

# **Great Sand Dunes National Monument**

## ***Comprehensive Interpretive Plan***



**Final Draft  
August 2000**

**CONTENTS**

**Introduction ..... 2**

**Park Foundation and Messages ..... 3**

    Introduction and Overview of the Workshop..... 3

    Power of Place / Statements of Significance ..... 3

    Preservation of Place / Purpose Statements ..... 4

    Presentation of Place / Primary Parkwide Interpretive Themes ..... 5

**Audiences, Activities, and Perspectives ..... 6**

    What draws people here? Who visits this place? ..... 6

        Responses to: What draws people here? ..... 6

        Responses to: Who visits this place? ..... 7

        Responses to: Who ought to visit this place?..... 7

    Assessing Visitor Needs and Characteristics/"Non Visitors" ..... 7

    Desired Visitor Experiences (Visitor's Perspective)..... 11

    Stakeholder Issues and Suggestions..... 12

    Desired Visitor Experiences (Interpretation's Perspective)..... 14

**Management Goals and Support for the Program ..... 15**

    Management Goals for Interpretation ..... 15

    Issues and Influences Affecting Interpretation ..... 15

    Interpretive References — Resources for Interpretation ..... 17

    Museum Collection ..... 18

    Research..... 18

**Themes, Audiences, and Services..... 19**

    Management Goals for Interpretation (Review)..... 19

    Interpretive Audiences ..... 20

    Visitor Experience Considerations ..... 20

    Potential Locations for Interpretive Opportunities ..... 20

    Potential Personal and Non-Personal Interpretive Services ..... 22

**Interpretive Program Development..... 22**

    Desired Future Interpretive Program — Program Overview ..... 25

    Desired Future Interpretive Program — Individual Service Plans ..... 27

    Potential Park Partners ..... 65

    Cooperating Association Sales Planning ..... 67

**Appendix A: Great Sand Dunes Interpretive Database (Park Reference List)..... 67**

**Appendix B: Timeline for Interpretive Planning..... 70**

**Appendix C: Media Database Inventory..... 71**

**Appendix D: Annual Volunteer Report..... 75**

**Appendix E: Servicewide Interpretive Report..... 77**

## **INTRODUCTION**

This **Long Range Interpretive Plan** has been created through 1) Two separate two-day workshops with the input of community stakeholders (such as representatives from other area natural resource agencies, the Nature Conservancy, an archaeologist, and the NPCA) and 2) summarizing, analysis, and planning on the part of the interpretive staff of Great Sand Dunes.

At this writing, two bills are before the US Senate and House of Representatives, both of which would legislate a Great Sand Dunes National Park and Preserve. The present monument would expand into a park almost four times its original size, and would include alpine tundra, alpine lakes, extensive virgin subalpine forest, aspen forests, riparian areas, the dunes, vast grasslands, and wetlands. The two planning workshops took place before the national park status became a significant issue, so the present document is for the most part about the current national monument as legislated in 1932. National park status will obviously change this document. New interpretive themes, new interpretive planning for the areas which would be added to the current lands, and possibly new stakeholders, will all be needed. However, this document as it stands can serve as a vital foundation upon which to build the future interpretation of this profoundly diverse and majestic American landscape.

## **ENABLING LEGISLATION**

Great Sand Dunes National Monument was established in 1932 by Herbert Hoover, in response to a local citizens' effort spearheaded by the Ladies' PEO chapter in the San Luis Valley. During the Great Sand Dunes Gold Rush of the 1920's, active gold sand mining (according to a woman who was a miner's daughter at the dunes, her father was finding "an ounce of gold for every four cubic yards of sand"), as well as sand extraction for cement making, raised concern among San Luis Valley residents about long-term protection of the dunes. These events culminated in this "Proclamation" by Hoover: "Whereas it appears that the public interest would be promoted by including the lands hereinafter described within a national monument for the preservation of the Great Sand Dunes and additional features of scenic, scientific, and educational interest....now therefore I, Herbert Hoover...do proclaim and establish the Great Sand Dunes National Monument...".

Hoover's proclamation focuses on the preservation of the dunes themselves; therefore, interpretation at the park should focus on the dunes themselves - the primary resource. Visitors' first need is to connect with and understand the dunes. Once that need is met, programs about bears, or hummingbirds, or pinyon trees, or archaeology - the "additional features" - can also be given. But even a program on, for instance, archaeology, can be directly tied into the geologic/hydrologic history of the dunes. In Summer 2000, we have daily nature walks at 10:00 and 1:00, with the expectation that they will be in some way about the dunes themselves. The 7:00 evening walk/talk, and the 9:00 evening program have more latitude: many visitors will have already attended a nature walk during the day, seen the park video, and/or been to a porch talk. They are usually ready then for a more in-depth look at a specific topic (amphibians of the dunes, Ute history, aspen groves, etc.).

## **Further Basis For Interpretation at Great Sand Dunes: Three Documents**

Beyond the enabling legislation, three statements help to focus the interpretive program at Great Sand Dunes: the Statements of Significance, the Purpose Statements, and the Parkwide Interpretive Themes. These three were either created or refined during the workshops, and are contained in the following sections.

## THE INTERPRETIVE PLANNING WORKSHOPS

Two interpretive planning workshops were conducted to gather foundational information (with stakeholders) and apply that information in developing the Desired Future Interpretive Program for the park. The two workshops were facilitated by interpretive planners Richard Kohen and Kim Sikoryak of the Intermountain Support Office. The workshops were held on:

- First workshop: 3/30-4/1/99
- Second workshop: 4/13-14/99

### FIRST WORKSHOP, DAY 1 • TUESDAY / 3/30/99 • PARK FOUNDATION AND MESSAGES

PARTICIPANTS			
Name	Title	Organization	Telephone
Nancy Warner	Project Manager - SLV	The Nature Conservancy	719-655-2772
Christina Sanchez	Coordinator	National Parks & Conservation Association	970-493-2545
Tom Morin	Park Ranger	Great Sand Dunes National Monument	719-589-4598
Patrick Myers	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x221
Libbie Landreth	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x225
Ron Kessler	Archaeologist	Author	719-852-5225
Mike Blakeman	Education Specialist	Rio Grande National Forest	719-657-6023
John Koshak	Wildlife Coordinator	Colorado Division of Wildlife	719-227-5221
Kathy Brown	Chief Interpreter	Great Sand Dunes National Monument	719-378-2312 x223
Bob Smith	Seasonal Ranger	Mesa Verde NP	719-589-5654
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2636

### Introduction and Overview of the Workshop

The workshop began with participants responding to the question, "Why is Great Sand Dunes National Monument important or special to you?" This was followed by a description of interpretation and interpretive planning.

### Power of Place / Statements of Significance

Building on the personal expressions in the introductions, the national significance of the park was explored. The participants generated ideas and compared these to the current statements of significance in the *Great Sand Dunes National Monument GPRA Strategic Plan, 1998-2002*. Additional discussion and revision resulted in a consensus approval of the following statements:

### Statements of Significance (Final Version)

1. GRSA contains the tallest dunes in North America (over 700 feet high) and one of the most complex, intact inland dune systems in the world created by the continuing interaction of wind, mountains, sand, and water.
2. The dunes are an internationally significant high-altitude, seasonally cold climate eolian system.
3. The creeks that flow near the dunes support a consistent surge flow that is a unique hydrologic phenomenon, while the wetlands/interdunal ponds provide oases for people and animals.

4. The monument's 38,000 acres support a great diversity of plants, animals and natural communities, spanning desert to montane life zones.
5. The dunes represent a unique high desert habitat that supports at least 7 known endemic species, including the Great Sand Dunes Tiger Beetle, a species of Circus Beetle, and a subspecies of Silky Pocket Mouse, as well as globally rare species and species of special concern.
6. The park provides a unique opportunity for recreation and play without fear of damage to the dunes or adjacent water resources.
7. The unexpected combination of massive dunes surrounded by alpine peaks, a desert valley, and creeks flowing on the surface of the sand make Great Sand Dunes a unique American landscape that inspires an emotional response.
8. Great Sand Dunes has been identified as an area of special importance by people of various cultures, many of whom are still represented in the valley today.
9. Great Sand Dunes is situated along a major prehistoric/historic route through the San Luis Valley.
10. Great Sand Dunes contain rare Clovis/Folsom archeological sites (including Pleistocene mammal remains) and the largest known stand of culturally scarred ponderosa pine.
11. The landscape of GRSA and the extensive surrounding areas characterized by vast, primitive mountains and rural rangeland offer a rare opportunity to experience this national treasure in a harmonious setting. Partnering with surrounding entities to protect the whole system is essential.
12. GRSA, particularly the backcountry, offers exceptional solitude, quiet, and an unspoiled day and night sky dome. These exceptional values are further complemented by the current levels of visitation, which have resulted in a spacious and uncongested experience.

### **Preservation of Place / Purpose Statements**

A review of the enabling legislation and current purpose statement(s) in the *Great Sand Dunes National Monument GPRRA Strategic Plan, 1998-2002*, resulted in consensus approval of the following statements:

- To preserve and protect the Great Sand Dunes, its associated ecosystems, cultural and historical resources, and scenic and wilderness values.
- To provide opportunities to experience, understand, and enjoy the Great Sand Dunes and surrounding areas.
- To facilitate research to support management of the park and to promote scientific and historic knowledge.
- To promote understanding and stewardship of resources and monument values by providing educational opportunities.

### **Presentation of Place / Primary Parkwide Interpretive Themes**

The planners introduced the philosophy of the Interpretive Development Program. An understanding of this philosophy is a prerequisite to theme development. This presentation included the concepts of:

- Tangibles, intangibles, and universal values.
- The goal of interpretation: *Interpretation provides opportunities for people to forge intellectual and emotional connections with the ideas and meanings inherent in the resources of the park.*

Based on the statements of park significance and purpose, participants drafted primary parkwide interpretive themes — the core stories that will be used to communicate the park's significance to the public. The primary themes are preceded by an introductory statement suggested as a lead-in to the theme statements.

People have been drawn to the beauty and richness of the Great Sand Dunes for thousands of years and continue to come here for many of the same reasons—these places challenge all of us to understand and manage these lands to preserve their values for present and future generations.

### **Primary Parkwide Interpretive Themes (Final Concepts and Language)**

The group discussed and modified the draft primary themes (over both workshops), achieving consensus on the following primary themes:

- A. The unexpected combination of massive dunes surrounded by alpine peaks, a desert valley, and creeks flowing on the surface of the sand makes Great Sand Dunes National Monument a unique landscape that inspires awe, mystery, and wonder.**
- B. Though the active dune field appears stark and empty, Great sand Dunes National Monument is actually a rich and complex environment with a great diversity of plants and animals living in a variety of distinctive natural communities, creating opportunities for unique experiences, personal exploration and recreation, scientific discovery, and enjoyable learning.**
  - Potential subthemes include:
    - Endemic species
    - High biodiversity
    - Global significance
- C. The tall dunes and the life they support are the most visible indicators of the health of an ecosystem that extends far beyond monument boundaries; to protect the ecological health of the park, Great Sand Dunes National Monument must partner with the larger community in managing the whole.**
- D. Just as human survival is dependent upon water, this complex, dynamic dune ecosystem, with its distinctive geological and biological character, is dependent on the area's rare, fragile, and pristine water system for its continued existence.**

- E. The same physical characteristics that influenced the formation of the sand dunes created a major cultural crossroads, resulting in a landscape of special significance to many people over thousands of years.

**FIRST WORKSHOP, DAY 2 • WEDNESDAY / 3/31/99 • AUDIENCES, ACTIVITIES, AND PERSPECTIVES**

PARTICIPANTS			
Name	Title	Organization	Telephone
Nancy Warner	Project Manager	The Nature Conservancy	719-655-2772
Christina Sanchez	Coordinator	National Parks & Conservation Association	970-493-2545
Tom Morin	Park Ranger	Great Sand Dunes National Monument	719-589-4598
Patrick Myers	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x221
Libbie Landreth	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x225
Ron Kessler	Archaeologist	Author	719-852-5225
Mike Blakeman	Education Specialist	RGNF	719-657-6023
John Koshak	Wildlife Specialist	Colorado Division of Wildlife	719-227-5221
Kathy Brown	Chief Interpreter	Great Sand Dunes National Monument	719-378-2312 x223
Bob Smith	Seasonal Interpreter	Mesa Verde NP	719-589-5654
Stuart Schneider	Chief Ranger	Great Sand Dunes National Monument	719-378-2312
Kris Illenberger	SPMA Business Manager	Great Sand Dunes National Monument	719-378-2312
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2636

**What draws people here? Who visits this place?**

A discussion of park demographics and potential trends in visitation set the stage for discussing desired visitor experiences.

