



Organ Pipe Cactus National Monument

Comprehensive Interpretive Plan

Draft

Long-Range

Interpretive Plan

CIP Component 1

Last updated
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Submitted by:

Chief of Interpretation

Date

Approved by:

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Date

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INTRODUCTION

A Comprehensive Interpretive Plan (CIP) is composed of three distinct yet interrelated components:

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

These components are designed to work together to define and guide the park's interpretation & education program over the next five years consistent with the achievement of the program's mission:

Organ Pipe Cactus National Monument's interpretation & education program provides enhanced opportunities for visitors to explore their own intellectual and emotional connections to the natural and cultural resources that comprise shared heritage.

This Long-Range Interpretive Plan was developed by park staff with the assistance of stakeholders. It serves to describe the long-range vision for the park's interpretation & education program. This document, together with the park's other two CIP components (AIP and ID), constitutes the park's Comprehensive Interpretive Plan.

Two interpretive planning workshops — in April of 2006 and February of 2007 — were conducted to gather consensus foundational information on the significance of Organ Pipe Cactus National Monument's heritage resources and build on that information to develop the park's future interpretation & education program. These were the key meetings that led to the park's CIP, of which this Long-Range Interpretive Plan is a part. Participants of the first CIP workshop include the persons listed in all three of the tables below. Participants of the second CIP workshop include only the persons listed in the second and third tables. The CIP core team developed this plan based on the work generated in the first workshop.

Organ Pipe Cactus National Monument would like to take this opportunity to thank all of the participants, who gave freely of their time and expertise to develop the future vision for the park's interpretation & education program. The CIP will be a much more effective and inclusive document due to their contributions.

Workshop Participants

Kathy Billings	Superintendent	Organ Pipe Cactus NM (ORPI)
Andy Fisher	Park Ranger / Chief of Interp	Organ Pipe Cactus NM (ORPI)
Sharon Genaux	Volunteer	Organ Pipe Cactus NM (ORPI)
Mary Kralovec	Chief of Resources	Organ Pipe Cactus NM (ORPI)
Vivian Sartori	Park Ranger	Organ Pipe Cactus NM (ORPI)
Nancy Secker	Volunteer	Organ Pipe Cactus NM (ORPI)
Bruce Secker	Volunteer	Organ Pipe Cactus NM (ORPI)
Beverly Swift Pony	Park Ranger	Organ Pipe Cactus NM (ORPI)
Joseph Joaquin	Cultural Resource Specialist	Tohono O'odham Nation
David Eslinger	Outdoor Recreation Planner	Cabeza Prieta National Wildlife Refuge
Joyce Craig	Volunteer	Organ Pipe Cactus NM (ORPI)
Dick Craig	Volunteer	Organ Pipe Cactus NM (ORPI)
Dave Hutson	Chief of Interpretation	Organ Pipe Cactus NM (ORPI)
Bill Mikus	Facility Manager	Organ Pipe Cactus NM (ORPI)
Mimi Phillips	Program Director	International Sonoran Desert Alliance
Lorraine Marquez Eiler	Board member	Hia C'ed O'odham Alliance & ISDA
John Reno	Enrolled member	Tohono O'odham
Joe Tuomey	Archeologist	Organ Pipe Cactus NM (ORPI)
Kelly Evans	Interpretive Intern	Student Conservation Association
Mary Ann Guggemos	Volunteer	Organ Pipe Cactus NM (ORPI)
Betty Cogdill	Park Ranger – Interpretation	Organ Pipe Cactus NM (ORPI)
Jackie Holmes	Interpretive Intern	Organ Pipe Cactus NM (ORPI)
Janet Castro	WNPA Site Manager	Organ Pipe Cactus NM (ORPI)
Judy Chetwin	Visual Information Specialist	Office of Interpretation and Education Intermountain Region, NPS
Kim Sikoryak	Interpretive Specialist/Planner	Office of Interpretation and Education Intermountain Region, NPS

FOUNDATIONAL INFORMATION

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

What does management expect the interpretation & education program to accomplish for the park? How does this planning process relate to desired outcomes and evaluation of interpretive and informational services, the park's Strategic Plan, the annual Servicewide Interpretive Report (SIR), divisional and individual work plans, the relationship of interpretation to the goals of the other park divisions, and related topics? The park's statement(s) of purpose (from the GMP or park Strategic Plan) serves as an additional guiding element in the development of the park's future interpretation & education program.

