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## CIP Foreword

*All interpretive, educational, and informational activities performed by the interpretation and education program are based on, and coordinated by, the park's Comprehensive Interpretive Plan. It forms the overall vision and basis for decision-making related to the program.*

### About Comprehensive Interpretive Planning

Comprehensive interpretive planning, like thematic interpretation itself, is a philosophy, framework, and process. It embodies the mission of interpretation and the context in which the mission is pursued. It entails a progressive flow of idea development.

### Tenets of Comprehensive Interpretive Planning

The spirit and intent of comprehensive interpretive planning is embodied in the following tenets.

#### *Integrated Training, Planning, and Operations*

Complete integration of all aspects of the profession of interpretation is essential to mission achievement. Only through such integration will the park's interpretation and education program be equipped to most successfully achieve its potential. Aspects applicable to integration include philosophy, training and employee development, desired outcomes, methodologies, reporting systems, and more.

The comprehensive interpretive planning process must, therefore, be built on the strengths of an organization's training program for individual interpreters. The process must implement the philosophy and approach taken toward training individuals, and broaden it to include the entire interpretation and education program of the park, creating a seamless whole.

#### *Future-focused Planning*

Comprehensive interpretive planning focuses on the future, first and foremost (to strategically develop a vision for the program), then determines how to get from here to there based on the reality of existing and anticipated conditions. By not focusing foremost on the current program's structure, comprehensive interpretive

planning avoids turning the endeavor into a self-justification exercise for the current program.

*Structure Flexibly Applied*

Deciding how to most efficiently and effectively achieve desired outcomes is aided by a structured approach, as well as the flexible application of that structure, as conditions warrant. Employing the appropriate balance of structure and flexibility produces the most useful and enduring plans.

*Comprehensive Planning*

The scope of comprehensive interpretive planning includes personal and non-personal services. It addresses both interpretive and informational services. It includes services that occur on site, off site, and remotely via technology. It involves stakeholders, including park staff, partners, and other vested interests. It looks ahead about five years, but also speaks to the work schedule for next weekend. And, it addresses the entire spectrum of services and duties performed by interpreters, from interpretive talks to classroom programs, development of trail guides to exhibits, to working the information desk.

*Train Interpreters to Plan Perpetually*

Successful planning empowers group participants to use a logical process to develop the park's plan — rather than the group simply providing information to a planner who writes the plan and later presents it to the park. Participants in a comprehensive interpretive planning process will understand much about interpretive planning when the process is completed. This is an intended result of our process. This is important because planning continues in perpetuity — even after the first Comprehensive Interpretive Plan (CIP) is signed and implementation has begun. As time goes on, changing conditions will require new decisions from the interpretive manager, and from the entire interpretation staff.

By participating in this comprehensive interpretive planning process, interpreters will be better prepared to respond to changes in ways that continue moving the interpretation and education program toward the common vision. They'll better understand how their individual decisions affect all parts of the program. They'll be better prepared to update the document as often as needed to maintain the currency and usefulness of their park's CIP. Comprehensive interpretive planning equips participants with the knowledge, skills, and abilities necessary to successfully employ the plan and maintain its relevance and usefulness. Such fostering of employee development in "real-world" situations is one way that comprehensive interpretive planning serves to integrate all aspects of the profession of interpretation.

*Plan for Change*

Comprehensive interpretive planning produces a plan that retains its usefulness over time as conditions change. The plan is *designed* to encourage and enable modification by its users without the need for further involvement of planners.

*Plan Pragmatically for All CIP Users*

Comprehensive interpretive planning produces a practical plan to be used by both the interpretive manager and all individuals performing interpretive and informational services, including partners.

*Plan Thematically to Help Visitors Explore Meanings*

*Story* is a key element in facilitating an exploration of meanings related to park resources. Comprehensive interpretive planning emphasizes thematic interpretation by presenting park resource significance through interpretive services based on primary interpretive themes, offered to diverse audiences, inclusive of multiple points of view. It maximizes the diversity of presentations while consistently focusing on facilitating an exploration of the meanings ascribed to park resources.

*Involve Decision-Makers Throughout the Process*

The process works best when decision-makers are active participants rather than the recipients of a planner's "recommendations." Involving managers provides real-time feedback to ideas generated throughout the process, fostering managerial "buy-in," understanding, and commitment. It also helps other participants understand the mind of decision-makers to whom they may not normally be exposed.

*Make Decisions Throughout the Process*

As much as is practical, decisions should be made during the course of the process rather than delaying them. This aids in the resulting CIP being a statement of intent (i.e., "This is the interpretation and education program we intend to conduct in the future."). This is a much more powerful approach than the "recommending" approach ("This is the interpretation and education program we suggest that the park considers implementing if later approvals, and a variety of other prerequisite conditions, are granted.") because of its inclusive, real-time nature.

Comprehensive interpretive planning creates a situation where the participants (including managers) expect the plan to be enacted because well-founded decisions are made within the process itself, at appropriate times, for appropriate mission-focused reasons. All these things mutually interconnect and reinforce each other, and create important momentum.

*Explain the Planning Process*

Comprehensive interpretive planning can be conducted in a variety of ways. Any process is explainable and should be described in detail to the "customer park" by the planners, to the satisfaction of park management. In so doing, the proposed process can be compared to others and easily customized by the park staff as needed.

*Integrate Evaluation*

Comprehensive interpretive planning integrates any and all extant evaluations and studies into the process. Scholarly source material and anecdotal data are both

important. When used together, they reinforce each other and create a more valuable context for planning.

Comprehensive interpretive planning implements these tenets in an organized manner to most efficiently and effectively facilitate visitor exploration of meanings ascribed to heritage resources. The process defines an interpretation and education program that implements the philosophy and best practices of the profession of interpretation.

## **Components of a Comprehensive Interpretive Plan**

The process of comprehensively planning a park's interpretation and education program produces a Comprehensive Interpretive Plan (CIP). Its three components are:

- *CIP Component 1: Long-Range Interpretive Plan (LRIP)*
- *CIP Component 2: Annual Implementation Plan (AIP)*
- *CIP Component 3: Interpretive Database (ID)*

All three components are designed to work together as an integrated whole, and are critical to ensuring that the interpretation and education program effectively and efficiently achieves management's vision for the park.

U.S. Department of the Interior, National Park Service, Intermountain Region, Texas

## Chamizal National Memorial

### Component 1: Long-Range Interpretive Plan

Fiscal Years: 2009 - 2013

Last updated: **September 26, 2008**





## Introduction

### About Chamizal National Memorial

The Chamizal Convention of 1963 was a milestone in diplomatic relations between Mexico and the United States. Chamizal National Memorial was established to commemorate this treaty which resulted in the peaceful settlement of a century-long boundary dispute. The Memorial provides visitors with an opportunity to better understand the culture of our borderland.

### About the Long-Range Interpretive Plan

This Long-Range Interpretive Plan (LRIP) is the first component of the CIP. This component, along with the park's other two CIP components (Annual Implementation Plan and Interpretive Database), constitute the park's Comprehensive Interpretive Plan.

The LRIP describes the long-range vision for the park's interpretation and education program. It defines the foundational information that will guide the development of the future interpretation and education program (the long-range vision of the program) and the actions needed to achieve it. It was developed by park staff with the assistance of stakeholders, and is composed of several essential elements:

- Foundational information
- Future interpretation and education program (program overview table)
- LRIP action list

### Foundational Information

Foundational information is used to guide the development of the future interpretation and education program. It includes a wide range of subject matter: management goals for interpretation, a description of the significance ascribed to the place and its resources, primary interpretive themes (overarching stories), a description of those aspects of visitor experience affected by the program, an exploration of support for the interpretation and education program provided by other park functions, stakeholder suggestions for improving the program, and more. Through the course of the process, all of these elements are discussed and described, issues are raised, and solutions are voiced so that the development and implementation of the future interpretation and education program will be

successful. Stakeholders play a vital role in shaping the future program by collaboratively establishing this foundation.

### **Future Interpretation and Education Program (Program Overview Table)**

The *program overview table* of the future interpretation and education program embodies the long-range vision of the program. It describes primary interpretive themes and informational topics, audiences for the program, and the interpretive and informational services that most effectively provide opportunities for visitors to explore the meanings of the place and explore connections to park resources.

The relationships of these elements are strategically displayed via this table format to enable a bird's eye view of the entire program, and to allow for comparisons and adjustments to be easily made. It enables an interpretive manager to more easily balance the overall operation, as well as organizing the park's efforts to perform more detailed functions — such as developing a wayside exhibit plan from information in this table.

### **LRIP Action List**

The LRIP action list is a list of “to do” tasks that need to be accomplished to successfully implement the future interpretation and education program. These actions develop and support the interpretive and informational services the park intends to offer, as described in its future interpretation and education program.

### **Updating the LRIP**

The CIP core team updates the LRIP component as changing conditions warrant. If major modifications to the LRIP are determined to be necessary, thought should be given to the cycle of the current CIP and at what time external stakeholder participation should again be invited to fully review and update the plan.

### **Planning Workshops**

Two interpretive planning workshops, January and February of 2008, were conducted to gather consensus foundational information on the significance of Chamizal National Memorial's heritage resources and build on that information to develop the park's future interpretation and education program. These were the key meetings that led to development of the park's CIP. The CIP core team developed this plan based on the foundational work generated in the first workshop.

Chamizal National Memorial would like to take this opportunity to thank all of the participants who gave freely of their time and expertise to develop the future vision for the park's interpretation and education program. The CIP is a much more effective and inclusive document due to their contributions.

## Workshop Participants

Name	Title	Organization
<b>Anna Pilhoefer</b>	Instruction Specialist	Ysleta Independent School District
<b>B.J. Floto</b>	Audio Visual Technician	Chamizal National Memorial
<b>Becky Wiles</b>	Park Ranger	Chamizal National Memorial
<b>Dave McIntyre</b>	Fine Arts Coordinator	El Paso Independent School District
<b>Donald Rominsky</b>	Fine Arts Coordinator	Socorro Independent School District
<b>Gema Cuello Ruggiero</b>	Volunteer Liaison	Fort Bliss/Chamizal
<b>Greg Lawson</b>	Audio Visual Technician	Chamizal National Memorial
<b>Julie Fonseca de Borges</b>	Education Specialist	Chamizal National Memorial
<b>M. Judith Flood</b>	President	Los Paisanos de El Chamizal (Friends Group)
<b>Marjorie Hampton</b>	Instructional Specialist, Elementary Social Studies	El Paso Independent School District
<b>Michael Groomer</b>	Chief of Interpretation and Education	Chamizal National Memorial
<b>Nellie Ponikvar</b>	Fine Arts Director	Socorro Independent School District
<b>Paul Roney</b>	Technician Director	Chamizal National Memorial
<b>Richard Harris</b>	Superintendent	Chamizal National Memorial
<i>Richard Kohen</i>	<i>Regional Interpretive Planning Lead</i>	<i>Office of Interpretation and Education, Intermountain Region, NPS</i>
<i>Judy Rosen</i>	<i>Interpretive Specialist/Planner</i>	<i>Office of Interpretation and Education, Intermountain Region, NPS</i>

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## Foundational Information

### The Mission of, and Management Goals for, the Interpretation and Education Program

**Section Description.** This LRIP section serves to establish important guidelines and sideboards for the future operation of the interpretation and education program. It addresses the park's purpose, the mission of interpretation and education, and management expectations for the interpretation and education program.

#### Park Purpose

Chamizal National Memorial commemorates the diplomatic resolution of the longstanding Chamizal boundary dispute between the United States and Mexico. The Memorial fosters good will and understanding between the people of the United States and Mexico and provides a center to present activities that celebrate cultural exchange

#### Mission of the Interpretation and Education Program

The Interpretation and Education Program at Chamizal National Memorial provides enhanced opportunities for visitors to explore their own intellectual and emotional connections to the natural and cultural resources that comprise shared heritage.

#### *Interpretive Services*

Interpretive services rely on the format of *story* to provide opportunities for people to connect to heritage resources. In this way, a park's interpretive services enhance visitor enjoyment and appreciation of heritage.

#### *Informational Services*

Informational services create an environment in which enjoyment and appreciation of heritage can be enhanced for the visitor. These services include information regarding visitor orientation and visitor safety, resource preservation, and public relations.

#### Management Expectations

*What does park management expect the park's interpretation and education program to accomplish for the park?*

Through the interpretation and education program....

- There is a seamless connection between what we do and the success of park management.
- We impart and instill in visitors knowledge, understanding, appreciation, and sense of ownership of Chamizal National Memorial.
- We share with the staff and all audiences why Chamizal National Memorial is valuable to the National Park Service and our heritage.
- We ensure that from a cultural perspective, all visitors feel welcome and respected by sharing and cultivating knowledge about all cultures in the most equitable manner possible.
- We strengthen relationships with the local and international community and neighbors in a way that both increases their awareness and value of Chamizal National Memorial.

## Set of Significance Statements

**Section Description.** This LRIP section describes the significance of places and things as embedded in their enduring tangible and intangible resource characteristics. Significance statements, taken together as a whole, serve to describe the distinctiveness of the combined resources of the park including natural, cultural, inspirational, scientific, historic, recreational, and other aspects. They include tangible and intangible characteristics and the context in which these characteristics are embedded. In most organizations, the mission of the organization and the set of significance statements combine to focus management actions and operations on the preservation and enjoyment of those attributes that most directly contribute to the importance of the place.

Upon establishment, the entire Chamizal National Memorial was placed on the National Register of Historic Places to ensure the treaty's appropriate place in the long-term management and interpretation of "the Chamizal."

Chamizal National Memorial symbolizes successful diplomatic negotiations between two neighboring nations and serves as a model for conflict resolution.

Chamizal National Memorial's location within one of the largest international border metroplexes fosters opportunities to celebrate goodwill, friendship, trust, and cooperation through an ongoing cultural exchange program.

Chamizal and its Mexican counterpart, Parque de Chamizal, contribute to the region's quality of life and serve as urban open spaces for diverse groups to enjoy multicultural activities.

Chamizal National Memorial, situated on what was once a part of Mexico's Cordova Island, is well suited to provide visitor understanding and appreciation of the border's geography, history, and engineering accomplishments related to the Rio Grande/Rio Bravo.

## Set of Primary Interpretive Themes

**Section Description.** This LRIP section describes the set of overarching stories that organize the largest ideas and meanings related to the park's resources. *Story* is the communication tool most effective for facilitating an exploration of resource meanings. Societies depend on the power of story to explore, clarify, and share ideas, meanings, beliefs, and values that collectively constitute culture. Story is at the heart of human interaction and, consequently, at the heart of heritage interpretation. These stories are called *primary interpretive themes*. The set of themes is developed to fully capture, and express in story format, the content of the park's entire set of significance statements. The set is complete when it provides opportunities for people to explore and relate to *all* of the significance statements.