*Responses to: What draws people here?*

- Quiet
- Open space
- Big view
- Majestic
- Unique and unexpected setting
- Recommendations from others
- Near I-25 corridor and other travel routes
- Place to explore
- Gorgeous contrasts
- Water (this has been drawing people here for at least 11,000 years based on archaeology)
- Very visible feature
- Fun and recreation
- Crossroads (three mountain passes)
- Cultural significance, Mt. Blanca and other sites (Jicarilla Apache, Tewa, Ute, Navajo)
- Accessible wilderness
- Oasis
- Bird watching, especially cranes
- Spanish colonial history (land grants, valley as the edge of Spanish North America)
- Scientific research

Schools looking for educational opportunities

### *Responses to: Who visits this place?*

- A PPV study has been done here for the months of June, July, and August. It is now informally being continued during the months of May through October.
- Seniors and foreign visitors, especially in the fall.
- At least 50% of visitors come from Colorado.
- Between 3% and 10% of visitors come from Texas (next largest group after Colorado).
- Conference and special events participants.
- Weekend use is popular with local residents: four-wheelers, picnickers, creek users.
- Non-U.S. visitors are an important component: Germany, England, and France are the most numerous. Seventy-three countries have been noted. Many foreign visitors fly into Denver and drive from there.
- Bus tours: organized tours are getting more frequent, but are still not a high percentage of visitation.
- School groups: 10,000-12,000 school visits (about half arrange for an in-park program)
- Adventure travelers (very popular at Spring Break—these can be high impact visitors)
- Only about a third of visitors come to the visitor center.
- The park feels it is predominantly reaching middle class white visitors.
- School programs are seen as reaching a much more diverse audience (especially Hispanics).

### *Responses to: Who ought to visit this place?*

- The park feels that a disproportionate number of Hispanics who visit the park do not seek out or receive interpretive services. The park feels that a proportionate number of Hispanics visit, especially large family groups that use the picnic facilities. The park would like to find ways to provide interpretive services for these visitors that they will find attractive and desirable to access.

## **Assessing Visitor Needs and Characteristics: Reaching the "Non-Visitors" to Great Sand Dunes**

Following is an overview written by Park Ranger/Education Patrick Myers, regarding population groups within the park's geographic area who (in general) either do not visit the park, or who do not participate in interpretive activities at the park. Thematic possibilities, interpretive format possibilities, and potential tangible/intangible concepts are presented which may be implemented by the park to reach these groups.

### **Introduction**

Among National Park Service areas, Great Sand Dunes National Monument attracts one of the most diverse populations for its small size. There is a very wide variety of experiential opportunities available in the monument: natural beach recreation, camping, hiking, mountaineering, research, wildlife/bird watching, educational programs, free concerts by a variety of regional musicians, a four-wheel drive road, art/photography (with annual workshops for each), accessible backcountry camping/dunes wheelchair, skiing/sandboarding, bookstore/park movie/touchscreen, etc. The regional population base is about 40% Hispanic and Native American, 55% Anglo, and less than 5% Asian American/other, and each ethnic group is represented in visitation roughly relative to their populations and proximity in the region. Senior populations, youth, disabled/physically challenged persons, mentally handicapped persons, a variety of socio-economic groups, international visitors,

and people who speak other languages all visit Great Sand Dunes on a regular basis and participate in interpretive activities.

The two largest minority populations in Colorado are Hispanic and African American. While Hispanic people have significant visitation numbers in the park, they infrequently attend interpretive programs or visit the Visitor Center, choosing to primarily recreate in the main "beach" area (the shallow waters of Medano Creek flowing across the sandy flats at the base of the dunes). However, in my school programs both onsite and offsite, I have an exciting opportunity and challenge to interpret the dunes to the 40% of my students who are Hispanic and Native American. I am also particularly interested in continuing to develop interpretive formats and exhibits which will reach more of our visitors who are Hispanic and Native American.

The only significant populations of African Americans in Colorado are in Denver, which is about five hours away. Relatively few visit the monument, so I will also include them as "non-visitors".

### **"Non-Visitors" at Great Sand Dunes**

#### **(1) Hispanic and Native Americans**

While Hispanic and Native American people are a significant visitation percentage at Great Sand Dunes, their visitation numbers in the park probably do not quite match their relative percentage in the population base of the region (they account for an estimated 20%-30% of visitation, while populations are about 40%). Relatively few participate in interpretive activities or come to the Visitor Center to look at the exhibits or other interpretive media. We hand out far more French, German and Japanese interpretive translations than Spanish ones.

In the past few years, the park has begun to refinish/reconstruct all park buildings and structures, including the Visitor Center, with adobe style architecture. (Previously many buildings and structures were sterile Mission 66 in appearance). I think this step is an important first one in creating a more welcoming atmosphere for Hispanic people in the region. The Visitor Center is still under reconstruction, so time will tell if the architecture will make a difference. During the Christmas season, we have begun putting out "luminarias" which are traditional southwest candlelight decorations.

For the past seven summer seasons, we have hosted a summer concert series, featuring local musicians, at the amphitheater. Local Hispanic musicians are always on the schedule each season, and draw many from the community who may not otherwise visit the park.

In the Summer 1999 season we had Don Garate from Tumacacori do a series of living history presentations on De Anza (the Spanish explorer who visited the Great Sand Dunes area in 1769) which were well-attended by both Anglo and Hispanic people. Each Summer we also host "Old Stories, New Voices", a week-long camp for about 70 urban Denver minority children focusing on their respective cultural heritages as they relate to the San Luis Valley and Great Sand Dunes. African American children are introduced to "Buffalo Soldiers" at nearby Fort Garland; Native American children see dances, traditional firemaking, and dunes artifacts, while hearing Native stories; and Hispanic children learn and see their heritage still thriving in more traditional ways here in the valley. I am interested in working to see that cultural presentations like this which tie cultural histories into the natural history of the dunes will continue to expand in number.

Further, in my onsite and offsite school programs (which include about 40% Hispanic and Native American children), I have continuously made significant inclusions of Native American and Hispanic

cultures. A couple of examples: (1) a mock archeological dig in the dunes with a local elementary school; as we “discovered” each Native American or Spanish artifact, we as a group explored what its purpose, origin, and story might be. The oldest artifacts were buried the deepest, and the natural history and dunes formation were tied into the cultural histories (2) A nature walk “First Footprints in the Sand” on Native American history at the dunes (with many artifacts as props), again tying cultural history into natural history . My goal is to do this program with more schools, especially those with higher concentrations of Hispanic and Native American children.

The universal concepts inherent in these cultural presentations are clear. Family, recreation, food, shelter, survival as a people and as a culture, are all things that Hispanic and Native American people value, as we all do.

Tangible/Intangible interpretive possibilities:

Tangible	<i>Intangible</i>
Spanish brooch, 1700's (artifact)	<i>Imagine the challenges of the Spanish woman who wore this: to live in a harsh climate, often primitive/dangerous conditions, male-dominated world; how did she lose this in the dunes so long ago?</i>
Spanish priest named these mountains “Sangre de Cristo” (Blood of Christ)	<i>As he lay dying, with an arrow in his side, watching the red sunset alpenglow on these mountains half a world away from his homeland, his love and loyalty to his church and his people culminated in his final exclamation</i>
Mano and Metate	<i>Try to put yourself in the rough leather moccasins of the woman who used these simple tools to grind seeds for her family: there were no grocery stores nearby, no refrigerators or freezers or silos full of grain...</i>
De Anza crossed the San Luis Valley in the 1600's	<i>As his own words testify, it was peace he sought, not war</i>
Tiny arrowhead (probably child's)	<i>Do you remember when you were first old enough to get a BB gun, or bow and arrow set, or football, or baseball glove, or bicycle? Perhaps the boy who received this felt the same way</i>

(2) African Americans

With a far smaller population base in Colorado than Hispanics, and a much longer drive for the vast majority of their Colorado populations (from urban Denver), African Americans will probably not constitute a significant percentage of visitors in the foreseeable future. However, one of the recent bright spots in African American visitation at Great Sand Dunes is the “Old Stories, New Voices”

week-long camp for urban Denver minority children, which Great Sand Dunes has hosted for the past two Summers. Led by Rocky Mountain National Park's Bill Gualtney, with programming by Great Sand Dunes staff, the camp provides a profound cultural experience for about 70 children, many of whom are African American. The children experience firsthand the life of the African American Buffalo Soldiers who were stationed at nearby historic Fort Garland, then camp for two nights at Great Sand Dunes. During their time here they become comfortable with wilderness: star-studded nights, wildlife, dunes, pine forests, and snow-capped mountains. Not only do they learn, they taste native berries, build campfires, use a map and compass, do mock search and rescues, hold live frogs and snakes, sing around a campfire, and slide down the dunes! Again the universal concepts which are relevant for these African American children, and for all African American families (indeed, for all families) are clear : pure recreational enjoyment sliding down the dunes and splashing in the creek; the experience of freedom and openness in the dunes wilderness; the refreshing silence, and an opportunity to clear their minds; a chance to breathe clean air; a chance to be in a place where you do not lock your doors at night; and a chance to awaken their curiosities for the natural world in an safe emotional, spiritual and intellectual context. What a tremendous, perhaps even life-changing, break from urban life this is for these children! And when they go home to share with their families what they have experienced, perhaps they, too, will be more inclined to experience the dunes themselves.

Tangible/Intangible interpretive possibilities:

Tangible

*Intangible*

African American "Buffalo Soldiers" stationed at nearby Fort Garland probably saw the Great Sand Dunes	<i>Imagine the wonder felt by these men, who mostly came from eastern cities, as they first saw these giant 750 ft. tall dunes piled up against snow-capped skyscraper peaks</i>
This leopard frog you are holding lives in the wetlands on the edge of the dunes. The water in these wetlands will disappear if a proposed water development project goes through.	<i>Picture your home in your mind; your food is there, your warm bed and perhaps your family. These wetlands are this frog's only home here; if we in Colorado use water unwisely, its home may disappear</i>
Sledding, skiing, sliding, tumbling, building sand castles, and splashing in the creek are all permitted in the dunes, but not driving on them	<i>In National Park Service areas, our goal is to allow for as much enjoyment as possible by the public, while still protecting the resource. At Great Sand Dunes, families can really have a lot of fun together in a safe environment without damaging the dunes. If you were the superintendent at Great Sand Dunes, how would you create policies which achieve that balance?</i>
Buffalo Soldier's uniform	<i>These African American men may have often felt isolated and alone, far from their families and familiar surroundings; yet their journals reflect courage, loyalty and camaraderie in their common purpose with their new friends, along with a sense of awe at the landscape around them</i>

### **Desired Visitor Experiences (Visitors Perspective)**

Participants generated statements that describe what visitors want to do, see, and experience through those aspects of their park visit that interpretation might influence or facilitate. This includes in-park and off-site contact with the interpretive program, and considers physical, intellectual, emotional, and inspirational experiences. Each participant wrote as many statements as desired.

Those individual statements were read by the group and similar statements were combined as a pre-requisite to the next step: ranking the statements. The participants were given self-adhesive dots to use for rating the statements, more dots equaling more value. This step captured the relative weighting or valuing of the various ideas generated by the group. The ranking is reported as follows:

- Forward slashes (/) separate individual statements that by consensus were grouped together and ranked as if they were a single statement. (These are usually grouped because the ideas are more similar to each other than distinct from each other.) Statements that have been grouped are listed within the group in no particular order.
- Bullets (•) separate statements that were ranked separately, but received the same number of ranking dots (a tie). Statements tying with others are listed in no particular order.
- Numbers in brackets [23] indicate the quantity of ranking dots received by a statement. Statements are listed from those receiving the most ranking dots to those with the fewest.

In addition, the planner(s) **bolded and underlined** some words in each statement or group of statements to highlight their central concepts. This aided the use of the statements in the second workshop where they were transformed into visitor experience considerations used in the development of the Desired Future Interpretive Program.

[19] Visitors will have **opportunities for self-discovery**, soul-searching, to leave the dunes a changed being. / Visitors' senses will be renewed; opportunity for mental, emotional, and spiritual renewal.

[17] Visitors will be provoked into understanding the value of this park and the national park system to all Americans. / Visitors will leave being "proud" of their national park. / Visitors will **understand the purpose and significance of national parks**. / Visitors will understand the park-specific picture of the GRSA message.

[12] Visitors can experience natural systems undisturbed by humans through all senses. / Visitors will be able to experience the dunes with **many senses and learning styles**. • Visitors have opportunity to **see wildlife in natural setting**. / Visitors have opportunities to observe wildlife in a natural setting. / Visitors will observe native wildlife safely and without harassing wildlife.

[11] **See cultural artifacts**. • **High-quality interpretive activities and media** will be available to all visitors.

[9] Visitors will gain deeper understanding and respect for the **complexity of natural systems**. • **Accurate historical information**. • Adequate resources and facilities are **accessible** to special population groups (includes interpretive programs and facilities).

[8] Visitors will recognize the need for **dune preservation** for eternity. • Visitors will understand/appreciate **importance of water** to life in San Luis Valley. • Wilderness (93% of park) will remain protected and **wilderness values and qualities** preserved. • **Dark night sky** and coyotes howling.

[7] Visitors come away believing in the dunes, that the park is a special place, and want to take part in being good “stewards.” / Visitors will think about their own role in stewardship and be provided with opportunities to take action. / Visitors will learn or be knowledgeable about the dunes in order that they will be **good stewards** (to encourage dune protection). • Visitors will experience **interpretation from a living person**. / Have the opportunity to join a professional, friendly ranger for an interpretive activity that addresses questions/concerns/interests they have. • Visitor experience is **minimally impacted by development**.

[6] Feel and **make some connections** to the land.

