Operations Analysis. This funding includes full funding restoration for the GS-11 Chief of Interpretation (\$10,840), full funding restoration for one GS-9 Interpretive Ranger (\$8,000), and hiring of two GS-5 Park Guides (\$53,380 – the remainder of the required funding will be covered by Cost-of-Collections – approximately \$50,000). CAGR abandoned a GS-9 Ranger position in FY06 with no intention of refilling the position (as per Core Operations Analysis). The next step is to reclassify the second existing

GS-9 Interpretive Ranger (subject-to-furlough) to a GS-7 Educational Specialist (a program which has been eliminated), and the Park Guides will be used to staff the Visitor Desk and provide tours (releasing more time to the GS-9 Ranger to perform GS-9 graded tasks). \$12,000 will be used for training, travel, administrative costs, and interpretive materials.

OFS Number 30205A: Educate Youth and Build Relevancy in the Local Community \$91,000

Funding is requested to educate youth about Casa Grande Ruins National Monument and build relevancy in the local community. Currently, the monument hosts nearly 1,000 elementary, junior high, and high school students each year. Educational services include a brief orientation to the monument and a teacher-led tour. More comprehensive visitor services are needed to ensure that the youth of the community completely understand and appreciate the purpose of the Casa Grande Ruins National Monument and that the mission of the National Park System (NPS) becomes relevant to each student. Funding would be used to develop and implement curriculum based materials and activities that will provide quality learning experiences for students at various grade levels and from diverse cultural and economic backgrounds. As a result of this funding increase, the NPS would provide 2,000 to 5,000 students from over 50 schools in neighboring communities with a curriculum based educational experience. This would bring increased relevancy to students, teachers and parents throughout the many small communities surrounding the Monument as well as nearby metropolitan Phoenix and Tucson areas.

OFS Number 30253A: Operational Support- American Indian Music Fest \$20,000

Funding is requested to supplement funds available for the American Indian Music Fest, the annual signature event at Casa Grande Ruins National Monument. Currently, funds for this program come primarily from the Monument’s Interpretive Services Account (ISA) administered through its cooperating association Western National Parks Association (WNPA) and ONPS funds. The popularity of the event continues to grow, however the available funding is decreasing. This event brings visitors from the local area and the Phoenix and Tucson metropolitan areas. It is one of the most visited events in the area and local communities have grown to expect this event. The funding would be used to help offset the costs associated with site and event preparation, equipment rental or purchase and contracting for short-term services. This event builds an appreciation for the ancestral culture of Casa Grande Ruins and the artists dedicated to preserving the culture.

STAFFING

In FY2009, the interpretation division was staffed with one GS-11 Chief Ranger and two GS-9 Park Rangers, one of which was subject-to-furlough. When the GS-9 Park Ranger subject-to-furlough position was vacated in late FY2009, the position was not filled. For budget reasons the Monument downgraded the position in FY2010. Current plans are to replace the Park Ranger position with a Park Guide.

In FY2009-10, two GS-4 Visitor Use Assistants (VUA) were employed under the Student Temporary Employment Program (STEP). One VUA occupies a full time subject-to-furlough position. The other serves full-time during

the summer “off-season” collecting entrance fees and providing visitor services while other employees are furloughed and/or on annual leave, then continues working part time during the school year, which is also the busy winter “visitor season” when full-time staff and volunteers are available.

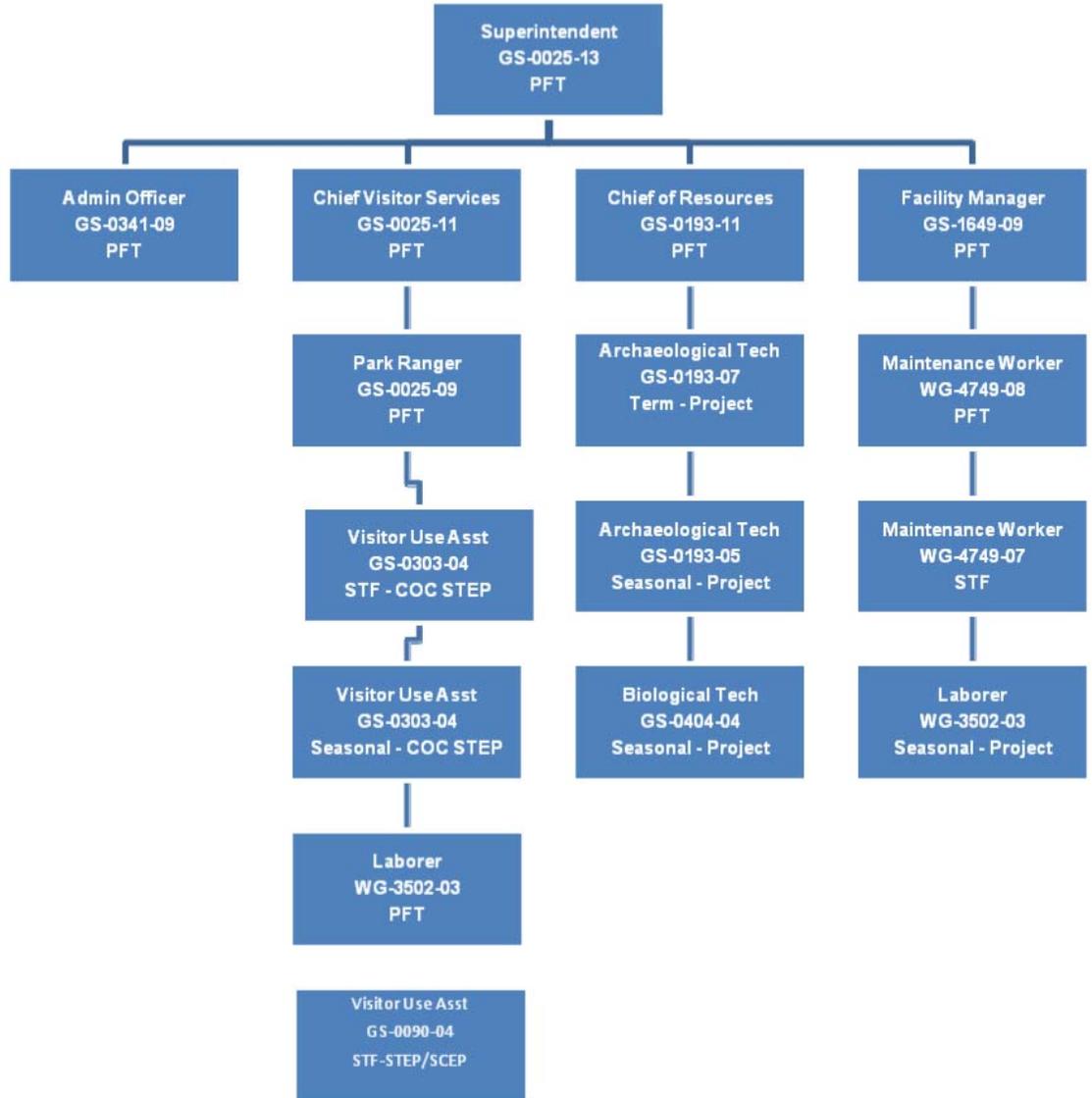
Since FY2007 a WG-3 laborer has also been part of the visitor services and interpretation team. This employee provides custodial services for the visitor center, picnic area, and adjacent grounds. Up to twenty percent of this employee’s time may also be used to assist with interpretation and education clerical tasks such as preparing packets for school group, monitoring school group activities, photocopying, scanning, and collating materials, and helping visitors at the front desk.

The chief ranger is the Monument’s Volunteer Coordinator. In addition, the chief ranger supervises 10-15 volunteers who provide informal interpretive services, assist with Junior Ranger and Student Exploration programs, and perform fee collection. The GS-9 park ranger, as lead interpretive ranger, directly supervises the volunteers who conduct most of the daily tours during the busy winter months.