**A** — Chamizal National Memorial demonstrates that through the convergence of a favorable socio-political climate, charismatic leadership, and a spirit of cooperation and mutual respect, diplomacy can peacefully resolve a significant international issue even after more than 100 years of ongoing, and sometimes violent, conflict.

**B** — Located on the former Cordova Island, Chamizal National Memorial offers opportunities to better understand and appreciate how actions deemed necessary for the greater good can have a wide range of effects on the lives of individuals, communities, and the land.

**C** — The Chamizal border dispute between Mexico and the United States offers opportunities to explore how individuals, societies, and nations use boundaries to create a sense of identity, ownership, and security.

**D** — Serving as a cultural center dedicated to fostering national friendship, understanding, and trust, Chamizal National Memorial's programs and urban landscape provide opportunities for people of Mexico and the United States to better understand and appreciate each other's diverse cultures and the many aspects of life that transcend nationality.

## Set of Audiences for the Program

**Section Description.** This LRIP section describes the set of audiences that must be defined so that the park's interpretive and informational services can most effectively enhance the experiences of visitors. When comprehensively planning an interpretation or education program, the basis for categorizing audiences (for the interpretation or education program) lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. A subjective balance must be struck between communicating effectively with a greater number of specific audiences, and the limited resources available to the park's program.

**1 — General Audience.** *Includes theater goers, recreational users, special event attendees, repeat international metroplex visitors, pass-through visitors, family groups, performers, and Chamizal residents. (English, Spanish)*

**2 — Education-based Groups.** *Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)*

## Set of Visitor Experience Considerations

**Section Description.** This LRIP section describes desired visitor experiences that stakeholders think the managers of the program should pay special attention to as the park's interpretation and education program is planned and implemented.

Visitors want to experience the park in a relaxed way with friends and family members of all ages.

Visitors want to safely share in a sense of community by attending cultural performances indoors and outdoors, and engaging in other high-quality activities common to urban green spaces.

Visitors want to learn about the Chamizal story.

## Issues and Influences Affecting the Program

**Section Description.** This LRIP section describes the forces that have a bearing on the program. Since no program operates in a vacuum, this information provides context for understanding, planning, and implementing the park's interpretation and education program. Issues often include topics such as long-range Servicewide initiatives, critical resource issues, issues related to staffing and funding, employee development, use of technologies, dynamics of neighboring communities, and concerns of stakeholders not voiced previously. Specific action items identified by the CIP core team are flagged with "•" (bullets) and also appear in the LRIP Action List section which follows.

**Identity:** An immense challenge facing park staff is the identity of the park. Though a national park site, a majority of "visitors" perceive Chamizal as a community venue for theater performances, special events, art shows, recitals, and local outdoor gathering place. The staff wishes to raise awareness of the purpose of Chamizal and its part in the larger National Park System.

Compounding this situation, there seems to be a lack of common understanding and differences of opinion (over time) on appropriate content for performances and events. Some have been held historically and are expected, but new requests are handled on a case-by-case basis. What are the criteria to determine what should be allowed? Currently, a committee of park staff reviews mission statements of requesting artists to schedule events, but this has seemed arbitrary since usually if space is available, artists are accepted. Until clear direction is given, consensus among staff may be difficult to achieve. Nevertheless, most events require a significant amount of time and resources within the interpretive staff; perhaps to the neglect of other interpretive services that are directly related to the park's purpose.

Park staff would like performers/artists to convey the relevance of their work to visitors/attendees. At the theater, an excellent 4 ½ minute video preceding performances articulately communicates the memorial's purpose, but more is needed for different venues to capture all audiences.

**Fees:** Until 2008, all park-sponsored performances and events have been offered free to the public. For the first time since Chamizal's establishment, a nominal fee (\$5 adults, \$3 students and military) was charged in 2008 for the Siglo de Oro performances to recover costs. The park simply does not have the budget to continue to pay quality artists to perform, yet long-time attendees have a sense of entitlement that these should always be provided for free. Visitor complaints have been received by the Superintendent. Yet in light of budget constraints, charging for performances and events may be the wave of the future at Chamizal. Total ticket fees collected in FY08 amounted to \$4,500.

**Art Gallery:** Setting up artists' shows requires a significant commitment of time and resources on the interpretive staff; however, the park receives little in return. Is there a better use for the Los Paisanos Gallery? Perhaps this could also serve as a multi-purpose room to conduct teacher workshops, children's programs, or park meetings. An audiovisual system could be installed to support this function.

Park staff is very responsive to community needs for facilities, but often finds itself competing with non-park Special Use Permit applicants for them.

**Staffing:** The current organization of the interpretive staff is relatively new and now consists of: 1 GS-11 Chief of Interpretation and Education, 1 GS-9 Educational Specialist, 1 GS-9 Park Ranger, 1 GS-7/9 Bilingual Park Ranger, 1 GS-5 Education Technician, 1 GS-5 Park Guide, and 1 GS-4 Park Guide. There is no seasonal staff. The park participates in the Teacher Ranger Teacher (TRT) Program and hires 1-2 teachers for three months each summer to assist with specific needs in the education program.

**VIP Program:** Requiring about 20% of an interpretive supervisor's time, the Volunteer In Parks program is in the process of being developed. In spite of a large population to draw on, volunteers have been few in numbers and inconsistent in time commitments, making it difficult to complete and follow-through on long-term projects. As a whole, the park's management team has not embraced the VIP program to the extent of actively developing position descriptions and placement opportunities in each of the park's divisions. Of particular concern with management is the time commitment and responsibility of supervising additional staff. Current placement opportunities are primarily limited to the areas of interpretation and education, theater, and maintenance with the majority of volunteer hours occurring during Siglo de Oro and MUTS. Due to limited VIP opportunities, a recruitment plan has yet to be developed. Development and management of the program will be the responsibility of the GS-9 park ranger.

**Cooperation among Divisions:** Theater and interpretive staff need to continue to come together and work toward achieving mission goals of the memorial. The puppet shows and in-house-produced video demonstrate the success when the divisions fuse and more cooperation like this is needed. Institutional knowledge within theater division staff needs to be shared with interpreters.

- *Work together in the development of new programs.*
- *Provide opportunities for cross-training.*

**Cooperating Association/Bookstore:** Western National Parks Association (WNPA) operates the bookstore with gross annual sales of \$5,000, of which \$2,000 is donated to the interpretive division. Daily operations are conducted by NPS employees. The bookstore has not been consistently open during evening performances, a potential prime time to increase sales. This is due to staffing limitations when any of the VC based positions are vacant. Park staff has wanted to improve the space and update sales items in keeping with park purpose, however, has encountered challenges with WNPA toward accomplishing the upgrades due to low sales volume.

- *Have bookstore open during theater performances.*
- *Produce a Scope of Sales statement to ensure sales items are consistent with park purpose, significance, and interpretive themes.*

**Local Spanish-speaking Community:** Emphasis and funding are being placed on attracting the local Spanish-speaking community to Chamizal National Memorial. A bilingual park ranger position was added to the staff in late FY08 to accomplish this initiative, with duties to include: raise awareness of the presence of Chamizal; reduce barriers that inhibit this population from visiting the memorial; engage this population in the park's interpretive offerings; and to translate (and produce future) media in Spanish.

- *Develop a strategy to attract the local Spanish-speaking community to the memorial and increase their participation in the interpretation and education program.*
- *Research characteristics of the Spanish-speaking local community to use in developing the strategy to increase their visitation to the park.*

**Interpretive Program:** Visitors receive most of the interpretation of Chamizal through artists and performances at various venues within the park. Much of the interpretation and education program has been driven by art exhibitions, as well as Special Use Permit theater performances, concerts, and special events that are not generated within the division.

## Actions for Improving Supportive Elements of the Program

**Section Description.** This LRIP section describes a variety of “behind the scenes” supportive functions on which the park's interpretation and education program depends. It's useful to obtain a snapshot of each topic as it currently operates (existing conditions), and a sense of what might be improved to make the interpretation and education program more efficient and effective over the next five years. Specific action items

identified by the CIP core team are flagged with “•” (bullets) and also appear in the LRIP Action List section that follows.

### Resource-focused Research Used by Interpreters

The position of “resource manager” is a collateral duty for the chief ranger. Resources include 27 historic U.S./Mexican boundary fence posts, 3 U.S./Mexican boundary monuments, and all of the park’s 54.9 acres once belonging to Mexico; a part of the larger Cordova Island. Additionally, Chamizal has aerial surveys, oral history transcripts, and archeological reports. The park curator is a good source of information on what resources exist and where they are located. An interpretive staff member is compiling new resource information, but additional research is needed.

- *Have historians provide staff with information on Cordova Island.*
- *Learn more about the Chihuahuan Desert.*
- *Explore IBWC, Library of Congress, and National Archives collections for original Chamizal resource information and reproduce for the park library.*

### Visitor-focused Research Used by Interpreters

Park staff receives limited visitor information through NPS visitor survey cards, internally distributed to park users. The city of El Paso also provides a visitor satisfaction survey card at the “Music Under the Stars” summer concerts. Demographic information is gleaned from zip codes provided in the latter survey, revealing that every zip code within El Paso is represented. Though park staff has a good handle on visitation numbers, they would benefit from a Visitor Survey Project to get more in-depth, useful information on park visitors that would provide information on who they are and how best to connect with them.

- *Conduct a Visitor Survey Project to determine: the percent of repeat visitors, who uses the VC vs. the grounds outside, numbers of visitors from Mexico, what services are expected, and if visitors know the significance of Chamizal.*
- *Adjust the NPS visitor survey card period to draw from a more representative cross section of park visitors.*

### Park and Interpretation Libraries

The main library, located in the administrative area of HQ, is accessible to all staff and its management is a collateral duty within the ranger division. The library consists of hundreds of books, maps, and periodicals on a wide range of subjects from history and government to music and theater. Some materials are outdated, eclectic, and unrelated to park purpose and NPS. New materials are purchased with base funding. There are no Standard Operating Procedures (SOPs) for checkout, culling, and acquiring new materials. Though catalogued on the Dewey Decimal System, the collection is not digitally accessible. Both the interpretation and theater divisions have their own informal libraries with

materials relevant to their work. An informal library at the VC desk contains an NPS brochure file and numerous local information items.

- *Organize and digitize the library collection. (Possibly use a student intern from UTEP library science department.)*
- *Cull the collection before digitizing.*
- *Provide a listing of contents in the library, per subject.*

### Park and Interpretation Image Collections

The 2000-image slide library is located in the interpretive offices and stored in plastic sheets and metal trays. Though many slides are better quality than newer digital images, the collection is not used much, except to advertise festivals and events. A new digital collection is accessible on CHAM's P-drive. The image collection also includes original videos of each Siglo de Oro performance since 1985 (about 100 in total) with copies available to teachers. These are kept under lock and key. The additional video collection in the interpretive offices includes performances, special events, TV shows, and features of other NPS areas. Historic images are stored in the museum vault, not readily accessible to interpretive staff.

- *Cull and digitize the park's slide collection.*
- *Title, catalog, and digitize the park's slide collection, providing access for park staff.*
- *Acquire more historic photos and make them accessible in digital format.*
- *Acquire images from other sources, such as HFC and National Archives.*

### Interpretive Collection

The park's collections include puppets, marionettes, a portable stage, consumable crafts items, copied/laminated photos, rope, and a raggedy old map. There's a lack of interpretive staff to keep track of portable displays and the collection of props.

- *Acquire Mexican and America flags for presentations.*
- *Acquire laminated photos of flora, fauna, and other NPS sites.*

### Museum Collection and Archives Used by Interpreters

The park's collection consists of about 15,000 objects, all stored on site in the museum vault, which is climate controlled. The collection includes: cast iron boundary markers, surveying equipment, maps, oral histories, realtor reports, and video, and film documentation of performances from past to present. Reel to reel and old videos are being converted to DVD's. The bulk of objects include programs and posters of past events, which are now limited to 2 per event. There is a constant stream of incoming objects due to ongoing performances and special events. The Scope of Collections is scheduled for an update in the near future.

The collection is managed by a permanent law enforcement ranger as a collateral duty. A large percentage of the collection has not yet been entered into the

ANCS+ and accessioned. The museum vault is too small for the growing collection.

- *Cull older materials based on updated Scope of Collections criteria.*
- *Consider WACC as a potential repository for the collection, given limited museum space.*
- *Categorize museum items and contents.*
- *Obtain images of Addis collection for the museum collection.*
- *Document the collection in 3-dimensional imagery.*

## Partnerships for the Program

**Section Description.** This LRIP section describes partners that support and/or deliver interpretive and/or informational services in concert with park staff, enhancing the park's interpretation and education program. Partners include cooperating associations, friends groups, concessionaires, educational institutions, other agencies, and state entities. Other divisions within the park can also be viewed as partners in accomplishing the mission of the program. The official park Cooperating Association is routinely the most active and intimately associated partner with the park's interpretation and education function. Indeed, its only reason for existence is to support this element of park management.

Reviewing the types of partners and applying them to this park's program helps identify the actual "work force" that will in various ways design, support, and implement the park's future interpretation and education program. Assistance from partners may range from equipment to staffing to special events assistance.

