



Craters of the Moon National Monument and Preserve

Long-Range Interpretive Plan



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Prepared by the Department of Interpretive Planning
Harpers Ferry Center

Craters of the Moon National Monument and Preserve,
National Park Service
and
Craters of the Moon National Monument and Preserve,
Bureau of Land Management

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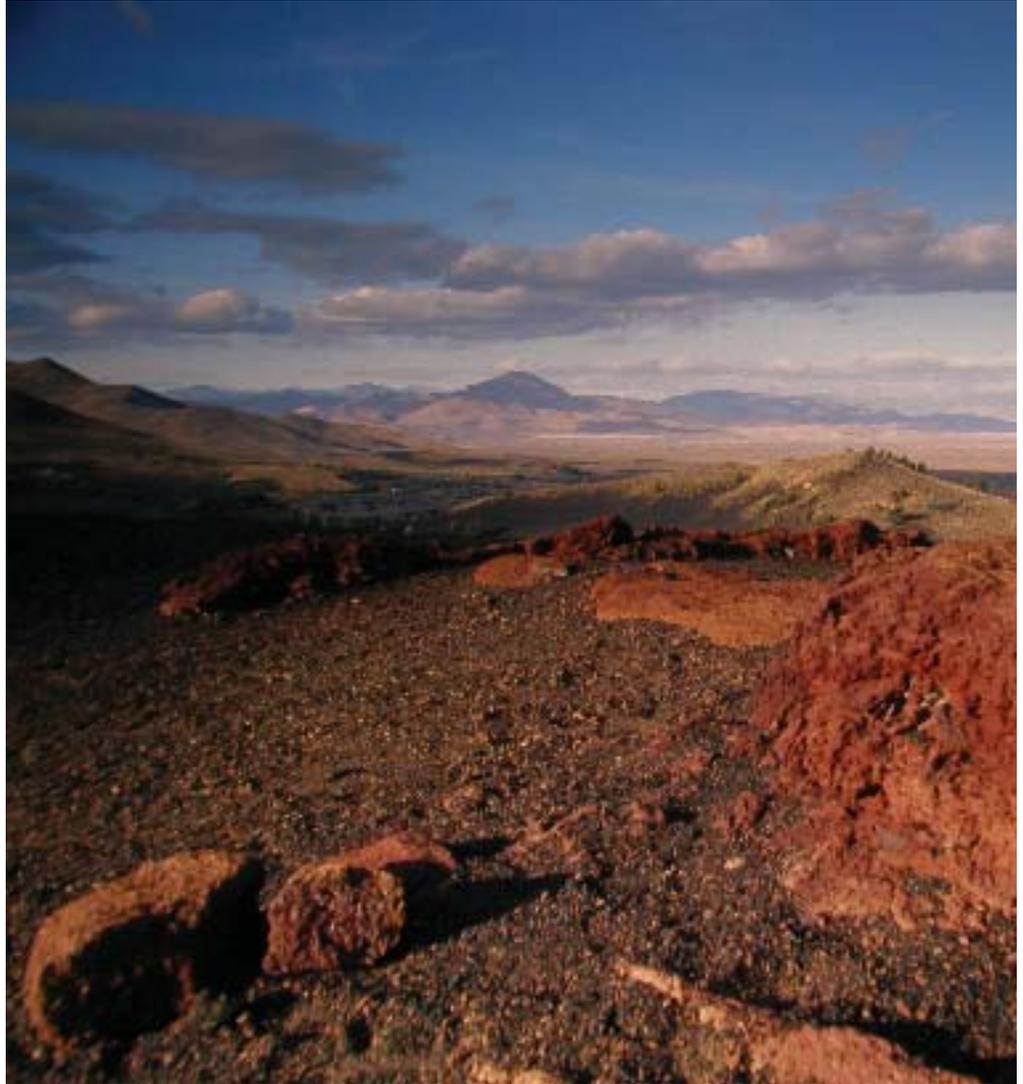
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View from Inferno Cone
Summit

INTRODUCTION AND PLANNING BACKGROUND

Introduction

Craters of the Moon National Monument, the first national monument in Idaho, was established on May 2, 1924 (Presidential Proclamation 1694) for the purpose of protecting some of the unusual landscape of the Craters of the Moon Lava Field. This “lunar” landscape was thought to resemble that of the moon and was described in the Proclamation as “a weird and scenic landscape peculiar to itself.”

Since 1924, the Monument boundary has been adjusted and expanded numerous times, the latest occurring on November 9, 2000. On this date Presidential Proclamation 7373 expanded Craters of the Moon National Monument from roughly 53,400 acres to approximately 752,500 acres, including 737,700 acres of federal land. This proclamation ensures the protection of the Great Rift Volcanic Rift Zone and its associated features. It also placed the lands under the administration of both the National Park Service (NPS) and the Bureau of Land Management (BLM), with each agency having primary management authority over separate portions. In addition, on August 21, 2002, Public Law (PL) 107-213, 116 Statute [Stat.] 1052 designated the NPS portion of the expanded Monument as a National Preserve.

The cooperative NPS/BLM management of Craters of the Moon National Monument and Preserve makes the site one of the first in the nation where the mandates and legal authorities of two separate federal agencies were brought together to better serve the public and manage the resources. The NPS has primary responsibility for managing the land covered by younger lava flows, and the BLM manages the

sagebrush-grasslands. The areas over which the NPS has primary jurisdiction are known as the NPS National Monument and Preserve and are part of the National Park System. The area over which the BLM has primary jurisdiction is known as the BLM National Monument and it is part of the BLM National Landscape Conservation System. The 3 areas are referred to collectively as “the Monument” (see map). The primary management emphasis is on preserving the geological and ecological resources associated with the Great Rift while continuing traditional uses such as grazing and hunting in designated areas.

Craters of the Moon National Monument and Preserve is located in South Central Idaho in Blaine, Butte, Lincoln, Minidoka, and Power Counties (see regional map). The site is within a two-hour drive of the relatively large population centers of Twin Falls, Idaho Falls and Pocatello located along the Interstate 84 (I-84) and I-15 corridors. Smaller communities are located within a one-hour drive of the visitor center in the Lost River and Wood River Valleys.

The Monument contains the youngest and most geologically diverse section of basaltic lava terrain found on the Eastern Snake River Plain, an extensive area of volcanic formations that reaches across southern Idaho to Yellowstone National Park. The Monument includes three distinct lava fields: Craters of the Moon, Kings Bowl, and Wapi. The Craters of the Moon Field is significant in that it is the largest basaltic lava field of predominantly Holocene age (less than 10,000 years old) in the conterminous United States. The Monument protects most of

the Great Rift Volcanic Rift Zone. It compares in significance to other volcanic rift zones such as those in Hawaii and Iceland. The Great Rift varies in width between one and five miles, extends for more than 50 miles and is over 600 feet deep in some areas.

Almost every feature and structure associated with basaltic volcanism is represented in the Great Rift Zone, including various kinds of lava flows, volcanic cones, and lava tubes. Some lava flows within the Great Rift Zone diverged around areas of higher ground and rejoined downstream to form isolated islands of older terrain called “kipukas.” In many instances, the expanse of rugged lava surrounding the kipukas has protected them from people, domestic animals, and even exotic plants. As a result, these kipukas represent some of the least disturbed vegetation communities on the Snake River Plain.

Young (dominantly Holocene) lava flows and other features cover about 450,000 acres of the Monument. The remaining 300,000 acres are also of volcanic origin, but older in age and covered with a thicker mantle of soil. This older terrain supports a sagebrush steppe ecosystem consisting of diverse communities of grasses, sagebrush, and shrubs, providing habitat for a variety of wildlife. This area also includes lava tube caves, older volcanic formations, and volcanic edifices locally referred to as buttes.

Approximately 70 percent of the Monument is already designated as Wilderness or has been recommended to Congress for Wilderness designation. The Craters of the Moon Wilderness, along with the Petrified Forest Wilderness, were designated in 1970. They were the first Wilderness areas established in the National Park System.

The area contains a wealth of cultural resources dating back to the last volcanic eruptions, which were likely witnessed by the Shoshone people. Local tribes and communities, as well as visitors and other stakeholders, have an interest in the cultural resources of the Monument.

Most developed visitor and educational opportunities are located near US 20/26/93 between the “gateway” communities of Carey and Arco in the north. In addition to guided walks and programs offered by the NPS, the Monument has several self-guiding interpretive trails with wayside exhibits and a 7-mile loop drive. Facilities include a visitor center complex, which consists of a campground, amphitheater, exhibit area, bookstore, and multi-purpose room.

Planning Background

The Craters of the Moon National Monument and Preserve does not have a current Long-Range Interpretive Plan (LRIP). An Interpretive Prospectus was completed in 1979, which focused primarily on making improvements to the visitor center. The Craters of the Moon National Monument and Preserve Management Plan and Final Environmental Impact Statement (Monument Management Plan) was completed in 2005 with a Record of Decision signed in September 2006. The Monument Management Plan was prepared in response to the November 9, 2000 Presidential Proclamation 7373, which expanded Craters of the Moon National Monument from approximately 53,400 acres to more than 752,500 acres, including 737,700 acres of federal land.

For the purposes of this long-range interpretive plan, the Monument Management Plan made a number of general recommendations

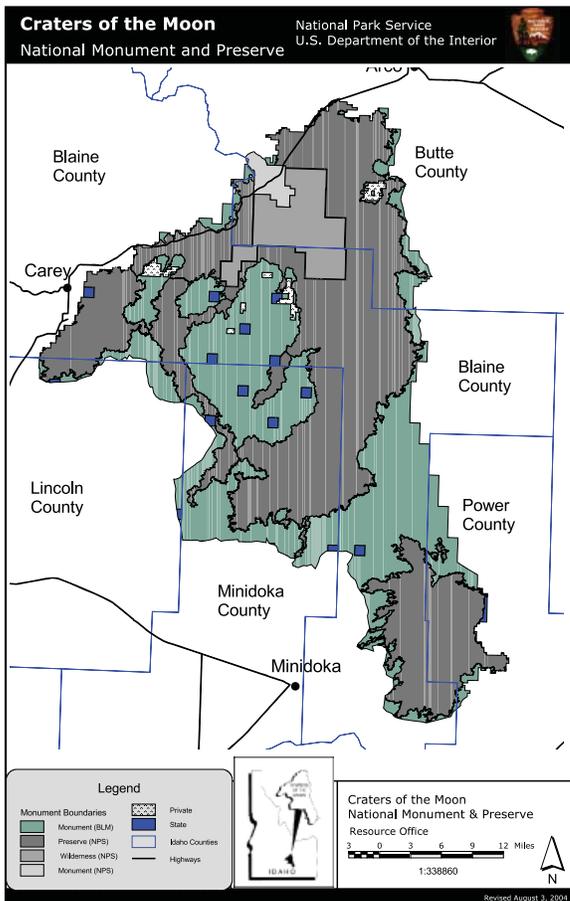
regarding the extent and location of public uses within the Monument, visitor safety, and the types of appropriate visitor experiences, including opportunities for solitude and methods of providing information, orientation, education, and interpretation.