The Western National Parks Association (WNPA) bookstore manager assists with the front desk, including NPS fee collection four days per week, Monday through Thursday. A part time information assistant assists with bookstore sales, front desk, and fee collection on Friday, Saturday, and Sunday. This arrangement supplements NPS staff, particularly during the summer months, when visitation is lower and one person can handle fee collection, information, and bookstore sales.

	Total Interpretation FTE	Permanent FTE	Temporary FTE
FY 2008	4.0	2.6	1.4
FY 2009	4.4	2.8	1.6
FY 2010	4.1	2.4	1.7

Current Monument staffing in 2010 includes:



VOLUNTEER PROGRAM

The Monument volunteer program has been very successful in producing a solid cadre of individuals who are dedicated to making significant contributions to the Monument. With the loss of a designated staff Volunteer Coordinator, the Chief Ranger has taken on the general management of the volunteer program while the lead interpretive ranger supervises volunteers involved with the Monument's interpretive program. In return for their efforts, the Monument offers six comfortable RV sites with full hook-ups for volunteers willing to commit to 32 hours per week for a minimum of three months during the winter season. Other volunteers are local residents or winter visitors who live nearby. The Monument employs on the average of 15-20 volunteers during the winter season each year.

The park website lists volunteer opportunities, with position descriptions. Interpretive volunteers are provided with initial orientation and training, and rangers oversee their work through the season.

In addition to guiding public tours, staffing the front and back information desks, and helping with administrative tasks, volunteers are employed at the annual Native American Music Fest. In preparation for the winter season, interpretive volunteers are mailed a document called "Interpretation Guidelines" which outlines the process and theory by which interpretive programs are crafted and conducted. Using the guidelines, and coached by the lead interpretive ranger, a volunteer will be able to outline their formal guided walk.



Volunteers lead most of the formal tours for the public. The park provides volunteers with the use of RV pads and hook-ups in exchange for 24 to 32 hours of work each week. Tours are overseen and audited by the lead interpretive ranger.

GPRA

Five goals are addressed by the Division of Interpretation for GPRA, the Government Performance Results Act of 1993. Goals are set in five-year increments, and the division chief will have to re-enter goals for 2013-2017.

Ila1A Overall Visitor Satisfaction

CAGR staff will continue efforts to provide visitors with excellent service. Enhancements will include introduction of additional native Sonoran Desert species specimens with identifying labels, and additional sanded concrete trails to view plants, archeological features, and access picnic area. At current staffing levels, we will maintain the visitor center, exhibits and grounds in excellent condition. In addition, the quality of staff, volunteers, interpretive programs and bookstore services will remain high. We will increase the quantity, quality and variety of products available in the bookstore, continue to recruit and train volunteers by providing a training workshop and a recruitment presentation each year, and maintain the number and variety of interpretive programs. As a result, by September 30, 2012, 95% of visitors to CAGR will be satisfied with appropriate park facilities, services, and recreational opportunities.

Percentage of visitors who are satisfied with appropriate park facilities, services, and recreational opportunities:

	Planned	Actual
2008	95	96
2009	95	99
2010	95	98
2011	98	
2012	98	

Ilb1 Visitor Understanding

CAGR will continue to provide quality programs and interpretive media for our visitors. FY2008-12: Will produce 2 new site bulletins each year. Will enhance natural resource interpretation with FY08 addition of native Sonoran desert and ethno-botanical plants and interpretive labels, and FY09 walking tour plant guide for picnic area plant walk. FY08 added Sonoran desert tortoise exhibit. FY09-FY10: Develop iPod/cell phone audible guided museum and ruins tour. FY11-12: Develop new visitor orientation film.

Results will be measured using the Visitor Use Survey. By creating cultural partnerships and maintaining our interpretive, education, community outreach, and junior ranger programs CAGR will continue to provide opportunities for park visitors to understand and appreciate the significance of the park. Maintaining the volunteer program and cooperating association donations will augment the interpretive services provided to the visitors. Visitors are provided directional information and are informed of Park resources, themes, events and activities through Park website information, signs, waysides and publications. As a result, by September 30, 2012, 94% of CAGR visitors will understand the significance of the park. Results will be measured using the Visitor Use Survey.

Percentage of CAGR visitors who understand the significance of the park:

	Planned	Actual
2008	89	97
2009	91	96
2010	92	99
2011	97	
2012	97	

IIb2 Visitor Satisfaction with Facilitated Interpretive Programs

Provide training, outside training opportunities, and mentoring for staff and volunteer tour guides. Monitor programs to maintain accuracy and quality. Expand invitational speaker programs, performances, and demonstrations. By September 30, 2012 CAGR will achieve 90% satisfaction among visitors served by facilitated programs.

Percentage of visitors who are satisfied with facilitated programs they attend at CAGR:

	Planned	Actual
2008	85	98
2009	87	97
2010	88	90
2011	95	
2012	95	

IVb1A Partnerships

Park maintains 11 long-term, sustainable partnerships including both formal and informal. As of September 30, 2008 CAGR has developed or maintained the following partnerships:

Formal partnerships include:

1. Western National Parks Association (WNPA), our cooperating association
2. The Friends Group of Casa Grande Ruins National Monument
3. The Archaeological Conservancy to preserve the affiliated Grewe Site
4. Student Conservation Association (SCA)
5. Arizona Humanities Council for guest speakers
6. University of Arizona Cooperative Ecosystem Studies Unit (CESU) to provide research partners for natural resource management

The park maintains additional informal partnerships, including:

1. Six traditionally associated tribes to develop cultural programs and activities on and off-site
2. Central Arizona College to conduct research and expand outreach by hosting workshops and forums, and providing guest speakers
3. Old Pueblo Archaeology Center for presentations and speakers
4. Pueblo Grande Museum for professional expertise, workshops, speakers and reciprocal training
5. The Heard Museum for reciprocal training
6. BIA contributes native Sonoran Desert plants for native plants interpretive landscape

Number of Informal Partnerships Maintained by CAGR:

	Planned	Actual
2008	5	16
2009	6	17
2010	6	19
2011	7	
2012	7	

Number of Formal Partnerships Maintained by CAGR:

	Planned	Actual
2008	6	17
2009	6	17
2010	7	17
2011	7	
2012	8	

IVb2 Facilitated Program Attendance

Attendance at Facilitated Programs:

CAGR will provide facilitated programs, including guided tours, informal roving staff presentations, on and off-site power point presentations, guided back-country archeological tours, invitational speaker events, interpretive demonstrations, invitational performances, facilitated educational groups, and will begin developing programs utilizing audible technology. By 9/30/12 CAGR's attendance at facilitated programs will increase to 22,523.

	Planned	Actual
2008	20,808	52,521
2009	21,224	28,127
2010	21,648	25,111
2011	22,080	
2012	22,523	



Personal interpretive services are performed by both paid and volunteer staff.

CURRENT INTERPRETIVE PROGRAM

CRITICAL ISSUES FOR INTERPRETATION

Opportunities to experience the monument and other relevant resources within its borders are limited to a bookstore, picnic area, museum, and viewing of the Great House. Casa Grande Ruins is 472.5 acres in size with over sixty archaeological sites. Several sites possess above-ground prehistoric architecture that further explains the special story and understanding of the ancestral people of the Sonoran Desert. A trail into the monument's backcountry would be most appropriate, but unsupportable.

For several years Casa Grande Ruins National Monument has been dealing with a shortage of staff in all divisions. Staff shortages in the Division of Interpretation affect the public in many ways.