### Current Partners

Western National Parks Association (WNPA)

Los Paisanos de El Chamizal (Friends Group)

Mexican Consulate in El Paso

City of El Paso Museum and Cultural Affairs Department

Nine El Paso area school districts including EPISD, SISD, YISD, and CISD

University of Texas @ El Paso

- Centennial Museum
- Oral History Department
- Engineering Department
- KTEP radio station, Communication Department
- Theater, Dance, and Film Department

Convention and Visitors Bureau (CVB)

Hispanic Chamber of Commerce

El Paso Community College (EPCC)

- Senior Learning Program

Parque del Chamizal (Ciudad Juarez)

Ciudad Juarez History Museum (Ex-Aduana Museum)

International Hummingbird Monitoring Program

Museum of Archeology

Outrageous Fortune Theater Company

- Artists and Performers groups  
 American Consulate  
 Chihuahuan Desert Education Coalition (CDEC)  
 Texas Parks and Wildlife
- Franklin Mountains State Park

**Potential Partners**

- El Paso History Museum  
 El Paso Zoo  
 Fort Bliss  
 Region 19 Head Start  
 El Paso Public Library  
 Neighboring NPS units (White Sands, Carlsbad Caverns, Guadalupe Mountains)  
 El Paso Parks and Recreation Department  
 International Boundary and Water Commission  
 Mexican Culture and Arts Department  
 El Paso Master Naturalist  
 El Paso Desert Botanical Garden  
 Service organizations

**Partnership Strategy Table**

Partner	Types of Assistance										
	Advocacy	Distribution of information	Donating funds or supplies	External perspectives, viewpoints, advice	Fundraising	Labor for service projects					
Western National Parks Association (WNPA)			●	●		●					
Los Paisanos (Friends Group)	●	●	●	●	●	●					
Mexican Consulate		●	●	●		●					
City of El Paso's Museums and Cultural Affairs Dept.		●	●	●		●					
El Paso Independent School District (EPISD)		●	●	●		●					
University of Texas at El Paso (UTEP)				●							
-Centennial Museum		●	●	●							
-Oral History Department				●							
-KTEP Radio Station		●									
-Theater, Film, and Dance Department				●							
-Engineering Department				●							
-Upward Bound						●					
Convention and Visitors Bureau (CVB)		●	●	●							

Hispanic Chamber of Commerce		●	●	●									
El Paso Community College (EPCC)		●		●									
-Mature Living TV Program		●											
Parque del Chamizal (Ciudad Juarez, Mexico)		●		●									
Ciudad Juarez History Museum (Ex-Aduana)		●		●									
Hummingbird Monitoring Network		●											
El Paso Archaeology Museum		●		●									
Outrageous Fortune Theater Company (OFTC)		●	●	●		●							
Artists and performing groups		●		●		●							
American Consulate in Ciudad Juarez, Mexico		●		●									
Chihuahuan Desert Education Coalition (CDEC)				●									
Texas Parks and Wildlife		●		●		●							
-Franklin Mountains State Park		●		●		●							

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## Future Interpretation and Education Program

### Tenets of an Effective Program and its Services

#### Visitor Tenets

For the purpose of planning the park's interpretation and education program, the term *visitors* refers to everyone that is influenced by the program — whether they are visiting the park in person or experiencing it through remote means such as the Internet, a brochure, an article, a film, or a curriculum. Visitors pursue park experiences to find something of value for themselves.

#### *Visitors' Rights*

The park's interpreters promote, protect, and respect the rights of all visitors. This is critical to the achievement of the mission. All visitors have the right:

- To have their privacy and independence respected.
- To retain and express their own values.
- To be treated with courtesy and consideration.
- To receive accurate and balanced information.

#### Program Tenets

Tenets that are especially appropriate for the park's interpretation and education program as a whole include:

#### *Hierarchy of Sophistication*

The park's program treats subject matter in a range of ways, from simple and basic to complex and advanced, to best meet the varied interests of visitors.

#### *Range of Interpretive Services*

The park's program includes a range of personal and non-personal services to best meet the varied learning styles of visitors, offering a variety of experiences.

#### Service Tenets

Tenets that are especially appropriate for individual interpretive services or informational services include:

#### *Universal Design*

Individual park services are designed to be as universally accessible as possible to best meet the varied physical and cognitive needs of all visitors.

### *Multiple Points of View*

The interpretive and informational services of the park's interpretation and education program treat subject matter from a variety of perspectives to aid in accuracy and relevance to visitors with diverse interests, backgrounds, levels of knowledge and experience, and other salient characteristics.

## LRIP Program Overview Table

**Section Description.** This LRIP section describes the future interpretation and education program, the long-range vision — the master blueprint — of the CIP. The future program is built upon the CIP's foundational elements, and the tenets of professional interpretation described above.

The future program is displayed as a program overview table that graphically depicts how distinct audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park's set of primary interpretive themes and the services that make them accessible to visitors. All services are labeled to indicate what fiscal year the park intends to initiate them. ***The program overview table outlines the future interpretation and education program that the park and its partners intend to conduct.***

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole.

The operational details that underpin the interpretive and informational services depicted on the program overview table are described in a set of individual service plans (ISPs). These are located in the Interpretive Database component of the CIP.

### The Question Central to Developing the Future Interpretation and Education Program

*Over the next 5 years, what types of services, at what locations, will most effectively facilitate the understanding and exploration of Theme/Topic \_\_\_ by Audience \_\_\_?*

## Program Overview Key

### Identification Terms — Abbreviations

Bowl	Outdoor Amphitheater
BOMO	Boundary Monument (incl. cement fence posts along Paisano)
HM	History Museum
LPG	Los Paisanos Gallery
Parque	Chamizal Park in Juarez, Mexico
SG	Spanish Garden
SL	Side Lawn
VC	Visitor Center

### Identification Color — Yellow Services and/or Locations

“Service<sup>FY2009</sup> at Location” — During the workshop and in the lists below, a reference color (yellow) was assigned to each service and/or location that requires **substantial development or modification to enable the service (for some or all locations) to be made available for use by the intended audience.** The addition of this identification color to some services and/or locations enables a more clear understanding of the amount of developmental work represented by the inclusion of these services across the breadth of the program. It aids decision-making related to balancing the program as a whole, and aids in the development of the actions that will need to occur in order to bring these services fully “on line.”

*Note: The yellow background will print as a grey background when the document is not printed on a color printer.*

### Ranking Scores — A Scoring Number for Each Service-Location(s) Pair

“e7” — During the workshop and in the lists below, a score was developed for each service-location(s) pair to establish ranked order within each specific theme/topic-audience combination. This facilitated development of the program overview table. These numbers resulted from participant responses to the central question stated on page 24. These “effectiveness scores” are based on the anticipated effectiveness of this service. The pairs within each combination are listed from most dots to least dots (most effective to least effective). No priority was established within a group of pairs that received the same number score.

### No Ranking Scores — No Score for Some Service-Location(s) Pairs

“---” — Service-location(s) pairs prefaced by three dashes were added to some combinations after the ranking of that combination had already occurred. Therefore, these pairs are indicated as not having been ranked. This does not necessarily lessen their value, but rather indicates an appropriate pair was conceived or applied following the ranking of the other pairs for that specific combination.

### Initiation Dates — Placeholders

“FY2009” — Dates are provided as placeholders for the intended date of initiation (first date available to visitors) for each service-location(s) pair.



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PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>	2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>
<p><b>Theme A.</b></p> <p>Chamizal National Memorial demonstrates that through the convergence of a favorable socio-political climate, charismatic leadership, and a spirit of cooperation and mutual respect, diplomacy can peacefully resolve a significant international issue even after more than 100 years of ongoing, and sometimes violent, conflict.</p>	<p>e6. <b>Park brochure</b> ongoing at VC, mail, offsite.</p> <p>e5. <b>Pre-performance video</b> ongoing at Theater, offsite.</p> <p>e5. <b>Exhibits</b> <sup>FY2010</sup> at VC, Parque.</p> <p>e4. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.</p> <p>e4. <b>Current and new technology: podcast</b> <sup>FY2009</sup>. <b>Webcast, pocket ranger, cell phone tours, virtual tours</b> <sup>FY2010</sup> at Parkwide, offsite.</p> <p>e2. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e2. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.</p> <p>e2. <b>Guided walks</b> ongoing at Parkwide.</p> <p>e2. <b>Fixed station interpretation (informal)</b> ongoing at VC.</p> <p>e2. <b>Community workshops for Theater Users</b> ongoing at Parkwide.</p> <p>e1. <b>Website</b> ongoing at internet.</p> <p>e1. <b>Site bulletins</b> <sup>FY2009</sup> at VC, mail, Parque.</p> <p>e1. <b>Roving interpretation (informal)</b> ongoing at Parkwide.</p> <p>e1. <b>Posters</b> ongoing at Parkwide.</p> <p>e1. <b>Park film</b> <sup>FY2009</sup> at VC, Internet.</p> <p>e0. <b>WNPA sales items</b> ongoing at VC bookstore.</p> <p>e0. <b>Wayside exhibits</b> <sup>FY2010</sup> at Scenic Drive, <sup>FY2011</sup> revamp Parkwide.</p> <p>e0. <b>Special events</b> <sup>FY2009</sup> at Parkwide, offsite.</p> <p>e0. <b>Portable displays</b> <sup>FY2010</sup> at Offsite.</p> <p>--- <b>Hands-on activity stations</b> <sup>FY2010</sup> at VC, LPG.</p> <p>--- <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.</p> <p>--- <b>SUP Application Orientation</b> ongoing at VC.</p>	<p>e6. <b>Current and new technology: podcast, webcast</b> <sup>FY2012</sup>; <b>pocket ranger, cell phone tours</b> <sup>FY2013</sup>; <b>virtual tours</b> <sup>FY2010</sup> at Parkwide, offsite.</p> <p>e5. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e4. <b>Educational ranger talks</b> ongoing at Parkwide, offsite.</p> <p>e3. <b>Website (Teacher pages)</b> ongoing at Internet.</p> <p>e3. <b>Traveling trunks</b> <sup>FY2010</sup> at Offsite.</p> <p>e3. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.</p> <p>e3. <b>Student-produced presentations</b> <sup>FY2011</sup> at Parkwide, offsite.</p> <p>e3. <b>Pre-performance video</b> ongoing at Theater, offsite.</p> <p>e3. <b>Park film</b> <sup>FY2010</sup> at VC, Internet.</p> <p>e3. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.</p> <p>e2. <b>Teacher workshops</b> <sup>FY2009</sup> at LPG, schools.</p> <p>e1. <b>Teacher packet</b> <sup>FY2009</sup> at Website, VC, mail.</p> <p>e1. <b>Exhibits</b> <sup>FY2010</sup> at VC, Parque.</p> <p>e1. <b>Educational posters</b> <sup>FY2010</sup> at Parkwide, schools.</p> <p>e1. <b>Educational guided walks</b> ongoing at Parkwide.</p> <p>e0. <b>WNPA sales items</b> ongoing at VC bookstore.</p> <p>e0. <b>Special events (Chalk It Up)</b> <sup>FY2011</sup> at Parkwide, offsite.</p> <p>e0. <b>Multiple-visit hands-on program</b> ongoing at Parkwide, schools.</p> <p>e0. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.</p> <p>--- <b>Bookmarks</b> ongoing at Schools, VC.</p>

Future Interpretation and Education Program / Program Overview Table

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PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>	2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>
<p><b>Theme B.</b>                      Located on the former Cordova Island, Chamizal National Memorial offers opportunities to better understand and appreciate how actions deemed necessary for the greater good can have a wide range of effects on the lives of individuals, communities, and the land.</p>	<p>e5. <b>Pre-performance video</b> ongoing at Theater, offsite.                      e5. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.                      e5. <b>Current and new technology: podcast, webcast</b> <sup>FY 2009</sup>; <b>pocket ranger</b> <sup>FY 2013</sup>; <b>cell phone tours</b> <sup>FY2010</sup>; <b>virtual tours</b> <sup>FY2011</sup> at Parkwide, offsite.                      e4. <b>Park film</b> ongoing at VC, Internet.                      e4. <b>Park brochure</b> ongoing at VC, mail, offsite.                      e4. <b>Outdoor evening program</b> <sup>FY2011</sup> at SG, SL, Bowl, BOMO, parkwide.                      e4. <b>Oral history exhibits</b> <sup>FY2009</sup> and <sup>FY 2010</sup> at VC, VC area.                      e4. <b>Hands-on activity stations</b> <sup>FY2010</sup> at VC, LPG.                      e4. <b>Exhibits (inc. 3D Cordova Island topo map)</b> <sup>FY2013</sup> at VC, Parque.                      e3. <b>Roving interpretation (informal)</b> ongoing at Parkwide.                      e3. <b>Guided walks</b> ongoing at Parkwide.                      e2. <b>Website</b> ongoing at Internet.                      e2. <b>Wayside exhibits</b> <sup>FY2011</sup> at Parkwide.                      e2. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.                      e2. <b>Site bulletins (river movement, boundary markers, Cordova Island, CHAM residents)</b> <sup>FY2009</sup> at VC, mail, Parque.                      e2. <b>Fixed station interpretation (informal)</b> ongoing at VC.                      e1. <b>WNPA sales items</b> ongoing at VC bookstore.                      e1. <b>Posters</b> (events and festivals) ongoing at Parkwide. <b>Jr. Ranger poster</b> <sup>FY2010</sup>                      e0. <b>Special events (CHAM residents' reunion)</b> <sup>FY2009</sup> at Parkwide, offsite.                      e0. <b>Portable displays</b> <sup>FY2011</sup> at Parkwide.                      e0. <b>Junior Ranger program</b> <sup>FY2009</sup> at Parkwide, Internet, offsite.                      e0. <b>Community workshops for Theater Users</b> ongoing at Parkwide.                      --- <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.                      --- <b>SUP Application Orientation</b> ongoing at VC.</p>	<p>e6. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.                      e6. <b>Current and new technology: podcast</b> <sup>FY2011</sup>, <b>virtual tours</b> <sup>FY2011</sup>, <b>webcast, pocket ranger, cell phone tours</b> <sup>FY2013</sup> at Parkwide, offsite.                      e5. <b>Website (Teacher pages)</b> ongoing at Internet.                      e4. <b>Pre-performance video</b> ongoing at Theater, offsite.                      e3. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.                      e3. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.                      e3. <b>Park film</b> ongoing at VC, Internet.                      e3. <b>Hands-on activity stations (water table showing how moving water affects landscape)</b> <sup>FY2010</sup> at VC, LPG.                      e3. <b>Educational ranger talks</b> ongoing at Parkwide, offsite.                      e3. <b>Educational guided walks</b> <sup>FY2009</sup> at Parkwide.                      e2. <b>Exhibits</b> <sup>FY2009</sup> at VC, Parque.                      e2. <b>Bookmarks</b> ongoing at Schools, VC.                      e1. <b>WNPA sales items</b> ongoing at VC bookstore.                      e1. <b>Traveling trunks</b> <sup>FY2009</sup> at Offsite.                      e1. <b>Teacher workshops</b> ongoing at LPG, schools.                      e1. <b>Oral history exhibits</b> <sup>FY2012</sup> at VC, VC area.                      e1. <b>Multiple-visit hands-on program</b> <sup>FY2010</sup> at Parkwide, schools.                      e1. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.                      e0. <b>Teacher packet</b> <sup>FY2009</sup> at Website, VC, mail.                      e0. <b>Student-produced presentations (Building Bridges program)</b> <sup>FY2010</sup> at Parkwide, offsite.                      e0. <b>Educational posters</b> <sup>FY2012</sup> at Parkwide, schools.</p>