Mission of the Interpretation & Education Program

The interpretation & education program provides enhanced opportunities for visitors to explore their own intellectual and emotional connections to the natural and cultural resources that comprise shared heritage.

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

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

Park Purpose / Mission

Statements from the park's *Foundation for Planning and Management, 2007* and *Strategic Plan, 2004*

- Perpetuate for future generations a representative sample of the natural and cultural resources of the Sonoran Desert and provide for public understanding, safe use, and enjoyment of the same.
- Serve as a natural laboratory for understanding and managing the Sonoran Desert ecosystem.
- Serve as a baseline indicator against which environmental changes can be identified.
- Preserve for future use and enjoyment the character and values of this designated wilderness.

Previous statements from the park's *General Management Plan, 1997*

- Perpetuate for future generations a representative sample of the natural and cultural resources and processes of the Sonoran Desert and provide for public understanding, use, and enjoyment of the same.
- Serve as a natural laboratory for understanding and managing the Sonoran Desert ecosystem.
- Serve as a baseline indicator against which environmental changes can be identified.
- Preserve for future use and enjoyment the character and values of designated wilderness within the monument.

Presidential Proclamation No. 2232, *April 13, 1937*

“Whereas certain public lands in the State of Arizona contain historic landmarks, and have situated thereon various objects of historic and scientific interest; and Whereas it appears that it would be in the public interest to reserve such lands as a national monument, to be known as the Organ Pipe Cactus National Monument:”

The Wilderness Act (P.L. 88-577), *September 3, 1964*

“For this purpose there is hereby established a National Wilderness Preservation System to be composed of federally owned areas designated by Congress as “wilderness areas”, and these shall be administered for the use and enjoyment of the American people in such manner as will leave them unimpaired for future use and enjoyment as wilderness...”
“[W]ilderness areas shall be devoted to the public purposes of recreational, scenic, scientific, educational, conservation, and historical use.”

Public Law 95-625), *November 10, 1978*

“The following lands are hereby designated as wilderness.... Organ Pipe Cactus National Monument, Arizona, wilderness comprising approximately 312,600 acres and potential wilderness additions comprising approximately 1,240 acres... to be known as the Organ Pipe Cactus Wilderness.”

Management Expectations

What does park management expect the park’s interpretation & education program to accomplish for the park?

- Safety of park visitors and employees is primary
- Fostering continuing partnerships especially with the Tohono O’odham and local communities
- Telling the stories of this place and encouraging stewardship
- Sharing the research efforts here and encouraging involvement by all
- Sharing the reasons why we protect this place and what we expect of visitors –our shared responsibilities
- Making and continuing connections with local communities

Set of Significance Statements

The significance of places and things is embedded in their enduring tangible and intangible resource characteristics: elements that are so attractive, interesting, and engaging that people choose to experience them time and again. Every organization that offers heritage interpretation describes, in some way, the importance of the places, events, people, and things that relate to their park. Significance descriptions can often be found in enabling legislation, a charter, mission statement, foundational statement, general management plan, or master plan. This description is most useful when it is more than just a resource list — when it includes relevant context that makes the items on such a list meaningful to the reader.

Such a description of resources is characteristically formatted as a set of *significance statements*. Significance statements, taken together as a whole, serve to describe the distinctiveness of the combined resources of the park, including natural, cultural, inspirational, scientific, historic, recreational, and other aspects. They include tangible and intangible characteristics and the context in which these characteristics are embedded. In most organizations, the mission of the organization and the set of significance statements combine to focus management actions and operations on the preservation and enjoyment of those attributes that most directly contribute to the importance of the place.

Statement from the Foundation for Planning and Management, 2007

1. Organ Pipe Cactus National Monument is one of the most biologically diverse protected areas in the Sonoran Desert in the United States, providing habitat for a highly diverse flora and fauna, including threatened, endangered and sensitive plant and animal species.
2. Visitors to Organ Pipe Cactus National Monument experience a protected natural area with wilderness character that provides opportunities for solitude and primitive recreation, expansive vistas, enjoying the night sky, and spiritual replenishment in a Sonoran Desert setting.
3. Organ Pipe Cactus National Monument is a globally significant Sonoran Desert ecosystem that has been researched since the early 1940s. It serves an international role in research, conservation and education.
4. The Sonoran desert basin and range landscape includes such elements as dramatic mountains and valleys, eroding bajadas or slopes or alluvial fans, and magnificent specimens of columnar cacti.
5. Organ Pipe Cactus National Monument is the site of cultural resources that reflect long, widespread and diverse presence including Native American, Mexican and Anglo groups.