- Interpretive Tours are no longer primarily provided by Interpretive Rangers, but by volunteers. The number of daily tours available has been reduced.
- Interpretive staff do not have the time available to develop new interpretive programming, resulting in a minimal website, inability to develop much-needed interpretive opportunities utilizing new technology, such as pod-casts, GPS Ranger, etc., and the gradual out-dating of the monument's exhibits and other interpretive media.
- With insufficient funding to re-hire a GS-9 Interpretive Ranger in 2007, the CAGR Educational Program was abandoned. Interpretive staff members no longer provide in-classroom programming, and on-site touring is conducted by teachers and not Interpretive Rangers.
- Interpretive special programming

has been refocused from approximately thirty programs to one large signature event.

This popular event may also be abandoned if funding and staffing continue to decrease.

- Children's programming is limited to a Junior Ranger Booklet and a Touch Table. Specialized programming such as back-country tours, children's organization tours, and "hands-on" opportunities are not being provided.
- The operational hours for the CAGR Visitor Center have been reduced from 8AM-5PM, to 9AM-5AM, a decrease in 362 hours of visitor services each year.

PERSONAL SERVICES

The Monument offers a range of personal interpretive programs. Every effort is made to provide adequate staffing to provide visitor services, including interpretation and education, especially during the busy winter visitor season from November through April. Personal interpretive services are performed by both paid and volunteer staff and include:

- Regularly scheduled guided tours of the ruins during the visitor season that do not require reservations
- Prescheduled (through reservations) educational, commercial, and special interest group theme/subject focused tours
- Back country tours on weekends in March for Arizona Archaeological Awareness and Appreciation Month
- Orientation presentations for school groups
- Informal interpretation and visitor information at front lobby desk throughout the year as well as informal interpretation and visitor information services at the back lobby desk from December through April

- Roving staff who provide informal interpretation from December through April as they monitor activity on Monument grounds
- On and off-site presentations for special interests groups
- Hosting invited speakers, performers, and demonstrators

Scheduled daily interpretive tours/programs:

During the visitor season, four to five 45-minute interpretive programs are scheduled each day. The program times and number of programs scheduled depends on how many staff and volunteers are available. With steady reductions in interpretive staff over the past five years, the Monument has become increasingly reliant on trained volunteers to conduct formal interpretive programs and conduct school groups. The interpretive staff has developed an on-going training and monitoring program for anyone giving interpretive programs.

Group programs:

The interpretive division schedules, coordinates and conducts interpretive programs for a wide variety of educational, commercial, and special interest groups. Every effort is made to accommodate these groups; however, the limited capacity of the monument museum, theater, and guided tours has restricted group reservations to one tour bus or 50 students at one time.

The Monument’s ability to accommodate large groups who arrive on tour buses has been limited by the size of the audio-visual room (which accommodates no more than 35 people), the small museum, and optimum tour group size. These factors would not be as restrictive if commercial tour groups did not generally allow less than one and one-half hours to visit. With these time restrictions it is not possible for the entire group to view the movie, visit the museum, and participate in a guided



Volunteer staff members guide visitors through the Casa Grande ruins.

tour. The completion of a new theater/ multi-purpose room in FY2011 will alleviate much of this problem, allowing the Monument to seat up to two busloads of visitors in the theater at one time.

School group size is limited to no more than 50 participants because of the limited capacity of Monument resources. Considerable effort has been put into providing helpful pre-visit information, especially for school groups, on the Monument website. Monument staff developed a Student Exploration Program for third and fourth grades based on the Arizona State curriculum for these grades which includes a Native American study unit that dovetails with Monument themes. Generally groups of 50 students are split into two groups, with one group touring Compound A and the second group working on conducted activities in the outdoor classroom. This program attracts classes from nearby communities of Coolidge, Florence, Casa Grande, and San Tan, as well as from more distant cities and suburbs of Phoenix and Tucson.

Backcountry programs:

Special ranger-led tours of areas normally off-limits to the public have been conducted for many years during Arizona Archaeological and Cultural Awareness month in March. These 1-1/2 hour tours are conducted each Saturday and Sunday morning and include the prehistoric ball court, Compound B, and a roasting pit (or horno). Because of the fragile archeological and natural resources, the group size is limited to approximately ten people. The unpaved terrain does not allow for wheelchair use or accommodate those with mobility issues. Also, the recent backfilling of most of Compound B has eliminated many previously visible features. Monument staff is currently considering alternative programs.

Special on and off-site presentations:

The interpretive staff and volunteers conduct specially-requested on and off-site interpretive programs as much as possible. These programs include both special and general interest groups and sometimes require time consuming program research and preparation. As with other interpretive efforts, recent reductions in interpretive staff have resulted in a reduced ability to accommodate special program requests, especially off-site programs.

Community Engagement:

The Monument maintains mutually-supportive relationships with local communities of Coolidge and Florence, and with nearby Native American communities. The Monument has made a genuine effort to understand, accommodate, promote and participate in the cultural, civic and economic affairs of these communities. The Monument is engaged in consultation with the six Native American communities that have cultural affiliations with the Monument on how these communities want to be represented in the Monument's interpretive program. Much of this goodwill was demonstrated as the Monument received strong community support for a proposed expansion of Monument boundaries that would nearly double the size of the Monument. The Monument also generates good local relations by operating a Youth Conservation Corps program and participating in the Student Temporary Employment Program (STEP) and Student Career Employment Program (SCEP) to employ local youth. A Friends of Casa Grande Ruins group has recently been established in support of the Monument as well.

YOUTH PROGRAMS

Curriculum-based education programs:

Several years ago, when the Monument had an interpretive ranger with the collateral duty of Education Coordinator, a great deal of effort went into the development of a state curriculum-based education program.



Monument staff developed a Student Exploration Program for third and fourth grades based on the Arizona State curriculum for these grades which includes a Native American study unit that dovetails with Monument themes.



A volunteer interpreter assists a youngster to complete the Junior Ranger Activity booklet.

Local teachers worked with Monument staff to produce programs and materials to be used by teachers both on and off-site, and on the Monument website. Staff and volunteers conducted off-site pre-visit programs for school groups, then conducted NPS staff-led educational programs for school groups at the Monument. With the loss of interpretive staff, the Monument education program has been reduced to teacher-led school groups completing wayside sign-based workbooks with little involvement from Monument staff. The Monument has, however, applied for a base funding increase, however, to hire an educational technician/interpreter in order to resume quality education programs on site.

On the park website, one section is titled "For Teachers." Two links are available here, "Plan a Field Trip" and "Other Resources." This section includes information that educators need in order to plan and conduct class trips to the park.

A "Student Exploration Booklet" is posted on this site, as well as a "Teacher Guide for Student Exploration Booklet." The shortage of interpretive staff at the park has required that teachers lead their own groups through the site.

Junior Ranger Program:

The Monument has developed a Junior Ranger Activity booklet that provides children ages 5-12 with a choice of exercises designed to give them a better understanding of the Monument and earn a Junior Ranger badge within the 1-2 hour average visit time. This free booklet is currently being updated to include more interesting activities and colorful images, as well as activities to help them understand the importance of the site to the six traditionally associated tribes.

COMMUNITY PROGRAMS

Tourism and Marketing:

The Monument maintains on-going relations with local chambers of commerce and offices of tourism by providing them with Monument brochures and in turn providing their publications on local area attractions and businesses to our visitors. Every effort is made to provide visitors with accurate information on local businesses and attractions without showing favoritism. Additionally, the Monument regularly issues press releases on Monument news and events to the local papers, radio stations, and the Monument's website.

Interpretation of the Casa Grande and the ancestral Sonoran Desert people is not confined within the boundaries of the monument, but includes reaching out to schools, participating in public events, and partnering with other organizations.