[5] Visitors will obey and understand need for **rules and regulations**. • Visitors will appreciate/understand **previous cultures and the existing cultures** of the area. • Visitors will leave with **significant memories**. Visitors can have a safe, quiet, enjoyable camping outing free of noise, drunks, loud music, etc. / Recreational experience will not detract from other visitors’ experiences. / Enjoy our beautiful sunsets from the quiet sanctuary of their campsite. / A doggie-doo-free creek experience. / A pamper-free creek experience. • Visitors will spend **more time in San Luis Valley** due to their experience here. / Visitors will visit other tourist sites in San Luis Valley. • Visitors will be able to get a **friendly response** and basic answers from any park staff they encounter. / Visitors will receive high quality, friendly, fair treatment by all park staff!

[4] Visitors will have knowledge that it’s more than just a pile of sand (links to plants, wildlife, water, the universe).

[3] Visitors will come to realize that the two most important things in this park (and all parks) are the resources and the visitors (inseparably tied together). • Visitors will try something new or learn something new. • Visitors will enjoy the dunes. • Visitors can learn as much as they want about what is going on here. / Play if they want to play—learn if they want to learn—and, with interpreters’ help, play while they learn (enjoyable learning).

[2] Visitors are able to experience the dunes and creek firsthand and to experience various levels of social interactions needs. / Experiences/opportunities for solitude and quiet will dominate those for social interactions and facilities/programs access. / A visitor can “get away from it all” (quality alone time) while in the park. • Visitors will find something special to them while visiting. • Visitors will buy something from the book store.

[1] Visitors will walk away from their car. • Visitors will feel freedom from everyday stresses and strains. • Visitors will want to return.

## **Stakeholder Issues and Suggestions**

A forum was provided for a stakeholder-park dialogue regarding the park’s interpretive program. Discussion was wide-ranging:

**National Parks and Conservation Association:** NPCA is concerned about aspects of the new activity of “sand-boarding” on the dunes. The concern is that the activity itself could impact flora and fauna directly via mechanical impact, and the use of various oils and waxes by participants to allegedly obtain faster rides may be introducing chemicals into this fragile environment the effects of which are unknown. NPCA suggested that a permitting system for the activity could provide an opportunity for interpreters to urge caution and debunk the notion that chemicals applied to the boards yield faster rides.

The park stated that it had no information on its Web site at present about this activity. The park has no evidence that the activity has created impacts on flora or fauna. The park feels that this is an issue that is being pushed primarily by one person who has a personal dislike for the activity.

NPCA also related that overflights and impacts on the park's hydrologic system are also high profile issues for the organization.

**Colorado Division of Wildlife:** CDOW feels the park has done a good job of partnering. They are currently partnering with the park on Watchable Wildlife. The upcoming purchase of the Zapata Ranch is seen as another good opportunity for a number of partners to achieve mutual goals. Partners here were seen as NPS, CDOW, BLM, and the incoming landowner, The Nature Conservancy. The State Land Board (SLB) was also identified as an entity that may assist the partners regarding purchase of key segments currently held privately.

**Los Caminos Antiguos:** This group seeks to coordinate visitor information on historic scenic byways. The historic byway idea is relatively new in this park of Colorado. A flyer for public distribution is in production. Northern Arizona University is undertaking a survey regarding "benefits-based management" in preparation for its first management plan.

**San Luis Valley Tourism Board:** This group is interested in developing cultural tourism in the area. The park would be a valuable partner in that effort.

**Anza World Conference:** This periodic meeting of historians focuses on Spanish colonial history in this part of the West. It commemorates the explorer Juan Bautista de Anza who first explored this area in 1779. The meeting will be held in Monte Vista this year. The Anza treaty with the Comanches led to the first road into Colorado through Mosca Pass. This history connects with the explorations of Zebulon Pike. A field trip stop for this group in the park would be logical.

**Old Spanish Trails Association:** This organization promotes interpretive sites through the use of wayside exhibits. Integrating the historic trail sites in the park would allow for seamless historical interpretation of these trails throughout the region. The Association and park could partner to receive gaming monies through the Colorado Historical Society and T-2000 grant monies.

**Southwest Parks and Monuments Association:** The cooperating association for the park is a key partner in interpretation. Its operation is closely tied to the programs and priorities of the park.

**The Nature Conservancy:** An important acquisition bordering the park, The Medano/Zapata Ranch, has been acquired by TNC. This will offer great partnering opportunities for providing public services to interpret resources that extend across land boundaries. Compatible economic development is an important issue for TNC that the park can help interpret. TNC is also participating in the general management plan now underway. Los Caminos Antiguos is also expected to participate in interpretation of the cultural resources of the Zapata Ranch.

TNC intends to restore the ranch. Oral history will be important in that effort. There may be opportunities for living history or theatrical presentations that could involve the park and perhaps Adams State College's theater department as well.

**GRSA Protection Division:** The park is at the inventory and monitoring stage of resources management. Important issues to consider are the restoration of locally extirpated species such as bison and black-tailed

prairie dogs and management of exotics. Interpretation could help generate public understanding and initiate partnerships to help meet these challenges.

The feeling is that interpretation is preaching to the choir. Identifying target audiences for important messages is needed to reach violators, local residents, urban visitors, and commercial partners. Interpretation needs to work to instill a sense of caring, stewardship, and responsibility. Suggestions included: thematic exhibits on park research efforts, travelling and temporary exhibits used in-park and off site, a more visible museum collection, increased partnering with regional welcome centers and chambers-of-commerce information centers. Living history was mentioned as a difficult challenge but a great opportunity.

The goal of interpretation was seen as getting the visitors out into the resource, and getting the interpretation out where the people are—especially personal services.

### **Desired Visitor Experiences (Interpretation's Perspective)**

As another way of defining what visitors should be able to do, see, and experience in the park, participants were asked two questions; each participant wrote one response to each question. The responses were posted and read. They are listed below in no particular order. Along with the desired visitor experiences described above, these statements were used in developing visitor experience considerations in the second workshop.

#### ***QUESTION — What is the one thing or idea you'd like a visitor to leave with?***

- A better feeling and understanding of value and need of biodiversity and conservation
- The importance of conserving/protecting our national treasures (the National Park System idea).
- This is *your* park (your joy, your experience, your memories, your *responsibility*).
- Understand how dunes continue to exist.
- Dunes are a special place, leaving a lasting impression.
- Pleasurable hands-on experiences.
- That the park is a place worth preserving and that they would like to take an active role in its stewardship.

#### ***QUESTION — What is the one action you'd like a visitor to take after visiting?***

- Volunteer the time, money, or expertise (support) at a park near and dear to them.
- Be a better steward of the planet.
- Return for another adventure.
- Tell others of the quality experience.
- Tell someone how important the national parks are to you.
- I want visitors to *volunteer* for some stewardship activity near their home (San Luis Valley and elsewhere).
- To visit another National Park System unit.

**FIRST WORKSHOP, DAY 3 • THURSDAY / 4/1/99 • MANAGEMENT GOALS AND SUPPORT FOR THE PROGRAM**

PARTICIPANTS			
Name	Title	Organization	Telephone
Tom Morin	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x224
Patrick Myers	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x221
Libbie Landreth	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x225
Kathy Brown	Chief Interpreter	Great Sand Dunes National Monument	719-378-2312 x223
Fred Bunch	Resource Management Specialist	Great Sand Dunes National Monument	719-378-2312 x202
Andrew Valdez	Park Geologist	Great Sand Dunes National Monument	719-378-2312 x204
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2636

**Management Goals for Interpretation**

The interpretive planning team reviewed the goal of interpretation and discussed what management expects interpretation to accomplish for the park. GPRA goals, and how the CIP helps achieve them and report their achievement, were also explored.

**The goal of interpretation:**

- Interpretation provides opportunities for people to forge intellectual and emotional connections with the ideas and meanings inherent in the resources of the park.

**The superintendent wants the interpretive program to emphasize and help accomplish Servicewide mandates by:**

- Hosting diversity events
- Enhancing community involvement
- Enhancing interagency involvement
- Reaching electronic visitors

Some specific ways that interpretation can accomplish these goals include:

- Partnering to facilitate the Chamber-of-Commerce Art Night
- Establishing good relations with the Lodging Tax Board
- Active participation in the Environmental and Conservation Education Council

**Issues and Influences Affecting Interpretation**

**External considerations**

**Lodging Tax Board** — This entity uses lodging tax monies to encourage quality tourism. They view the park as providing an important public service in this area. As a result, some support funds were granted to help pay for the redesign of the park visitor center. If the park can show how its projects help further the goals of this tax program, more support for similar projects could be sought.

**Friends of the Dunes** — This park support group is active. Kris Illenberger, the cooperating association business manager, also serves and the business manager for the friends group. His position as coordinator is currently funded eight hours/week by Friends of the Dunes.

**Southwest Parks and Monuments Association** — The park cooperating association operation is a good money-maker and is innovative. The sales item selection is informal but works well. The park was recently honored as Park-of-the-Year by SPMA, and Kris Illenberger was honored as SPMA Employee-

of-the-Year. The operation would profit from an increase in staff. Kris usually hires two seasonal sales people this summer, but still works the desk on a regular basis. The park views the funds provided by SPMA's Interpretive Support Account as very important especially for interpretive supplies and support for travel of interpretive staff.

**Environmental and Conservation Education Council** — Active participation in this coalition is seen as key to reaching students. The group is leading the effort to coordinate valley-wide education curricula that meet Colorado standards and providing consistency in environmental messages to young people. Teaching in the Outdoor classroom (TOC) is another ECEC program that the park supports. It is an accreditation program for outdoor education. Since about 40% of the students that ECEC programs reach are Hispanic, the park sees active participation as one way to address their concern that park interpretation reach this important audience.

**The Nature Conservancy** — A small nature center is contemplated for Zapata Ranch. This could be an opportunity to establish an education facility very near the park. If that does not mesh with TNC plans, the park will explore using converted park housing as a dedicated education facility.

**Forest Service** — The Forest Service has a small education center as well. It will be important to coordinate education efforts between the park, the FS, and TNC to avoid duplication and provide consistency.

**Los Caminos Antiguos** — This group is performing a benefits-based management survey in preparation for a management plan. Reviewing this survey may benefit the park.

**Economic and Climatic Factors** — The state of the economy, and gasoline prices, have a considerable affect on travel to this part of Colorado. The summer season this year (1999) is expected to be heavy due to these conditions. The mild winter in southern Colorado is also an important factor. Though the park proper can experience cold winter temperatures, its proximity to milder locales makes it a popular stop for "snowbirds" in the fall and spring.

#### **Internal considerations**

**Volunteers** — Libbie Landreth is the park volunteer coordinator. This year marks the first time park divisions are expected to pay full value for the costs of housing their volunteers. Since funding in Interpretation is tight, this is expected to limit opportunities for volunteers. Housing itself is limited. A winter VIP would be very helpful to the staff. GRSA has been successful in obtaining a Geologist-In-The-Park funded by the Geological Society of America for the coming year. About five volunteers support the interpretive effort in the park each year. More would be very helpful.

**Interpretive Development Program** — Patrick Myers is currently involved in demonstrating the competencies, presently working toward completing the (GS-09) modules.

**Resource Management** — The park's resource managers have abstracted park research to produce "An Interpreter's Guide to GRSA Research." This is an invaluable compendium of information for interpretation and will be an important addition to the *Interpretive Database* component of the *Comprehensive Interpretive Plan*. There is a strong tie between resource management and interpretation in the park and communications between the staffs are excellent. The park has done a good job transferring information about current resource management activities to the staff and public. Resource management has actually provided some staff time to accomplish personal services interpretation in the park.

**Fee Collection** — This responsibility is currently managed by the Division of Interpretation. That provides a bit more flexibility to the division regarding staffing, but combining these operations resulted in a loss of funding for dedicated interpretive staffing. Significantly more fee collection coverage is needed in Spring and Fall, and possibly on a limited basis in Winter.

**Recreation Fee Demonstration Project** — GRSA is an “80% park” regarding fee demo. This provides some support for fee collection. Approved interpretive projects supported by fee demo funds include: rehabilitation of the park amphitheater (physical rehabilitation as well as upgrading of audiovisual equipment), upgrading of trailhead interpretation, and the addition of a multi-purpose room/children's education center adjoining the visitor center. An additional benefit of the program has been the resource management projects funded by this program, which have provided useful information for interpretation.

**Government Performance and Results Act** — Interpretation has ownership of the “Understanding and Appreciation” goal (current satisfaction rating = 93%). Interpretation is also responsible in part for the “Satisfaction” goal (current satisfaction rating = 99%).

**Budget and Staffing** — Budget in support of interpretation has decreased slightly. Over 99% of Interpretation's ONPS budget is spent on personal services. Previous to Ranger Careers, GRSA had been an “I&RM” park. Previous to Ranger Careers, interpretive staff was 3 permanent positions plus 6-8 seasonal positions. Currently there are 2 FTE permanent interpreters plus 1.7 seasonals. It is hoped that FY01/02 will bring budget increases that may help the division in the near future.

**Visitation** — The park is becoming much more of a year-round destination than in times past. Budget history for Interpretation does not reflect the changing nature of the operation.

**Other Issues** — A number of other issues are noted in the GMP including: diversity, natural quiet, overflights, night sky, appropriate wilderness use, and sandboarding.