In addition to the above, some already existing media is outdated, lacks a uniform design, and does not adequately relate elements of the newly developed interpretive themes. Interpretive media for the new multi-purpose room at the visitor center needs to be developed, which is to include a new park film. Monument staff also desire to improve and expand education and outreach opportunities, and to create a stronger identity for visitors and the public at large.

Since the Secretary of the Interior directed the NPS and BLM to “provide seamless service to the public”, this LRIP, where possible,

will make joint recommendations for interpretive media and programs to be carried out cooperatively by both agencies.

This long-range interpretive plan (LRIP) will be a component of the park’s Comprehensive Interpretive Plan (CIP) as directed by National Park Service Director’s Orders-6. This plan will provide long-term direction and focus for the interpretive program for the Monument. Together with the park-produced annual interpretive plan and the interpretive database, it will form a comprehensive interpretive plan. The LRIP will describe the park’s primary interpretive themes and visitor experiences, and recommend ways to facilitate those experiences through facility design, interpretive/informational media, personal services programs, and partnership endeavors.



PLANNING FOUNDATION

Planning begins by understanding why a park was established

Purpose

Purpose statements describe the reasons for which a park area was established. These statements are based on an area's enabling legislation and legislative history.

The purposes of Craters of the Moon National Monument and Preserve are to:

- Safeguard the volcanic features and geologic processes of the Great Rift.
- Provide scientific, educational, and interpretive opportunities for the public to foster an understanding and appreciation of the volcanic geology and associated natural and cultural phenomena.
- Maintain the wilderness character of the Craters of the Moon Wilderness and Wilderness Study Areas.
- Perpetuate scenic vistas and open western landscapes for future generations.
- Protect kipukas (older vegetated terrain surrounded by lava flows) and other remnant vegetation areas and preserve important habitat for sage grouse.
- Continue the historic and traditional relationships that have existed on this land for generations.

Significance

Significance is summarized in statements that capture the essence of a site's importance to our natural and cultural heritage. Significance statements are not the same as an inventory of significant resources. While a resource inventory can be the basis, significance statements describe the importance or distinctiveness of the aggregate

resources. Knowing a site's significance helps set resource protection priorities, identify primary interpretive themes, and develops desirable visitor experiences.

The resources of Craters of the Moon National Monument and Preserve are significant for the following reasons:

- Craters of the Moon contains a remarkable and unusual diversity of exquisitely preserved volcanic features, including nearly all of the features of purely basaltic volcanism—craters, cones, lava flows, caves, and fissures. (Volcanology)
- Craters of the Moon contains most of the Great Rift, the deepest known land-based open volcanic rift, and the longest volcanic rift in the continental United States. (Great Rift)
- Craters of the Moon contains many diverse habitats for plants and animals as a result of a long history of volcanic deposition. (Ecosystem)
- Craters of the Moon contains abundant sagebrush steppe communities that provide some of the best remaining sage-grouse habitat and healthiest rangelands on the Snake River Plain. (Sagebrush Steppe)
- Many of the more than 400 kipukas contain representative vegetative communities that are largely undisturbed by human activity. These communities serve as key benchmarks

Significance statements describe the importance or distinctiveness of the resources of an area.

for scientific study of long-term ecological changes to the plants and animals of sagebrush steppe habitats throughout the Snake River Plain. (Kipukas)

- Craters of the Moon contains the largest remaining land area within the Snake River Plain still retaining its wilderness character. The Craters of the Moon Wilderness Area and Wilderness Study Areas encompass over one-half million acres of undeveloped federal lands. (Wilderness)
- Craters of the Moon is a valued western landscape of more than 750,000 acres that is characterized by a variety of scenery, broad open vistas, pristine air quality, and a rich human history. (History and Western Landscape)

Interpretive Themes

Primary interpretive themes are those ideas/concepts that are critical for achieving visitor understanding and appreciation of the significance of Craters of the Moon National Monument and Preserve. Primary themes do not include everything that may be interpreted, but they do provide the foundation from which programs and media can be developed. All interpretive efforts, through both personal and non-personal services, should relate to one or more of the primary themes. Effective interpretation results when visitors are able to connect concepts (intangibles) with resources (tangibles) and derive something meaningful from the experience.

The following theme statements provide the basis for interpretation at Craters of the Moon National Monument and Preserve.

Volcanology

Primary Theme:

Craters of the Moon provides opportunities for people to experience a remarkably well preserved volcanic landscape.

Subthemes:

- Short of traveling to Hawaii, Craters of the Moon provides one of the finest, most accessible and awe inspiring venues in the United States for people to experience and study volcanism in many different forms.
- Research continues to unravel the many mysteries of this landscape, and new knowledge acquired here helps scientists to better understand volcanic events that have occurred elsewhere.

Great Rift

Primary Theme:

The Great Rift and its associated features are only the most recent reminders of an awesome series of geologic events that began to shape the eastern Snake River Plain 16 million years ago.

Subthemes:

- The seemingly tranquil Snake River Plain conceals a violent geologic past in which mountain ranges were swallowed by unimaginably huge caldera forming eruptions as the North American plate moved over the Yellowstone hotspot. The most recent event created the Yellowstone caldera 640,000 years ago.
- Beginning 15,000 years ago, a great tear in the earth opened up and magma poured through to the surface during repeated episodes leaving behind

Primary themes should be few enough in number to provide focus for the interpretive program, but numerous enough to represent the full range of park significance. There are many ways to prepare interpretive themes, and there is little evidence that favors one technique over another.

a legacy of lava flows and other volcanic features. These features can be clearly viewed on many different scales: up close on trails or from distant images from space.

- Ongoing, but subtle, changes continue to affect the geology of Craters of the Moon as gravity, weather, and natural and human activities gradually alter this volcanic landscape.
- Continued stretching of the North American plate in this region combined with high levels of heat in the subsurface and a record of repeated eruptions indicate that there will likely be more volcanic events in the future.

Ecosystem & Sagebrush Steppe

Primary Theme:

The geology of Craters of the Moon has created unique and unexpected habitats that provide for the survival of a surprising diversity of plant and animal species. This vast lava and sagebrush plain also provides for critical human needs throughout this desert region.

Subthemes:

- Plants and wildlife have found ingenious ways to survive and thrive through the extreme seasonal and more gradual long term climatic changes in this desert region. Many plants and animals utilize the relatively cool and moist cracks and lava tube caves in order to survive.
- Due to habitat degradation elsewhere, populations of sage-grouse, and other sagebrush obligate species, are increasingly isolated in areas with relatively healthy sagebrush steppe plant communities, like Craters of the Moon.

- The vast quantities of water stored by the lava rock aquifer below the Snake River Plain provides for human livelihood and survival throughout southern Idaho.
- The sagebrush rangelands provide quality forage for livestock grazing and help to sustain a traditional way of life in southern Idaho.

Kipukas

Primary Theme:

Searing lava flows that initially destroyed everything in their path today protect some of the last islands of intact sagebrush steppe communities on the Snake River Plain.

Subtheme:

- Because many of the smaller kipukas in the Monument have been isolated from human activities, they provide important examples of what is “natural.”
- The relatively pristine Kipukas also provide important information to scientists about how disturbed plant and animal communities elsewhere may be restored to natural conditions.

Wilderness & Western Landscape

Primary Theme:

Craters of the Moon contains vast areas managed to preserve their wilderness characteristics.

Subthemes:

- As one of the first areas in the National Park System to be designated a federal wilderness, Craters of the Moon established a precedent of preservation that has been imitated in many other areas since 1970.

- Most of Craters of the Moon is already designated as Wilderness or has been recommended to Congress for Wilderness designation (Wilderness Study Areas). Natural quiet, dark skies, and an immense relatively undisturbed natural landscape are a few of the important qualities of these areas.
- Effective preservation of the wilderness character of Craters of the Moon requires thoughtful decision making by agency staff that is informed by good science, interagency cooperation, public involvement and support.
- of grazing practices here. This traditional practice continues today within the BLM Monument.
- Geologist Harold Stearns, who described the area as appearing like the “surface of the moon as seen through a telescope,” explored and studied the area and became an outspoken advocate for its preservation.
- Robert Limbert, Idaho taxidermist and explorer, hiked the length of the Great Rift in 1920. His efforts drew national attention to the fascinating volcanic formations here—and the need to protect them.
- Since 1924 the National Park Service has cared for Craters of the Moon and welcomed visitors. In 2000 Craters of the Moon entered a new era when the NPS and BLM began to cooperatively manage a greatly expanded monument.
- Notable modern-day visitors include the Apollo Astronauts who came to learn basic volcanic geology in preparation for their moon missions. Recent geologic investigations that have found similarities between the geology of the Snake River Plain and the surface of Mars indicate that Craters of the Moon will continue to be an important place to further develop our understanding of the earth... and beyond.

History & Western Landscape

Primary Theme:

For thousands of years people have avoided, endured, and pondered this vast western landscape.

Subthemes:

- Ancient stone structures, well worn trails across the lava, and oral traditions indicate that Native Americans traveled extensively through this lava landscape. Members of the Shoshone-Bannock tribes continue an enduring relationship with this area.
- Oregon-bound pioneers followed Goodale’s Cutoff along the northern edge of the lava flows in the mid-1800’s. Based on journal entries, the area left an indelible, but mostly negative, impression on these early visitors.
- Ranching and settlement were difficult at best in this arid high desert environment. Rock cairns and livestock trails serve as reminders of the long history

Visitor Experience Goals

Visitors come to parks seeking something of personal value and relevance. While interpretive themes can be viewed as cognitive goals (things people should learn), visitor

“Visitor experience” is what people do, sense, feel, think, and learn; it includes knowledge, attitudes, behaviors, and values; it is affected by experiences prior to the visit and affects behavior after the visit.

experience goals describe what physical, intellectual, sensory, and emotional experiences should be available. It is what visitors do, feel, think, and learn which includes knowledge, attitudes, behavior, and values. The overall visitor experience is affected by events prior to the visit and affects behavior after the visit.