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PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
<p><b>Theme C.</b> The Chamizal border dispute between Mexico and the United States offers opportunities to explore how individuals, societies, and nations use boundaries to create a sense of identity, ownership, and security.</p>	<p>1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b></p>	<p>2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b></p>
	<p>e7. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.                      e5. <b>Website</b> ongoing at Internet.                      e5. <b>Pre-performance video</b> ongoing at Theater, offsite.                      e5. <b>Current and new technology: podcast, webcast</b> <sup>FY 2009</sup>; <b>pocket ranger</b> <sup>FY 2013</sup>; <b>cell phone tours</b> <sup>FY 2010</sup>; <b>virtual tours</b> <sup>FY 2011</sup> at Parkwide, offsite.                      e4. <b>Site bulletins (doll case, border crossing, past &amp; present)</b> <sup>FY 2009</sup> at VC, mail, Parque Chamizal <sup>FY 2012</sup>.                      e4. <b>Park film</b> ongoing at VC, Internet.                      e3. <b>WNPA sales items</b> ongoing at VC bookstore.                      e3. <b>Lecture series</b> <sup>FY 2011</sup> at Theater.                      e2. <b>Wayside exhibits</b> <sup>FY 2010</sup> at Scenic Drive, VC area signs rehab <sup>FY 2011</sup>.                      e2. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.                      e2. <b>Park brochure</b> <sup>FY 2009</sup> at VC, mail, offsite.                      e2. <b>Hummingbird program (cross-border migration)</b> <sup>FY 2009</sup> at SG, VC area.                      e2. <b>Exhibits (inc. 3D Cordova Island topo map)</b> <sup>FY 2009</sup> at VC, Parque.                      e1. <b>Guided walks</b> ongoing at Parkwide.                      e1. <b>Fixed station interpretation (informal)</b> ongoing at VC.                      e1. <b>Community workshops for Theater Users</b> ongoing at Parkwide.                      e0. <b>Special events: Grito</b> ongoing, <b>Chamizal Festival</b> <sup>FY 2009</sup> at Parkwide, <b>National Jr. Ranger Day</b> ongoing, <b>Easter Sunday puppet show</b> <sup>FY 2010</sup>                      e0. <b>Roving interpretation (informal)</b> ongoing at Parkwide.                      e0. <b>Portable displays</b> <sup>FY 2009</sup> at Offsite.                      e0. <b>Outdoor evening program</b> <sup>FY 2012</sup> at SG, SL, Bowl, BOMO, parkwide.                      e0. <b>Oral history exhibits</b> <sup>FY 2009</sup> at VC, VC area, Parque Chamizal <sup>FY 2010</sup>.                      e0. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.                      --- <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.                      --- <b>SUP Application Orientation</b> ongoing at VC.                      --- <b>Development of Interpretation props</b> <sup>FY 2009</sup>.</p>	<p>e4. <b>Hands-on activity stations (map jigsaw puzzle)</b> <sup>FY 2010</sup> at VC, LPG.                      e4. <b>Educational ranger talks</b> ongoing at Parkwide, offsite.                      e4. <b>Educational guided walks</b> <sup>FY 2009</sup> at Parkwide.                      e4. <b>Current and new technology: podcast, webcast</b> <sup>FY 2010</sup>, <b>pocket ranger, cell phone tours, virtual tours</b> <sup>FY 2013</sup> at Parkwide, offsite.                      e3. <b>Traveling trunks</b> <sup>FY 2011</sup> at Offsite.                      e3. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.                      e3. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.                      e3. <b>Costumed interpretation</b> <sup>FY 2013</sup> at Parkwide, schools.                      e2. <b>Website (Teacher pages)</b> <sup>FY 2009</sup> at Internet.                      e2. <b>Teacher workshops</b> <sup>FY 2010</sup> at LPG, schools.                      e2. <b>Student-produced presentations (essays</b> <sup>FY 2011</sup> <b>&amp; artwork</b> <sup>FY 2010</sup>) at Parkwide, offsite.                      e2. <b>Pre-performance video</b> <sup>FY 2009</sup> at Theater, offsite.                      e2. <b>Educational posters</b> <sup>FY 2012</sup> at Parkwide, schools.                      e1. <b>Teacher packet</b> <sup>FY 2009</sup> at Website, VC, mail.                      e1. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.                      e1. <b>Park film</b> <sup>FY 2010</sup> at VC, Internet.                      e0. <b>WNPA sales items</b> ongoing at VC bookstore.                      e0. <b>Special events</b> ongoing at Parkwide, offsite.                      e0. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.                      e0. <b>Hummingbird program (cross-border migration)</b> <sup>FY 2009</sup> at SG, VC area.                      e0. <b>Exhibits (inc. 3D Cordova Island topo map)</b> <sup>FY 2013</sup> at VC, Parque.                      e0. <b>Bookmarks</b> <sup>FY 2010</sup> at Schools, VC.</p>

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PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>	2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>
<p><b>Theme D.</b> Serving as a cultural center dedicated to fostering national friendship, understanding, and trust, Chamizal National Memorial's programs and urban landscape provide opportunities for people of Mexico and the United States to better understand and appreciate each other's diverse cultures and the many aspects of life that transcend nationality.</p>	<p>e7. <b>Theater programs</b> ongoing at Theater, offsite, LPG.  e6. <b>Interpretive talks (10-20 min.)</b> ongoing at Parkwide, offsite.  e6. <b>Current and new technology: podcast, webcast</b> <sup>FY 2009</sup>; <b>pocket ranger</b> <sup>FY 2013</sup>; <b>cell phone tours</b> <sup>FY 2010</sup>; <b>virtual tours</b> <sup>FY 2011</sup> at Parkwide, offsite.  e5. <b>Pre-performance video</b> ongoing at Theater, offsite.  e4. <b>Temporary exhibits (arts &amp; crafts exhibitions)</b> <sup>FY 2009</sup> at VC, LPG.  e4. <b>Park film</b> ongoing at VC, Internet.  e3. <b>Site bulletins (inc. cultural &amp; natural ideas)</b> <sup>FY 2009</sup> at VC, mail, Parque.  e3. <b>Self-guided trail (native plants &amp; animals)</b> <sup>FY 2009</sup> at Parkwide.  e3. <b>Guided walks</b> ongoing at Parkwide.  e3. <b>Exhibits (dolls, natural resources &amp; issues)</b> <sup>FY 2009</sup> at VC, Parque.  e2. <b>Website</b> ongoing at Internet.  e2. <b>Park brochure</b> <sup>FY 2009</sup> at VC, mail, offsite.  e2. <b>Hands-on activity stations (arts &amp; crafts)</b> <sup>FY 2013</sup> at VC, LPG.  e2. <b>Cultural demonstrations</b> <sup>FY 2012</sup> at LPG, parkwide.  e1. <b>Special events: Grito</b> ongoing, <b>Chamizal Festival</b> <sup>FY 2009</sup> at Parkwide, <b>National Jr. Ranger Day</b> ongoing, <b>Easter Sunday puppet show</b> <sup>FY 2010</sup>  e1. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.  e0. <b>WNPA sales items</b> ongoing at VC bookstore.  e0. <b>Wayside exhibits</b> <sup>FY 2010</sup> at Scenic Drive, VC area signs rehab <sup>FY 2011</sup>.  e0. <b>Roving interpretation (informal)</b> ongoing at Parkwide.  e0. <b>Posters</b> ongoing at Parkwide.  e0. <b>Portable displays</b> <sup>FY 2009</sup> at Offsite.  e0. <b>Fixed station interpretation (informal)</b> ongoing at VC.  e0. <b>Community workshops for Theater Users</b> ongoing at Parkwide.  --- <b>Outdoor evening program</b> <sup>FY 2013</sup> at SG, SL, Bowl, BOMO, parkwide.  --- <b>Visitor Perspectives</b> <sup>FY 2013</sup> at TBD.  --- <b>SUP Application Orientation</b> ongoing at VC.  --- <b>Hummingbird program (cross-border migration)</b> ongoing at SG, VC area.  --- <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.</p>	<p>e6. <b>Theater programs</b> ongoing at Theater, offsite, LPG.  e6. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.  e6. <b>Current and new technology: podcast, webcast</b> <sup>FY 2011</sup>; <b>pocket ranger, cell phone tours</b> <sup>FY 2013</sup>; <b>virtual tours</b> <sup>FY 2012</sup> at Parkwide, offsite.  e5. <b>Pre-performance video</b> ongoing at Theater, offsite.  e4. <b>Website</b> ongoing at Internet.  e4. <b>Park film</b> <sup>FY 2010</sup> at VC, Internet.  e4. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.  e4. <b>Environmental education (recycle emphasis)</b> <sup>FY 2010</sup> at Parkwide, offsite.  e4. <b>Educational ranger talks</b> ongoing at Parkwide, offsite.  e3. <b>Teacher packet (inc. government's &amp; park's roles in community)</b> <sup>FY 2009</sup> at Website, VC, mail.  e3. <b>Special events (education outreach)</b> ongoing at Parkwide, offsite.  e3. <b>Multiple-visit hands-on program (pay attention to nature, journaling, photography)</b> ongoing at Parkwide, schools.  e3. <b>Educational guided walks</b> ongoing at Parkwide.  e2. <b>Temporary exhibits (arts &amp; crafts exhibitions)</b> ongoing at VC, LPG.  e2. <b>Teacher workshops</b> ongoing at LPG, schools.  e2. <b>Hummingbird program (cross-border migration)</b> <sup>FY 2009</sup> at SG, VC area.  e2. <b>Hands-on activity stations (arts &amp; crafts, earthworms)</b> <sup>FY 2010</sup> at VC, LPG.  e2. <b>Educational posters</b> <sup>FY 2013</sup> at Parkwide, schools.  e1. <b>Traveling trunks</b> <sup>FY 2010</sup> at Offsite.  e1. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.  e1. <b>Student-produced presentations</b> <sup>FY 2011</sup> at Parkwide, offsite.  e1. <b>Exhibits (dolls, natural resources &amp; issues)</b> <sup>FY 2011</sup> at VC, Parque.  e1. <b>Cultural demonstrations</b> <sup>FY 2011</sup> at LPG, parkwide.  e0. <b>WNPA sales items</b> ongoing at VC bookstore.  e0. <b>Visitor Perspectives</b> <sup>FY 2011</sup> at TBD.  e0. <b>Costumed interpretation</b> <sup>FY 2013</sup> at Parkwide, schools.  e0. <b>Bookmarks</b> <sup>FY 2011</sup> at Schools, VC.</p>

Future Interpretation and Education Program / Program Overview Table

Every service in this table is underpinned by an Individual Service Plan (ISP). ISPs describe the operational, behind-the-scene information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
<p><b>Orientation Information</b> <i>and</i> <b>Visitor Safety Information</b></p>	<p>1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b></p>	<p>2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b></p>
<p>e6. <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.</p> <p>e5. <b>Roving interpretation (informal)</b> ongoing at Parkwide.</p> <p>e4. <b>Theater tech meeting</b> ongoing at Theater.</p> <p>e4. <b>SUP Application Orientation</b> ongoing at VC.</p> <p>e4. <b>Posters</b> ongoing at Parkwide.</p> <p>e4. <b>Equipment user orientation</b> ongoing at Parkwide.</p> <p>e3. <b>Website</b> ongoing at Internet.</p> <p>e3. <b>Special event tent</b> <sup>FY2009</sup> at Bowl, offsite.</p> <p>e3. <b>Site bulletins (esp. for physical fitness visitors)</b> <sup>FY2009</sup> at VC, mail, Parque.</p> <p>e2. <b>Travelers Information System</b> <sup>FY2010</sup> at Radio.</p> <p>e2. <b>Performers' orientation</b> <sup>FY2009</sup> at Theater.</p> <p>e2. <b>Junior Ranger program (inc. glass safety)</b> ongoing at Parkwide, Internet, offsite.</p> <p>e2. <b>Information desk duties</b> ongoing at VC.</p> <p>e2. <b>Automated phone messages</b> <sup>FY2009</sup> at Phone.</p> <p>e1. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e1. <b>Regulatory signage</b> ongoing at Parkwide, kiosk.</p> <p>e1. <b>Park brochure</b> <sup>FY2009</sup> at VC, mail, offsite.</p> <p>e0. <b>Wayside exhibits (esp. for physical fitness visitors)</b> <sup>FY2013</sup> at Scenic Drive, VC area.</p> <p>e0. <b>Visitor inquiries</b> ongoing at Phone, e-mail, mail.</p> <p>e0. <b>Self-guided trail (native plants &amp; animals)</b> <sup>FY2009</sup> at Parkwide.</p> <p>e0. <b>Rack cards</b> <sup>FY2012</sup> at Offsite regionally.</p> <p><b>Note:</b> All personal services include incidental Orientation &amp; Visitor Safety information.</p> <p><b>Note:</b> Most park-produced media include incidental Orientation &amp; Visitor Safety information.</p>	<p>e4. <b>Website (Teacher pages)</b> ongoing at Internet.</p> <p>e4. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.</p> <p>e4. <b>Current and new technology (podcast, webcast, pocket ranger, cell phone tours, virtual tours)</b> <sup>FY2013</sup> at Parkwide, offsite.</p> <p>e3. <b>Theater tech meeting</b> ongoing at Theater.</p> <p>e3. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e3. <b>Teacher packet</b> <sup>FY2009</sup> at Website, VC, mail.</p> <p>e3. <b>Junior Ranger program (inc. glass safety)</b> ongoing at Parkwide, Internet, offsite.</p> <p>e3. <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.</p> <p>e1. <b>Student-produced presentations</b> <sup>FY2011</sup> at Parkwide, offsite.</p> <p>e1. <b>Roving interpretation (informal) (for drop-in groups)</b> <sup>FY2009</sup> at Parkwide.</p> <p>e1. <b>Equipment user orientation</b> ongoing at Parkwide.</p> <p>e0. <b>Visitor inquiries</b> ongoing at Phone, e-mail, mail.</p> <p>e0. <b>Self-guided trail (native plants &amp; animals)</b> <sup>FY2009</sup> at Parkwide.</p> <p>e0. <b>Information desk duties</b> ongoing at VC.</p> <p><b>Note:</b> All personal services include incidental Orientation &amp; Visitor Safety information.</p> <p><b>Note:</b> Most park-produced media include incidental Orientation &amp; Visitor Safety information.</p>	