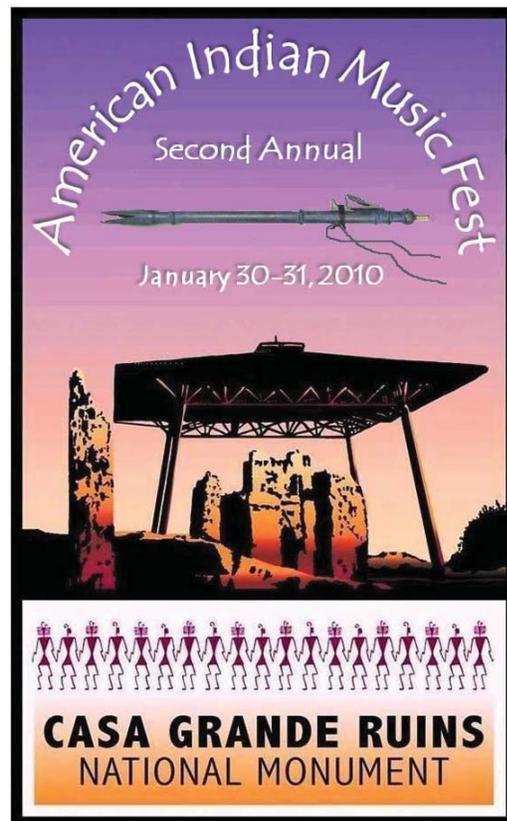
SPECIAL EVENTS

Annual Monument signature event:

In February 2009 the Monument inaugurated an annual Monument signature event, "The American Indian Music Fest," which is designed to encourage tribal participation and re-visitation. The event features a variety of American Indian music and dance performers as well as arts, crafts, and authentic O'odham food sales. The 2009 Music Fest occurred over the course of three days, February 13-15, and two days in 2010, January 30-31. For both years, the event was well attended and generated a great deal of publicity and community good will and was acclaimed as a success by visitors and participants alike.

The Casa Grande provides a backdrop for the large stage. In addition to scheduled performances, an open microphone stage is available for other performers. The park bookstore, museum, and film are open during the festival. Printed programs are distributed containing a site map, performance schedules, and short biographies of the performers, and which make handy souvenirs.

Organizing and producing the event, however, requires a great deal of human and financial resources and cannot be sustained with current income from the Western National Parks Association Interpretive Support Account or the Monument's ONPS base. Consideration is currently being given to obtaining increased sponsorship from the Friends Group of Casa Grande Ruins National Monument and increased cost recovery efforts.



The annual American Indian Music Fest has proved to be an effective method of making CAGR's history relevant to contemporary visitors.

PUBLIC VISITATION AREAS

Public visitation areas include a visitor center/museum, a parking lot, a picnic area, a ball court viewing platform and ramp, an outdoor classroom and the main Casa Grande ruins complex identified as Compound A. These areas are located in close proximity to each other at the end of a 3/4-mile, two-lane paved entrance road. Public visitation areas occupy approximately one percent of the Monument's entire 472.5 acres. All other areas remain closed to the public because of the fragile nature of the remaining archeological sites.

PARKING LOT

The paved parking area has 44 car spaces, 4 small RV spaces, 6 larger pull-through spaces, and 5 spaces for disabled persons. There is adequate parking for both visitors and staff throughout the year except occasionally during the busy winter season when staff are required to park elsewhere. The parking lot also serves as an exhibitor area during special events such as the March Arizona Archaeological Awareness Expo and the American Indian Music Fest in January or February. During these events, alternate off-site parking and shuttle service is provided.

There are two small bicycle racks that provide adequate security for the few cyclists that visit the Monument. One is located near the free-standing bulletin board in front of the visitor center so that bicyclists no longer need to secure their bikes to the porch posts near the front doors of the visitor center. The other is located at the east end of the picnic area.

VISITOR CENTER

The visitor center is an historic adobe-style structure begun in 1932 with the construction of the main building with one wing. Two more wings were added in 1964 to complete the original design of a square building with an open center. The visitor center includes:

Front Lobby Counter:

Entrance fees are collected at a one end of a large counter facing the front doors of the visitor center. The fee collection station is equipped with a cash register programmed to handle cash, checks and major credit cards in payment for daily entrance fees and the purchase of Interagency Passes. Visitation and weather statistics are collected here as well. Along with the basic Monument information provided by the staff, there is a small directory board on the wall behind the counter with current scheduled tour times, weather information and special announcements. The visible presence of a security camera monitor at the front counter where it can be viewed by staff and other visitors has served as a deterrent to unacceptable visitor activity in the museum/visitor center, in the parking and picnic areas, and in Compound A.

The front counter is also shared by the Western National Parks Association sales operations. While this enables the Monument and book store staff to cover for each other more easily, visitors are often confused as to which cash register to go to despite the use of signs that identify the function of each register. Also, since the only access behind the counter is located on the National Park Service end of the counter, book store staff must get past Monument staff to get in and out. Currently there is no practical way to resolve these issues.

Cooperating Association Bookstore:

The Western National Parks Association book store covers most of the 19-foot by 31-foot main entrance lobby area. The store provides an excellent variety of educational materials for all ages despite the small floor space available to them. Floor to ceiling shelves in the WNPA manager's office/supply area, accessed through a door across the lobby from the front counter, are used to store many sales items but cannot accommodate bulky or boxed sales items. The manager's office cannot be secured as it also provides the only access to an NPS office area. A locked storage bay in the maintenance compound is used for storing printed

materials and publications. This area is inadequate, however, as it cannot be secured from infiltration of dirt, cobwebs, and pests. Bulky cloth items such as t-shirts and hats that must be protected from dust and pests are currently stored on the enclosed porch of the Monument residence. There are currently no plans to expand the sales area or address storage issues.

Cooperative Association Sales Items:

The WNPA book store provides a variety of educational and interpretive materials for all ages. Over the past six years, outlet inventory has been expanded to include items in addition to traditional publications. Sales items include books and other interpretive media such as CDs and DVDs, Native American items handcrafted by members of traditionally associated tribes, NPS passport items, magnets, postcards, select food items with meaningful cultural connections that are unique to the Sonoran Desert, stuffed toy birds and animals compatible with interpretive themes, and Monument logo items—t-shirts, hats, book bags, water bottles, medallions, pins, and stickers. The expansion of sales items reflects a steady increase in sales and a corresponding increase in Interpretive Support Account income over this period.

Audio-visual room:

A 14-foot by 27-foot office space adjacent to the main lobby is currently being used for showing audio-visual programs and special presentations. The room was designed for office space and can seat a maximum of thirty to thirty-five people. An open entrance leads directly into the bookstore, a situation that allows both noise and light to filter in. FY2010-2011 plans call for the construction of an expansion on the south side of the visitor center to house a new 100 seat theater/multi-purpose room and small storage area.



Western National Parks Association returns substantial proceeds of bookstore sales back to CAGR for educational programs and activities.

Movie:

The 15-minute movie currently shown as an orientation film is actually an Arizona Department of Transportation documentary about a Hohokam archeological excavation conducted near Casa Grande Ruins about 13 years ago. A new Casa Grande Ruins orientation film is planned for production in FY2010-2011 and will be shown in the new theater/multi-purpose room.

Restrooms:

Both men's and women's restrooms are accessed through outside doors located on the north side of the visitor center facing the parking area. The restrooms were remodeled in FY2010 to meet ADA standards. The men's room is equipped with two toilets with private stalls, two urinals with dividers between them, two sinks, and a service closet. The women's restroom features four toilets in private stalls, and two sinks. Each restroom has one oversized stall that can accommodate a variety of wheelchairs.

Museum exhibit area:

The museum exhibits at Casa Grande Ruins have gone through many stages of development since the first artifacts were displayed on wooden shelves inside the Big House in the early 1900s.



Although visitors are free to explore the area around the Casa Grande without a guide, most visitors choose to join the next tour, using the waiting time to view the museum exhibits and watch the film.