## **Interpretive Database — Resources for Interpretation**

### **Library**

The park library is a single collection located at the visitor center. It has been catalogued using Pro-Cite via a contractor paid for by the Support Office. A bibliography is also available at park headquarters. Patrick Myers serves as the park's librarian.

The collection consists of about 1600 pieces. There are also about 40 videos and 25 audio tapes and compact discs which are not catalogued as library items at this time. Some culling of older materials has been done although most of the collection is somewhat dated material. Newer references to closely related topics, especially geology and dunes, exist but the expense of newer materials has limited acquisition.

Access is currently handled via a self-service card-based check out system. There have been some losses from delinquency. The collection is cramped for space.

### **Image Collection**

The park slide collection has about 3500 images. These are stored in two full Abodia units. There is an extensive backlog as far as labeling, cataloging, and duplicating are concerned. The wildfire of April 2000 caused damage to the collection which furthers the backlog.

There are few negatives or prints, though there are some nitrate negatives. Most of these images are considered archival materials and as such are part of the museum collection. The park identified that it would be helpful if there were standard press kits available, though none now exist.

Kris Illenberger, the SPMA business manager, Patrick Myers, Education Ranger, Libbie Landreth, Interpretive Supervisor, and Fred Bunch in Resource Management were identified as talented photographers.

The division could use a slide scanner. Walter Wait in the Support Office was identified as a resource for digitizing images.

### **Interpretive Collection**

The division has about 25 audio tapes and compact discs that are used as music for interpretive programs.

There is also an informal collection of animal skins, rocks and minerals, and skulls and bones used as interpretive props.

Patrick Myers maintains a small collection of herptiles, all raised in research/conservation facilities (not collected from the wild) for use in presentations. There have been no problems to date regarding the use of animals. The response from schoolteachers as well as the public has been overwhelmingly positive, as indicated from teacher evaluations of programs, and public comment forms.

The interpreters also have an ultraviolet light, magnifiers, magnets, sieves skulls, antlers, furs, rocks/minerals, artifacts, tracks, etc. which are used in programs.

### **Museum Collection**

The park museum collection contains about 5575 catalogued specimens, plus about 200 more that are accessioned, but not yet catalogued. There is also a single standard cabinet with materials that are not yet accessioned. These are mostly cultural items such as points and metates plus some rock specimens. There are also about 50 historical documents, a few old books and photograph items (prints and negatives) and a box of non-transcribed oral history audio tapes. Patrick Myers serves as the park curator.

Storage is not up to standards. There is a dedicated space at park headquarters, but temperature and pest control are not within acceptable parameters. A planned addition to the visitor center is slated to include new storage space that would resolve these problems. There is also a need for more standard storage cabinets.

### **Research**

#### **Current Issues**

Both Resource Management and Interpretation feel there is good transfer of new information from resource managers to the public via interpretation. There are good interpretive opportunities to take guided walks to monitoring equipment sites, work sites, etc.

Hydrological research is currently a hot area.

Resource management staff currently provides training to interpreters in the spring, focusing on the dynamics of the dune field.

A three-year parkwide archaeological survey was begun in 2000.

#### **Needed Research/Information**

Questions the public ask include: How old are the dunes? How does the hydrologic system of the park work? Are the dunes growing or shrinking? Are the dunes stable or moving?

Interpreters would like more information on how tradition connects to the landscape on the park of affiliated Native Americans, Hispanics, and Anglo pioneers.

The baseline inventory of biota needs to be completed. Current data on vegetation and invertebrates is good.

Visitor research needs to answer questions such as: What are visitor expectations? Are they being met? How are visitors impacting the resources? How can interpretation better serve Hispanics? How can the park be made more welcoming and relevant to African-Americans?

**SECOND WORKSHOP, DAY 1 • TUESDAY / 4/13/99• THEMES, AUDIENCES, AND SERVICES**

PARTICIPANTS			
Name	Title	Organization	Telephone
Steve Chaney	Superintendent	Great Sand Dunes National Monument	719-378-2314
Patrick Myers	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x221
Libbie Landreth	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x225
Kathy Brown	Chief Interpreter	Great Sand Dunes National Monument	719-378-2312 x223
Richard Kohen	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2579
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2636

**Management Goals for Interpretation (Review)**

The interpretive planning team reviewed the goal of interpretation and what management wants the interpretive program to accomplish for the park. This focused the participants on the desired outcome of the interpretive program.

**The goal of interpretation:**

- Interpretation provides opportunities for people to forge intellectual and emotional connections with the ideas and meanings inherent in the resources of the park.

**The superintendent wants the interpretive program to emphasize and help accomplish Servicewide mandates by:**

- Hosting diversity events
- Enhancing community involvement
- Enhancing interagency involvement
- Reaching electronic visitors

Some specific ways that interpretation can accomplish these goals include:

- Partnering to facilitate the Chamber-of-Commerce Art Night
- Establishing good relations with the Lodging Tax Board
- Active participation in the Environmental Conservation Education Coalition (ECEC)

The superintendent emphasized during this review that he considered education outreach through ECEC a top priority. He directed the interpretive staff to build a program that would truly fit the “customers.”

## **Interpretive Audiences**

Discussion started with a review of visitor profiles and why we interpret to some groups differently than others. Following this, the team reviewed the audience information generated in the first workshop, then identified the primary audiences that this park's interpretive plan needs to take into account (numbers used for identification only; they do not denote priority):

1. **General Audience** (including families)
2. **Park Neighbors** (including Hispanics, Native Americans, and Anglos)
3. **Students** (K-12 school students, college student involved in curricular programs)
4. **Non-English-Speaking Visitors** (including German, French, Spanish, Japanese)

## **Visitor Experience Considerations**

The group reviewed the statements from both visitor experience sections of the first workshop and distilled them into a set of guiding principles to be kept in mind as the Desired Future Interpretive Program is developed.

- **Provide opportunities for renewal and rejuvenation.**
- **Interpret park significance; provide opportunities for stewardship.**
- **Provide varied opportunities to experience nature and wildlife in wilderness setting.**
- **Provide quality interpretive services; consider accuracy, safety, ethics, personal approach, and depth.**
- **Interpret water.**
- **Use accessible design.**
- **Consider the decreasing length of visits.**
- **Consider the limited space in the visitor center for exhibitry.**

## **Potential Locations for Interpretive Opportunities**

The group discussed potential in-park and off-site locations where interpretive communication with visitors could occur.

### **In-Park Locations**

- **Main park road**
- **4-wheel-drive road**
- **Various places in and around the Visitor Center**
- **Entry station and Headquarters**
- **Environmental education facilities**
- **Overlooks or other places for viewing** distant vistas or other significant resources
- **Wayside sites** (roadsides before the entrance and between the entrance and VC)
- **Sites containing significant resources**
- **Campground amphitheater**
- **Trails and trailheads** (VC trail, Dunes trail, Pinon Flats trail, etc.—altogether 18 miles of trail and six trailheads)

### **Off-Site Locations**

- Various places used to access the **Internet** (home, school, business)

- Various places used to view **films** and **videos** (home, school)
- **Schools, universities** (formal and non-formal education)
- **Community sites** requesting interpretive presentations
- **Road junction** (US 150 & 160)
- **Oasis store** (and gas station at park entrance)
- **Zapata Ranch** (to be owned and managed by The Nature Conservancy)

### **Potential Personal and Non-Personal Interpretive Services**

The group discussed potential personal and non-personal interpretive services that could be used to communicate themes, both in-park and off-site.

#### **Potential Personal Services**

##### **Fixed-station interpretation**

##### **Roving interpretation**

##### **Guided walks**

##### **Scheduled talks**

##### **Evening activities** (Campfire programs, sky observation programs)

##### **Costumed interpretation**

##### **Demonstrating recreational skills**

##### **Special activities & presentations**

After-hours opens house

Workshops w/public

Research symposia

Public lecture series/seminars

Special events (March for Parks)

Storytelling

Culture groups

Artists in Residence Program

##### **Environmental education**

Visits to groups and classrooms

Parks as Classrooms

Day trips to the park

Teacher workshops

Multi-day park visits

Elder hostel

Student mentoring

##### **Outreach**

Visits/programs for groups (Rotary, Lions Club, etc.)

Recruiting

World Wide Web homepage

Traveling trunk

##### **Children's interpretation**

Junior Ranger program

Children's walks and talks

Puppet Shows

**Potential Non-Personal Interpretive Services**

- Publications (Site bulletins, park map & guide, newspaper, junior ranger publications, press releases, newsletters, in-flight magazines, etc.)
- Sales items (Books, electronic media, audio-visual materials, thematic items)
- Interactive computer
- Wayside exhibits
- Museum exhibits
- Self-guided trail markers and publication
- Web site
- CD-ROM
- Curricula and teacher's guides
- Radio, TIS (Travelers Information System)
- Audio tours or other tapes
- Video
- Student information pack
- Traveling trunks
- View tubes; telescopes
- Audio wand tours
- Films, slides (Anticipating a multi-purpose AV room behind the VC restrooms)
- Public Service Announcements
- Donation box
- Information signing
- Bulletin Boards
- Trailhead register boxes
- Interpretive messages attached to sales items
- Kiosk

**SECOND WORKSHOP, DAY 2 • WEDNESDAY / 4/14/99• INTERPRETIVE PROGRAM DEVELOPMENT**

PARTICIPANTS			
Name	Title	Organization	Telephone
Steve Chaney	Superintendent	Great Sand Dunes National Monument	719-378-2314
Patrick Myers	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x221
Libbie Landreth	Park Ranger	Great Sand Dunes National Monument	719-378-2312 x225
Kathy Brown	Chief Interpreter	Great Sand Dunes National Monument	719-378-2312 x223
Richard Kohen	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2579
Kim Sikoryak	Interpretive Specialist / Planner	IMDE, Interpretation and Education	303-969-2636

**Desired Future Interpretive Program — Program Overview**

Participants were asked what services would be most effective at communicating each theme to each audience. The brainstorming produced lists of service-location(s) pairs. Each list was ranked by the participants to achieve consensus regarding which service-location(s) pairs would be most effective. The rankings made during the workshop were based on the internal, personal criteria of each participant. The group also discussed formalizing a set of ranking criteria and explored what those criteria might be.

A master list of all brainstormed service-location(s) pairs that were developed during the workshop, as well as separate lists for specific theme-audience combinations, are reproduced below, along with

the ranking information. Following these lists, the draft Program Overview table displays each interpretive service, with the themes and audiences covered by each.

## BRAINSTORMING

### Notes regarding brainstorming symbology below

**01.** — **Reference numbers in the master reference list:** *The service-location(s) pairs are numbered to facilitate completing the Program Overview. (It may be easier to use these numbers as “shorthand” when brainstorming additional theme-audience combinations.) These numbers are for reference only and do not denote importance or priority.*

**Abbreviations** — *CA: Cooperating Association; COC: Chamber of Commerce; VC: Visitor center.*

**e0** — **Ranking indicators:** *The “e-numbers” represent the number of dots each service-location(s) pair received based on the anticipated effectiveness of this service. Service-location(s) pairs are listed most dots to least dots; no priority was established within a group that received the same number of dots.*

**\*** — **Interpretive services considered “givens”:** *These are services that the park has indicated will occur regardless of ranking. These services were, although listed for completeness, were not included in the ranking process.*

### Master list of brainstormed service-location(s) pairs

01. **Park brochure @ VC**, via mail, entry, Oasis, CofC
02. **Park newspaper @ VC**, schools, entry, local motels & welcome center
03. **Web site @ internet**
04. **Press release/info kit @ Mail, FAX**
05. **Interpretive talks @ VC patio**
06. **Guided walk @ VC loop trail**, dunes parking area, campground
07. **Illustrated interpretive talk @ Amphitheater**
08. **Park video @ VC auditorium**
09. **Site bulletin (geology) @ VC**, entry
10. **Guided walk @ Dune field**
11. **Guided walk @ Montville trail**
12. **Waysides @ VC loop trail**
13. **Waysides @ Park entrance road**
14. **Exhibits @ VC**
15. **Wayside @ Dunes parking area**
16. **Wayside @ Campground**
17. **Park bulletin boards @ VC**, campground, picnic area, dunes parking area
18. **Seasonal wayside @ Trailheads** (campground loop and Point Of No Return)
19. **Guided 4WD tour @ ?**
20. **CA sales outlets @ ?**
21. **Wayside @ Ramada** (bilingual)
22. **Waysides @ 4WD road**
23. **Special events @ Amphitheater**
24. **Puppet show (bilingual) @ Amphitheater**, picnic area
25. **Town forum @ Off site**

26. **Partnered services TBA @ Zapata Ranch**
27. **Junior Ranger program @ VC info desk, talk sites**
28. **Entry station function @ Entry**
29. **Info desk function @ VC (includes backcountry permit function)**
30. **Traveler information system (TIS) @ Vehicles near park**
31. **Kiosk @ US160 and US150, Rte.17 and County Lane 6**
32. **Trip planner @ Mail**





**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A or B or C or D or E, NPS**

*Service:* Terrace Talks  
*Location:* VC

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

*Management's Interpretive Intent* Communicate one or more themes and NPS mission

*Critical Resource Issues* None

**Operational details**

*Presenters* All park staff, SPMA

*Service Availability* 4 daily, Memorial Day to Labor Day; shoulder season if staff is available

*Service Duration* 10 minutes

*Maximum Audience Size* 40

*Support Materials* sand, rocks, magnets, magnifiers, binoculars

*Logistics* desk duty interp. needs to leave their primary duty station for 10 minutes (person doing may need to request backup VC coverage)

*Staff Time Commitment* 20 minutes max. (prop prep and Q&A)

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*

*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A or B or C or D or E, NPS, Orient., Safety**

*Service:* Guided Walk (forest and/or grassland)  
*Location:* VC, Dunes Parking, Campground, Montville

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

*Management's Interpretive Intent* Communicate one or more themes, especially B&E; NPS mission and safety

*Critical Resource Issues* Trampling of vegetation, preservation of natural features/ conservation ethics

**Operational details**

*Presenters* Park interp. staff

*Service Availability* Daily Memorial Day to Labor Day; weekends during shoulder seasons

*Service Duration* 30 minutes

*Maximum Audience Size* 20

*Support Materials* Taxidermy samples; magnifying glasses; binoculars; bird & flower books; artifacts

*Logistics* May or may not require transportation dependent upon start location. Interpreter should arrive at least 15 minutes prior to scheduled program. Sign starting location if possible.