Future Interpretation and Education Program / Program Overview Table

Every service in this table is underpinned by an Individual Service Plan (ISP). ISPs describe the operational, behind-the-scene information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>Includes theater goers, recreational users, special event attendees, repeat metroplex visitors, family groups, and performers. (English, Spanish)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>	2. Education-based Groups. <i>Includes early childhood, K-12, and higher education (social studies, science, and fine arts). (English)</i> <b>(GOAL: produce all media in both English and Spanish languages.)</b>
<p><b>National Park System</b> <i>and</i> <b>National Park Service Mission</b></p>	<p>NPS uniform ongoing at Parkwide, website, and offsite &amp; other symbols<sup>FY2010</sup> at Broadcast and website.</p> <p>e5. <b>Pre-performance video</b> ongoing at Theater, offsite.</p> <p>e5. <b>Park film</b> ongoing at VC, Internet.</p> <p>e5. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.</p> <p>e4. <b>Website</b> ongoing at Internet.</p> <p>e4. <b>Park brochure</b><sup>FY2009</sup> at VC, mail, offsite.</p> <p>e4. <b>NPS passport program</b> ongoing at VC.</p> <p>e3. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.</p> <p>e3. <b>Current and new technology: podcast, webcast</b><sup>FY2009</sup>; <b>pocket ranger</b><sup>FY2013</sup>; <b>cell phone tours</b><sup>FY2010</sup>; <b>virtual tours</b><sup>FY2011</sup> at Parkwide, offsite.</p> <p>e2. <b>Special events (National JR Ranger Day)</b><sup>FY2009</sup> at Parkwide, offsite.</p> <p>e2. <b>Roving interpretation (informal)</b> ongoing at Parkwide.</p> <p>e1. <b>WNPA sales items</b> ongoing at VC bookstore.</p> <p>e1. <b>Wayside exhibits</b><sup>FY2013</sup> at Scenic Drive, VC area.</p> <p>e1. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e1. <b>Posters (health)</b><sup>FY2009</sup> at Parkwide.</p> <p>e1. <b>Hands-on activity stations</b><sup>FY2013</sup> at VC, LPG.</p> <p>e1. <b>Exhibits</b><sup>FY2010</sup> at VC, Parque.</p> <p>e1. <b>Environmental education (recycle emphasis)</b><sup>FY2010</sup> at Parkwide, offsite.</p> <p>e1. <b>Community workshops for Theater Users</b> ongoing at Parkwide.</p> <p>e0. <b>Travelers Information System</b><sup>FY2010</sup> at Radio.</p> <p>e0. <b>Temporary exhibits (arts &amp; crafts exhibitions)</b> ongoing at VC, LPG.</p> <p>e0. <b>SUP Application Orientation</b> ongoing at VC.</p> <p>e0. <b>Rack cards</b><sup>FY2012</sup> at Offsite regionally.</p> <p>e0. <b>Portable displays</b><sup>FY2010</sup> at Offsite.</p> <p>e0. <b>Outdoor evening program</b><sup>FY2013</sup> at SG, SL, Bowl, BOMO, parkwide.</p> <p>e0. <b>Hummingbird program (cross-border migration)</b><sup>FY2009</sup> at SG, VC area.</p> <p>e0. <b>Broadcast media (radio, TV, print, press releases)</b> ongoing at Broadcast receivers.</p> <p><b>Note:</b> All personal services include incidental System &amp; Service Mission information.</p> <p><b>Note:</b> Most park-produced media include incidental System &amp; Service Mission information.</p>	<p>e5. <b>Website (Teacher pages)</b> ongoing at Internet.</p> <p>e5. <b>Pre-performance video</b> ongoing at Theater, offsite.</p> <p>e4. <b>Traveling trunks</b><sup>FY2009</sup> at Offsite.</p> <p>e4. <b>Teacher workshops</b> ongoing at LPG, schools.</p> <p>e4. <b>Park film</b> ongoing at VC, Internet.</p> <p>e4. <b>NPS uniform &amp; other symbols</b> ongoing at Broadcast parkwide, offsite.</p> <p>e4. <b>Interpretive talks (10-20 min.)</b> ongoing at VC, mural, theater, BOMO, HM, offsite.</p> <p>e4. <b>Educational ranger talks</b> ongoing at Parkwide, offsite.</p> <p>e4. <b>Current and new technology (podcast, webcast, pocket ranger, cell phone tours, virtual tours)</b><sup>FY2013</sup> at Parkwide, offsite.</p> <p>e3. <b>Teacher packet</b><sup>FY2009</sup> at Website, VC, mail.</p> <p>e3. <b>Teacher newsletters</b> ongoing at Mail, e-mail, website, VC.</p> <p>e3. <b>Special events (NPS Week)</b> ongoing at Parkwide, offsite.</p> <p>e3. <b>Junior Ranger program</b> ongoing at Parkwide, Internet, offsite.</p> <p>e2. <b>Environmental education (recycle emphasis)</b><sup>FY2010</sup> at Parkwide, offsite.</p> <p>e2. <b>Educational posters</b><sup>FY2012</sup> at Parkwide, schools.</p> <p>e2. <b>Educational guided walks</b> ongoing at Parkwide.</p> <p>e1. <b>Theater (puppet) programs</b> ongoing at Theater, offsite, LPG.</p> <p>e1. <b>Multiple-visit hands-on program</b> ongoing at Parkwide, schools.</p> <p>e1. <b>Hummingbird program (cross-border migration)</b><sup>FY2009</sup> at SG, VC area.</p> <p>e1. <b>Hands-on activity stations</b><sup>FY2010</sup> at VC, LPG.</p> <p>e1. <b>Bookmarks</b> ongoing at Schools, VC.</p> <p>e0. <b>WNPA sales items</b> ongoing at VC bookstore.</p> <p>e0. <b>Temporary exhibits (arts &amp; crafts exhibitions)</b><sup>FY2009</sup> at VC, LPG.</p> <p>e0. <b>Portable displays</b><sup>FY2009</sup> at Offsite.</p> <p>e0. <b>Exhibits</b><sup>FY2011</sup> at VC, Parque.</p> <p><b>Note:</b> All personal services include incidental System &amp; Service Mission information.</p> <p><b>Note:</b> Most park-produced media include incidental System &amp; Service Mission information.</p>

## Individual Service Plans

Every service on the Program Overview table is underpinned by an Individual Service Plan (ISP) in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

## LRIP Action List

The LRIP Action List describes the major actions that are necessary to fully and successfully implement the future interpretation and education program.

### Ongoing Actions to Improve Visitor Services and Operations

- Write PMIS for new interpretive museum exhibit.
- Complete and implement Interpretive Training Manual.
- Complete and implement Volunteer Management Plan.
- Develop outline for interpretive programs.
- Conduct interpretive training for all division staff.
- Develop Site Bulletin Plan.
- Develop Wayside Management Plan.
- Develop SOPs for Digital Archive.

### FY 2009

- Continue ongoing interpretive and education programs.
- Review and re-prioritize projects not completed in FY08.
- Develop an education art exhibit (1).
- Update recorded phone messages.
- Organize special events tent and standardize handouts for these events.
- New employee orientation and information packet.
- Update park unigrid and translate into Spanish.
- Add additional teacher workshops.
- Online PDF teacher information/orientation packets.
- Cultural and social studies traveling trunks.
- Organize a WNPA cultural demonstration and/or craft fair.
- Develop a WNPA Scope of Sales.
- Work with LE on new education program.
- Launch UTEP student produced podcasts.
- Develop “What is a Ranger” rollup banner education program.
- Participate in National Junior Ranger Day.
- Begin development on “Chami the Ground Squirrel” mascot Jr. Ranger Program.
- Design a hummingbird interpretive panel.
- Work with Border Patrol on new border safety brochure.
- Establish infrastructure to archive slide files. Purchase Extensis Portfolio or similar archive program.
- Make doll exhibit booklet accessible to visitors.
- Create a plant fact sheet.
- Participate in Teacher Ranger Teacher program.

## FY 2010

- Continue ongoing interpretive and education programs.
- Review and re-prioritize projects not completed in FY09.
- New interpretive exhibits for visitor center (oral history, etc.)
- Develop and launch webcasts, and cell phone tours.
- Design wayside exhibit for Scenic Drive.
- Design and develop offsite portable displays.
- Create a hands-on activity station at visitor center.
- Develop education traveling trunks.
- Develop an interpretive exhibit at/for Parque Chamizal.
- Develop educational posters for area classrooms.
- Develop student produced presentations (Building Bridges).
- Design and conduct an Easter Sunday puppet show.
- Conduct Teacher workshops.
- Develop additional material for park film shown in theater
- Begin work on Travelers Information System.
- Develop public and student education on NPS uniform and other symbols (broadcast and website).
- Establish education program with emphasis on recycling.
- Participate in Teacher Ranger Teacher program.

## FY 2011

- Continue ongoing interpretive and education programs.
- Review and re-prioritize projects not completed in FY10.
- Partner with UTEP to host *Bittersweet Harvest* traveling Smithsonian exhibit.
- Develop virtual tours.
- Rehab current park waysides.
- Develop student produced presentations – essays, photo exhibits.
- Create new bookmarks.
- Develop “Visitor Perspectives” exhibit.
- Conduct special events (e.g., Chalk it Up, Craft fair, etc.)
- Participate in Teacher Ranger Teacher program.

## FY 2012

- Continue ongoing interpretive and education programs.
- Review and re-prioritize projects not completed in FY11.
- Develop oral history exhibit.
- Develop park history rack cards for offsite locations.
- Participate in Teacher Ranger Teacher program.

## FY 2013

- Continue ongoing interpretive and education programs.
- Re-evaluate and prioritize tasks left from FY12.
- Develop 3-D exhibit for visitor center.
- Develop “Pocket Ranger” materials.
- Begin work with costumed interpretation.
- Design and conduct outdoor evening program.
- Participate in Teacher Ranger Teacher program.

U.S. Department of the Interior, National Park Service, Intermountain Region, Texas

## Chamizal National Memorial

### Component 2: Annual Implementation Plan

Fiscal Year: 2009 - 2013

Last updated: **September 26, 2008**



## Introduction

### About the Annual Implementation Plan

This Annual Implementation Plan (AIP) is the second component of the CIP. This component, along with the park's other two CIP components (Long-Range Interpretive Plan and Interpretive Database), constitute the park's Comprehensive Interpretive Plan.

While the LRIP component is estimated to be useful for about five years before a major update is needed, a new AIP is created each year. This CIP component is a one-year operating plan for the interpretation and education program. It is a working blueprint describing what interpretive and informational services will be offered this year. The foundational information described in the LRIP also underpins the AIP, lending important context to the annual program and establishing the basis for decision-making throughout the CIP.

Each year, new services identified in the LRIP's future program will be "brought on line." The frequency and duration of existing services may change to accommodate new services. Such services may also be modified in response to what is learned from ongoing evaluation. The offering of existing, modified, and new interpretive and informational services implements the long-range vision in annual increments until the long-range vision is achieved.

Successive AIPs are developed directly from the LRIP. Each AIP is composed of several essential elements:

- Year-specific information
- Annual interpretation and education program (program overview table) — *a year-specific version of the LRIP's future interpretation and education program*
- AIP action list — *a year-specific portion of the LRIP action list*

### Year-specific Information

Year-specific information that is especially useful in the AIP includes budgeting and staffing, training, an analysis of the previous year's interpretation and education program, and any management emphases that will influence the interpretation and education program in the current year.

### Annual Interpretation and Education Program (Program Overview Table)

The *program overview table* of the annual interpretation and education program embodies a one-year portion of the LRIP's long-range program. The annual program is developed directly from the long-range program, concretely linking them together. It cites all of the services that apply to the current year.

### **AIP Action List**

The AIP action list cites those actions slated for the current year in the LRIP's action list, usually with increased detail to facilitate their completion.

### **The AIP-LRIP Updating Loop**

Like the LRIP, the AIP is updated by park staff as park circumstances change. Any of these changes that may have an effect beyond the current year are also used to update the LRIP. This ensures that the LRIP component remains relevant and an up-to-date template for subsequent AIPs.

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## Annual Conditions and Considerations

### Budget and Funding Information

**Section Description.** This AIP section describes the expected base funding levels for the fiscal year, and additional sources of funding that are expected or to be pursued.

Chamizal's ONPS budget for FY09 is expected to be \$2,372,000. That includes an additional base increase of \$50,000 for bilingual education for the Division of Interpretation and Education. CHAM will also be receiving grant funds from the Texas Commission on the Arts for Siglo de Oro education outreach. The amount of the grant will be approximately \$3,800.

### Position Management and Staffing Information

**Section Description.** This AIP section describes the expected base staffing levels for the fiscal year (number of positions, grades, duties, organizational chart relationships, etc.), and additional sources of staffing such as that available from partners, volunteers, or others. This section also sometimes includes descriptions of expected seasonal fluctuations in staff availability and related supportive issues (stipends, housing, uniform procurement, credit, etc.). Training for all staff (why, what, where, when, how) is also described.

Staff positions for the Division of Interpretation and Education for FY09 are expected to remain at 1 GS-11 Chief of Interpretation and Education, 1 GS-9 Education Specialist, 1 GS-9 Interpretive Park Ranger, 1 GS-9 Bilingual Interpretive Park Ranger, 1 GS-5 Park Guide, and 1 GS-4 Park Guide (SCEP). The addition of a new GS-5 Education Tech position will also begin in FY09.

### Training Schedule and Related Information

A training schedule is under development as a priority for FY09.

### Analysis of Last Year's Program

**Section Description.** This AIP section serves to analyze the transition from last year's interpretation and education program to this year's program. It compares both programs and examines strengths and weakness as lessons learned. This section also proposes new services or changes to services (or removal of services) as aspects of the program that should be specifically evaluated for effectiveness and efficiency in meeting the program mission — as a way of continually improving the program.

Please see the Service wide Interpretive Report (SIR) for FY2008, located online with WASO.

### **Strengths of Last Year's Program**

Chamizal National Memorial had a strong year educationally with the continuation of work with the Outrageous Fortune Theater Company's production of *Miguel's Shakespearian Adventure*, and *King Lear* during the outdoor Shakespeare in the Park festival. The partnership with Compañía Marionetas Shuto and presentations of Ask the River/Pregúntale al Río puppet shows in both English and Spanish was a success. Continued work with Shuto's director Carlos Quevedo instructed division staff how to take full ownership of the program and become puppeteers. The fiscal year ended with a puppet show taking place offsite in a local elementary school. The puppet program provided a useful interpretive tool and a product that schools wanted.

During FY08 the role of the theater's movie screen played dominantly in educating park visitors about the Memorial's significance. That weighed heavily in the dramatic improvement in visitor understanding on the Annual Visitor Survey from 89% in FY07 to 93% in FY08. That exceeded the FY08 park goal of 86%.