Many of the following goals are taken from the 2005 Proposed Management Plan/Environmental Impact Statement where they are listed as Desired Future Conditions. The Record of Decision for the final Monument Management Plan was signed in September of 2006. In planning facilities, interpretive media, and personal services, Craters of the Moon National Monument and Preserve will work to create and enhance visitors’ opportunities in the following areas:

Interpretation/Visitor Understanding

Desired Future Conditions:

- The Monument builds and maintains positive relationships with visitor user groups and educational organizations.
- The public perceives the Monument as a single entity and its management as a model of public service.
- The public understands and appreciates the area’s natural and cultural resources and the challenges of preserving them for present and future generations.
- The public has access to Monument information and learning opportunities, both on- and off-site.
- Information/orientation materials such as travel maps, safety bulletins, resource information, and appropriate recreation opportunities are available.
- Visitors are offered a variety

of theme related interpretive media and programs.

- Off-site resources for some visitor services are emphasized.

Recreation

Desired Future Conditions:

- Opportunities are available for diverse recreation experiences, consistent with resource protection and applicable laws.
- Public awareness of area hazards, along with an attitude of self-reliance and personal safety, substantially reduces the need for restrictive management policies.
- The area continues to offer a range of opportunities for discovery.
- Opportunities are available to experience solitude, natural quiet, the night sky, and views of landscapes that are substantially free of human influence.

Research

Desired Future Conditions:

- Research findings enhance management decisions and increase public appreciation and understanding of Monument resources.
- The public, staff, and the research community view the Monument as a productive outdoor laboratory.

Interpretive Mission

The following is the mission statement for the Division of Interpretation at Craters of the Moon National Monument and Preserve:

We seek to preserve the natural and cultural resources of Craters of the Moon National Monument and Preserve by providing opportunities for visitors, and other constituents,

to make their own connections with the significance of the Monument so they may care about and care for this special place. Our work reflects professional excellence and is accomplished through initiative, integrity, open communication and synergism with our coworkers and partner organizations. The lava inspires us to preserve the past, protect the present and prepare for great things in the future...

Strategic Goals for Interpretation

The strategic goals for interpretation at Craters of the Moon National Monument and Preserve come from the site's Five-Year Strategic Plan. The strategic goals for interpretation are:

1. Visitors, and other constituents, are provided opportunities to make their own connections with the significance of CRMO so they may care about and care for this special place.
2. Children, students and teachers are provided opportunities to make their own connections with the significance of CRMO so they may care about and

care for this special place. Educational programs and products also facilitate the group's learning objectives.

3. Division employees, and our associates in partner organizations, maximize professional development and contribute to and enhance opportunities for the public to make their own connections to the significance of CRMO through effective leadership, team work, cooperation and synergism.

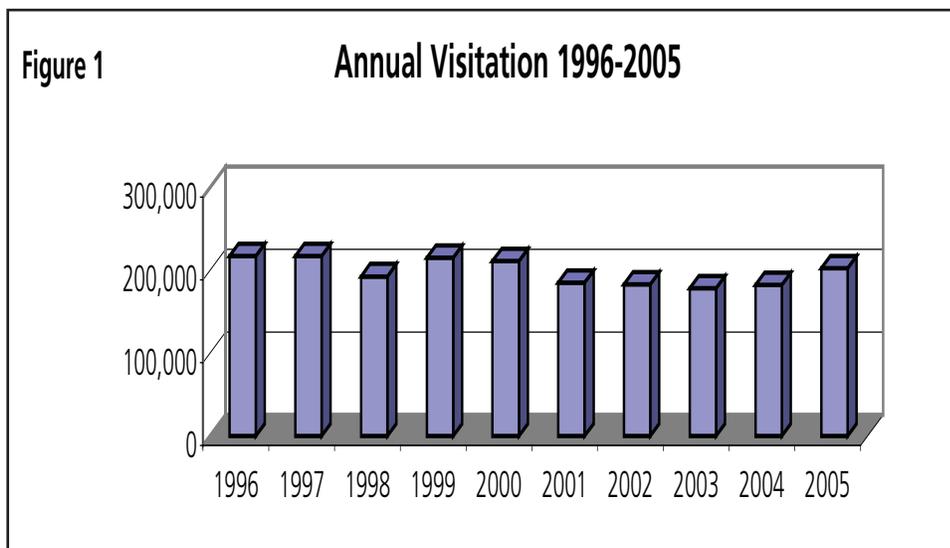
Visitation and Visitor Use

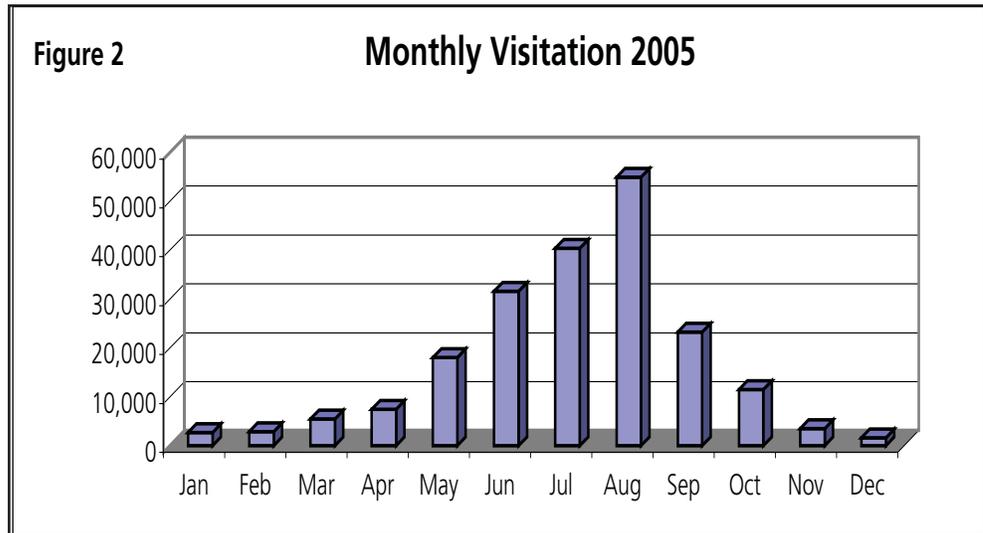
The following information regarding Monument visitors and visitor use is derived from data maintained by the Socio-Economic Services Division (WASO) in Denver, the 2005 Servicewide Interpretive Report, a 2004 NPS Visitor Services Project study, and discussions with Monument staff.

Figure 1 shows the total annual recreation visits over a ten-year period from 1996-2005, and Figure 2 illustrates the total monthly recreation visits for 2005.

Total annual visitation for the

Planning has moved beyond constructing an average profile and labeling him "the visitor."





past ten years has remained fairly consistent. The monthly visitation figures for 2005 show a bell curve pattern that peaks during the summer. This is typical of northern parks with cold winters.

contacted through audiovisual media.

- 232 people attended community programs
- 200 people benefited from loaned materials.

During 2005 the Monument reported:

- 11,532 overnight stays in the campground
- 76 overnight stays in the backcountry.
- 1,260 group overnight stays.
- 197,331 visitors arrived by automobile.
- 6,000 visitors arrived by bus.

In the summer of 2004 a Visitor Study was conducted by the NPS Park Studies Unit at the University of Idaho. Survey results are most relevant only for the time period in which they were conducted. Similar surveys conducted at other times of the year may yield different results. In addition, older studies may not be applicable to present day visitors. For more complete information and results of this study, readers should refer to the full report (also available online at www.psu.uidaho.edu/vsp/reports.htm). With these caveats, the results of the summer 2004 survey showed that:

The Monument’s submission to the Servicewide Interpretive Report for 2005 showed that:

- 207,681 visitors were contacted at the visitor center.
- 1,600 people were contacted through informal interpretation.
- 4,638 visitors participated in formal interpretive activities.
- 668 children participated in the Junior Ranger program.
- 4,861 students and teachers attended an education program.
- 5,000 official park brochures were distributed.
- 50,000 people were

- Forty-seven percent of visitor groups had two or more people and 31% had three or four people.
- Most visitor groups (70%) were family groups.
- Forty-five percent of visitors were 41-65 years of age and 24% were ages 15 years or younger.
- International visitors, comprising seven percent of the total visitation, were from

- Canada (27%), Germany (20%), Holland (17%), and fourteen other countries.
- United States visitors were from California (20%), Idaho (13%), Washington (9%), and 41 other states, and Washington, D.C.
 - Most visitors (78%) were visiting the park for the first time.
 - Fifty-two percent of visitors spent between two and three hours in the park, 16% stayed up to four hours, and 20% stayed five hours or more.
 - Eighty-four percent of visitors said they received information about the park prior to their visit. Primary sources of information used by visitor groups prior to their visit included maps/brochures (51%), travel guide/tour books (36%), friends/relatives/word of mouth (33%), previous visits (28%), and the park web site (23%).
 - Information sources that visitors said they would prefer prior to future visits included: the park website (68%), maps/brochures (49%), previous visits (36%), and travel guide/tour books (34%).
 - The most common activities in which visitors participated were scenic driving/sightseeing (90%), and reading/viewing visitor center museum exhibits (81%), photography (67%), shopping at the visitor center bookstore (51%), cave exploring (45%), walking/hiking for more than one hour (43%), walking/hiking for less than one hour (42%), studying geology (22%), picnicking (14%), camping in a developed campground (12%), attending ranger-led programs (7%), and driving backcountry roads (5%).
 - Trails walked/hiked by visitors included: Caves (67%), North Crater Flow (51%), Devils Orchard (49%), Inferno Cone (43%), Big Crater/Spatter Cones (17%), Tree Molds (15%), North Crater (13%), and Broken Top Loop/Wilderness (11%).
 - Fifty-three percent of visitors indicated that they were already aware or became aware during their visit of the shared management by the NPS and BLM.
 - Forty-one percent of groups stayed overnight in the park or in the area within a one-hour drive of the park. Of visitors staying in the park, 74% stayed one night. Of those staying overnight outside the park, 65% stayed one night.
- This and other data, as it becomes available, should be consulted when developing new or in assessing existing Monument media and programs. Some of the data can be used to see which audiences engage in different activities and the degree to which they use certain media and programs. The analysis can identify gaps and the need for new or different approaches to reach various audiences.