Since 1932 the park museum has been housed in the present visitor center. The exhibits have gone through several different configurations, from open shelving to increasingly sophisticated cases. The types of artifacts displayed have also changed, both out of consideration for the preservation requirements of the materials, and out of respect for Native American cultural concerns.

The museum underwent a major overhaul in 1964 when the exhibits were moved into the newly added east and south wings of the visitor center. This arrangement remained virtually unchanged for the next thirty years.

The visitor center museum exhibit area was last remodeled in 1995. The exhibits contain mostly prehistoric ceramic and stone objects. While the design is generally well-received by visitors and meets the needs of most wheelchair users, exhibits are designed for visual access only and offer very little for sight or hearing impaired persons or for children desiring tactile and/or multisensory opportunities. (See Touch Table.)

A member of the interpretive staff has produced a sophisticated color guidebook titled "The Casa Grande Ruins Museum Guide." The purpose of the guide is to familiarize staff with exhibits located in the park's visitor center. Included are images, and identification data, of the museum objects that have been cataloged into the park's collection, as well as the textual content of the exhibits.

Touch-screen kiosks:

There are two touch-screen computer kiosks in the museum area, one of which is wheelchair accessible. Both provide a variety of information on the Monument's cultural and natural resources. This information is designed for older children and adults.

Touch table:

To provide a tactile learning experience in the museum area, the Monument has maintained a pre-1995 table-mounted partitioned wood box measuring 19” wide, 67” long and 24” high. Partitions contain a variety of Monument-related materials along with information cards on each item. Popular with children and adults alike, plans are being made to incorporate more tactile opportunities in the new theater/multi-purpose room.

Atrium garden:

The raised garden, measuring 22” high, 12’ wide and 14’ long, is located in the enclosed patio or atrium of the visitor center. It contains a variety of native Sonoran Desert plants identified by rocks painted white with black lettering. This garden is most attractive during the spring. In winter it looks rather lifeless, and during summer it is usually too hot to enjoy. Several comfortable backed benches are located in the atrium, and plans to increase shading have been discussed.

Back lobby visitor information counter:

During the busy winter months, a counter near the back exit of the visitor center is used by Monument volunteers to provide visitors with a wide variety of Monument and travel information and assistance. This is a great help for the fee collection staff at the front counter who are often too busy to answer non-fee questions in much detail.



During the busy months of November through April, volunteers provide information and orientation at the “back desk” of the Visitor Center.

Bulletin Boards:

Two outside bulletin boards and four indoor bulletin boards are used to provide Monument information to our visitors.

The main outside bulletin board is located to the right of the walkway approaching the visitor center from the parking lot. It is a free-standing shaded unit with a 36” x 48” display board covered with a glass door. The original cork backing was replaced with a thin metal sheet so that magnets could be used to post bulletins instead of push-pins. The metal sheet is covered by a laminated poster printed with a colorful banner and permanent Monument information. The design has proved very successful for visibility, ease of use and maintenance, and for resistance to heat and windstorm damage.

The second outside bulletin board is mounted beneath the overhanging roof on the wall to the left of the entry doors to the visitor center. It is a 30” x 36” glass-door directory-style unit designed for use with plastic letters. Push pins are often used to hold bulletins in place. Suggestions have been made to replace it with a conventional cork or cushioned fabric board, a magnetic board, or a digital message screen.

One indoor bulletin board is an 18” x 24” directory-style board mounted inside the visitor center on the wall behind the front counter entrance fee collection station. Posted here are daily tour schedules, special presentation announcements, and daily weather information.

There are two indoor 48” x 36” push-pin bulletin boards mounted on the walls of the windowed seating alcove near the back information counter of the visitor center, and one 36” x 24” pushpin board mounted on the wall directly behind the back counter. These are used to post information on local native plants and animals, travel information, and miscellaneous news announcements.

OUTSIDE OF THE VISITOR CENTER

Visitor Center outside audio message:

Located outside and near the northwest corner of the visitor center is a push-button speaker box that delivers a brief message about Casa Grande Ruins. With a good view of the ruins, it provides at least a token experience for visitors who can't stay long. The message is outdated and needs to be re-recorded to reflect the revised interpretation of the term "Hohokam."

Plant signs:

A wide variety of cactus, succulents, trees, and bushes that are native to the area are planted around the visitor center and in the picnic area. Interpretive staff and volunteers have identified as many plants as possible with engraved metal signs and white painted rocks with black lettering. Visitors frequently comment on how helpful these signs are. Unfortunately, both metal signs and rock signs are occasionally taken by visitors as souvenirs. Frequent changes to the managed landscape also challenge interpretive staff, as plants are sometimes removed and new ones put in without proper identifying signs.



Outdoor Classroom:

This is a 17' wide by 58' long open area attached to the west side of the visitor center and enclosed by a low stucco wall. Seven picnic tables provide seating and writing surfaces for up to 50 school children. Though offering a clearly defined area for classroom activities during moderate weather, predominately November through April, and an excellent view of the Casa Grande, this unshaded area is not suitable for warm season use from May through October. Ideas for a protective covering or using part of the new theater/multi-purpose room as a fall-back classroom have been suggested.



Two push-button audio recordings are located on the grounds of CAGR. One is in front and to the west of the visitor center and the other is located on the ball court viewing platform in the picnic area.

Native plants are identified in landscaping "exhibits" outside of the Visitor Center.

INTERPRETIVE RAMADA

This is a wood shade structure located only a few yards down a walkway from the back exit of the visitor center to Compound A. Measuring approximately 13' by 26,' the ramada is mostly used as a starting point for interpretive programs and as a shaded resting place for visitors when tours are not being held. It is equipped with 16 simulated wood benches made from recycled plastics (7 with backs) which theoretically can accommodate about 60 people, although staff have noted that unacquainted visitors appear reluctant to sit close enough together to accommodate more than 40 people often leaving many visitors standing.

Wayside signs:

Ten bronzed anodized aluminum wayside signs are situated at strategic points along a pathway around and through Compound A. The waysides provide important information on the ruins and the ancestral Sonoran Desert people who built the now ruined structures and lived here. The waysides have been in place for over seventeen years and have held up well against the harsh desert elements. Unfortunately, some now have graffiti etched into their surfaces and need to be replaced. Attached to each wayside sign are instructions for a corresponding cell phone audio narration for the wayside text. This service began in March 2009 and is currently under evaluation.

COMPOUND A

The main public destination and visitation area, Compound A is a stabilized archeological site located just a few yards west and south of the visitor center. It is accessed by two paved walkways that lead to a roughly rectangular area defined by the ancient walls of a prehistoric wall-enclosed community or compound. This area measures approximately 200 feet east to west and about 400 feet north to south, and contains the remaining walls of variously sized structures including the Casa Grande. The surface inside the compound is hard-packed dirt and accessible for wheelchairs except after heavy rains. There are benches located along the walkways, and there are benches located at the bases of the four legs supporting the large roof structure over the Casa Grande. As well as protecting the Casa Grande from nature's elements, the roof structure provides welcome shade for visitors.

PICNIC AREA

A fully accessible picnic area is located across the parking lot from the visitor center. It is a nicely landscaped, well shaded area with paved and sanded walkways that blend nicely with the terrain. The area also includes interpretive waysides and other informational signs, a ball court viewing platform, and a posted pet relief area

Picnic Shelters/Ramadas & Outdoor Kitchen:

Picnic facilities include three covered structures (ramadas) with concrete pads, picnic tables, trash cans, and recycle bins. Two of the ramadas shelter groupings of six to eight picnic tables. The third has eight picnic tables and an outdoor kitchen. The kitchen features U-shaped counters with stainless

steel sinks in two locations, a covered fireplace which may be viewed from both inside and outside the kitchen, a covered stainless steel propane grill, two heavy-duty propane stove burners, and a raised serving area. A refrigerated drinking fountain is attached to one end of the counter. The kitchen is used for special events hosted by the Monument, such as food service during the annual American Music Fest and demonstrations of Native American and Sonoran Desert foods. The outdoor kitchen may also be rented by outside groups for a facility use fee that is in compliance with NPS cost recovery policy. The ramada cover over the kitchen area provides effective shade; however, during rain it tends to collect water and sag in places until water begins to drip between the cover panels.