*Staff Time Commitment* 1 ½ hours

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*

*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*

*Materials & Supplies, Cost* \_\_\_\_\_

*Service Cost for FY2000*

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A or B or C or D or E, NPS, Orient., Safety**

*Service:* Illustrated Talk at Amph.

*Location:* Amphitheater

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

**Management's Interpretive Intent**

In-depth communication on one or more park themes; NPS mission and safety

**Critical Resource Issues**

Fire safety when campfires are used; resource damage caused by visitors walking off-trail to Amph.; Amph. lights interfere with night sky; Amph. music interferes with quiet

**Operational details**

**Presenters** Park interp. staff, guest speakers

**Service Availability** Daily Memorial Day to Labor Day; weekends in May and September based on staff availability

**Service Duration** 30-45 minutes

**Maximum Audience Size** 300

**Support Materials** Slides/AV equipment

**Logistics** Rove/Set-up/Take down & secure Amph. (2 hours)

**Staff Time Commitment** 2 ½ hours

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**  
**Indicator/Measure/Condition**

**Staff Cost**

**Materials & Supplies, Cost**

**Service Cost for FY2000** \_\_\_\_\_

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**  
**Number of Presentations**

**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A required  
B,C,D,E Potential Concurrent  
Safety, Orient., NPS**

*Service:* Guided Walk at Dunefield  
*Location:* Dunes

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

*Management's Interpretive Intent* To provide a firsthand experience as it relates to theme A and optional hands-on or interactive combinations with other themes

*Critical Resource Issues* Minimize plant destruction; do not collect rocks; insect habitat destruction

**Operational details**

*Presenters* Park interp. staff

*Service Availability* Daily Memorial Day to Labor Day; weekends during shoulder season

*Service Duration* 30 minutes

*Maximum Audience Size* 20

*Support Materials* Rocks, sand samples, magnets, magnifying glasses, shovel, machete

*Logistics* 5 minute drive from VC to parking area; interpreter should arrive at least 15 minutes prior to scheduled program

*Staff Time Commitment* 1 ½ hours

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level  
Long-Term Goal  
Park's Annual Goal  
Indicator/Measure/Condition*

*Staff Cost*

*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category  
Number of Presentations  
Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1**

**PRIMARY THEMES: A,B,D,E**

*Service:* 4-Wheel Drive Tour (Oasis)

*Location:* Tour begins and ends at Oasis (utilizes Medano Pass Primitive Road)

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

*Management's Interpretive Intent* Offer service into GRSA's backcountry inaccessible to visitors without 4-wheel drive

*Critical Resource Issues* Vegetation trampling, noise pollution from microphones

**Operational details**

*Presenters* Concessionaire

*Service Availability* Twice daily Memorial Day through Labor Day; once a day in September (special tours can be arranged upon request May through October)

*Service Duration* 2-2 ½ hours

*Maximum Audience Size* 16

*Support Materials* None

*Logistics* Visitors must make reservations in advance (many visitors think these are NPS tours and come to VC mistakenly)

*Staff Time Commitment* Tours are evaluated once annually, 2-2 ½ hours GS-11 written evaluation must be completed and discussed with concessionaire, GS-11, 3-4 hours to complete

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*  
*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 3, 4**

**PRIMARY THEMES: A, B, C, D, E, NPS, Orient/Safety**

*Service:* Environmental Education

*Location:* Offsite in Schools

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

**Management's Interpretive Intent**

Reach San Luis Valley children (K-12) with park themes, NPS mission, and current resource issues

**Critical Resource Issues**

None

**Operational details**

**Presenters** Education Specialist

**Service Availability** Year round, except during furlough.

**Service Duration** Usually about 45 minutes per class.

**Maximum Audience Size** none; although better with less than 20 at a time

**Support Materials** all props, guitar, rock samples, animal furs/antlers, UV light box, sand types, magnet, live animals, maps, photos of different ecosystems.

**Logistics** Drive to various schools in SLV. Follow up with evals.

**Staff Time Commitment** Drive/Prep/Program total time was 75 hours in FY99. (This does not include phone calls, scheduling, flyers, etc.)

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Service-wide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost**  
**Materials & Supplies, Cost**

**Service Cost for FY2000** \_\_\_\_\_

**FTE for Service, FY2000**

**Service-wide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**  
**Number of Presentations**  
**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 3, 4 (some students don't speak English)**

**PRIMARY THEMES: A, B, C, D, E, Orient./Safety, NPS**

*Service:* Environmental education (Onsite)

*Location:* Dunes, VC, Montville

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

*Management's Interpretive Intent* Reach Colorado and New Mexico children (primarily SLV children) with park themes, NPS mission, and current resource issues.

*Critical Resource Issues* Possible impact from groups of kids sitting or walking in fragile grass areas; damage to insect habitat in dunes.

**Operational details**

*Presenters* Primarily education specialist; also park interp. staff

*Service Availability* year round, except perhaps during winter furlough.

*Service Duration* 20 minutes (talk) to multi-day, multi-theme programs

*Maximum Audience Size* none; wish larger groups, rotations are done.

*Support Materials* All props, guitar, box of rock samples, animal furs/antlers, UV light box, sand types, magnet, shovel/machete, live animals, wetland disappearance and other maps.

*Logistics* Must be scheduled in advance; details worked out with individual teachers.

*Staff Time Commitment* Actual program/Drive/Immediate prep time in FY99 was 99.5 hours for onsites.

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Service-wide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*  
*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Service-wide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A, B**

*Service:* Junior Ranger  
*Location:* VC

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

*Management's Interpretive Intent* Environmental/conservation awareness for kids through an interactive hands-on) approach

*Critical Resource Issues* Preservation of natural features

**Operational details**

*Presenters* GRSA staff

*Service Availability* Year round

*Service Duration* On average, takes 2-4 hours to complete

*Maximum Audience Size* Endless

*Support Materials* GRSA exhibits, VC bookstore

*Logistics* Handbooks and badges are available only when VC is open; however, some booklets may be distributed at evening programs. Badges can be mailed if arrangements are made.

*Staff Time Commitment* 1 hour daily during heavy summer visitation (June through August), volunteers to GS-9's administering. Off-season, avg. 1 hour per week.

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*  
*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES:** 1, 2, 3, 4

**PRIMARY THEMES:** A, B, C, D, E, NPS, Orient/Safety

*Service:* Entrance Station Function

*Location:* Entrance Station

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

*Management's Interpretive Intent* Orient to park, services, rules/safety, brief interpretive messages.

*Critical Resource Issues* None

**Operational details**

*Presenters* ES staff

*Service Availability* Approximately April through October

*Service Duration* 8 AM to 7 PM

*Maximum Audience Size* 2500 people/day max.

*Support Materials* Site bulletins

*Logistics* Captive audience

*Staff Time Commitment* 3.5 FTE's per season

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*  
*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES:** 1, 2, 3, 4

**PRIMARY THEMES:** A, B, C, D, E, NPS, Orient/Safety

*Service:* Roving Interpretation  
*Location:* Dunes, VC area, Montville, Campground

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

**Management's Interpretive Intent** Reach persons who do not participate in regular interp. programs with park themes, NPS mission, orientation, rules, and safety.

**Critical Resource Issues** Roving prevents a good amount of resource damage through interpretation.

**Operational details**

**Presenters** All park staff

**Service Availability** For interpretation, summer season only; for other divisions, year round.

**Service Duration** Variable, usually 1-1 ½ hours for interp. staff. High dune rove takes 2-3 hours

**Maximum Audience Size** None

**Support Materials** Various props (i.e. magnet) are useful for roving

**Logistics** Roving requires good interpersonal skills, "Authority of the Resource" law enforcement techniques.

**Staff Time Commitment** Four shifts per day in interp. division do a minimum of 1 hour roving per shift, plus High Dune roves about two times per week; Weekly total 32 hours.

**Government Performance & Results Act (GPRA) —** References for annual reporting.

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost**  
**Materials & Supplies, Cost**

**Service Cost for FY2000** \_\_\_\_\_

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) —** References for annual reporting.

**Program Category**

**Number of Presentations**  
**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3, 4**

**PRIMARY THEMES: Orientation**

*Service:* Info Desk Function

*Location:* VC

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

*Management's Interpretive Intent* Provide general information to dunes and surrounding areas

*Critical Resource Issues* N/A

**Operational details**

*Presenters* Park staff, SCA's, VIP's, SPMA

*Service Availability* Year round except some winter holidays

*Service Duration* 8:30 AM to 4:30 PM winter hours and off season, 7 day/week. 8 AM to 6 PM Memorial Day to Labor Day

*Maximum Audience Size* 2,000/day during busy summer months. 30 to 100+ in the off-season

*Support Materials* GRSA database

*Logistics* opening and closing procedures need to be strictly adhered to, to insure building security

*Staff Time Commitment* GS-9 8 hours daily 3 quarters of the year plus SPMA assistance on occasion. Two people on desk at all times, GS-9, GS-4, VIP's, SPMA, SCA, 10 hours per day mid-May to mid-August.

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost*  
*Materials & Supplies, Cost*

*Service Cost for FY2000* \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A, C**

*Service:* Wayside Exhibit: "Sangre de Cristo Ecosystem"  
*Location:* VC Trail

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

**Management's Interpretive Intent** .To introduce climatic life zones and biodiversity by elevation

**Critical Resource Issues** None

**Operational details**

**Subject** Life Zone

**Orientation** East

**View** Sangre de Cristo Mountains

**Purpose** Introduce biodiversity and life zones in the vicinity

**Comments** Re-evaluate in the future

**Potential Graphics** N/A

**Exhibit Base** Adobe/Log post

**Staff Time Commitment** Annual review for damage or for need of repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost** \$ \_\_\_\_\_  
**Materials & Supplies, Cost** \_\_\_\_\_  
**Service Cost for FY2000** \$ \_\_\_\_\_  
**FTE for Service, FY2000** \_\_\_\_\_

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**  
**Number of Presentations**

**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: B**

*Service:* Wayside Exhibit: "Life in the Extreme"  
*Location:* VC Trail

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

*Management's Interpretive Intent* .To explain plant adaptation to the extreme climate in the San Luis Valley

*Critical Resource Issues* None

**Operational details**

*Subject* Plant Adaptation

*Orientation* Southwest

*View* San Luis Valley

*Purpose* Plant adaptations in a land of extremes

*Comments* Re-evaluate in the future

*Potential Graphics* N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need of repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A, D**

*Service:* Wayside Exhibit: "The Changing Sand Sheet"  
*Location:* VC Trail

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

**Management's Interpretive Intent** .To demonstrate the changing of the sand sheet over the millenium.

**Critical Resource Issues** None

**Operational details**

**Subject** Sand sheet

**Orientation** West

**View** San Luis Valley

**Purpose** To explain the availability of sand in relation to climatic cycles of wet and dry periods. To indicate that the sand sheet is now stabilized by mineral deposits and vegetation.

**Comments** Re-evaluate in the future

**Potential Graphics** N/A.

**Exhibit Base** Adobe/Log post

**Staff Time Commitment** Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: E**

*Service:* Wayside Exhibit: "From All Directions"

*Location:* VC Trail

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

*Management's Interpretive Intent* .To demonstrate exploration patterns into the San Luis Valley

*Critical Resource Issues* None

**Operational details**

*Subject* Geography and exploration

*Orientation* South

*View* San Luis Valley

*Purpose* To show how geography influenced the exploration and settlement of the San Luis Valley.

*Comments* Re-evaluate in the future

*Potential Graphics* N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*

*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: B**

*Service:* Wayside Exhibit: "The Role of Fire in Nature"

*Location:* VC Trail

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

*Management's Interpretive Intent* To tell the story of fire and its effects on the natural environment.