Existing Conditions

The following is a brief and generalized description of visitor experiences and interpretive media and programs as they existed at the onset of this long-range interpretive planning process. Emphasis purposely is placed on deficiencies, issues, and concerns that will be addressed in the plan recommendations, rather than on things that are working well or that

are beyond the scope of a LRIP. The purpose of this section is to provide a baseline assessment that may help to justify some of the plan's proposed actions.

Information and Orientation

The NPS and BLM want the public to know about the expanded boundaries and about the cooperative management efforts of the two agencies. However, both agencies recognized during the creation of the new Monument Management Plan that the visitor center/ developed area will continue to be the area that the majority of people will visit because it has the facilities and provides the experiences that the majority of visitors are seeking.

informational media and others are completed the BLM Monument may become a more welcoming destination for Monument visitors who are looking for a less structured recreational experience in the backcountry.

Visitor Center

Recent improvements to the NPS visitor center include the addition of office/meeting/library space for the interpretive division, and a multi-purpose room. The original interior spaces have been redesigned several times since this Mission 66 structure was constructed in 1958. An enclosed breezeway provides access to the rest rooms and multi-purpose room. There is potential to use the breezeway for some interpretive media, and create a stronger link between the main part of the visitor center and the multi-purpose room.

The primary functions of the multi-purpose room need to be identified and the room supplied with necessary equipment. The bookstore and information desk seem to function well. The current media in the exhibit room dates from the late 1990s; however, a number of problems need to be addressed (see below).

Plant/Animal Habitat Exhibit:

- The protection glass is not high enough. Some specimens have been stolen.
- Some specimens have been damaged by insects; others look old, faded, and worn.
- Due to the expanded boundary, some text changes are needed.
- The exhibit can be somewhat overwhelming for some visitors.

Rock Exhibit:

- Provides a lot of technical information, possibly more than most people can absorb.



Joint BLM/NPS Sign



Visitor Center Habitat Exhibit



Visitor Center History Exhibit

The NPS and BLM web sites do not currently provide much information about the lands within the expanded boundary (Preserve and BLM Monument) or the cooperative management of the new area. Prospective visitors need accurate information about road conditions, closures, weather conditions, safety precautions, appropriate and inappropriate activities, etc. to help them plan their stay in the area.

Major interstate highways and population centers lie just to the south of the park; however, there are no adequate facilities to provide Monument information to these potential visitors.

Major revisions to the official park brochure have been completed. The new map shows the expanded boundary. A sign concept plan also is underway that will address way finding signs and a design for joint NPS/BLM signs on the expanded boundary. A more detailed travel map will be created in conjunction with a new Travel Management Plan beginning in late 2006. As these

- The pahoehoe samples do not really show the characteristic ropey texture.
- The tactile quality of this exhibit is good.

The Great Rift (computer graphic on DVD):

- The text does not match the images.
- The panels are too small.
- The exhibit does not define what the Great Rift is.

History Exhibit:

- Some of the panels are partially hidden and many visitors probably do not see them.
- The flip books on Bob Limbert have poor graphics and the text is hard to read.
- The maps on the displays do not show the expanded boundary.

Topographic-relief Map:

- There is no caption board.
- Many people miss seeing the push button for starting the audio.
- The compact disc format needs to be upgraded to DVD.

Resource Management/Ozone Monitoring Exhibit:

- A new computer based seismograph display has replaced the analog seismograph which became non-functional with outdated technology.
- The ozone/air quality exhibit takes up a large amount of space which may be better utilized to interpret other more significant resource management issues.

AV Alcove:

- The old geology program still gives visitors a quick overview of what the park is

all about.

Personal Services

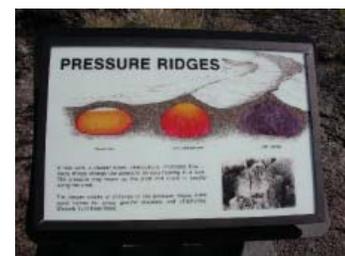
Shrinking discretionary budgets in recent years have reduced the seasonal staff to almost zero. Interns from an area college currently are “hired” through the Volunteers In Parks (VIP) program to provide personal service interpretive programs and staff the information desk during the peak visitor season. The BLM has provided critical support for the summer interpretive program by providing a BLM supported GS-5 seasonal interpreter and matching funds for 1-2 additional interns over the last 3 years. In order to properly train this temporary workforce and to accommodate the schedules of these mostly college aged interns the summer interpretive program season has been cut back from the traditional summer season of Memorial Day through Labor Day to mid-June through early August.

Wayside Exhibits

Throughout the park there are several generations of wayside exhibits, reflecting different designs and philosophies regarding content. Some are inadequate and inaccurate in interpreting what visitors see in the landscape.

Some trailheads are cluttered with numerous signs regarding safety, regulations, trail information, and introductory interpretation. This problem, however, will be addressed by the sign plan.

With the changes in NPS identity and the park’s progress in bringing its sign system into the current NPS Sign Program, the wayside exhibits should be updated to further enhance the park’s identity and improve the park’s interpretive media offerings, especially in light of the new lands acquired in partnership with BLM.



Current Wayside Exhibit on North Crater Flow Trail

Some specific assessments include the following:

NPS Visitor Center

There is a large concentration of waysides at this location aimed at various audiences—first-time visitors, school children, visitors with interest in plants, and return visitors.

North Crater Flow Trail

The wayside exhibits along this trail are dated, informational rather than interpretive, and they fail to effectively interpret site-specific features.

Devils Orchard Nature Trail

This series of exhibits deals with resource management issues of importance and concern to the park. The exhibits are graphically and content compelling, although, not particularly site-specific. They are more theme oriented and tend to be text heavy, with a few exceptions.

Inferno Cone Overlook

The wayside exhibit at this overlook does not tie the subject to the view.

Broken Top Trail

This trail works well with the self-guided interpretive trail booklet and the two wayside exhibits at Big Sink Overlook, however, it is confusing whether traffic is intended to flow clockwise or counter clockwise along the trail.

Preserve and BLM Monument

As stated earlier, visitors currently have access to little information about the Preserve and BLM Monument, or about the cooperative management of these lands. This is true both via the internet and on arrival at the NPS visitor center.

The methods, extent, detail and levels of information about the

Preserve lands need to be defined, and the partnership roles of NPS and BLM staff need to be articulated.

Education and Outreach

The National Park Service has considerable information about available education programs on its web site, including teacher guides. On-site programs are available to elementary through high school groups. School visits are scheduled in the spring and fall. Snow School programs (which combine winter ecology and snowshoeing) are offered in the winter. In addition Monument staff make periodic visits to area schools.

Bureau of Land Management staff also provide some off-site programs on volcanology and backcountry ethics to various schools near the Shoshone Field Office.

Most of the teacher guides, lesson plans, and activity guides can be downloaded from the Internet. The Monument also has traveling trunks available in various school district offices around the region that are outdated. In addition, two-day teacher workshops are offered twice a year. A copy of the 13-minute video program “Return to the Moon” is given to each teacher who completes the workshop. This presentation has been converted to DVD format.

Almost all of the education programs have been prepared by Monument staff, with little or no direct involvement of area educators, or field testing in schools. Although many of the programs probably connect with local and state curriculum standards, the programs were not developed with that in mind, and they were only recently advertised as addressing these standards. Pre- and post-visit activities are also not easily identified by teachers.

Currently, a maximum of 150 students are scheduled per day. An interpreter provides a 15-20-minute orientation talk and description of the NPS/Monument and Preserve mission to each group. The talks are generally given outdoors in front of the visitor center. The multi-purpose room is used during bad weather.

Due to high fuel prices, some schools, as a cost saving measure, are sending larger numbers of students at one time.

The Monument and Preserve staff wants to expand the education program in partnership with BLM and possibly other national parks units in the area. There also is a desire to increase the involvement of area educators in the curriculum development process. However, the current program is about all the current staff can handle.



Education Program at Visitor Center

RECOMMENDATIONS

Recommendations should constitute the most effective means of achieving desired outcomes.

The following is a description of program and media recommendations designed to further define, support, and communicate the park's mission, purpose, resource significance, interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that visitors are well prepared and informed, and that they will be able to develop meaningful connections with tangible and intangible resources.

The discussion of each program or media proposal identifies its purpose, special considerations, and sometimes suggests specific means of presentation. It is important to remember that the latter are only suggestions and should not in any way limit the creativity essential during the media and program planning and design processes. On the other hand, proposals will be specific enough to provide meaningful guidance, develop Class C cost estimates, prepare or update PMIS submissions, and define the parameters within which these creative energies can flow.

At least one of the primary interpretive themes makes direct reference to Native Americans (i.e., the Shoshone-Bannock tribes) and their associations with the land. It is essential that the park maintain a dialogue and active participation with tribal leaders regarding the planning, design, and production of theme-related media and programs.

Information and Orientation

The NPS and BLM will work with other area, national, and international tourism and information providers to ensure that everyone is provided with accurate

and current information. This will include on-going efforts to respond to periodic requests from tourism literature providers for updated information; periodically checking the printed tourism literature and Internet sites to see what others are saying about the Monument; and, providing local/regional/state visitor information centers with adequate and accurate information.

Monument staff need to work with other area information providers to develop ways of letting actual and virtual visitors know about any construction delays, road conditions, and when the park loop road is open or closed.

Visitors will be made aware of the expanded boundary and of the cooperative management of the Monument. A Monument request for an exhibit highlighting the cooperative management of the expanded Monument has already been submitted. It is proposed that the new exhibit (that would include a map) be located in the NPS visitor center breezeway, possibly above the drinking fountain between the men's and women's rest rooms. The purpose of the exhibit will be to illustrate the size of the Monument and Preserve and to make visitors aware of the cooperative management roles of the NPS and BLM.