Other areas of strength for the FY08 program came in safety and visitor center operations. The Division implemented weekly safety meetings that led to new and/or updated SOPs in Emergency Preparedness, and Fire Extinguisher Operations. A park wide training was also conducted in fire extinguisher usage.

The Visitor Center saw a major improvement and renovation of the WNPA bookstore. This included the adoption of a Mexican market theme and new merchandise.

### **Weaknesses of Last Year's Program**

The major area weakness for the FY08 program involved public education transportation to/from the park for theater education programs. The same challenge was faced in FY07. A last minute change of the state's testing schedule caused several schools to cancel programs for which they were scheduled. This led to a marked decrease in theater program attendance, and even led to some shows being canceled. As a result, our reported attendance numbers for facilitated education programs dropped.

### **Experiments and Evaluation**

Following an inconsistency in public school district transportation charges in FY07, we attempted in FY08 to encourage schools to take more ownership in sharing bus transportation costs. Under normal circumstances, traveling to and from the Memorial for a theater program requires a 3-hour time block per bus, we

learned through invoicing that schools were scheduling the buses for longer periods of time in order to include picnic and play time at the Memorial. This caused the price per bus to almost double. As a way to better budget transportation costs, we agreed to pay the first \$100 per bus and asked the schools to pay the additional if they chose to schedule buses for longer time periods than the basic 3-hour time block. This did not have the effect we had hoped and actually caused some schools to shy away from booking programs. In FY09 new guidelines will be developed for dealing with bus transportation.

As a way of dealing with transportation issues, we looked for programs that we could take into the school. One such program was the puppet program that we began taking into the schools at the end of FY08. It met educational objectives but caused a strain on the division due to the limited number of staffing available to be puppeteers. It soon became apparent that we needed more staff or volunteers in order to do this program. In FY09 we will experiment with volunteers and the establishment of a new VIP puppet education opportunity.

## **Management Emphases for this Fiscal Year**

**Section Description.** This AIP section describes the various emphases that park management may want the interpretation and education program to specifically address in this fiscal year.

### **Emphases Regarding Management Decisions**

- To consider the long-term sustainability of the interpretive and education program when creating new services and programs.

### **Emphases Regarding Resources**

- To develop plant and walking guides that educate visitors about the memorial's flora and fauna, as well as encourage them to get outside and walk around the memorial's trail system.
- To develop a new Jr. Ranger mascot program that incorporates the park's ground squirrel wildlife.

### **Emphases Regarding Visitors**

- To redesign the park's unigrid brochure and introduce a Spanish version.
- To develop products that encourage visitors to explore the grounds and walk the trails.
- To target Spanish-speaking audiences in programs and products.
- To continue improving the park's website and post additional material.

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## Annual Interpretation and Education Program

### AIP Program Overview Table

**Section Description.** This AIP section describes the blueprint of this year's annual interpretation and education program, a one-year implementation of the long-range vision in the LRIP component. It is displayed as a program overview table that graphically depicts how distinct audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park's set of primary interpretive themes and the services that make them accessible to visitors. ***The program overview table outlines the annual interpretation and education program that the park and its partners intend to conduct.***

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole.

The operational details that underpin the interpretive and informational services depicted on the program overview table are described in a set of individual service plans (ISPs). These are located in the Interpretive Database component of the CIP.

### Program Overview Key

#### *Abbreviations*

Bowl	Outdoor Amphitheater
BOMO	Boundary Monument (incl. cement fence posts along Paisano)
HM	History Museum
LPG	Los Paisanos Gallery
Parque	Chamizal Park in Juarez, Mexico
SG	Spanish Garden
SL	Side Lawn
VC	Visitor Center

### Individual Service Plans

Every service on the Program Overview table is underpinned by an Individual Service Plan (ISP) in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

## Individual Service Plans

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## AIP Action List

The AIP Action List describes the major actions that are necessary to fully and successfully implement the annual interpretation and education program.

### FY 2009, Quarter One

- Complete and launch new WebRanger program (began in FY08)
- Implement traveling trunks (designed in late FY08)
- Launch podcasts (completed in late FY08)
- Begin work on “Chami the Mascot” program.
- WNPA scope of sales
- Begin English and Spanish update of park brochure
- Work with LE to develop NPS Careers program for schools
- Safety site bulletin for Parque Chamizal (work with Customs & Immigration, Border Patrol)
- Teacher Workshop
- Begin development on interpretive manual

### FY 2009, Quarter Two

- Update phone park phone messages
- Develop new employee orientation and general information packets
- Complete VIP manual (began in FY 08)
- Complete Plant Fact Sheet (simplified version of Plant Walk brochure that began in FY08)
- Teacher Workshop

### FY 2009, Quarter Three

- Complete update and translation of park brochure
- Begin work on “What is a Park Ranger” roll-up education banner
- Hummingbird interpretive panel
- National Junior Ranger Day event
- Education Art Exhibit
- Teacher Workshop
- Work with Curation to develop new digital archive program

## **FY 2009, Quarter Four**

- Planning retreat for FY10
- Begin work on Chamizal History roll-up banner
- WNPA Cultural demonstration/craft fair
- Begin work on NPS Identity poster for classrooms
- Convert doll exhibit text into a standing pedestal display format
- Complete design work and launch “Chami the Mascot” program

## **Recurring Tasks**

In addition to the specific actions described above, other actions need to be undertaken and accomplished on an annual or other recurring basis. As the program is managed throughout the year, it is important to be aware of activities whose scheduling is beyond the control of the park. Many of these are connected to funding, reporting, and information management such as the following:

- SCC (Servicewide Comprehensive Call), PMIS (Project Management Information System)
- Fiscal Year-end Closeout
- PMDS (Performance Management Data System)
- Survey Cards (usually each summer)
- SIR (Servicewide Interpretive Report)
- MIDS (Media Inventory Data System) / FMSS (Facility Management Software System)
- End of year VIP report
- WNPA quarterly inventories and end of year closeout

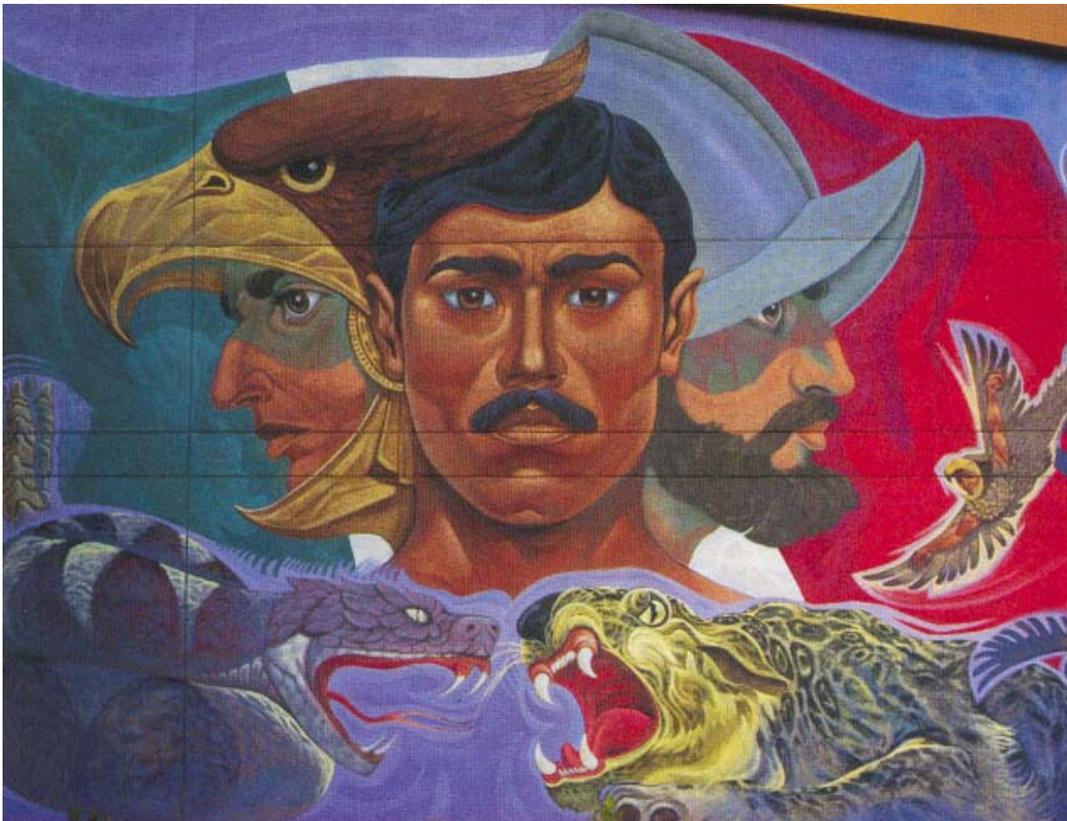
U.S. Department of the Interior, National Park Service, Intermountain Region, Texas

## Chamizal National Memorial

### Component 3: Interpretive Database

Fiscal Years: 2009 - 2013

Last updated: **September 26, 2008**



## Introduction

### About the Interpretive Database

This Interpretive Database (ID) is the third component of the CIP. This component, along with the park's other two CIP components (Long-Range Interpretive Plan and Annual Implementation Plan), constitute the park's Comprehensive Interpretive Plan.

The ID is essentially a reference aid, or finding aid, for information that assists in the implementation and ongoing operation of the park's interpretation and education program. It underpins the LRIP and AIP components by providing ways to connect to supportive information. The database is often most useful if constructed as a computer file to facilitate information searches and make updating convenient. A printed copy of the database is often stored with some of the original documents and materials to which it refers. The ID is composed of several essential elements:

- Referenced information
- Individual service plans

### Referenced Information

The ID serves as a reference database for information such as the park reading list, research documents, other planning documents, funding proposals, media evaluations, various reports, and more.

### Individual Service Plans

The ID file contains the program's individual service plans. These brief plans provide operational detail that underpin and more fully describe the services listed on the LRIP and AIP program overview tables.

## Interpretive Themes for Chamizal National Memorial

**A** — Chamizal National Memorial demonstrates that through the convergence of a favorable socio-political climate, charismatic leadership, and a spirit of cooperation and mutual respect, diplomacy can peacefully resolve a significant international issue even after more than 100 years of ongoing, and sometimes violent, conflict.

**B** — Located on the former Cordova Island, Chamizal National Memorial offers opportunities to better understand and appreciate how actions deemed necessary for the greater good can have a wide range of effects on the lives of individuals, communities, and the land.

**C** — The Chamizal border dispute between Mexico and the United States offers opportunities to explore how individuals, societies, and nations use boundaries to create a sense of identity, ownership, and security.

**D** — Serving as a cultural center dedicated to fostering national friendship, understanding, and trust, Chamizal National Memorial's programs and urban landscape provide opportunities for people of Mexico and the United States to better understand and appreciate each other's diverse cultures and the many aspects of life that transcend nationality.

<p><b>Primary Interpretive Themes:</b> D, NPS System &amp; Mission</p>	<p><b>Audience 1:</b> General Audience</p>
	<p><b>Armchair Explorers Video Travel Series</b></p> <ul style="list-style-type: none"> <li>• Chamizal Theater</li> </ul>

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the cultural and natural resources that the National Park Service is responsible for managing.

**Visitor Safety Issues:** Ensure there are enough wheelchair spaces in the theater and there are no tripping hazards as many of these guests are elderly.

### Key Operational Details

**Purpose:** To share NPS sites with local residents who may or may not have an opportunity to visit other NPS units. This program also provides Chamizal NM with the opportunity to share the NPS mission and explain that Chamizal is part of the NPS as opposed to being a city, regional, or state park.

**Service Availability:** Offered year-round on the third Wednesday of each month from 10:30 am to noon.

**Maximum Audience Size:** Theater occupancy is about 450 guests. The number of wheelchairs is limited to eight.

**Support Materials:** Cart to transport guests from the parking lot to the theater, video on an NPS site, flyers produced monthly to post on the web, in the visitor center, and in the outdoor kiosk.

**Staff Time Commitment:** Program is about 1 hour in length. Additional staff time is required for reviewing new videos, maintaining the video library, and working with local media to advertise the service.

**Logistics:** Must work with Theater staff at the beginning of the year to book the times in the theater needed for the program.

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 1:</b> General Audience</p>
<p><b>Interpretive Talks</b></p> <p>Ranger led programs that remain in place and lasts 20 minutes or less</p> <ul style="list-style-type: none"> <li>• Visitor Center/Museum/Grounds</li> <li>• Outdoor Amphitheater</li> <li>• Theater</li> <li>• Offsite</li> </ul>	

### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s missions and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

**Visitor Safety Issues:** None since this is a short duration program where people remain in place.

### Key Operational Details

**Purpose:** The purpose of these programs is to provide a thematic program related to Chamizal NM and NPS resources with visitors in a quick and concise format.

**Service Availability:** Every Sunday during the summer for Music Under the Stars intermission program. This service is also available as requested by the public.

**Maximum Audience Size:** Depends on the location of the talk. For inside locations, a group of 20-30 individuals is about the maximum size for an effective program. If presenting a program in the outdoor amphitheater, with proper sound, there is no limit on audience size.

**Support Materials:** Interpretive props as determined by the interpretive ranger.

**Staff Time Commitment:** Interpretive talks should be limited to 20 minutes or less. Additional staff time will be required to develop the program.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 1:</b> General Audience</p> <p><b>Website (Interpretive Pages)</b></p> <ul style="list-style-type: none"> <li>• Park website</li> <li>• External websites</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

**Visitor Safety Issues:** General visitor information pages include information regarding park policies such as glass containers and pets. Additional safety information should include sun safety and hydration.

### Key Operational Details

**Purpose:** The interpretive web pages are designed to provide World Wide Web users with thumbnail sketches of park history, wildlife, and other resource information as well as an up-to-date calendar of current interpretive events.

**Service Availability:** Continuous

**Support Materials:** Computers, word processing and desktop publishing software, digital cameras, and training in using the web content management system.

**Staff Time Commitment:** The initial time commitment will be significant until staff become familiar with the web content management system and learn how to navigate program protocols. Routine maintenance will be less time consuming (about two to three hours each month), which will include updating text, rotating photos, adding information to the calendar of events, etc. Major changes or additions of new content areas to the site will be more time consuming than routine maintenance.

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p style="text-align: center;"><b>Audience 1:</b> General Audience</p> <p><b>Park Produced Publications</b></p> <ul style="list-style-type: none"> <li>• Park Website</li> <li>• Visitor Center</li> <li>• Park Grounds</li> <li>• Other NPS Sites (GUMO, CAVE, WHSA, FODA, BIBE)</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

**Critical Resource Issues:** Feeding the wildlife (squirrels), no glass containers, no pets at outdoor concert events, littering.