*Critical Resource Issues* None

**Operational details**

*Subject* Fire burn plots

*Orientation* .East

*View* Burn plots next to trail

*Purpose* To demonstrate the role of fire in nature and National Park Service resource management policies

*Comments* Re-evaluate in the future

*Potential Graphics* N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$

*Materials & Supplies, Cost* \_\_\_\_\_

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A**

*Service:* Wayside Exhibit: "The Magnificent Coincidence"  
*Location:* VC Trail

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

*Management's Interpretive Intent* .Portray the dynamics of dune formation

*Critical Resource Issues* None

**Operational details**

*Subject* Sand, water, wind = dune formation

*Orientation* West

*View* Dunefield

*Purpose* To explain how the elements of sand, wind, and water interact to form the dunes

*Comments* Re-evaluate in the future

*Potential Graphics* .N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$ \_\_\_\_\_  
*Materials & Supplies, Cost* \_\_\_\_\_  
*Service Cost for FY2000* \$ \_\_\_\_\_  
*FTE for Service, FY2000* \_\_\_\_\_

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A**

*Service:* Wayside Exhibit: "Sand Dune Formation"

*Location:* VC Trail

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

*Management's Interpretive Intent* .Discuss wind and dune formation

*Critical Resource Issues* None

**Operational details**

*Subject* Dune formation, dune shapes, wind patterns

*Orientation* West

*View* Dunefield

*Purpose* To illustrate the relationship between wind patterns and dune formation

*Comments* Re-evaluate in the future

*Potential Graphics* N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$ \_\_\_\_\_

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$ \_\_\_\_\_

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: Orientation**

*Service:* Wayside Exhibit: "Points of View"

*Location:* VC Trail

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

*Management's Interpretive Intent* .Overview to interpretive trail at VC

*Critical Resource Issues* None

**Operational details**

*Subject* Orientation to trail

*Orientation* Southwest, West

*View* Downslope/overview of trail

*Purpose* Introduce the trail with all the wayside exhibits (map)  
Two identical signs/exhibits for trail orientation

*Comments* In the future, this trail/exhibits needs to be re-evaluated for appropriate content and visual scar on the landscape

*Potential Graphics* N/A

*Exhibit Base* Adobe/Log post

*Staff Time Commitment* Annual review for damage or need for repair

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$

*Materials & Supplies, Cost* \_\_\_\_\_

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience / Families, 3**

**PRIMARY THEMES: Orientation**

*Service: Wayside*

*Location: Montville T.H.*

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

*Management's Interpretive Intent* Orientation.

*Critical Resource Issues* None

**Operational details**

*Subject* Two Mountain Trails

*Orientation* East

*View* Up Trail

*Purpose* Orient visitor to Montville and Mosca Pass Trails

*Comments* good shape. Not interpretive or thematic

*Potential Graphics* N/A – Currently shows diagram of trails.

*Exhibit Base* Concrete form

*Staff Time Commitment* check on Montville rove, (5 min)

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 2, 3**

**PRIMARY THEMES: D (water)**

*Service:* Wayside, North Boardwalk

*Location:* Beside (now in) creek

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

*Management's Interpretive Intent* .Not interpretive

*Critical Resource Issues* Possibly affecting Medano Creek? Creek will continue to cut the bank, possibly creating another island in time, putting present lot under water.

**Operational details**

*Subject* Medano Creek

*Orientation* Northeast

*View* creek, dunes, Sangres

*Purpose* Explain surge flow

*Comments* Creek has begun to dislocate concrete base, now somewhat askew. Sign needs to be moved. Not interpretive or thematic.

*Potential Graphics* N/A – Currently shows diagram of surge flow

*Exhibit Base* concrete forms, now askew.

*Staff Time Commitment* Maintenance, ½ day to move sign.

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 2, 3**

**PRIMARY THEMES: B** – “Unique experiences, personal exploration and recreation, scientific discovery, and enjoyable learning”, safety/ orientation

*Service:* Wayside  
*Location:* North Boardwalk

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

**Management’s Interpretive Intent** .Orientation, safety, encourage exploration and discovery  
**Critical Resource Issues** This wayside sits about 10 ft. back from the boardwalk – often overgrown with willows and not seen. Willows cut to make visible.

**Operational details**

**Subject** Explain the dunes/Hot sand warning  
**Orientation** East  
**View** Bushes ahead, creek and dunes visible 20 ft. to the left through break in trees.  
**Purpose** Encourage personal exploration/discovery  
**Comments** Hot sand/Lightning warnings need to be on both boardwalks. This wayside needs to be moved so it is visible – many visitors don’t see it. Of the old waysides, it is the most interpretive.  
**Potential Graphics** N/A – currently shows girl jumping off dune.  
**Exhibit Base** concrete form  
**Staff Time Commitment** check weekly during regular roving for damage. (5 min)

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park’s Annual Goal*  
*Indicator/Measure/Condition*  
*Staff Cost*  
*Materials & Supplies, Cost*  
*Service Cost for FY2000* \$ \_\_\_\_\_  
*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 2, 3**

**PRIMARY THEMES: B  
(biodiversity)**

*Service:* Wayside  
*Location:* South Boardwalk

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

*Management's Interpretive Intent* Not interpretive

*Critical Resource Issues* none

**Operational details**

*Subject* Tracking

*Orientation* East/North

*View* bushes ahead, creek to left

*Purpose* show various animal tracks for I.D., explains how to plaster cast.

*Comments* not interpretive, not thematic (c. 1970's-80's)

*Potential Graphics* N/A – current graphics show 3-D tracks..

*Exhibit Base* concrete form, badly chipped

*Staff Time Commitment* check weekly on regular rove (5 min)

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 3**

**PRIMARY THEMES: A, D**

*Service:* Wayside: Exhibit #3 on entrance road  
*Location:* Past entrance station toward VC

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

*Management's Interpretive Intent* Not interpretive

*Critical Resource Issues* none

**Operational details**

*Subject* Dune formation, dune change

*Orientation* West.

*View* dunes, valley, mountains

*Purpose* Explain dune formation, show how little the dunes change.

*Comments* not interpretive, not thematic (c. 1970's-80's)

*Potential Graphics* N/A – current graphics show two photos, 1929 and 1964

*Exhibit Base* concrete form

*Staff Time Commitment* check annually for damage, 1 hour

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 3**

**PRIMARY THEMES: None**

*Service:* Wayside: Exhibit #2 on entrance road

*Location:* West side entrance road

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

*Management's Interpretive Intent* Explain wind's effect on sand and dust (not interpretive)  
*Critical Resource Issues* None

**Operational details**

*Subject* Wind  
*Orientation* West  
*View* valley, dunes, mountains  
*Purpose* Explain wind's effect on sand and dust  
*Comments* not interpretive or thematic (c. 1970's-80's)  
*Potential Graphics* N/A – current graphics of sand grain size  
*Exhibit Base* concrete form  
*Staff Time Commitment* check annually for damage, 1 hour

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*

*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$  
*Materials & Supplies, Cost*  
*Service Cost for FY2000* \$  
*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families, 3**

**PRIMARY THEMES: A, Orientation**

*Service:* Wayside: Exhibit #1 on entrance road  
*Location:* Park entrance

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

**Management's Interpretive Intent** Explain dune formation

**Critical Resource Issues** None

**Operational details**

**Subject** "Gift of the Winds"

**Orientation** West

**View** dunes, valley, mountains

**Purpose** Explain scientific origin of dunefield.

**Comments** Old waysides, not thematic or interpretive (c. 1970's-80's) Word "River" is vandalized (crossed out)

**Potential Graphics** N/A – current graphics of dunes

**Exhibit Base** concrete form

**Staff Time Commitment** check annually for damage, 1 hour

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost** \$ \_\_\_\_\_

**Materials & Supplies, Cost**

**Service Cost for FY2000** \$ \_\_\_\_\_

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**

**Number of Presentations**

**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: Orientation, Safety**

*Service:* Campground Bulletin Boards

*Location:* Campground

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

*Management's Interpretive Intent* To provide info allowing a safe visit and provide orientation to activities

*Critical Resource Issues* None

**Operational details**

*Subject* Orientation, safety, campground rules

*Orientation* East side of comfort stations

*View* N/A

*Purpose* Orientation/Safety/Advertise interp. activities, church services

*Comments* need replacement

*Potential Graphics* NPS arrowhead should be added

*Exhibit Base* N/A

*Staff Time Commitment* GS-4 or 9, 2 hours a week in summer months

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: Orientation, Safety**

*Service:* Dunes Parking Bulletin Board

*Location:* Golden Dome Restroom

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

*Management's Interpretive Intent* .Provide safety info and orientation to park activities

*Critical Resource Issues* None

**Operational details**

*Subject* Orientation, safety

*Orientation* .Northwest

*View* N/A

*Purpose* Orientation/Safety/Advertise interp. activities, church services

*Comments* Consider updating/adding a wayside to expand info available

*Potential Graphics* .NPS arrowhead should be added

*Exhibit Base* N/A

*Staff Time Commitment* GS-4 or 9, 15 minutes a week to upgrade, replace contents

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: General Audience/Families**

**PRIMARY THEMES: Orientation, Safety**

*Service:* VC Bulletin Board  
*Location:* Exterior wall of restroom

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

**Management's Interpretive Intent** .Provide safety info and orientation to park activities

**Critical Resource Issues** None

**Operational details**

**Subject** Orientation, safety

**Orientation** .Southwest

**View** N/A

**Purpose** Orientation/Safety/Advertise interp. activities

**Comments** message board should be considered in the VC

**Potential Graphics** NPS arrowhead should be added

**Exhibit Base** N/A

**Staff Time Commitment** GS-4 or 9, 15 minutes a week to upgrade, replace contents

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost** \$

**Materials & Supplies, Cost**

**Service Cost for FY2000** \$

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**

**Number of Presentations**

**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 2, 3, 4**

**PRIMARY THEMES: A, B, C, D, E, NPS, Orient/Safety**

*Service:* GRSA Park Brochure  
*Location:* Entrance, Visitor Center

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

**Management's Interpretive Intent** To provide visitors with orientation, safety, and all themes (all components – photography, graphics, and text)

**Critical Resource Issues** None apply at this time

**Operational details**

**Service Title** GRSA map and guide

**Medium** Publication and site bulletin format

**Service Availability** 110,000 annually

**Support Materials** Interp. database

**Logistics** Available at ES and VC

**Staff Time Commitment** Annual update requires 4 hours staff time (GS-9) park interpreter

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level Long-Term Goal**  
**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost** \$

**Materials & Supplies, Cost** \_\_\_\_\_

**Service Cost for FY2000** \$

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**

**Number of Presentations**

**Number of People Served**

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 2, 3**

**PRIMARY THEMES: A, B, C, D, E, NPS, Orientation/Safety**

*Service:* GRSA Newspaper

*Location:* Entrance Station, Visitor Center, off-site (if requested and if numbers are available)

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

*Management's Interpretive Intent* To provide latest research/resource issues, safety, orientation, NPS  
*Critical Resource Issues* None

**Operational details**

*Service Title* Sand Dunes "Breezes"  
*Medium* Newsprint  
*Service Availability* 60,000 – 75,000 annually  
*Support Materials* Interp. database and other divisions  
*Logistics* Available at entrance station and visitor center, some areas off-site  
*Staff Time Commitment* Annual update involves 5-10 people, various grades and divisions, 120 hours total

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$  
*Materials & Supplies, Cost* \_\_\_\_\_  
*Service Cost for FY2000* \$  
*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 2, 3, 4**

**PRIMARY THEMES: A, B, C, D, E, NPS, Orientation/Safety**

*Service:* Website

*Location:* Internet

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

*Management's Interpretive Intent* To provide an intro. to all primary interp. themes, safety, orientation, NPS; provide a "virtual" visit for those unable to visit firsthand

*Critical Resource Issues* N/A

**Operational details**

*Service Title* GRSA Website

*Medium* Website

*Service Availability* All internet users,

*Service Duration* 24 hours/ 7 days

*Support Materials* Interp. database

*Logistics* Purchase website space???