Specific information about traveling through the Passage and Primitive Zones of the Preserve and BLM Monument, as described in the Management Plan and the forthcoming Transportation Plan will need to be provided. Visitors should have access to this information before they leave home and certainly on-arrival at the park visitor center. The information should clearly inform people that

very limited facilities are provided in these areas, and that they need to plan on taking most necessities with them. A list of the most essential items should be included. Advice on potential hazards and the type of vehicle needed to travel in the Preserve and BLM Monument will also be provided. Orientation information is currently available at Kiosks located along roadways that access the BLM Monument and NPS Preserve and plans exist to develop new NPS/BLM informational wayside exhibits (kiosks) for installation at the fire stations in the town of Carey and the Kimama area.

Detailed maps of the Preserve and BLM Monument (certainly one of the essentials) would be available, possibly as a sales item, at the visitor center. When visitors purchase a map, the employee at the sales/information desk could provide verbal cautions and advice about traveling in the remote areas of the Monument, and assess the purchaser's level of awareness and preparedness for going into these areas. The map itself would also include safety messages and recommendations for visiting these areas as well as interpretive information about the geology, flora and fauna. Information about specific features in the Preserve and BLM Monument could also be provided through web based information tied to GPS coordinates, "Earth caching", or other technology driven tools.

The NPS and BLM will continue to work in partnership with other gateway community visitor information centers and tourism literature providers to ensure that accurate, adequate, and current Monument information is available. Participants in this partnership endeavor could meet annually to share information and ideas.

Internet links among the various partners also would allow people to access related sites to help plan their travels. In addition to information and orientation, the partners also could rekindle the regional audio tape tours such as the ones developed by the Central Idaho Rockies Association.

The park owns a Traveler's Information Station (TIS), a low-watt radio broadcasting system that can be accessed on car radios. Due to the terrain, the system never worked at the park, but it might be successful closer to a gateway communities like Arco and Carey. The park should explore this possibility, whereby the community would agree to set up and maintain the system that would include information about visiting the Monument.

The Monument Management Plan proposed the development of a partnership visitor contact center south of the Monument. Major interstate highways and population centers lie just to the south of the park; however, there are no adequate facilities to provide Monument information to these potential visitors. The purpose/goal of the facility would be to draw some of the tourist traffic from the interstate highways as well as people from the nearby communities to inform and encourage visitation to the Monument and to other partnering agency sites. Further discussion of this proposed facility is provided later in this document.

At the Monument visitor center, the informational kiosk outside the entrance will be revised to better accommodate after-hours visitor needs. In addition to evaluating the location of the kiosk, information should include directions to the campground, the closest rest rooms, and nearest source of drinking

water. A changeable bulletin case for seasonal information, etc. also should be considered.

To further demonstrate the cooperative management of the Monument lands, it is recommended that a full-time BLM ranger be stationed at the Craters of the Moon Visitor Center. This person would be engaged in the development and presentation of education and interpretation programs.

Craters of the Moon Visitor Center

Inside the visitor center lobby, a display of the park's site bulletins and perhaps other free handouts would be developed. Placing these items in a wall-mounted frame or under glass at the information desk will allow all of the items to be seen. With a label, "Available on Request," visitors would simply ask for those items that are of interest.

Exhibit Room

The following changes are recommended for the exhibit room:

Plant/Animal Habitat Exhibit

- Replace the worn animal specimens, and consider adding some other common species that people might see during their visit.
- Replace the taxidermy specimens with artificial models that can be secured or alter the protective glass so visitors cannot reach the items on display.
- Make necessary text changes.
- Consider a redesign that will provide an easily perceived and logical sequence for the viewer to follow.

Rock Exhibit

- Replace the pahoehoe sample with one that better depicts the ropey texture.

The Great Rift

- Redesign this exhibit with larger panels.
- Better define what the Great Rift is.
- Have the text match the images.

History Exhibit

- Redesign the overall display so that all panels are easy to see.
- Improve the quality of the text and graphics in the Bob Limbert flip book.
- Redo the map in the Goodale's Cutoff display to show the expanded boundary.

Topo-Relief Map

- Add a caption board.
- Convert the program to DVD.
- Clearly label the audio push button.

Resource Management Exhibit

- Enhance the seismograph display with additional information regarding seismic events and an interactive seismometer that registers visitor created "earthquakes."
- Develop a new display that interprets one or more of the parks most critical resource management issues. Consideration should be given to making this a high quality, interactive, and changeable exhibit that would address the most important current issues.

AV Alcove

- Use the alcove primarily for showing the regular geology program. Other programs can be shown in the multi-purpose room. This will ensure that most viewers will get an overview of the main

park story. Perhaps another sign could list the additional AV programs available in the multi-purpose room.

Breezeway

The breezeway is the first space encountered by most visitors entering the visitor center. It also is the interior corridor that connects the lobby with the multi-purpose room. Some directional signing may be needed, especially to guide people to the multi-purpose room.

- expansion of Craters of the Moon National Monument and Preserve.
- The exhibit would explain the NPS/BLM management through the personal stories of individuals who have a connection with this land (i.e. a rancher, geologist, Native American, spelunker, scientist, etc.).
- Shades or some sort of tinted covering will need to be applied to exterior windows to prevent destruction



Visitor Center Breezeway

The media provided in the breezeway should be introductory in nature and establish a strong connection between the public spaces. In addition to the exhibits proposed below, the windows to the administrative offices could be covered and the breezeway space in front used for additional changeable exhibits.

of new exhibit from sun exposure.

Personal Services

A variety of personal services activities will continue to be an essential component of the overall interpretive program at Craters of the Moon National Monument and Preserve. The Monument currently provides a range of personal services that attract large numbers of visitors. Current programming should continue and methods should be explored to demonstrate the cooperative NPS/BLM management of the Monument through personal

The following are media recommendations for the breezeway:

Cooperative Management Exhibit

- A map will give visitors an introduction to the historic



Touch table

services.

The core personal services interpretive program will include staffing at the visitor center information desk, conducted walks to key park resources, interpretive demonstrations, roving assignments (especially at sensitive resource areas such as the cave area), evening programs, and scheduled education and outreach programs. Not providing these basic services with park interpretive/education staff, will result in many visitors having diminished experiences, visitors and sensitive resources possibly placed in greater danger, and opportunities to help people make meaningful connections with the resources lost.

Personal services programs have the unparalleled advantage of being inspiring, versatile, alive, and tailored to the needs of individuals and groups. An interpretive staff presence helps with the protection of fragile resources. Interpreters, whether behind an information desk, roving, leading a tour, giving a talk, or conducting a demonstration, are the best of all interactive tools in enabling visitors to experience, understand, appreciate, and make personal connections with resources.

The diversity of the overall interpretive program presents almost limitless opportunities for both standard and innovative activities. Keeping within the parameters of the interpretive themes and visitor experience goals, staff should be given a high degree of creative freedom to explore and experiment with new programs. This will help to maintain a creative edge and attract new and returning audiences.

Since personal services interpretive programs are relatively easy to change, the activities should be

evaluated on a regular basis to discontinue those that are not effective, modify and improve those that require it, and validate those that are successful.

See the Staffing and Training section of this LRIP for the identification of specific staff needs.

Wayside Exhibits

The following are recommendations concerning wayside exhibits at Craters of the Moon National Monument and Preserve.

A Monument-wide wayside exhibit proposal should be prepared to help the staff evaluate the effectiveness of existing wayside exhibits and identify essential new exhibits.

The outcome would be a course of action for eliminating, rehabbing, replacing, and creating new park wayside exhibits. The proposal would aid the park in creating PMIS funding requests for waysides and, if funded, ultimately, help the park create a system of wayside exhibits that conforms to NPS graphic identity standards and addresses the park's current interpretive themes.

The Monument-wide wayside exhibit proposal also would address the potential for additional exhibits and pullouts along the main highway, and the needs, if any, for additional waysides within the Preserve and BLM Monument.

Trailhead Signs

Preliminary recommendations from the forthcoming Sign Plan include the following regarding trailhead signs:

1. Remove the existing clutter of signs at each of the trailheads.
2. Create new trailhead signs utilizing the NPS Uniguide VIS hardware system. This post and panel system allows combining different types of visitor

information into a single sign unit. This will greatly improve the appearance and function of trailhead signage.

3. Trailheads should be categorized as “interpretive” or “informational” based on the amount of interpretive media available along the trail. In addition to a cartographic trail map, trail regulations, and accessibility information available at all trailheads; interpretive trailheads would also include an interpretive panel which would introduce the theme of the trail or trails.

Interpretive trailheads:

- Visitor Center kiosk
- North Crater Flow
- Devils Orchard
- Inferno Cone Overlook (use existing overlook mounting area for interpretive panel)
- Spatter Cones
- Broken Top/Tree Molds
- Caves

Informational trailheads:

- Trail from campground to North Crater Flow Trail
- Inferno Cone (separate trailhead sign at bottom of path)
- North Crater /Big Craters
- Wilderness

NPS Visitor Center

There are a large concentration of waysides at this location aimed at various audiences—first-time visitors, school children, visitors with interest in plants, and repeat visitors.

Consider consolidating or better spacing for the waysides in this location. The plant identification and “Get Over It!” exhibits are one experience, but are crowded by the three children exhibits. Perhaps the children exhibits could be separated, maybe near the

area where school group talks are conducted. The orientation exhibits will be redesigned to provide better after hours orientation and changeable information to visitors in conjunction with the park’s new Sign Plan. The “Where’s the Volcano?” exhibit should be consolidated with the kiosk. The new kiosk could also be moved to a more central location in the plaza for higher visibility, and to avoid the current clustering of exhibits.

Winter Information

A new bulletin board with room for changing information, sign in sheet and a donation slot has been developed and installed at the entrance to the loop drive/snow trail.

North Crater Flow Trail

Since the staff considers this an important interpretive trail for introducing visitors to the park’s primary volcanic features and volcanic processes, the wayside exhibits here should be redone to make them more interpretive, site-specific, and to address the interpretive themes more fully. The following exhibit progression is suggested:

1. North Crater Flow Trail

This would be an upright trailhead exhibit consolidating the site name, trail introduction, trail map, accessibility, and park regulation information into one Visitor Information System (VIS) unit. A compelling graphic, perhaps an aerial photo of North Crater, would highlight the source and extent of the flow with a “you are here” label to provide context for the viewer. The site name, map, accessibility, and regulation information would be on an adjoining side panel series. The text on the main panel might read something like this:

“Here in the path of a lava flow you can view

a variety of volcanic features, now frozen in time. As you walk the path imagine fast moving lava streaming around you as showers of cinders erupted from the North Crater cinder cone slightly more than 2,000 years ago. Please stay on the trail and leave everything as you find it.”