Wayside signs:

There are three bronzed aluminum wayside sign in the picnic area. One warns against feeding the ground squirrels, another on the ball court viewing platform describes that feature, and one more near the viewing platform describes the prehistoric plaza that was once there. Two additional bronzed aluminum wayside signs will be added in FY2010 along the pathway from the picnic area to the visitor center to provide information on the historic Anza Trail which includes Casa Grande Ruins.

Ball court viewing platform and audio message:

Located at the north end of the picnic area is a large raised viewing platform where visitors can see an unexcavated ancient ball court. Attached to the viewing platform is an interpretive sign about ball courts and a solar-powered push-button audio device that delivers a brief message about ball courts.

Posted Pet Relief Area:

Located at the east side of the picnic area, this is a pet run equipped with a clean-up bag dispenser.



Waysides are used at CAGR to bring visitors' attention to ruins outlying the Great House, which they might otherwise not notice or understand.

CURRENT MEDIA

PUBLICATIONS

Monument brochure:

The Monument “unigrid” brochure was updated in 2009 and meets the requirements of the Monument as well as NPS standards. The folder is distributed free, with each paid or waived entrance fee.

Monument General Interest Publication (GIP):

The Monument’s GIP, published by Western National Parks Association is currently being updated to reflect revised understanding and interpretation of “Hohokam” terminology and inclusion of new images to replace those considered unacceptable by the Monument’s traditionally associated tribes.

Printed materials (handouts):

Much effort has gone into developing printed handout materials and site bulletins that are both accurate in content and meet the NPS Graphics Identity Program standards. These include local area direction maps, a Hohokam period timeline, listings of local restaurants, RV parks and tent campgrounds, and site bulletins on the Hohokam Ball Court and Hohokam Pima National Monument. More work is needed to update information and to bring other long-used handouts into compliance.

On the park website, two maps are down-loadable. These are “National Park Service Units in Arizona” and “Archeological Sites in Arizona.”

WEBSITE

Monument website:

The Monument has an expanded website at nps.gov/cagr that is constantly updated and provides helpful links to other NPS websites. It could, however, use enhancement to better meet the needs of specific audiences such as children, teachers and students, ethnically and racially diverse audiences, and technologically savvy audiences--especially youth.

RECOMMENDATIONS

ELEMENTS OF VISITOR EXPERIENCE

Invitation:

The following ideas have been suggested as possible ways to improve the visitors' experience of being invited to the Monument.

- Provide tribal cultural representatives with press releases and other information, in order to have tribal newspapers include articles and invitations to the park
- Increase Native American staff, internships, and demonstrators at the Monument
- Invite craft and artist communities to work, or to display their work at the Monument
- Feature events or activities specifically aimed to benefit tribal members
- Provide more educational outreach to the tribes
- Sponsor monthly activities with communities' kids, (one suggestion is poster contests for youth, which would require them to visit to get ideas)
- Promote use of facilities for large family events
- Special Events draw tourists
- Staff could represent the park at Teachers' groups, and other community groups

Welcome:

The following goals have been identified as being critical to the visitors' experience of the Monument.

- Feel welcomed
- Feel relaxed and not rushed
- Visit a site that is staffed year-round
- Have access to a uniformed ranger
- Encounter staff who are knowledgeable, respectful, personable, and helpful

In addition to these critical elements of welcome experience, the following ideas have been suggested as possible ways to improve the visitors' experience of being welcomed to the Monument.

- Activities designed for Native American interest and participation
- Discourage non-native people from staring at or questioning Native Americans on Monument grounds
- Provide greetings in O'odham that aren't translated
- Have a volunteer greeter at the front door
- Provide job shadowing opportunities for high school kids

Comfort:

The following goals have been identified as being critical to the visitors' experience of the Monument.

- Use clean, safe, and well-supplied facilities
- Feel safe and free from crime in the parking lot and site
- Find enough shade, water, and rest areas for themselves and their pets
- Not feel excluded because of construction, preservation work, or physical limitations

In addition to these critical elements of comfort, the following ideas have been suggested as possible ways to improve the visitors' experience of comfort.

- Vending machines for food and coffee
- Provide more parking spaces
- Have more for children to do
- Have a staff member available to facilitate school visits
- Use microphones for soft-spoken tour guides
- Electric scooters for loan
- Provide a "family" restroom for those who need assistance

Orientation:

The following goals have been identified as being critical to the visitors' experience of the Monument.

- Know that Casa Grande Ruins National Monument is a National Park Service site
- Easily find their way to and within the park
- Know, "What can I do here?"

In addition to these critical elements of orientation, the following ideas have been suggested as possible ways to improve the visitors' experience of orientation.

- Welcome Native Americans, and provide site orientation (don't assume they know their way around)
- Develop a self-guiding map with major landforms shown in relation to the site
- Develop a site map that relates to the community, for kids' activities
- Create kid-friendly signs with mascots
- Provide rules and recommendations for school groups prior to visit
- Develop a procedure for handling many kids in the bookstore at one time
- Develop a procedure for sequencing large vs. small groups into museum
- Easier directions to restrooms and ballcourt
- Create "You are Here" signs
- Clarify confusion over Senior Pass requirements and coverage
- Resolve confusion over having two cash registers

Communication:

The following goals have been identified as being critical to the visitors' experience of the Monument.

- Participate in a variety of educational opportunities that are suited to their backgrounds and interests
- Find a variety of interpretive media that address diverse learning styles and meet contemporary standards of quality
- Enjoy programming designed for specifically for children, especially hands-on activities
- Learn about, and experience, the natural Sonoran Desert environment
- Know that several Native American tribes who live in the region today are descendants of the ancestral people of the Sonoran Desert
- Know that the monument is a sacred place for the people of the six traditionally associated tribes
- Participate in traditional cultural activities that are associated with park themes and heritage

In addition to these critical communication elements, the following ideas have been suggested as ways to improve the visitors' experience of communication at the Monument.

- Provide signs in international languages
- Use the term “Native American” rather than “American Indian” (Note that this issue has been controversial for many years. Because different representatives of traditionally associated tribes have expressed different preferences we have until now deferred to legislation which references the tribes as “American Indian”
- Do not refer to the ancestral peoples as “disappeared,” “abandoned,” or “gone” but emphasize continuity of generations
- Discontinue all references to prehistoric people as Hohokam and discourage use the terms “Hohokam Tribe” or “Hohokam People.” Note that the term “Hohokam” may be correctly applied only to the archeological culture

Sensory Experience:

The following goals have been identified as being critical to the visitors' experience of the Monument.

- Experience historic settings and cultural landscapes that have substantial visual and auditory integrity
- Actively participate in a hands-on activity

Take-Home:

The following goal has been identified as being critical to the visitors' experience of the Monument.