*Staff Time Commitment* GS-11 and GS-5 for \_\_\_\_\_ number of hours

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Service-wide and Park-Level Long-Term Goal*

*Park's Annual Goal Indicator/Measure/Condition*

*Staff Cost* \$ \_\_\_\_\_

*Materials & Supplies, Cost* \_\_\_\_\_

*Service Cost for FY2000* \$ \_\_\_\_\_

*FTE for Service, FY2000* \_\_\_\_\_

**Service-wide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 2, 3, 4**

**PRIMARY THEMES: A, B, C, D, E, Safety, NPS**

*Service:* GRSA Video

*Location:* VC

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

*Management's Interpretive Intent* To provide an overview of the dunes (mostly non-interpretive; made in mid-1980's)  
*Critical Resource Issues* None

**Operational details**

*Service Title* Great Sand Dunes video  
*Medium* Laser Disk, VHS  
*Service Availability* Every ½ hour Memorial Day through September; on request during off-season  
*Support Materials* N/A  
*Logistics* Push the button  
*Staff Time Commitment* 30 seconds

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Service-wide and Park-Level Long-Term Goal*  
*Park's Annual Goal*

**Indicator/Measure/Condition**

*Staff Cost* \$ \_\_\_\_\_  
*Materials & Supplies, Cost* \_\_\_\_\_  
*Service Cost for FY2000* \$ \_\_\_\_\_  
*FTE for Service, FY2000* \_\_\_\_\_

**Service-wide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 1, 3**

**PRIMARY THEMES: A, B, C, D, E, NPS, Orient./Safety**

*Service:* Site Bulletins  
*Location:* VC, For off-site mailing

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

*Management's Interpretive Intent* To provide visitor knowledge in subjects where additional services/info are needed

*Critical Resource Issues* None

**Operational details**

*Service Title* Specific to topics discussed

*Medium* 8 ½ x 11 or 8 ½ x 14 size

*Service Availability* VC, Mail

*Support Materials* Interp. database

*Logistics* Handed out or mailed upon request

*Staff Time Commitment* Varies with subject material (GS-5 or GS-9); takes anywhere from 1 hour to many hours depending on complexity and design

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*

*Park's Annual Goal Indicator/Measure/Condition*

*Staff Cost* \$ \_\_\_\_\_

*Materials & Supplies, Cost* \_\_\_\_\_

*Service Cost for FY2000* \$ \_\_\_\_\_

*FTE for Service, FY2000* \_\_\_\_\_

***Servicewide Interpretive Report (SIR)* — References for annual reporting.**

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 1**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES: 4**

**PRIMARY THEMES: A, B, E, NPS, Orient./Safety**

*Service:* Foreign Language Translations

*Location:* VC, Entrance Station

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

**Management's Interpretive Intent**

Give a park orientation/safety messages, dune formation, common flora/fauna

**Critical Resource Issues**

None

**Operational details**

**Service Title** Foreign Language Translations

**Medium** Site bulletin

**Service Availability** at VC, offered to any who don't appear to know English, or who request them

**Support Materials** Interp. database

**Logistics** available only during VC hours

**Staff Time Commitment** make copies

**Comments** German by far the most used. Local area Spanish speaking people need a new site bulletin thematically targeted to them, available at entrance station

**Government Performance & Results Act (GPRA) — References for annual reporting.**

**Servicewide and Park-Level**

**Long-Term Goal**

**Park's Annual Goal**

**Indicator/Measure/Condition**

**Staff Cost** \$

**Materials & Supplies, Cost**

**Service Cost for FY2000** \$

**FTE for Service, FY2000**

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

**Program Category**

**Number of Presentations**

**Number of People Served**

## Future (Beyond Year 1) Individual Service Plans

### Desired Future Interpretive Program — Individual Service Plan

INITIATED IN  
**Year 3**

**Key information from the  
PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES:**

**PRIMARY THEMES: A, B, C, D,  
E, Orientation/Safety**

*Service:* New Park Movie

*Location:* New Multi-Purpose Education Center (VC)

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

<i>Management's Interpretive Intent</i>	To update the old 1980's movie with more interpretive content, parkwide themes, orientation, safety
<i>Critical Resource Issues</i>	none

### Operational details

<i>Service Title</i>	"The Great Sand Dunes"
<i>Medium</i>	Videodisc, and eventually DVD or other medium, shown through an LCD projector
<i>Service Availability</i>	Every ½ hour in busiest season, on request other times of year.
<i>Support Materials</i>	Curtain to view dunes opens automatically after movie ends, closes before movie starts (see Cap. Reef NP).
<i>Logistics</i>	In off-season, will need to be started either by ranger at desk remotely, or be self-starting.
<i>Staff Time Commitment</i>	Locate and contract with filmmaker; oversee and outline content and production; install.

### Government Performance & Results Act (GPRA) — References for annual reporting.

*Servicewide and Park-Level  
Long-Term Goal  
Park's Annual Goal*

*Indicator/Measure/Condition*

<i>Staff Cost</i>	\$
<i>Materials &amp; Supplies, Cost</i>	_____
<i>Service Cost for FY2000</i>	\$
<i>FTE for Service, FY2000</i>	

### Servicewide Interpretive Report (SIR) — References for annual reporting.

*Program Category*

*Number of Presentations*

*Number of People Served*

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 3**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES:**

**PRIMARY THEMES: A, B, C, D, E, orientation, safety**

*Service:* Children's interactive exhibits  
*Location:* New Education Center/Multi-Purpose room

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

**Management's Interpretive Intent**

To relieve the conflicts between school groups and regular visitors using the VC; to provide a hands-on, interactive format for children to learn about the dunes; to communicate the park themes to children in a format which will interest and excite them about learning about the natural world; to meet state standards for curriculum

**Critical Resource Issues**

Needs supervision by NPS staff.

**Operational details**

**Service Title**

- 1) 3-D Interactive Model of area Geologic History (non-toxic flowing lava and smoke showing volcanic activity; children then literally blow the sand across the valley to form the dunes)
- 2) Microscope Projector/Large Hands-On Mineral Rock Samples (to show sand grains and mineral colors magnified, and to show the variety of colorful rocks from two ranges which are the source of sand)
- 3) Mammoth Dig (Actual mammoth bones in a sand pit buried with a reproduction Clovis Point)
- 4) Stream/Sand Table
- 5) Interdunal Pond Life (with leopard frogs, talking about habitat restoration and species reintroduction)
- 6) Interactive Dunes Lightning Display (tesla coil with real bolts of electricity, and a Van de Graaf Generator to show the electrostatic effects of sand storms)
- 7) Biodiversity Mural/Photos of Animals (with hands-on objects)
- 8) "Singing Sands" audio station
- 9) "Footprints in the Sand" cultural history, with interactive historical figures
- 10) Tracking/Magnetite sand station

**Medium**

Various

**Service Availability**

Upon scheduled requests from schools

**Support Materials**

Various

**Logistics**

See detailed exhibit plans

**Staff Time Commitment**

about one hour per group; in 2000, about 5000 schoolchildren participated in education programs

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Service-wide and Park-Level Long-Term Goal*

*Park's Annual Goal*

*Indicator/Measure/Condition*

*Staff Cost* \$

*Materials & Supplies, Cost*

*Service Cost for FY2000* \$

*FTE for Service, FY2000*

***Servicewide Interpretive Report (SIR)*** — References for annual reporting.

***Program Category***

***Number of Presentations***

***Number of People Served***

**Desired Future Interpretive Program — Individual Service Plan**

INITIATED IN  
**Year 3**

**Key information from the PROGRAM OVERVIEW**

**INTERPRETIVE AUDIENCES:**

**PRIMARY THEMES: A, B, C, D, E, Orientation/Safety**

*Service:* New VC exhibits  
*Location:* VC

*Management's Interpretive Intent* To provide a comprehensive look at each of the parkwide interpretive themes, plus orientation/safety  
*Critical Resource Issues* none

*Service Title* Tentative Titles/Themes:  
1) Creation of the Tallest Dunes in America  
2) From Tundra to Forest to Desert (Biodiversity)  
3) Footprints in the Sand (prehistory/history)  
4) Sacred Trees (Ute Peeled Tree display)  
5) Lifeblood of the Dunes (Water Display)  
6) A Land of Contrasts (Theme A)

*Medium* Various  
*Service Availability* During VC hours

*Support Materials* Various

*Logistics* Interp Staff will complete an exhibit scoping plan by Fall 2000; contract will be awarded by early 2001, with participation/review by interp staff.

*Staff Time Commitment* Extensive: planning, locating contractor, working with contractor, installation, maintenance.

**Government Performance & Results Act (GPRA) — References for annual reporting.**

*Servicewide and Park-Level Long-Term Goal*  
*Park's Annual Goal*  
*Indicator/Measure/Condition*  
*Staff Cost* \$ \_\_\_\_\_  
*Materials & Supplies, Cost*  
*Service Cost for FY2000* \$ \_\_\_\_\_  
*FTE for Service, FY2000*

**Servicewide Interpretive Report (SIR) — References for annual reporting.**

*Program Category*  
*Number of Presentations*  
*Number of People Served*

**Potential Park Partners**

Below are lists reproduced from the workshop handout. They include types of partners and their potential contributions — neither list is park-specific. The group discussed how a table like the example shown below for strategically determining what contributions each partner makes, or might make, to the interpretive program, can be used to organize this information.

**Current Partners Specific to Great Sand Dunes National Monument**

Southwest Parks and Monuments Association  
Friends of the Dunes  
The Nature Conservancy  
Colorado Division of Wildlife  
Forest Service  
Bureau of Land Management  
Oasis 4x4 Tours  
Colorado Historical Society  
San Luis Lakes State Park  
Alamosa Chamber of Commerce  
Environmental Conservation Education Coalition (ECEC)  
Lodging Tax Board  
Los Caminos Antiguos  
Regional Schools (Front Range, San Luis Valley, Northern New Mexico)  
National Parks and Conservation Association  
Resource Conservation and Development (RC&D)  
Natural Resource Conservation Service (NRCS)  
Geological Society of America  
Student Conservation Association

**Potential Partners Specific to Great Sand Dunes National Monument**

Go Colorado Lottery (GOCO)  
Colorado Division of Transportation  
Colorado State Forestry Service (CSFS)  
National Park Foundation (NPF)  
Colorado State Welcome Centers

**Generic List of Potential Partners**

Archeological/historical societies  
State department of transportation  
State game, fish, and wildlife division  
State natural history association  
State office of tourism  
State Historic Preservation Office  
State parks  
Chambers of commerce  
City parks & recreation department  
Community colleges  
County library  
County sheriff's office  
Department of public safety  
Elder hostel  
Elected officials  
Schools  
Conservation organizations  
District education offices

**Generic List of Potential Benefits to the Park from Partnerships**

- Fundraising
- Staff
- Advocacy
- Research
- Distribution of information
- Special events assistance
- Labor for service projects
- External perspectives, viewpoints, advice
- Special projects
- Specialized materials & equipment
- Help with problem solving
- Training
- Provide experiences not appropriate in the park
- Provide facilities and equipment
- Donating fund/supplies
- Sharing resources

### **Cooperating Association Sales Planning**

The parks' Cooperating Association, SPMA, will complete an overview of books and materials for sale with a chart showing which parkwide interpretive themes and audiences are included in the bookstore collection.

### **Appendix A:**

#### **Great Sand Dunes Interpretive Database (Park Reference List)**

- Alexander, Byron, "Geology of Great Sand Dunes, Review of Literature", 1979.
- Arthur Carhart Wilderness Training Center, "Wilderness and Land Ethic Curriculum".
- Audobon Society, "Field Guide to North American Birds", 1977.
- Audobon Society, "Field Guide to North American Insects and Spiders", 1997.
- Audobon Society, "Field Guide to North American Rocks and Minerals", 1978.
- Audobon Society, "Field Guide to North American Trees", 1988.
- Audobon Society, "Field Guide to North American Wildflowers", 1988.
- Bean, Luther, "Land of the Blue Sky People", 1975.
- Benedict, Audrey, "A Sierra Club Naturalist's Guide: The Southern Rockies", 1991.
- Canadian Park Service, "Provocation Not Instruction: Interpretation", Video, undated.
- Casey, Kevin, "Geologic History of the SLV", 1999.

Cassells, Steve, "The Archaeology of Colorado", 1997.

Chronic, Halka, "Roadside Geology of Colorado", 1980.

Colorado Ground Water Association, "Water in the Valley", 1989.

Colorado Natural Heritage Program, "A Biological Inventory and Conservation Recommendations", 1999.

Cooper, Lori, "Educator's Guide to GRSA", Revised 1999.

Cornell, Joseph, "Sharing Nature With Children", 1979.

Cornell, Joseph, "Sharing the Joy of Nature", 1989.

Dixon, Hobey, "GRSA Plant Checklist", 1999.

Geary, Michael, "Ramparts of Sand: An Environmental History of GRSA and the San Luis Valley", 1997.

Great Sand Dunes National Monument, "Bird Checklist".

Great Sand Dunes National Monument, "Wild Edible Plants of the GRSA Area", undated.

Halfpenny, James C., "A Field Guide to Mammal Tracking in North America", 1986.

Halfpenny, James C., "Scats and Tracks", 1998.

Hammerson, Geoffrey, "Reptiles and Amphibians of Colorado", 1986.

Judis, Sue, "Environmental Education Plan for GRSA", 1995.

Landreth, Libbie, "Exploring the Dunes", 1997.

Lewis, William, "Interpreting for Park Visitors", 1980.

Mangimeli, Jon, "The Climate of GRSA", 1981.

Martorano, Marilyn, "Scarred Ponderosa Pine Trees at GRSA", 1981.

Mickelsen, Mary, "Great Sand Dunes Hiking Guide", 1998.

Myers, Patrick, "Descriptions of Rocks used in Interpretation at GRSA", 1998.

Myers, Patrick, "Plants at GRSA Historically Useful to Native Americans", 1994.

Myers, Patrick, "Songs of the Sand - Interpretive List of Songs Related to GRSA", 1998.

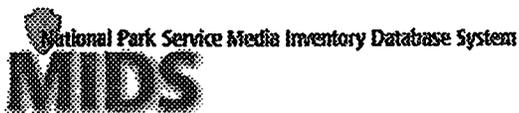
Myers, Patrick, "What's Blooming? - lists for June, July, August, 1996.

National Park Service, "Biological Diversity", undated.