2. Forming of North Crater

This exhibit would replace the “What Comes Out of a Volcano?” exhibit, and would be located on the opposite side of the trail, facing North Crater. Its purpose would be to describe the eruptive events that created the North Crater cinder cone and the lava flow that originated from its vent, introducing volcanic concepts related to the topic (i.e. cinders vs. lava flows). An image of a modern cinder cone erupting with cinders and a lava flow would provide a compelling graphic.

3. How Old is the Flow? (existing exhibit site)

Using a photo of the “triple twist” tree when it still had green foliage as the site-specific feature, the exhibit would describe how a tree core sample (displayed as a photograph on the exhibit) helped date the lava flow. An inset graphic might include a map showing the pattern of lava flows beginning 15,000 years ago and ending with this flow 2,000 years ago.



“Triple twist” Tree

4. Squeeze Ups (existing exhibit site, different graphic orientation)

Illustrate this common volcanic feature with a photograph of an active Hawaiian example that shows red-hot lava issuing out of a crack in the surface. The exhibit would be placed in the same orientation of the feature, unlike the present exhibit, which is in the wrong orientation.

5. Pressure Ridge (existing exhibit site, different orientation)

Illustrate this common volcanic feature with a photograph of an active Hawaiian example that shows a steaming recently created Pressure ridge.

6. A Young Cone...and an Older Cone (existing exhibit site)

Using a photograph showing North Crater and Grassy Cone, direct label the features of each cone to compare and describe how Grassy is older than North Crater including their approximate ages.

7. Pahoehoe Lava (new site)

Using the rope-like pahoehoe lava feature at the edge of the trail, identify and describe pahoehoe lava.

8. Aa Lava (existing “How Lava Flows” exhibit site)

Using the rougher aa-like lava features, identify and describe other textures of lava.

9. Floating Crater Fragment (existing “Crater Fragment” exhibit site)

Illustrate the distance the crater wall chunks may have traveled by direct labeling an aerial photo showing the broken wall of North Crater, the flow path, and the many rafted blocks. Allude to the complexity of the geologic story by describing how some geologists believe that these are fragments of an ancient cone that resisted transport by lava.

10. Lava Flowers (existing exhibit site)

Describe how, given time, plants colonize the cooled lava flows, as wind blown soil and seeds settle in the cracks and crevices of the lava beds and plants take hold. Panel graphics might be a photograph of the actual scene with inset close-up photos of the flowers living there.

11. Will It Erupt Again? (new



North Crater Flow Trail

exhibit site near the end of the trail looking toward North Crater)

This exhibit will conclude the experience and answer questions about future eruptions.

Devils Orchard Nature Trail

Although the exhibits were done in the early to mid 1990s, they do have an NPS black band, though it is the older, broader band. Replace the trailhead low profile wayside with a VIS trailhead sign topped by an interpretive panel.

Inferno Cone Overlook

Tie the exhibit topic to the view. Consider replacing the current panels with a 3 panel wayside display that would include the following:

- panoramic photo of the scene as the main graphic and direct label the significant features on the photo that can be seen from the overlook.
- A photo of a modern cinder cone erupting with interpretive text describing the process of Inferno Cone's creation.
- A photo of Round Knoll Kipuka with interpretive text describing these features.

Tree Molds Trail/ Broken Top Trail

Replace the two existing trailhead waysides, Tree Molds and Broken Top, with a single VIS trailhead sign topped by an interpretive panel. A directional sign should be placed at the first decision point on the Broken Top trail to ensure that traffic flows clockwise to correspond with the self-guided interpretive trail booklet.

Preserve and BLM Monument

The existing wayside exhibits in the Kings Bowl area will be retained. These exhibits will be evaluated periodically regarding their effectiveness and frequency of vandalism. If it proves too expensive to maintain these wayside exhibits, consideration should be given to removing them.

Informational wayside exhibits (kiosks) will continue to be placed at major entry points to the Preserve and BLM Monument lands. These will be evaluated during preparation of the Monument-wide wayside exhibit proposal. Land ownership, place name, and directional signs will be developed as part of the current sign concept plan. No additional wayside exhibits or other permanent interpretive media are

proposed for the remote areas of the Monument.

Interpretive and safety messages should be developed and added to detailed maps of the Preserve and BLM Monument. The new Transportation Map will also contain interpretive information about the natural and cultural resources of these areas. The cooperating association might also consider publishing a separate guide book that would provide more detailed interpretation. A short-term goal would be to utilize the Geological Society of America's Earthcaching website to provide interpretive information about geologic features correlated to GPS coordinates. A longer-range goal could be the production of a digital audio tour of portions of the expanded lands that visitors could use in their vehicle. In each of these proposals, consideration will be given to interpreting both NPS and BLM resources, and both agencies need to work in partnership on the development of these products.

The Management Plan states that, "Commercial outfitters and guides would be encouraged to offer a range of guided experiences. Visitors who might not otherwise have the proper knowledge, vehicles, or preparation to experience the interior of the Monument would then have a viable option..." for experiencing the resources. NPS and BLM staff will explore the potential of developing partnerships for providing commercial guided tours of the Monument interior. This partnership could include advertising, interpretive training for the guides, and periodic updates from NPS and BLM resources managers on issues and current projects.

Education and Outreach

In order to effectively expand and manage the education and outreach program, an education specialist position needs to be established. Even though there are limited funds, there are a number of options for accomplishing this:

1. Seek NPS funding for the position (if funded through OFS base increase).
2. Seek BLM funding for the position (Based at the Shoshone BLM Field Office or at the Craters Visitor Center).
3. Use combined BLM and NPS funds for the position.
4. Supplement funding for the position through the cooperating association.
5. Look into combining the southern Idaho national park units' education programs (and BLM) into a unified and jointly funded education program. For example, Hagerman Fossil Beds/Minidoka Internment National Monuments already have an education specialist.

With an education specialist position established, one of the first projects should be the development of an education plan. Developed in partnership with area educators and partnering agencies, this plan would articulate the education mission, assess current programs, describe initiatives for future program development, identify the roles of partners, analyze the most pressing issues, and present program proposals.

It is important for the Monument to engage teachers in program/activity development. This would involve an assessment and revision of existing programs, activities, and teacher guides and the creation of new ones,

including the development of pre- and post-visit activities. Teachers can be invaluable in helping to connect all activities with specific state and local curriculum standards. This will help teachers to justify trips to the park. Separate teacher workshops could be scheduled primarily for program/activity development and evaluation.

If a program such as the traveling trunk is revised, it also should be linked to specific curriculum standards and primary Monument themes. All new programs should be posted on the Internet and be easy for educators to find and download.

Students also need to be involved in program development. Selected classes can be used to field test and refine programs, further insuring that they will be successful.

Additional program development also can be facilitated by consulting with other volcanic parks. Successes and failures can be shared which can benefit everyone.

The “Return to the Moon” audiovisual program has been converted to DVD format and is available to teachers participating in Monument/Preserve workshops. Other AV programs should be assessed for the same purpose. All programs should be linked to specific pre-, on-, or post-site education programs.

Some of the education programs could be developed or adapted for use by home schooled students and by schools that may never be able to visit Craters of the Moon. A revised traveling trunk program also could serve these audiences.

A number of college classes, especially geology field schools, visit the Monument. While most of these groups have their own

agendas and conduct activities on their own, there is a need to provide these groups with information about visiting and about park resources and resource management programs. Much of this material can continue to be provided on the Internet. Many groups also would benefit from a chance to talk with a park interpreter or geologist.

Continuation of seminars and symposia like the Great Rift Symposium hosted by the NPS and BLM is recommended. Publishing the proceedings of these events on-line and as potential sales items would be another source of advanced learning for academics, researchers, and the public. To be useful, this information needs to be easy to find, perhaps facilitated through multiple postings on related web sites.

Southern Visitor Center

The Management Plan states, “A visitor center(s) operated in cooperation with local partners would be proposed within the I-84 corridor.”

The overall goal of a visitor center in this general area is to introduce visitors and local residents to the regional attractions in the area, and to direct people to Craters of the Moon National Monument and Preserve. This would be a staffed facility to provide area information, answer questions, and assist with trip planning.

Potential partners who could assist with staffing and/or funding the facility might include, but would not be limited to:

- National Park Service
- Bureau of Land Management
- U.S. Fish and Wildlife Service
- U.S. Forest Service
- Idaho State Parks

- South Central Idaho Tourism and Recreation Development Assn.
- Area Chambers of Commerce

This LRIP planning team, which includes several of the proposed partners listed above, concurred with the Management Plan recommendation that having a visitor center in the I-84 corridor would potentially attract the most people and serve a large population center.

The creation of such a facility will require a well developed multi-agency proposal reflecting national, state, and local support, and not just a NPS or BLM budget submission. A special committee would be needed to formulate the proposal and garner support. Such a committee also might study how other partnership centers across the country have been created.

Partnership Opportunities

A variety of partnership programs and opportunities have been discussed throughout this document; however, because of their importance in the current and future management of the Monument, key ideas are repeated here.

- To further demonstrate the cooperative management of the Monument, it is recommended that a full-time BLM ranger be stationed at the Craters of the Moon Visitor Center. This person also would be engaged in the development and presentation of education and interpretation programs.
- BLM would have access to NPS resources (i.e. Harpers Ferry Center) to develop wayside exhibits and other interpretive/educational

products.

- The NPS and BLM, and other entities where appropriate would work together to produce joint publications, press releases, etc.
- Training opportunities for various partners would be developed in areas of information/orientation, interpretation, education, and resource knowledge.
- The development of maps, interpretive guides, and other media for use in the remote areas of the Monument will include the participation of interpreters and multi-agency representatives.
- Permanent and changeable inter-agency exhibits at the Craters of the Moon Visitor Center will include participation of all appropriate agencies.
- Easy to find Internet links will be maintained between the NPS and BLM, and with other partners as appropriate.
- The proposal for a visitor center in the I-84 corridor will be a multi-partner endeavor.
- The option of creating an education program specialist position to serve multiple parks in the region will be explored.
- Area educators and students will be involved in the evaluation and revision of current education programs and in the development of new programs. The goals will be to make direct connections with curriculum standards and to produce programs with the greatest potential for success with students.