- Find appropriate selections of accurate reproductions for purchase (Native pieces preferably Native made), reconstructions, and artifacts

PRIMARY RECOMMENDATIONS

1. Provide More Experiential Opportunities in the Visitor Center

- Have a professional museum planner review the VC exhibits for potential opportunities for visitors to have hands-on and interactive experiences
- Use demonstrators or videos to teach regional skills such as food preparation, pottery making, basketry, jewelry making, cotton spinning and weaving, knapping projectile points
- Provide replica toys, traditional household tools, crafting materials, or musical instruments for visitors to use
- Create an opportunity for visitors to wet down and sweep a dirt floor, handle plaster or work with caliche to experience maintenance of an earthen structure
- Create opportunities to grind mesquite flour, spin cotton, or etch shells to encourage respect for labor and craftsmanship
- Create a kids' area with opportunities for interactive exhibits and hands-on activities
- Create an interactive exhibit to simulate the ancient monitoring of astronomical events

2. Improve Interpretation of the Descendent Tribes

- Create stand-alone exhibits within the Monument for Native American presentations
- Integrate the voices of traditionally associated Native American tribes by incorporating text, graphics, or objects that represent traditional Native concepts into existing exhibits, side-by-side with NPS material
- Both of the recommendations above will depend on tribal consultation, and would aim for language that is verbatim and fully captures the tribes' intended meanings
- The above exhibits would be intended for a particular audience, either for Native American visitors or public visitors
- Develop these exhibits for under-utilized spaces both indoors and outdoors
- Develop a pronunciation guide to help rangers and volunteers pronounce Tribal-approved, basic O'odham words correctly and with respect, such as "Sivan Vahki" (Great House) and "O'odham" (The People of the Sonoran Desert Region)
- Replace Nathan Allen's recording with a more appropriate recording. Tribal representatives have told us that it is not appropriate to continue using Nathan Allen's narrative since he is deceased. This is a matter of respect for the spirit of the deceased
- Consult with traditionally associated tribes to ensure that music played inside and outside of VC is culturally appropriate

3. Develop a Map

- Design a new map in conjunction with the current BIA Canal Project, or as a result of Monument expansion
- The map will illustrate Casa Grande Ruins' place in the context of the larger geographic and cultural region and demonstrate the full range of Hohokam culture
- The map may be developed as an orientation map to be placed outside of the visitor center, to help visitors to begin to get their bearings as they enter the site
- Consider appropriate level of archeological information on maps. Some information that is OK for a wall map is not OK for a carry-out map
- Maps should show trade routes, paths of procurement, and reach of social relationships and exchange
- By including multiple topics (such as archeology, trade, social interactions) in map development, people with varying interests, viewpoints, and perspectives will find relevancy
- Emphasize that boundary lines, whether Federal, State, Reservation, or Tribal, are artificial--the native people and their cultures pre-existed the boundaries we observe today

4. Strengthen Education Program

- In order to prepare teachers, chaperones, and students for field trips to the Monument and encourage them to become better advocates for resource protection, consider developing a ranger video to be included in a pre-visit information package
- Explore literature on messaging techniques, to learn which types of preservation messages work best for different age groups
- When staffing permits, re-institute ranger visits to the schools prior to field trips
- Consult with Tribes to find ways to incorporate their preferred methods of learning and teaching into Monument outreach to tribal schools
- Invite tribes to send representatives to Monument to provide interpretation for school groups from tribal lands and for the general public

5. Upgrade Monument Website

- Use website and other media to link current resource data, such as water flow and air quality, to historical resource management topics, in an effort to increase site relevancy
- Incorporate links to partner organizations' websites and develop an online calendar of local cultural events

6. Interpret Preservation

- Aerial photographs (showing land development over time) could be used as a backdrop to illustrate why preservation is necessary
- Link resource damage from burrowing animals to the negative behavior of people feeding them
- Learn how weather and climate changes are effecting site resources and relate these to prehistoric and historic changes and effects on people and resources
- Explain different “types” of archeology (compliance with preservation laws, use of non-invasive technology, the western cultural need to answer research questions) and alternatively, the Native American view that what you really care about you leave alone
- Explain that archeological relic collecting is looting—that it is illegal under the Archeological Resource Protection Act (ARPA), that an artifact removed from its original site loses its context and results in significant pieces being missing from the larger archeological puzzle

7. Create Venues for Improved Tribal Interaction with the Site

- Government rules and procedures inhibit tribal members’ relationship to the site
- Minimize the “U.S. Government layer” and provide time and place for Tribal Members to use the site privately, with minimal interference from other visitors and staff
- As an alternative to using Monument staff guides, invite representatives from the traditionally associated tribes’ cultural offices to provide their own guides for Native American groups

8. Produce sales items

- A screen saver featuring site-specific views and sounds
- A CD from the Music Fest
- Portable version of the new map per recommendation number three above
- Photo-history of the site
- DVD of the new movie
- Memory bags for purchase by/for children

9. Portray the Ancient Landscape

- An artistic rendering is needed showing how lush the Sonoran landscape when the ancestral Sonoran Desert people lived in the area and the water table was higher
- Consider creating an exhibit to include a topo-diorama with a mini-camera simulator, in order to re-create ancient viewshed from about 1350 AD. This could include a night view

10. Add Context to the Museum Exhibits

- Have a professional museum planner review the VC exhibits for ways to add more meaningful context to the artifacts displayed
- Supplement museum exhibits, ceramics as pots alone do not reflect the labor of gathering and processing materials, or their importance to subsistence
- Incorporate a timeline and a map showing movement of people, trade, and social interaction in direct association with the artifacts currently in the museum
- Incorporate images of people into the exhibits to show how the artifacts were used and in some cases continue to be used by Native American descendents. Images could include artist depictions of prehistoric use along with modern or historic photography of traditional Native American uses of items
- Compare site building alignments with those of archeological features at Chaco Canyon, Mesa Verde, and Hovenweep, and with astronomical practices of historical O’odham and Pueblo cultures
- Use an aerial photograph to show the geographical extent of the Hohokam cultural region

11. Interpret the Administrative History of the Monument

- Create a video or publication to interpret the Monument’s administrative history through use of historic images, as Sitka NHP did in their publication, Postcards of the Past: A History of Sitka National Historical Park
- Digitize historical photographs of the Monument and make them available on the website

12. Look for Opportunities for Visitors to Interact with Nature

- Since there is little opportunity to interact with plants and animals along the walking routes, emphasize the smaller living things, such as the 21 species of bees that only pollinate creosote, and seasonal changes in plants and animals
- Interpret plants and animals that were harvested and used by the ancestral peoples and their descendents who engage in traditional practices using signs, demonstrations, guides, and other publications
- Encourage researchers, volunteers, students, and regional development and irrigation projects to create opportunities for visitors to learn about and experience nature
- Build a “track trap” in an area where tracks can be preserved
- Put remote camera in ground squirrel or burrowing owl nest for visitors to view
- Photo-document the changes to vegetation caused by current development

13. Night Sky Interpretation

- Continue work with NPS Night Sky Program to monitor and interpret darkness around the Monument
- Central Arizona College has a telescope and an astronomy class.
- Consider partnering with them or another organization nearby to produce occasional night sky programs

14. Architectural Features for Astronomy

- In addition to Jacob Butler's planting demonstrations, contact the Hopi and Zuni who may still use night skies to plant
- Coordinate with the NPS Night Sky Program to show the prevalence of ties between agriculture and astronomy in ancient societies
- Coordinate with a Native American community to host a night sky program on the reservation or at the Monument to include a traditional meal and storytelling?