Statements from the park's *Strategic Plan, 2004*

1. Organ Pipe Cactus National Monument is a globally significant Sonoran Desert ecosystem that has been continuously researched for over 50 years.
2. Organ Pipe Cactus National Monument is the most biologically diverse protected area in the Sonoran Desert occurring within the United States.
3. Organ Pipe Cactus National Monument has a protected ecosystem providing a habitat for a highly diverse flora and fauna, including threatened, endangered, and sensitive plant and animal species.
4. Visitors to Organ Pipe Cactus National Monument experience a protected natural area with wilderness character that provides opportunities for solitude and primitive recreation, enjoying the night sky, and spiritual replenishment in a Sonoran Desert setting.

5. There are expansive vistas of Sonoran desert landscapes including such elements as dramatic mountains and valleys, eroding bajadas or slopes and alluvial fans, and magnificent specimens of columnar cacti.
6. Organ Pipe Cactus National Monument is the site of cultural resources that reflect long, widespread, and diverse occupations by American Indian, Mexican, and Anglo groups.
7. Organ Pipe Cactus National Monument is the site of the intersection of three cultures within the monument that is significant archaeologically, geographically and internationally.

Set of Primary Interpretive Themes

Story is the communication tool most effective for facilitating an exploration of resource meanings. Societies depend on the power of story to explore, clarify, and share ideas, meanings, beliefs, and values that collectively constitute culture. Story is at the heart of human interaction and, consequently, at the heart of heritage interpretation.

Parks develop a set of overarching stories to organize the largest-scale ideas and meanings related to the park's resources. These stories are called *primary interpretive themes*. The set of themes is developed to fully capture, and express in story format, the content of the park's entire set of significance statements. The set is complete when it provides opportunities for people to explore and relate to *all* of the significance statements.

A — The easily experienced Organ Pipe Cactus Wilderness, and the challenges to retaining its character, provides opportunities to explore wild nature, and understand the difficulties in managing wilderness values.

Fundamental Resources and Values Associated with This Theme:

- Solitude
- Night sky
- Natural soundscape
- Evidence of human use, some of which may be subtle
- Natural smells
- Seeing and hearing wildlife
- Observable natural processes
- Easily experienced wilderness

B — The geology and climate of the Sonoran Desert have given rise to an ecosystem of intimately interconnected and often unique plants and animals that demonstrate the dynamic nature of this seemingly unchanging environment.

C — This place – long a travel corridor, and more recently a political boundary – invites us to consider the movement of peoples and the management of that movement and its effects.

D — The long history of human habitation and continuing use here demonstrates how ingenuity, resourcefulness, and cooperative efforts can lead to a sustainable relationship between a society and a challenging environment.

Fundamental Resources and Values Associated with This Theme:

- Ancestors of O'odham
- O'odham
- Other Mexican and American Indians
- Mexican nationals
- American nationals

E — As an International Biosphere Reserve, Organ Pipe Cactus National Monument and the related reserves of El Pinacate and Alto Golfo in Mexico serve as benchmarks for monitoring and understanding change in the Sonoran Desert, protect critical habitat for a number of special status species, and showcases one of the world's most unique and recognizable landscapes.

Set of Audiences for the Program

A set of audiences must be defined so that the park's interpretive and informational services can most effectively enhance the experiences of visitors. When comprehensively planning an interpretation & education program, audiences are best defined by considering two central questions, the responses to which ultimately determine the set of audiences for which the park will plan interpretive and informational services.

1. On what bases do we interpret to some people differently than we do to others?

Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, etc.

2. At what point does a particular segment of the visiting public become so large, so important, or so distinct from general park visitors as to warrant interpretive or informational services targeted specifically to their needs?

Such targeted services are, by definition, *less effective* for the general public. What criteria do we use to formulate answers? Consideration of this question includes a review of current and future visitor profiles and their categorization for strategic interpretive planning purposes.

The basis for categorizing audiences (for the interpretation & education program) lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. A subjective balance must be struck between communicating effectively with a greater number of specific audiences, and the limited resources available to the park's program.

1 — General Audience. *(Includes especially seniors, families, full-time RVers, winter visitors, Rocky Point visitors, foreign language visitors.)*

2 — Curriculum-based Groups. *(Includes college, middle and high schools, distance grades K-12, and home schoolers.)*

Set of Visitor Experience Considerations

The desired visitor experiences that were generated and ranked in the first workshop, and similar content found in the park's General Management Plan, were synthesized into a more concise set of statements that serve as the core set of *visitor experience considerations* for the interpretive planning process.