Special Populations

Provisions will be made to accommodate the needs of special populations who visit the Monument. Special populations are identified as those with sight, hearing, learning, and mobility impairments; visitors who do not speak English; and the elderly and young children.

Public Law 90-480, the Architectural Barriers Act, and the Americans with Disabilities Act of 1990 establish standards for physical access. Other regulations, laws, and standards include Sections 504 and 508 of the Rehabilitation Act of 1973, Director’s Orders No. 42, and the Accessibility for Visitors with Disabilities in National Park Service Programs, Facilities, and Services. All newly constructed facilities, as a matter of course, will be designed for accessibility for physically disabled visitors and employees. For this plan it would include providing access to buildings, pathways, and wayside exhibits.

Every effort will be made to provide full access to interpretive media and programs to ensure that people with physical and mental disabilities, as well as people who do not speak or understand English, have access to the same information necessary for a safe and meaningful visit to Craters of the Moon National Monument and Preserve. All new interpretive media will follow the standards for accessibility as described in the NPS, June 1999 Programmatic Accessibility Guidelines for Interpretive Media. These guidelines (see Appendix) will be consulted by park staff and media developers during the planning and design of

new interpretive media.

Staffing

The following table summarizes existing staff levels and additional staffing requirements needed to fully implement the recommendations of this Long Range Interpretive Plan:

Existing Positions and Duties

Existing positions take care of the following critical duties:

- Chief of Interpretation, GS-II, Permanent Full Time (1 FTE)
 - Management of Monument interpretation, education and information services
 - Long range planning
 - Member of park management team
 - Staffs visitor center
 - Develops and presents interpretive and educational programs

- Park Ranger-Interpretation/ Geologist, GS-9, Permanent Full Time (1 FTE)
 - Staffs visitor center
 - Develops and presents interpretive and educational programs, including workshops for educators
 - Provides day to day supervision of summer staff
 - Manages park volunteer program
 - Provides consultation for management regarding geologic resources

Recommended Positions and Duties

Due to static budgets and rising costs, funding for seasonal interpreters and educators has

Existing Positions	Recommended Positions
Chief of Interpretation, GS-11, PFT	Park Guides, GS-5, SEAS (4)
Park Ranger-Interpretation/ Geologist, GS-9, PFT	Education Specialist, GS-9, PFT

dropped from 5 seasonal staff in 2001 to 1 in 2004 where it has remained until this coming summer (FY 2007) when we will likely have insufficient funds to hire even 1 seasonal interpreter. Lack of funding for these seasonal positions has forced park management to rely almost entirely upon interns and volunteers to provide basic interpretive services during the summer months. Volunteers and interns have kept the summer interpretive program afloat over the last several years but at a cost to both quality and quantity of programs offered. In order to properly train this non-returning workforce and to accommodate the schedules of these mostly college aged interns the summer interpretive program season has been cut back from the traditional summer season of Memorial Day through Labor Day to mid-June through early August.

About 200,000 people visit the park each year. Most visit during the summer season and most make a stop in the visitor center. About 4000 people participate in formal interpretive programs on an annual basis.

- Park Guides, GS-5, Interpretive Seasonals (4 x .3 FTE = 1.2 FTE)
 - Staffs visitor center during busy summer season
 - Develops and presents interpretive and educational programs during busy summer season

Approximately 3-4000 students participate in education programs provided by Monument staff on an annual basis. Most visit during the spring and fall and receive orientation talks upon their arrival.

- Park Guide, GS-5, Education Seasonal (.2 FTE)
 - Provide orientations for visiting school groups during spring and fall

- visitation periods
- Staffs visitor center

Since the expansion of the Monument in 2000 the Monument is now literally in the back yard of many different communities. Unfortunately, Monument staff have very few opportunities to visit the many schools in our gateway communities and to work with teachers to develop new curriculum based lesson plans and activities. Therefore, the highest priority for any additional staffing, beyond the aforementioned Park Guides, would be to hire a full-time Education Specialist.

- Education Specialist, GS-9 (1 FTE)
 - Provide curriculum based education programs for students in gateway communities
 - Work with educators in gateway communities to develop new lesson plans and activities that meet instructional objectives.

See the Recommendations section of the LRIP (pg. x) for more information about this position and potential methods for funding it.

Future Needs:

If a way is found to develop a Southern Visitor Center then the NPS will want to play an active role in the management of this facility. Depending on the demands of the new facility, this position could potentially be combined with the duties of the Education Specialist position.

- Southern Visitor Center Coordinator, GS-9 (1 FTE)
 - Provide informational and interpretive services to visitors
 - Coordinate volunteers and leverage partnerships to develop exhibits and

provide services to visitors

Training

The following goals and objectives describe the Division of Interpretation's commitment to employee training:

- Offer a minimum of two weeks of interpretive training to seasonal interpreters, which includes interpretive philosophy, interpretive skills, subject matter knowledge, operations procedures, First Aid/CPR and an overview of Monument programs, policies, and initiatives.
- Fully implement the Interpretive Development Program curriculum and encourage participation in the interpretive competencies certification program. Evaluate programs against national standards.
- Encourage individual participation in professional development opportunities as funding allows. Maintain a learner-driven and outcome based atmosphere.
- Encourage park partners including volunteers to participate in training opportunities as they arise.
- Develop Monument specific reference materials that provide seasonal staff current information about Monument resources and suggestions on effective interpretive techniques.

Research Needs

The interpretive division needs to continue working closely with the resource management staff to keep up to date on research activities and results. Resource management specialists should be encouraged to present regular briefings on

projects to the entire park staff, especially interpreters. Agency and contract researchers also should be encouraged to produce executive summaries and programs that translate research results for park staff and the public. Interpretive staff should identify research and information needs to the resource management staff as well.

Even though a recent visitor survey has been conducted, the Monument and Preserve needs to continue learning more about its actual and potential audiences: Who visits? What are their motivations, expectations, and satisfaction levels? What can be done to increase visitor stays and interaction with park resources? Who doesn't visit and why? How do answers to these and other questions vary from season to season? Other agencies would be interested in what we learn, and in turn, they may be able to share some of their data.

Research also is important in the development of specific media and programs and will be planned as part of all substantial media projects and specialized programming. For example, front-end evaluations would query potential users of programs, facilities, and media before products and activities are developed. This type of research is targeted so that practical use can be made of the results. Formative evaluations would be conducted during conceptual design, and would test inexpensive mock-ups of interpretive media and programs before fully investing in final products. Summative evaluations are valuable in helping to determine the effectiveness of final media, facilities, and programs—i.e. whether the intended themes are being communicated, if people actually make use of the information, or if visitor behavior is affected.

Summary of Products and Actions

The following is a summation of the action items and products proposed in this long-range interpretive plan. Each of these items is described in greater detail in the narrative sections of the document. This list is designed to help develop the implementation schedule, annual and long-term priorities, assign responsibilities, and develop cost estimates.

It must be emphasized that the following list deals specifically with actions and products for media and programs related directly to information, orientation, interpretation, and education. Although new, restored, or relocated facilities are proposed or referenced, actions related to these structures will need to be developed in greater detail during specific planning, design, and construction processes. Staffing requirements to implement the following actions are identified separately in the Staffing section.

Information and Orientation

- Complete Monument sign system.
- Develop information sharing systems with other public service providers. Review/update information produced by external sources.(ongoing)
- Develop ways that the public can learn more about the Monument and key partners (i.e. NPS/BLM exhibit, improved kiosk information, TIS radio system in gateway community).
- Enhance/expand park web site and links to BLM website. (ongoing)

Craters of the Moon Visitor Center

- Rehab/redesign exhibits at the visitor center.
- Develop display of site bulletins at visitor center.
- Produce new introductory AV program.
- Conduct cooperating association scope of sales study.
- Develop exhibits for the breezeway.
- Set up multi-purpose room for showing audiovisual programs.

Wayside Exhibits

- Develop and implement Monument-wide wayside exhibit proposal (including both interpretive and orientation exhibits).

Preserve and BLM Monument

- Establish partnerships for providing commercial guided tours of the Monument interior.

Education Program

- Hire full-time Education Specialist.
- Develop/expand curriculum-based education program.
- Develop an education plan.
- Expand outreach education program to area schools.
- Establish education assessment/development workgroup with key park partners.
- Better integrate park and park partner education programs and websites.
- Publish Great Rift Symposium proceedings and continue Monument scientific seminars and symposia

- Develop pre-visit and post-visit educational materials.

Southern Visitor Center

- Develop new partnership visitor contact facility near the I-84 corridor.

Implementation Plan

The following list indicates general priorities that have been established through this Long Range Interpretive Plan process (shown in bold) and a pre-existing strategic planning process. Changes in staffing, funding, and other unforeseen circumstances can alter priorities, especially when they are long-range or contain a lot of specific detail. Consequently, the following list shows only general phasing priorities. More specific descriptions/components of each item can be found in the Implementation Strategies section of this document and the forthcoming Annual Interpretive Plan.

Short-term

- **Begin implementing recommendations of new LRIP and create Annual Interpretive Plan.**
- Participate in Monument Management Plan implementation process with BLM.
- **Complete Monument sign system.**
- **Develop information sharing systems with other public service providers. Review/update information produced by external sources.(ongoing)**
- **Develop ways that the public can learn more about the Monument and key partners (NPS/BLM exhibit in breezeway, improved kiosk information, TIS radio system in gateway community).**
- **Enhance/expand park web site and links to BLM website. (ongoing)**

- **Develop pre-visit and post-visit educational materials.**
- **Set up multi-purpose room for showing audiovisual programs.**
- **Develop display of site bulletins at visitor center.**
- **Produce new introductory AV program.**
- Provide a variety of formal interpretive programs for visitors to the Monument (ongoing).
- Replace outdated North Crater Flow Trail Waysides.
- Digitize park photo library and complete transition to digital presentation technology.
- Create new BLM Monument road and trail map as part of the new Transportation Plan.
- Continue to advocate for more paid interpretive staff through the OFS process and through increased staffing support from partner organizations.
- Assist with resource based events (Christmas Bird Count, summer butterfly count, Star Parties- ongoing).
- Provide orientations and snowshoe hikes for all interested educational groups (ongoing).
- Correlate educational offerings with Idaho state curriculum requirements.
- Provide Teacher's Workshops.
- Revise and Print Park Handbook.
- Create new North Side map & site bulletin.
- Design and print new Junior Ranger booklet .