- National Park Service, "Conviction of the Heart", Video, 1992.
- New Mexico Geological Society, "Guidebook of the SLV", 1971.
- Nickens, Paul, "Archaeology of the Eastern Ute", 1988.
- Oba, Herbert H., Source Material for Teaching History of the SLV", 1961.
- Ransom, Jay, "Guide to North American Wildlife", 1981.
- San Luis Valley Historical Society, "San Luis Valley Historian, Volume XXII, #3 (GRSA), 1991.
- Schenk, Chris, "Hydrologic, Geologic and Biologic Research at GRSA", 1999.
- Simmons, Virginia, "The San Luis Valley, Land of the Six Armed Cross", 1999.
- Sundermeyer, Beth, "Interpreters' Guide to GRSA Research", 1997.
- Tilden, Freeman, "Interpreting Our Heritage", 1967.
- Trimble, Stephen, "The Shape of the Wind", 1979 (currently in revision).
- Tweit, Susan J., "The Great Southwest Nature Factbook", 1992.
- US Forest Service, "Investigating Your Environment Environmental Education Guide".
- US Forest Service, "Project Learning Tree K-8 Activity Guide".
- US Forest Service, "Project Wet K-12 Activity Guide".
- US Forest Service, "Project Wild K-12 Activity Guide".
- Wassink, Jan L., "Mammals of the Central Rockies", 1993.
- Weissman, Michael, "Insects and other Arthropods of GRSA", 1993.
- Williams, Jack, "Aboriginal Culinary Tools from the Great Sand Dunes Area", undated.

**Appendix B: Timeline for Interpretive Planning at Great Sand Dunes**

<i>Subject</i>	<i>Task / Action</i>	<i>Responsible</i>	<i>Tentative Due Dates</i>
Themes, Audiences, and Visitor Considerations	Produce initial versions for park to use in continuing work on the Program Overview.	SO planners	4/15/99
<i>Long-Range Interpretive Plan (LRIP)</i>	Create workshop report/first draft LRIP.	SO planners	6/1/99
LRIP: Desired Future Interpretive Program (core of the LRIP) — Program Overview	Meet, brainstorm, write, edit, and complete.	Park	9/1/99
LRIP: Desired Future Interpretive Program (core of the LRIP) — Individual Service Plans (ISPs)	Meet, brainstorm, and write ISPs for coming year, edit, complete.	Park	2/1/00
Cooperating Association <i>Scope of Sales Statement</i>	Collaboratively develop a <i>Scope of Sales Statement</i> that supports the park's interpretive program.	Park and Cooperating Association	2/1/00
<i>Interpretive Database (ID)</i>	First working version of ID completed.	Park	2/1/00
LRIP (other parts including an introduction, the foundational information, and a schedule of long-range actions)	Meet, brainstorm, write, edit, and complete.	Park	4/1/00
LRIP	Reviews and editing by SO planners; complete.	SO planners	5/1/00
LRIP	Park reviews SO comments and revises as necessary.	Park	5/15/00
LRIP	Stakeholders review and comment.	Stakeholders	6/15/00
LRIP	Second review and edit by SO planners.	SO planners	7/15/00
LRIP	First working version of LRIP completed.	Park	8/1/00
<i>Annual Implementation Plan (AIP)</i>	First AIP written (based on the LRIP); completed.	Park	10/1/00
<i>Comprehensive Interpretive Plan</i>	CIP completed, approved, and implemented.	Park	10/1/00



## Listing for Park GRSA, Region IMR

### Inventory Listing: Records 1 to 12 of 41

Select the Title/ID link to view a detailed record.

Park	Media	Last Update	Title/ID	Acceptable	Install Date	HFC Produced
GRSA WAY		11/18/1999	<a href="#">Apache Plume</a>	Yes	1987	No
GRSA WAY		11/18/1999	<a href="#">Blue Grama Grass</a>	Yes	1987	No
GRSA WAY		11/18/1999	<a href="#">Changing Sand Sheet</a>	Yes	1995	No
GRSA WAY		11/18/1999	<a href="#">Creek with Waves</a>	No	1980	Yes
GRSA WAY		11/18/1999	<a href="#">Explore the Dunes/Hot Sand</a>	Yes	1980	Yes
GRSA WAY		11/18/1999	<a href="#">Fringed Sage</a>	Yes	1987	No
GRSA WAY		11/18/1999	<a href="#">From All Directions</a>	Yes	1995	No
GRSA WAY		11/18/1999	<a href="#">Gift of the Winds-1</a>	Yes	1980	Yes
GRSA WAY		11/18/1999	<a href="#">Gift of the Winds-2</a>	Yes	1980	Yes
GRSA AV		11/18/1999	<a href="#">Great Sand Dunes</a>	Yes	1980	Yes
GRSA WAY		11/18/1999	<a href="#">Horsebrush</a>	Yes	1987	No
GRSA WAY		11/18/1999	<a href="#">Indian Rice Grass</a>	Yes	1987	No

[Refine Search](#)
[Next 12](#)
[New Search](#)

[MIDS Home](#)




## Listing for Park GRSA, Region IMR

### Inventory Listing: Records 13 to 24 of 41

Select the Title/ID link to view a detailed record.

Park	Media	Last Update	Title/ID	Acceptable	Install Date	HFC Produced
GRSA	WAY	11/18/1999	<a href="#">Intepretive Trail</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Life in the Extreme</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Magnificent Coincidence</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Mountain Barrier</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Pinyon Pine</a>	Yes	1987	No
GRSA	WAY	11/18/1999	<a href="#">Points of View</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Prickly Pear</a>	Yes	1987	No
GRSA	WAY	11/18/1999	<a href="#">Rocky Mountain Juniper</a>	Yes	1987	No
GRSA	WAY	11/18/1999	<a href="#">Role of Fire in Nature</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Role of Water</a>	Yes	1995	Don't Know
GRSA	WAY	11/18/1999	<a href="#">Rubber Rabbitbrush</a>	No	1987	No
GRSA	AV	11/18/1999	<a href="#">Sacred Trees</a>	Yes	1998	No

[Refine Search](#)
[Next 12](#)
[New Search](#)

[MIDS Home](#)




## Listing for Park GRSA, Region IMR

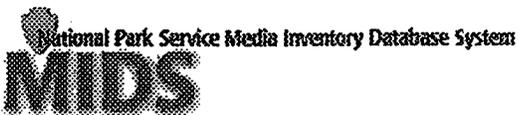
### Inventory Listing: Records 25 to 36 of 41

Select the *Title/ID* link to view a detailed record.

Park	Media	Last Update	Title/ID	Acceptable	Install Date	HFC Produced
GRSA	WAY	11/18/1999	<a href="#">Sand Dunes Formation</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Sangre de Cristo Esocystem</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">This is just the Beginning</a>	Yes	1995	Yes
GRSA	WAY	11/18/1999	<a href="#">Three-Leaf Summer</a>	No		No
GRSA	WAY	11/18/1999	<a href="#">Tracking</a>	No	1980	Yes
GRSA	WAY	11/18/1999	<a href="#">Trail to the Dunes</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Trapped by the Winds/Why Dunes?</a>	Yes	1987	Yes
GRSA	WAY	11/18/1999	<a href="#">Trombe Wall</a>	Yes	1995	No
GRSA	WAY	11/18/1999	<a href="#">Trumpet Gooseberry</a>	Yes	1987	No
GRSA	WAY	11/18/1999	<a href="#">Two Mountain Trails</a>	Yes	1980	Yes
GRSA	EXH	11/18/1999	<a href="#">Visitor Center</a>	No	1980	Yes
GRSA	WAY	11/18/1999	<a href="#">Visitor Center Interpretive Trail</a>	No	1987	No

[Refine Search](#)
[Next 5](#)
[New Search](#)

[MIDS Home](#)

## Listing for Park GRSA, Region IMR

### Inventory Listing: Records 37 to 41 of 41

Select the Title/ID link to view a detailed record.

Park	Media	Last Update	Title/ID	Acceptable	Install Date	HFC Produced
GRSA	WAY	11/18/1999	<a href="#">Wax Curraut</a>	Yes	1987	Don't Know
GRSA	WAY	11/18/1999	<a href="#">Wind (Air quality)</a>	Yes	1980	Yes
GRSA	WAY	11/18/1999	<a href="#">Yucca</a>	No	1987	No
GRSA	AV	11/18/1999	<a href="#">(no title)</a>	No	1995	No
GRSA	AV	11/18/1999	<a href="#">(no title)</a>	No	1993	No

[Refine Search](#)

[New Search](#)



[MIDS Home](#)



# 1999 Volunteer Statistics

## Annual Activity and Expense Report

Park or Unit Alpha Code	GRSA		
Park or Unit Organization Code	1470		
VIP Coordinator Name	Libbie Landreth		
Volunteer Coordinator's Email Address e.g. jane_doe@nps.gov	libbie_landreth@nps.gov		
VIP Coordinator Phone	719-378-2312, ext.22		
Administrative Hours	0	Lodging Cost	1685
Archeology Hours	0	Meals Cost	530
Curatorial Hours	0	Supplies Cost	0
Campground Host Hours	1,790	Training Cost	0
Interpretation Hours	3,817	Transportation Cost	220
Maintenance Hours	3,454	Uniform Cost	501.16
Protection Hours	213	Other Costs	155.56
Resource Management Hours	1,205		
Other Hours	0		
Total Number of VIPs:		503	
SCA Hours as a portion of total VIP hours.	1440		
Number of SCAs included in total above.	3		
Report Date	10/15/1999		

### Optional questions for 1999

Please take a few additional moments to provide us a highlight from your volunteer program during the past year. Try to focus on one project or program that took place during FY 1999.

We have also included a couple of additional questions directed at Campground Hosts and housing of volunteers. The Campground Host information will help the national office provide a better system-wide view of the "real" needs and opportunities for the thousands interested in becoming campground hosts. The questions about housing volunteers will help the national housing office get a solid understanding of the demand for and current use of housing for NPS volunteers.

Again, the section below is optional, but we'd really like you to answer all the questions for which you have solid answers.

**Highlighted Volunteer Project**

We had a Geological Society of America student who functioned as part of the interpretive team for the summer; this was a tremendous asset to the interpretive staff (he came with a wealth of knowledge in geology and was able to relate dune formation to visitors in an understandable way).

How many people need VIP Program Mgmt. Training?

Number of Campground Hosts

Number of VIPs Housed

Number of VIPs Housed In Trailers

Trailer Pads For Volunteers

**United States Department of The Interior  
National Park Service**

# Servicewide Interpretive Report

Alpha Code: **GRSA** Region Code: **IMR** Park Org. Code: **1470** Fiscal Year: **1999**  
Unit Name: **Great Sand Dunes NM**

**FISCAL YEAR INTERPRETIVE EXPENDITURES:**

Park Interpretive Funds Spent (ONPS Base only)	<b>\$153,900.00</b>
Servicewide Fee Funds Spent	<b>\$0.00</b>
Reimbursable Fee Funds Spent (16 USC 1a-2g)	<b>\$0.00</b>

**INTERPRETIVE STAFFING FOR FISCAL YEAR:**

Permanent FTE	<b>3.2</b>	Permanent Positions	<b>4</b>
Temporary FTE	<b>.6</b>	Temporary Positions	<b>2</b>
Total FTE	<b>3.8</b>	Total Positions	<b>6</b>

**Personal Services**

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Fundin Costs
Visitor Centers/ Contact Stations		1		2.1	166355		\$77,700.00	\$38,405.00
Informal Interpretation				.3	2811		\$11,840.00	\$570.00
Formal Interpretation	602			.2	13121		\$6,290.00	\$5,070.00
Demonstrations / Performing Arts	25			.02	1280		\$740.00	\$600.00
Junior Ranger Programs				.07	860		\$2,590.00	\$450.00
Special Events	3			.01	166		\$370.00	\$250.00
Education Programs	144			.08	5008		\$2,320.00	\$0.00
Subtotal Personal Services	774	1		2.78	189601		\$101,850.00	\$45,345.00

**Non-Personal Services**

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
Park Produced Publications			33	.02		69171	\$960.00	\$4,900.00
Audio-Visual / Electronic Media			6	.01	129217		\$370.00	\$0.00
Subtotal Non-Personal Services			39	0.03	129217	69171	\$1,330.00	\$4,900.00

**Outreach Services**

	Number of Times Service Provided	Number of Different Facilities	Number of Different Services	Total Work Years	Total Number of Visitor Contacts	Number Distributed	Total ONPS Salary & Benefits Only	Total All Other Funding Costs
Community Programs	13			.06	1865		\$2,220.00	\$800.00
Loan Materials	0			0	0		\$0.00	\$0.00
Park Web Site				.02		72968	\$1,100.00	\$2,000.00
Subtotal Outreach Services	13			0.08	1865	0	\$3,320.00	\$2,800.00
Column Totals	787	1	39	2.89	320683	142139	\$106,500.00	\$53,045.00

**Program Highlights:**

Program Highlights: we utilized past stats. this yr. to try to offer our walks and talks at the times best attended in the past. It seemed to work, as #s are up. We also made a special effort to increase ranger visibility by increasing rove time - lots more contacts, lots more fun as interpretive rangers interacted with visitors on the dunes themselves instead of in the visitor center! We are currently developing our Comprehensive Interpretive Plan, and anticipate using it as a tool to offer ever more stimulating programs to our visitors. Some staff are working on interp. competencies, and Coffinterp. is a certifier.

**ADD Another Report**