**Visitor Safety Issues:** General visitor information should include information regarding park policies such as glass containers and pets. Additional safety information should include sun safety and hydration. For trans-border publications, key safety messages regarding crossing the border and personal safety while in Juarez should be developed in conjunction with the U.S. Border Patrol. Park orientation (i.e., maps) for self-guided trails is also important for visitor safety and enjoyment.

### Key Operational Details

**Purpose:** Non-personal interpretive media extends the park experience to those who cannot visit the memorial grounds, as well as providing interpretive information to visitors who are on site but do not have the opportunity to attend an interpretive program or are interested in learning more about a specific topic.

**Service Availability:** Continuous

**Support Materials:** Computers, word processing and desktop publishing software, digital cameras, research materials for developing media content.

**Staff Time Commitment:** Various; project dependent.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, NPS System &amp; Mission</p>	<p style="text-align: right;"><b>Audience 1:</b> General Audience</p> <p><b>Junior Ranger Program</b></p> <ul style="list-style-type: none"> <li>• Park Website</li> <li>• Visitor Center</li> <li>• Park Grounds</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To convey the history of Chamizal NM and the mission of the National Park Service and the stories surrounding its significance in a familiar and more appropriate format for young audience members and their families.

**Critical Resource Issues:** Feeding wildlife.

**Visitor Safety Issues:** Parental supervision for younger children.

### Key Operational Details

**Purpose:** Chamizal NM’s Junior Ranger program strives to provide younger visitors with opportunities that encourages them to explore and learn more about Chamizal NM and the National Park Service through a variety of activities that provide participants with the flexibility to see and interact with the park at their own pace and timeframe.

**Service Availability:** Continuous

**Support Materials:** Computers, word processing and desktop publishing software, digital cameras, research materials for developing media content.

**Staff Time Commitment:** Various; project dependent. Currently, the Junior Ranger program consists of all non-personal services (e.g., Junior Ranger Activity Guide for ages 4-9; Little Junior Ranger Coloring Book for ages 2-4; Junior WebRanger program for ages 7-12). Initial project develop for this type of media requires a lot of staff time; however, once the projects are in place, minimum staff time is required. Additional staff time will be required if personal services are developed.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, NPS System &amp; Mission</p>	<p><b>Audience 1:</b> General Audience</p>
	<p><b>Illustrated Programs</b></p> <ul style="list-style-type: none"> <li>• Theater</li> <li>• Visitor Center</li> </ul>

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

### Key Operational Details

**Purpose:** An illustrated program carefully integrates illustrations and narration to effectively move visitors toward their own intellectual and emotional connections with the meanings inherent in the resource.

**Availability:** Pre-performance video is shown prior to all theater events, education programs, Armchair Explorer programs, and as requested. This video can also be shown to visitor groups in the small VC theater.

**Maximum Audience Size:** Theater occupancy is about 450 guests. Seating in the small visitor center is limited to approximately 30 adults.

**Support Materials:** Scanner to scan historic photos, digital photographs, desktop video editing software such as Adobe Premier Pro, DVD burner, digital storage space for large files. If developing digital slide programs, digital photos, MS PowerPoint or similar program, laptop computer, and digital projector are required.

**Staff Time Commitment:** Various; project dependent. These projects require a lot of staff time during the initial stage of development. Once the project is completed, minimal staff time is need until the material needs to be revised, then another sizeable time commitment is required.

**Logistics:** Theater staff is involved in the production of the pre-performance video. It is important to work closely with that division to coordinate schedules for an efficient production timeline. Theater staff is also responsible for showing the video at the start of performances.

<p><b>Primary Interpretive Themes:</b></p> <ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme B</li> <li>3. Theme C</li> <li>4. Theme D</li> <li>5. National Park System (NPS) and National Park Service Mission</li> <li>6. Orientation and Visitor Safety</li> </ol>	<p><b>Audience 1:</b> General Audience</p>
<p><b>Conducted Activities</b></p> <p>-One to two hour-long ranger led programs that move the audience through the resource in a series of stops.</p> <ul style="list-style-type: none"> <li>• Visitor Center/Museum</li> <li>• Park Grounds</li> </ul>	

### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

**Visitor Safety Issues:** Proper hydration, sun protection and proper footwear as well as proper clothing for inclement weather.

### Key Operational Details

**Purpose:** Conducted activities provide a sequence of interpretive opportunities through physical movement and provide for enhanced immersion in the resource. Opportunities for group experiences and interactions, as well as cohesive development of relevant ideas, can encourage visitors to develop an enriched appreciation and support for the resources. Compared to the interpretive talk, conducted activities generally provide the audience with more opportunities to encounter tangible resources.

**Service Availability:** This service is available as requested by the public.

**Maximum Audience Size:** 20 visitors per interpreter.

**Support Materials:** Interpretive props as determined by the interpretive ranger.

**Staff Time Commitment:** Conducted activities typically last between one to two hours. Additional staff time will be required to develop the program.

<p><b>Primary Interpretive Themes:</b></p> <ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme B</li> <li>3. Theme C</li> <li>4. Theme D</li> <li>5. National Park System (NPS) and National Park Service Mission</li> <li>6. Orientation and Visitor Safety</li> </ol>	<p style="text-align: center;"><b>Audience 1:</b> General Audience</p> <p><b>Informal Visitor Contacts</b></p> <ul style="list-style-type: none"> <li>• Visitor Center/Museum</li> <li>• Park Grounds</li> <li>• Ranger Tent for Special Events</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Intent:** To help visitors understand and appreciate the significance of Chamizal’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of the park and the National Park Service.

### Key Operational Details

**Purpose:** Informal visitor contacts provide essential customer service in the visitor center, while roving the grounds, and staffing the Ranger Tent for special events. Whenever possible, interpreters strive to facilitate opportunities for the audience to form their own intellectual and emotional connections to resource meanings, but consciously extend each contact only as far as is appropriate based on visitor cues and responses.

**Service Availability:** Anytime the VC is open, when park staff members are roving the grounds, during Music Under the Stars concerts, and at other outdoor special events when the Ranger Tent is set up.

**Support Materials:** Interpretive props as determined by the interpretive ranger.

**Staff Time Commitment:** Same hours as having the visitor center open as well as hours required to staff special events.

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Theater (Puppet) Program.</b></p> <ul style="list-style-type: none"> <li>• Theater</li> <li>• Los Paisanos Gallery</li> <li>• Off-Sites (school campuses, libraries, etc.)</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history of the Chamizal and the stories surrounding its significance in a familiar and more appropriate format for young audience members (3-5 years old) and their caregivers.

**Critical Resource and Visitor Safety Issue(s):**

- Marionette Stage
  - Needs to be assembled cautiously and appropriately as there are many sharp edges and the structure must bear the weight of four puppeteers.
  - Puppets are fragile and need to be handled (and stored) with care.
- Performances in the Theater
  - Dim lighting creates a hazard when trying to seat visitors after the performance begins.

## Key Operational Details

**Presenters.** All Interpretation and Education staff as well as volunteers – to be determined by the script (individuals will need to perform and help with set-up of stage).

**Service Availability.**

- Off-site: no more than two performances scheduled for any one week with at least two weeks’ notice.
- On-site: at least three months planning to coordinate with theater staff availability of stage for each performance.

**Service Duration.** 15-45 minutes, dependent on script.

**Maximum Audience Size.** to be determined by venue.

**Support Materials.** Toolbox: hammer, scissors, nylon puppet string, screws with fly-nuts, clamps, glue, extra batteries; Sound system: speakers, microphones, CD; Cart; carpet tiles (for use in Los Paisanos Gallery).

**Logistics.** Rehearsal times needed during days preceding performance to include set-up, actual performance, and break down; Directions and time estimates needed for travel to off-site locations. Need to lay down carpet tiles for presentations in the gallery (provides comfort while sitting on the floor and helps improve room acoustics).

**Staff Time Commitment.** 1.25 hours to set up; 30-50 minute presentation; 45 minutes to break down; 1-2 hours to layout carpet tiles; plus appropriate preparation/developmental time.

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Educational Ranger Talks.</b></p> <ul style="list-style-type: none"> <li>• Park-wide</li> <li>• Off-Sites (school campuses, libraries, etc.)</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history and international significance of the Chamizal through lectures and discussions directly linked to classroom curricula and state/national standards; to help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

**Critical Resource and Visitor Safety Issue(s):**

- Park-wide: staying on the trail, not touching or climbing on boundary markers, not picking flowers, cautioning visitors to keep distance from small park animal life. Caution visitors to remain in their groups, as well as aware of their surroundings (people and traffic) since the park is adjacent to a major international border crossing and is set within a large metropolitan environment.
- Off-Site: properly transporting and the set-up/breakdown of multimedia equipment (laptop and projector); minimizing tripping hazard by taping down extension cords.

## Key Operational Details

**Presenters.** All Interpretation and Education staff

**Service Availability.**

- Park-wide: pre-scheduled through the Education staff at least two weeks prior with sessions to occur Monday–Saturday, 9 am to 4 pm.
- Off-Site: pre-scheduled through the Education staff at least two weeks prior with sessions to occur Monday-Saturday, 8 am to 4 pm.

**Service Duration.** 15-45 minutes, dependent on specific themes.

**Maximum Audience Size.** to be determined

**Support Materials.**

- Park-wide: may include props such as laminated historical maps and photos.
- Off-Site: multimedia equipment (laptop, projector, necessary connection wires, extension cords, masking tape, computer speakers), materials for hands-on activities, park promotional materials, CD of multimedia presentation, etc.

**Logistics.**

- Must discuss group’s learning objectives while initially scheduling visit.
- For school-age audiences, programs must be linked to Texas, New Mexico and/or national learning standards.
- Park-wide:

- Schedule with theater staff for use of theater space as a meeting area for larger groups or screening park videos.
- Refer to gallery calendars: exhibits may/may not be a part of program; gallery spaces can be used during bad weather.
- Alert bookstore staff of school-age group visits.
- Off-Site:
  - Staff must be familiar/ comfortable with setting up computer system (laptop, projector, speakers, etc) in a variety of settings.
  - Maps and directions to off-site locations.

**Staff Time Commitment.** appropriate preparation/developmental time; 15-45 minute presentation; take into consideration traveling to/from for off-site programs.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p>
	<p><b>Website (Teacher Pages)</b></p> <ul style="list-style-type: none"> <li>• Internet</li> </ul>

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** to help visitors understand and appreciate the significance of the park’s mission and resources, and to provide opportunities for people to form their own intellectual and emotional connections to the meanings and significance of Chamizal National Memorial.

**Critical Resource and Visitor Safety Issue(s):** n/a

## Key Operational Details

**Service Availability.** Continuous

**Service Duration.** To be determined by end users.

**Support Materials.** Computers, word processing software, desktop publishing software, digital cameras, and data to be posted on the web.

**Logistics.** Updates or the addition of new content to the website require park staff be authorized (obtain a log-on and password) by CMS staff in Washington. The “How to...” guide can be found on-line at the InsideNPS intranet “Forums” site.

**Staff Time Commitment.** The initial time commitment will be significant until staff become familiar with the CMS format and learn how to navigate program protocols. Routine maintenance will be less time consuming (about two to three hours a month), which will include updating text, rotating photos, adding information to the calendar of events, etc. Major changes or additions of new content areas to the site will be more time consuming than routine maintenance.

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Teacher Newsletter</b></p> <ul style="list-style-type: none"> <li>• Park Website</li> <li>• E-Mail</li> <li>• Hard-Copy at Visitor Center Desk</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history of the Chamizal and the stories surrounding its significance, to keep the education community informed about programs, events and other opportunities available; to help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

**Critical Resource and Visitor Safety Issue(s):** n/a

### Key Operational Details

**Service Availability.** Produced four times a year; continuous accessibility on the website, hard-copy available during Visitor Center operating hours.

**Service Duration.** To be determined by end user.

**Support Materials.** Computers, word processing software, desktop publishing software, digital cameras, and information to be included in the newsletter.

**Logistics.** Staff should be familiar with desktop publishing software. Visitors wanting to receive the newsletter via e-mail need to provide their e-mail address either in person or by e-mailing education staff. For end user ease, newsletters should be converted to PDF files at the smallest file size possible. Contact e-mails list available on the P:drive in the “Education” folder. Several templates are available at the same location. Contact e-mail list will need to be update as e-mails become invalid.

**Staff Time Commitment.** preparation/developmental time (designing, writing, editing, publishing on website, sending e-mails and managing e-mail list – *time estimated = 60-80 hrs*).

<p><b>Primary Interpretive Themes:</b> A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Educational Guided Walks</b></p> <ul style="list-style-type: none"> <li>• Parkwide</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history and international significance of the Chamizal through programs directly linked to classroom curricula and state/national standards; to help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

**Critical Resource and Visitor Safety Issue(s):** Reminding visitors to stay on the trail, not touching or climbing on boundary markers or walls, not picking flowers, cautioning visitors to keep distance from small park animal life. Caution visitors to remain in their groups, as well as aware of their surroundings (people and traffic) since the park is adjacent to a major international border crossing and is set within a large metropolitan environment. Remind groups to wear hats, bring water and prepare to walk along the park grounds.

## Key Operational Details

**Presenters.** All Interpretation and Education staff, as well as volunteers.

**Service Availability.** pre-scheduled through the Education staff at least two weeks prior with sessions to occur Monday–Friday, 9 am to 4 pm.

**Service Duration.** 45-120 minutes, dependent on specific subject matter and needs of particular groups.

**Maximum Audience Size.** to be determined by group and staff capabilities. *No more than 30 school-age visitors per ranger per location.*

**Support Materials.** may include props such as laminated historical maps and photos, materials for hands-on activities (pencils, clipboards, and paper), etc.

**Logistics** Must discuss group’s learning objectives while initially scheduling visit. For school-age audiences, programs must be linked to Texas, New Mexico and/or national learning standards.

- Need to schedule a training for staff/volunteers involved so they are aware of program goals/objectives and logistics.
- If working with a large group, program may require smaller groupings to rotate to various locations around the park for presentation of different segments of the overall program.
- Schedule with theater staff for use of theater space as a meeting area for larger groups or screening park videos.
- Refer to gallery calendars: exhibits may/may not be a part of program.

- Alert bookstore staff of school-age group visits.