Mid-term

- **Conduct cooperating association scope of sales study.**
- **Develop and implement Monument-wide wayside exhibit proposal (including both interpretive and orientation exhibits).**
- Design and produce new highway waysides for Preserve.

- Hire full-time Education Specialist.
- Develop an education plan.
- Develop/expand curriculum-based education program.
- Expand outreach education program to area schools.
- Establish education assessment/development workgroup with key park partners.
- Better integrate park and park partner education programs and websites.
- Publish Great Rift Symposium proceedings and continue Monument scientific seminars and symposia
- Develop pre-visit and post-visit educational materials.

Long Term

- Rehab/redesign exhibits at the visitor center.
- Establish partnerships for providing commercial guided tours of the Monument interior.
- Develop new partnership visitor contact facility near the I-84 corridor.

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Craters of the Moon National Monument and Preserve

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Planning team members
viewing wayside exhibit
presentation



**Programmatic
Accessibility Guidelines
for Interpretive Media**

**Special Populations:
Programmatic Accessibility
Guidelines for Interpretive
Media**

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Task Force

Contents:
Statement of Purpose
Audiovisual Programs
Exhibits
Historic Furnishings
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Statement of Purpose

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

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

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

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

the goal is to fully comply with NOS policy:

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

NPS Special Directive 83-3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the installation area and the format used, and will be selected in consultation with the parks and regions.

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

Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios

outlined in UFAS 4.1.2(18a).

3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible locations, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visitors with Visual Impairments

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

Guidelines Affecting Visitors with Hearing Impairments

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

Guidelines Affecting Visitors with Learning Impairments

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that

thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

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

Guidelines Affecting Visitors with Mobility Impairments

Note: **The Americans with Disabilities Act Accessibility Guidelines (ADAAG)** is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed between 36" and 60" from the floor.
2. Artifact Cases:
 - a. Maximum height of floor of artifact case display shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
 - b. Artifact labels should be placed so as to be visible to a person

- within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
 4. Railings/barriers: Railings around any horizontal model or exhibit shall have a maximum height of 36" from the floor.
 5. Information Desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:
 - a. Height from the floor to the top: 28" to 34". (ADAAG 4.32.4)
 - b. Minimum knee clearance space: 27" high, 30" wide, and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide, and 24" deep is recommended.
 - c. Width of top surface of section: at least 36". Additional space must be provided for any equipment such as a cash register.
 - d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
 6. Circulation Space:
 - a. Passageways through exhibits shall be at least 36" wide.
 - b. If an exhibit passageway reaches a dead-end, and area 60" by 78" should be provided at the end for turning around.
 - c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from wall with their leading edges at or below 27" above the floor can protrude any amount.
 - d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)
 - e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
 - f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must allow at least 80" from the floor to the bottom of the sign. (ADAAG 4.4.2)
7. Floors:
 - a. Floors and ramps shall be stable, level, firm, and slip-resistant.
 - b. Changes in levels between $\frac{1}{4}$ " and $\frac{1}{2}$ " shall be beveled with a slope no greater than 1:2. Changes in level greater than $\frac{1}{2}$ " shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)
 - c. Carpet in exhibits shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.
 8. Seating for Interactive Stations/ Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide, and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig. 45)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geologic specimens, cultural items, etc.).
2. **Typography: Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:**
 - a. **Type Size:** No type in the exhibit shall be smaller than 24 point.
 - b. **Typeface:** The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatine, Century, Helvetica, and Universe. (Note: since the development of these guidelines, typefaces NPS Rawlinson and Frutiger should be added.)
 - c. **Styles/Spacing:** Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
 - d. **Line length:** Limit the line length for body copy to no more than 45 to 50 characters per line.
 - e. **Amount of Text:** Each unit of body copy should have a maximum of 45-60 words.
 - f. **Margins:** Flush left, ragged right margins are easiest to read.
3. **Color:**
 - a. **Type/Background Contrast:** Percentage of contrast between the type and the background should be a minimum of 70%.
 - b. **Red/Green:** Do not use red on green or green on red as the type/background color.
 - c. Do not place body copy on top of graphic images that impair readability.
4. **Samples:** During the design process, it is recommended that samples be made for review of all size, typeface, and color combinations for labels in an exhibit.
5. **Exhibit Lighting:**
 - a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.
 - b. Harsh reflections and glare should be avoided.
 - c. The lighting system shall be flexible enough to allow adjustments on-site.
 - d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.
6. **Signage:** When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs which designate permanent rooms and spaces shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs which provide direction to or information about functional spaces of the building shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

Guidelines Affecting Visitors with Hearing Impairments

1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
3. Graphic elements shall be used to communicate non-verbally.
4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts, visitors can feel the spaces “come alive” and relate more directly to the historic events

or personalities commemorated by the park.

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

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

Guidelines Affecting Visitors with Mobility Impairments

1. The exhibit space should be free of architectural barriers, or a method of alternate accommodation should be provided, such as slide programs, video tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1” rise in a 12” run, and conform to UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged, unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal

services will be used in areas which present difficulty for visitors with physical impairments.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.
3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as “hands-on” tactile interpretive devices.

Guidelines Affecting Visitors with Hearing Impairments

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

Guidelines Affecting Visitors with Learning Impairments

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

Publications

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

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable “Accessibility Site Bulletin” which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in a park. A template for this site bulletin will be on the Harpers Ferry Center website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type. 16 points minimum and follow the large-print criteria below.

Guidelines Affecting Visitors with Mobility Impairments

1. Park brochures, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park brochures and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:

- a. Text
 - i. Size: the largest type size appropriate for the format. (preferred main body of text should be 10 point)
 - ii. Leading should be at least 20% greater than the font size used.
 - iii. Proportional letterspacing.
 - iv. Main body of text set in caps and lower case.
 - v. Margins are flush left and ragged right.
 - vi. Little or no hyphenation is used at ends of lines.
 - vii. Ink coverage is dense.
 - viii. Underlining does not connect with the letters being underlined.
 - ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended)
 - x. Photographs have a wide range of gray scale variation.
 - xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 8 point type.
 - xii. No extreme extended or compressed typefaces are used for main text.
 - xiii. Reversal type should be a minimum of 11 point medium or bold sans-serif type.
 - b. Paper:
 - i. Surface preferred is a matte finish. Dull-coated stock is acceptable.
 - ii. Has sufficient weight to avoid “shoe through” on pages printed on both sides.
2. Large-print version publications
 - a. Text
 - i. Size: minimum 16 point type.
 - ii. Leading is 16 on 20 point
 - iii. Proportional letterspacing
 - iv. Main body of text set in caps and lower case.
 - v. Margins are flush left and ragged right.
 - vi. Little or no hyphenation is used at ends of lines.
 - vii. Ink coverage is dense.
 - viii. Underlining does not connect with letters being underlined.
 - ix. Contrast of typeface and illustrations to background is high (70% contrast is recommended)
 - x. Photographs have a wide range of gray scale variation.
 - xi. Line drawings or floor plans are clear and bold, with limited detail and minimum 14 point type.
 - xii. No extreme extended or compressed typefaces are used for main text.
 - xiii. Sans-serif or simple-serif typefaces.
 - xiv. No oblique or italic typefaces
 - xv. Maximum of 50 characters (average) per line.
 - xvi. No type is printed over other designs.
 - xvii. Document has a flexible binding, preferably one that allows the publication to lie flat.
 - xviii. Gutter margins are a minimum of 22mm; outside margin smaller, but not less than 13mm
 3. Maps
 - a. The less cluttered the map, the more visitors can use it.
 - b. The ultimate is a map that has large print and is tactile.
 - c. Raised line/tactile maps can be developed using digital files and a thermoform machine. Lines

- are distinguished by lineweight, color, and height. Areas are distinguished by color, height, and texture.
 - d. Digital maps are located on an accessible website.
 - e. Same paper guidelines as above.
 - f. Contrast of typeface background is high (70% contrast is recommended).
 - g. Proportional letterspacing.
 - h. Labels set in caps and lower case.
 - i. Map notes are flush left and ragged right.
 - j. Little or no hyphenation is used at ends of lines.
 - k. No extreme extended or compressed typefaces are used for main text.
 - l. Sans-serif or simple-serif typeface.
4. The text contained in the park brochure should also be available on audiocassette, CD and accessible website. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
 5. The official park brochure is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

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

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list any special services available to these visitors.
2. Publications:
 - a. Use language that appropriately describes persons with disabilities

- b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
- c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone
- d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
- e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

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

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

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

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

Guidelines Affecting Visitors with Mobility Impairments

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors, including those in wheelchairs. For standard NPS low-profile units, the recommended height is 30” from the bottom of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28”.
3. Trailhead exhibits will include information on trail conditions which affect accessibility.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in the exhibits.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual

interpretation covering the same subject matter. Examples include audio tours, radio messages, and ranger talks.

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

Guidelines Affecting Visitors with Hearing Impairments

1. Wayside exhibits will communicate visually, and will rely on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.

UNITED STATES DEPARTMENT OF INTERIOR
BUREAU OF LAND MANAGEMENT
Shoshone Field Office
Craters of the Moon National Monument and Preserve
400 West F Street
Shoshone, Idaho 83352-5284
(208) 732-7200

November 30, 2005

In Reply Refer To:
6200 ID231

EMS
Memorandum

To: Superintendent, NPS Craters of the Moon National Monument and Preserve

From: Monument Manager

Subject: Comprehensive Interpretive Plan

We agree that the Comprehensive Interpretive Plan must be an interagency product that covers the entire Monument and Preserve. BLM will allocate the appropriate resources needed to create a truly comprehensive Interpretive Plan for the entire Monument and Preserve. However, the National Park Service will have the lead for this effort, and follow standard NPS procedures for preparation of the Plan. The final Plan will contain an appropriate signature block for BLM approval and formal adoption of the Plan.

The plan will chart the course for interpretation and education over the next several years. As identified in the Proposed Monument Management Plan, this important implementation level plan will provide the road map to enable staff from both agencies to ensure that, "the public understands and appreciates the area's natural and cultural resources."

Outdoor Recreation Planner, David Freiberg (208.732.7271) will be the BLM contact for this effort. Dave will coordinate the involvement of any other BLM staff and resources that may be necessary to complete this project. Please refer any questions to him.

/s/ Rick Vander Voet
Monument Manager



As the nation's principal conservation agency, the Department of the Interior has the responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historical places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.