15. Expand Interpretation of the History and Prehistory of Water and Irrigation

- Partner with other federal, state, and tribal agencies such as Bureau of Reclamation, Bureau of Indian Affairs, Arizona Department of Water Resources, and San Carlos Irrigation Project to develop exhibits and other media
- Develop exhibit and other media to interpret the role of the Coolidge dam in area development, changing habitat and ecology, and its profound impact on the O'odham
- Design exhibit to interpret engineering of canal system as physical evidence of cultural sophistication, social organization, and centralization of power
- Design exhibit to explain the significance of water resources in human selection of places to live, then and now
- Design exhibit to explain water's role in introduction and spread of invasive species

TIMEFRAME FOR ACTION ITEMS

	Task Item	2011-2013	2014-2016	2017-2020
1	Provide More Experiential Opportunities in the Visitor Center	<p>Work with designers of the new auditorium to incorporate elements of this plan (primarily in-between movie showings.) Consider the overarching idea of designing the auditorium as the fourth (open) level of the Great House, with 360 degree views of the ancient landscape painted/projected on the walls, night-sky representation on the ceiling, earthen-looking architecture, with hands-on “exhibits” incorporated into the scenario</p> <p>Submit PMIS proposal for new, interactive exhibits</p>	<p>Auditorium construction</p> <p>If funded, have interactive exhibits designed and constructed</p>	
2	Improve Interpretation of the Descendent Tribes	<p>Consult with tribes, work with partners, to design and fund exhibit(s) or exhibit elements to complement current exhibits</p> <p>Submit PMIS proposal for creation of a major new exhibit</p>	<p>Construct and install new exhibit(s) or exhibit elements</p>	<p>If funded, install major new exhibit</p>
3	Develop a Map	<p>Develop map design concept</p> <p>Submit PMIS proposal for map design and construction</p>	<p>If funded, design, construct, and install map</p>	
4	Strengthen Education Program	<p>Develop an outline of desired education program</p> <p>Hire if/when education position is funded</p>	<p>Design and implement expanded curriculum-based offerings</p>	

	Task Item	2011-2013	2014-2016	2017-2020
5	Upgrade Monument Website	Draft a proposal for a SOAR technician to handle the Monument website along with providing support to other southern Arizona parks, with a park-level coordinator	“Feed” current events, research, and fresh interpretation to the SOAR technician for posting	“Feed” current events, research, and fresh interpretation to the SOAR technician for posting
6	Interpret Preservation	Create site bulletins Submit PMIS proposal to produce a wayside exhibit about archaeology	Through PMIS funding and/or partner funding, produce and install wayside exhibits	
7	Create Venues for Improved Tribal Interaction with the Site	Monument management will need to consult with the Tribes to formalize logistics, staffing, and funding for this proposal	Implement approved action items	
8	Produce Sales Items	Propose sales items to WNPA Decide which items can be produced in-house, and find funding/partners for others	Refine and re-submit proposals	Refine and re-submit proposals
9	Portray the Ancient Landscape	Identify potential fundings sources and submit PMIS proposal to have a 360 degree panorama of ancient viewshed painted/projected onto the walls Work with movie contract to develop a fade-through timeline of landscape changes beginning pre-Native occupation	Construct the auditorium panorama Produce the movie	

	Task Item	2011-2013	2014-2016	2017-2020
10	Add Context to the Museum Exhibits	Submit a PMIS proposal to a) have a museum design professional assess the current exhibits and make recommendations, and b) design, construct, and install exhibit elements as recommended	If funded, install museum elements	
11	Interpret the Administrative History of the Monument	Use Monument staff, volunteers, and partners to create an internal document “illustrating” the current Administrative History with photographs	Produce this photo-history as a sales item (see fund new sales items above)	
12	Look for Opportunities for Visitors to Interact with Nature	When possible, encourage staff, volunteers, and partners to develop media and personal services related to natural resources and values	When possible, encourage staff, volunteers, and partners to develop media and personal services related to natural resources and values	When possible, encourage staff, volunteers, and partners to develop media and personal services related to natural resources and values
13	Night Sky Interpretation	Produce a site bulletin Work with auditorium designers to incorporate a night-sky into the ceiling Submit a PMIS proposal to create an exhibit	If funded, create an exhibit	
14	Architectural Features for Astronomy	Work with movie script to interpret the astronomy features of Casa Grande		
15	Expand Interpretation of Prehistoric and Historic Irrigation	Partner with other federal agencies and tribes to develop media and exhibits	Plan multiagency exhibit and media development about irrigation with Bureau of Reclamation, Bureau of Indian Affairs, and San Carlos Irrigation Project	Utilize BIA exhibit space and underutilized spaces at Monument to develop exhibits

PLANNING TEAM

In March of 2010, an Interpretive Planner from Harpers Ferry Center participated in a one-day scoping trip of Casa Grande Ruins National Monument. In June, 2010, the Interpretive Planner facilitated a two-day Foundations Workshop near the park, followed by a 2-day Recommendations Workshop in August, 2010. During the workshops, park staff and stakeholders discussed their 7 to 10-year vision for CAGR that is summarized in this Long-Range Interpretive Plan (LRIP). Through meetings, phone calls, workshop sessions, and document review, the participants who helped forge this LRIP are:

Casa Grande Ruins National Monument

Karl Cordova	Superintendent
Annmarie Hanson	Park Guide
Carol West	Chief Ranger
Dave Winchester	Park Ranger/Interpreter
Jerry Wilson	Volunteer Interpreter/Friends of Casa Grande Ruins Board Member
Jo Cochran	Volunteer / Educational Specialist
John Dodson	Visitor Use Assistant, Student Temporary Employment Program
Rebecca Carr	Chief of Resource Management
Sheldon Baker	Archeologist

Harpers Ferry Interpretive Design Center

Peggy Scherbaum	Interpretive Planner (Team Captain)
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Other NPS Staff

Denise Schulz	Chief of Interpretation, CHIR/CORO/FOBO
Phil Zichterman	Chief of Interpretation, Intermountain Region

Park Partners and Consultants

Allen Dart	Executive Director, Old Pueblo Archeology Center
Alyce Sadongei	Assistant Curator for Native American Relations, Arizona State Museum
Angela Garcia-Lewis	Salt River Pima-Maricopa Indian Community
Barnaby V. Lewis	Gila River Indian Community
Bill Doelle	President, Center for Desert Archaeology
Bob Flatley	Coolidge City Manager
Carmen Narcia	Ak-Chin Indian Community
Cecilia Johnson	Superintendent, Coolidge Unified School District
Doug Craig	President, Friends of Casa Grande Ruins
Doug Craig	Principal Investigator, Northlands Research
Jeffrey J. Clark	Center for Desert Archaeology
Jerry Howard	Curator of Anthropology, Arizona Museum of Natural History
Lynn Parsons	Executive Director, Coolidge Chamber of Commerce
Marie Reasleng	Greater Florence Chamber of Commerce
Martin Antone Sr.	Ak-Chin Indian Community
Mary Blackburn	Manager, Western National Parks Association
Robert Stokes	Archeological Consulting Service, Ltd.
Scott Aldridge	Chief Operations Officer, Western National Parks Association

APPENDIX

SPECIAL POPULATIONS GUIDANCE

Harpers Ferry Center has recently revised the Programmatic Accessibility Guidelines for NPS Interpretive Media. It clarifies how to provide programmatic access to people with disabilities and those from special populations. The document is written for media specialists, interpreters, rangers, superintendents, and other National Park Service employees and contractors who approve or develop interpretive media and programs. It provides guidance regarding personal services programs, audiovisual programs, audio tours, exhibits, publications, and web-based media. Topics include:

- New chapters on the laws, regulations, and policies that govern accessibility interpretive media
- Highlights of the new Americans with Disabilities Act and Architectural Barriers Act Accessibility Guidelines (ABAAS), which takes the place of the Uniform Federal Accessibility Standards (UFAS)
- Useful links to laws and best practices in accessible media
- Park and Harpers Ferry Center accountability for accessible media
- The latest pictographs and links for pictograph downloads
- How to plan and scope for accessibility
- Accessibility for web-based media
- Updates on new technology
- How to prepare a report or document so that computers can read the text content aloud
- How parks can get the word out about their accessible sites and programs
- Lots of diagrams to help NPS employees and contractors understand the specifications

Successful programmatic accessibility begins with comprehensive park-wide interpretive planning so that all media and personal services can work together. Where one may not be accessible to all persons, other services can fill the gaps. Early recognition of, and sensitivity to, accessibility issues will result in the most successful visitor experience.

The new guidelines are available now in PDF format at www.nps.gov/hfc.

Harpers Ferry Center
National Park Service
U.S. Department of the Interior



Casa Grande Ruins National Monument

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