**Staff Time Commitment.** Appropriate planning/developmental time; 45-120 minute presentation.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Multiple-visit <i>hands-on</i> program</b></p> <ul style="list-style-type: none"> <li>• Parkwide</li> <li>• Off-Sites (school campuses, libraries, etc.)</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history and international significance of the Chamizal through programs directly linked to classroom curricula and state/national standards; to help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

**Critical Resource and Visitor Safety Issue(s):** Remind school groups to use caution and proper techniques while working with crafting materials. Inform visitors to stay on the trail, not touch or climb on boundary markers or walls, not to pick flowers, caution visitors to keep distance from small park animal life. Caution visitors to remain in their groups, as well as aware of their surroundings (people and traffic) since the park is adjacent to a major international border crossing and is set within a large metropolitan environment. Remind groups to wear hats, bring water and prepare to walk along the park grounds.

### Key Operational Details

**Presenters.** All Interpretation and Education staff, as well as volunteers.

**Service Availability.** pre-scheduled through the Education staff at least two weeks prior with sessions to occur Monday–Friday, 9 am to 4 pm.

**Service Duration.** 45-120 minutes for a minimum of 2 days, dependent on program.

**Maximum Audience Size.** to be determined by group and staff capabilities. *No more than 30 school-age visitors per ranger per location.*

**Support Materials.** Craft supplies, other consumable materials (pencils, worksheets, paper, markers, etc.), mobile file cart, laminated historical maps and photos, tables, chairs, trash cans.

**Logistics.** Need to schedule a training for staff/volunteers involved so they are aware of the program goals/objectives and logistics. Must discuss group’s learning objectives while initially scheduling visit. For school-age audiences, programs must be linked to Texas, New Mexico and/or national learning standards.

- If working with a large group, program may require smaller groupings to rotate to various locations around the park for presentation of different segments of the overall program.
- Schedule with theater staff for use of theater space as a meeting area for larger groups or screening park videos.
- Refer to gallery calendars: exhibits and physical spaces may/may not be a part of program.
- Alert bookstore staff of school-age group visits.

**Staff Time Commitment.** Preparation/developmental time; 30-45 minutes set-up; 45-120 minutes for a minimum of 2 days presentation; 45-60 minutes clean-up.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Bookmarks</b></p> <ul style="list-style-type: none"> <li>• Off-Sites (school campuses, libraries, etc.)</li> <li>• Visitor Center</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To help visitors understand and appreciate the park’s significance and to provide opportunities for people to form their own intellectual and emotional connections to the park’s resources and the National Park Service in general.

### Key Operational Details

**Service Availability.** During Visitor Center operating hours, during scheduled education and interpretive programs.

**Service Duration.** To be determined by the end user.

**Maximum Audience Size.** n/a, dependent on number printed.

**Support Materials.** Computers, word processing software, desktop publishing software, digital cameras, and information to be included.

**Logistics.** Staff should be familiar with desktop publishing software. Templates available on the P:drive.

**Staff Time Commitment.** preparation/developmental time (designing, writing, editing, working with printers *time estimate = 40 hrs*).

<p><b>Primary Interpretive Themes:</b></p> <p>A, B, C, D, Orientation &amp; Safety, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Teacher workshops</b></p> <ul style="list-style-type: none"> <li>• Los Paisanos Gallery</li> <li>• Off-Sites (school campuses)</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To convey the history and international significance of the Chamizal through programs directly linked to classroom curricula and state/national standards; to help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

**Critical Resource and Visitor Safety Issue(s):** Remind visitors to use caution and proper techniques while working with crafting materials. Inform visitors to stay on the trail, not touch or climb on boundary markers or walls, not to pick flowers, caution visitors to keep distance from small park animal life. Caution visitors to remain aware of their surroundings (people and traffic) because the park is adjacent to a major international border crossing, and set within a large metropolitan environment. Remind groups to wear hats, bring water and prepare to walk along the park grounds.

## Key Operational Details

**Presenters.** Education staff, area consultants (in-service teachers, experienced trainers, etc.) as well as volunteers.

**Service Availability.** One-five sessions per school year, Monday–Saturday, 9 am to 4 pm.

**Service Duration.** 3-6 hours, dependent on program.

**Maximum Audience Size.** 20 participants on-site; to be determined by group and location for off-site locations.

**Support Materials.** Craft supplies, certificates, evaluation forms, other consumable materials (pencils, worksheets, paper, markers, notepads, binders etc.), mobile file cart, laminated historical maps and photos, tables, chairs, trash cans, carpet tiles, computer, projector, screen, speakers, extension cord, and other materials to be determined by program.

**Logistics.** Need to schedule a training for staff/volunteers involved so they are aware of the program goals/objectives and logistics. Layout carpet tiles in gallery to help with room acoustics.

- Need to generate a teacher’s guide of resources and lesson plans linked to state/national learning standards.
- Need help from other staff/volunteers to compile teachers guide binders.
- Certificates of attendance need to be issued at the end of the session. Certificates must include the park’s CPE provider number.

- Schedule with theater staff for use of theater space as a meeting area or screening park videos.
- Refer to gallery calendars: exhibits and physical spaces are a part of the program.
- Work with partners (friend's group, local ISDs, etc) to promote program and provide beverages/snacks to participants.
- Alert bookstore staff (all educators receive a 20% discount on merchandise).

**Staff Time Commitment.** Preparation/developmental time; 2-3 hours set-up; 1-2 hours to lay carpet tiles; 3-6 hour presentation; 1-2 hours clean-up.

<p><b>Primary Interpretive Theme:</b> B, C, D, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Student Produced Podcasts (Current &amp; New Technologies)</b></p> <ul style="list-style-type: none"> <li>• Internet</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To help visitors understand and appreciate the significance of park resources and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

### Key Operational Details

**Service Availability.** Continuous

**Service Duration.** To be determined by the end user.

**Support Materials.** Computers, digital voice recorders, appropriate connection wires, word processing software, desktop publishing software, digital cameras, etc. and information to be included.

**Logistics.** Multi-phased program. Program is particularly suited to work with high school/college students and teachers who make a point of incorporating technology in their classroom.

- Initial development includes meeting with groups interested in working on this project (identifying key teachers and administrative support), developing a timeline and project goals, being a resource for information, establishing a Memo of Understanding (MOU) if needed, etc.
- Recording Process development includes supplying hardware (tape recorders, connection wire) if needed, facilitating visits to the park by student groups working on the project, help locate photo/multi-media documents if needed for the final product.
- Post-Recording includes uploading podcasts to park website, linking partner websites to project webpage, and general maintenance of park web pages concerning this project.
- Staff should be familiar with technological components. MOU template available on the P:drive.

**Staff Time Commitment.** Significant amount of developmental time required (includes identifying and working with partners); less time is required during the recording process but is dependent on capabilities of students. Minimal time is required to maintain website. (*time estimate = 160 hrs*).

<p><b>Primary Interpretive Themes:</b> C, D, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p>
	<p><b>Special Events (education outreach)</b></p> <ul style="list-style-type: none"> <li>• Off-Sites (school campuses, libraries, etc.)</li> </ul>

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To help visitors understand and appreciate the park’s history and international significance and to provide opportunities for people to form their own intellectual and emotional connections to the park and National Park Service.

Program is designed to extend the park’s annual festivals (example: *Siglo de Oro Drama Festival*) to school-age audiences by connecting visual/theater/musical artists with classroom curricula.

### Key Operational Details

**Presenters.** Education and Interpretive Staff, volunteers.

**Service Availability.** During school-day hours; program in conjunction with annual festivals.

**Service Duration.** 1-2 hours

**Maximum Audience Size.** To be determined by venue capacities.

**Support Materials.** If visiting multiple sites, binder with directions, maps and contact information (park staff and school contacts). Promotional materials needed to highlight festivals, park and other education programs for distribution.

**Logistics.** The use of park’s vehicles needs to be reserved for the entire time period through the Administration Division or staff should consider renting a van for the duration of the program. Most schools will gladly provide snacks/lunch for performers if asked. Ask performers what technology and/or materials they will need during their presentation at the school; work with schools to have them provide items or plan on arriving at the school earlier to set-up items. A significant part of the budget for these programs comes from outside grants. Documentation of programs is crucial; take along camera and assign a staff member to record the event if possible.

**Staff Time Commitment.** Most of the time associated with this program is spent during the planning and coordination phase. For every half-day of performance (scheduled program), plan on spending at least two days on prep work (coordination with artists, scheduling with schools, grant writing, grant reporting, etc).

<p><b>Primary Interpretive Themes:</b> D, NPS System &amp; Mission</p>	<p><b>Audience 2:</b> Education-Based Groups</p> <p><b>Temporary exhibits</b></p> <ul style="list-style-type: none"> <li>• Park gallery spaces (Los Paisanos, Abrazos, Borderland)</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To help visitors understand and appreciate the park’s significance and to provide opportunities for people to form their own intellectual and emotional connections to the park and the National Park Service mission in general.

**Critical Resource and Visitor Safety Issue(s):** exhibiting individuals/groups need to be trained on properly using gallery-related tools, machines and materials. Artwork/exhibited items must be installed in such a way that does as little damage as possible to gallery facilities. Art work/ exhibit items must be reasonably safeguarded from theft or damage. Remind visitors not to touch artwork/exhibited materials.

### Key Operational Details

**Service Availability.** During Visitor Center operating hours, during scheduled education and interpretive programs.

**Service Duration.** To be determined by the end user; exhibits to be on view for 4-12 weeks.

**Maximum Audience Size.** n/a, dependent on maximum occupant recommendations per gallery space.

**Support Materials.** Gallery toolbox (includes all the tools/materials needed for hanging an exhibit) Computers, word processing software, desktop publishing software, digital cameras, and information to be included park-generated postcards.

**Logistics.** Park Guide critical for installing exhibits. Follow art gallery policy packet located on the P:drive. Staff should be familiar with the vinyl-lettering machine. For exhibit postcards, staff should be familiar with desktop publishing software and working with printing companies. Templates available on the P:drive.

**Staff Time Commitment.** preparation/developmental time (working with individuals/groups to discuss program goals, designing, writing, editing, opening reception arrangements, working with printers, etc. *time estimate = 80 hrs*). Minimal amount of time required after exhibit opens to public.

<p><b>Primary Interpretive Themes:</b> A, B, C, D, NPS Mission &amp; System</p>	<p><b>Audience 2:</b> Education-Based Groups</p>
<p><b>Teacher-Ranger-Teacher</b></p>	

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To connect and help make park resources and National Park Service mission relevant to audiences within the K-12 classroom environment.

### Key Operational Details

**Presenters.** TRT to work with entire Interp & Education Staff; to be supervised by Education Specialist.

**Service Duration.** 8-10 weeks (40/week) during summer months, periodically during the school-year and NPS week.

**Maximum Audience Size.** To be determined by available office space.

**Support Materials.** Computer work station for TRT, NPS uniform for TRT.

**Logistics.** This is a project that originated and is still overseen by the Denver Regional Office. The program requires a signed contract (Intergovernmental Agreement) between a local school district or private 501(c3) school and NPS.

TRTs are paid \$300/week and must be provided with a uniform. It is critical that TRTs have their own or shared office space with access to network computers and printers. A program guide book is available on the P:drive.

**Staff Time Commitment.** Getting the interagency agreement signed, advertising for participants, and interviewing potential TRTs can take a significant amount of time. During the implementation of the program, the education specialist will need to provide participants with an orientation to the park and NPS culture, and must be available to give participants feedback on targeted projects. A minimal amount of time is also necessary to complete region-required reports and to periodically touch base with TRTs throughout the following school year.

## Referenced Information

This ID section describes where information that is not in the LRIP or AIP components can be found. Both virtual and physical locations are likely to be included.

### Annual Funding Proposals

Currently being developed.

### Basic Park Reading List

Currently being developed. Will be included in the Interpretation Manual on file in Interpretive Division.

### Cooperating Association – Park Scope of Sales Statement

Currently being developed.

### Education Reports

Records of education programs are captured in the annual Servicewide Interpretive Report (SIR), submitted electronically and located online with WASO. Education program records can also be found by fiscal year, month and day in the park's visitation records located on the P drive in the Visitation folder. School specific program information is located at **P:\Education**.

### Grant Applications

Yearly grant requests are submitted to Texas Council for the Arts (TCA) to offset education expenses involved with the Siglo de Oro teacher workshop and associated education outreach. Copies of submitted grants are found at **P:\Education\Grants**.

## **Interpretive Cyclic Maintenance Database**

To be developed.

## **Interpretive Talk Outlines**

Program outlines are being developed on an on-going basis. Copies of completed programs are kept in the Interpretive Division in a marked binder. Copies of various programs will be included in the new Interpretation Manual.

## **List of Artists and Performers at Chamizal**

Ongoing list maintained and kept by the theater staff.

## **Other Interpretive Plans**

### **Visitor Center Exhibit Plan**

An initial report is currently being developed by Harpers Ferry Design Center. PMIS funding requests will follow.

### **Wayside Exhibit Plan**

To be developed.

## **Other Plans Affecting Interpretation**

### **Foundation Statement for Planning and Management**

Completed in FY08 by the Denver Service Center. Hard copies are stored in the park's library. An electronic copy can be found at **P:\Interpretation\Planning**.

### **General Management Plan (GMP)**

Park is planning to begin a revision of the GMP in late FY09 or early FY10.

### **GPRA Strategic Plan**

Accessed electronically in PMDS.

### **Position Management Plan**

Although an actual plan does not exist, information regarding the park's future position management can be found in the Core Operations Report at **S:\CORE Ops**. Once completed, a hard copy will be stored in the park's library.

### **Resource Management Plan**

Hard copy kept in park's library.

### **Research Reports**

Hard copies of past research reports are kept in the park's library.

### **Servicewide Interpretive Report (SIR)**

Report is submitted electronically and located online with WASO and as a hardcopy at **P:\Interpretation\Reports\Servicewide Interp Report**.

### **Servicewide Media Inventory (MIDS)**

Information is maintained and kept by park's curator Catherine Johnson.

### **Standard Operating Procedures (SOP) for Library Use**

Posted in the park's library.

### **SOP for Interpretive Images Use**

To be developed.

### **SOP for Interpretive Collection (Props) Use**

To be developed.

### **Visitor Survey Data**

An electronic copy is submitted annually to the University of Idaho. Survey results can be found on the University of Idaho, Cooperative Studies website at **<http://www.psu.uidaho.edu/>**. Electronic PDF copies can also be found at **P:\Visitor Survey**.

## Volunteers-in-Parks (VIP) Report

The annual report is submitted electronically and located online with WASO at <http://inside.nps.gov/volunteers/reports.cfm>. They are also filed electronically in the park and found at **P:\VIP Program\Annual Reports**.