Visitor experience considerations assist in the development of the future interpretation & education program.

- Visitors want reliable information and straight answers about how to safely get out into the park and experience the diversity of the park's resources first hand.
- Visitors want to meet and learn about the O'odham in meaningful and respectful ways.
- Traditional users want to have access to traditional resources and to use and harvest them in traditional ways with a minimum of disturbance by visitors or the NPS.
- Visitors want the experience of talking with a "ranger." Visitors often feel a personal connection to the "ranger" with whom they first encounter and spend time. That person often adds a cherished human touch to the park experience for visitors.

Issues and Influences Affecting the Program

Because no program exists in a vacuum, forces that have a bearing on the program provide context for development of the future interpretation & education program. Issues often include topics like long-range Servicewide initiatives, critical resource issues, issues related to staffing and funding, employee development, use of technologies, dynamics of neighboring communities, concerns of stakeholders not voiced previously, etc.

O’odham relations — “Season of Tradition” has replaced a 1-day approach to cultural activities in the park. The program is now a series of weekend activities. The park is working to make this a more diverse and inclusive set of activities. Fruit harvesting offers some interpretive opportunities.

Artist-In-Residence — This program could be established at ORPI in conjunction with ISDA’s Curley School Project. This idea was pitched under the Centennial Initiative, though no PMIS statement has been submitted as of April 2007. Contact ISDA and other parks for ideas.

Safety & Security — Balancing inviting exploration while promoting safety is a challenge. This will be a continuing key issue for the foreseeable future. “Morning Hug” team-building and solidarity refreshing is important. Keep experimenting! Be as open and candid with visitors as possible while understanding and respecting management authority and directives.

Web page — Keep it simple and efficient.

Time management — Everyone needs to look at what they do – and manage time effectively. With limited staff and limited resources, the future is daunting as we think about how to move forward. We need to be selective in the nature and complexity of projects.

Campground Generator Operation Hours — Hours were changed this year, after a number of years of the same schedule. A few repeat visitors have been upset by the change, but overall this seems to be working better. The current schedule seems to be getting about 80% approval. The park should continue to be open to experimenting with alternatives. One suggestion is to consider using the group campsite as a “generator-free zone.”

Wayfinding Signing — The park has no separate sign committee. The management team reviews requests, comments and makes decisions regarding wayfinding signing. It would be valuable if a person or small team could review all wayfinding signs to identify deficiencies. Such a review could produce a priority list for attention.

Traveler Information System Radio — The park currently has a system, now offline, that is about 12 years old. Recent attempts to restore functionality were not successful. The park should reevaluate the need and priority for such a system before investing in rehabilitating existing equipment or purchasing new.

Local Resident Volunteers — The park currently identifies local resident volunteers as “docents.” There may be some disadvantages of separating these folks from others by such naming. At least one local recruit has expressed disappointment with the way local volunteers are managed. This is an experimental program with only a few participants at present. Better communication is needed to re-launch this effort. Overall, it may be time to consider one or more senior volunteers to serve as associate volunteer coordinators to take some of the day-to-day workload off of the parkwide coordinator.

Illegal Migration – This includes people who are illegally crossing the border into the United States. Dealing with these folks is a complex, ever-changing, and potentially hazardous challenge that is much in the news of late. Some of the dynamics involved with this issue include the following:

- There is a humanitarian dimension to dealing with these folks. They sometimes arrive in the park in very weak physical condition and under great mental stress.
- There is a strong staff and visitor safety dimension to this. Some of the illegal traffic is related to drug smuggling and could be armed, dangerous, and desperate.
- There are currently a couple of park site bulletins available to visitors to help them understand the situation. There are also some personal services programs that focus on this issue. It would be beneficial for management team to standardize the message that is given to the public. This would also clarify any confusion that new employees, seasonals, SCAs or VIPs might have upon arrival and their message to the public.

- Park management needs to continually clarify policy and protocol for dealing with the various components of this issue. There would be great value in standardizing and updating written materials for staff and visitors. There may be a need to post updates as frequently as daily to keep staff informed of current events. This could include establishing a centrally located place known to all so that these updates reach those who need to know. The procedure for communicating this information needs to be a priority for visitor center staff to ensure accuracy of information given to the public. Often, changes happen quickly, VC staff needs to know immediately upon arriving for the day's duty.
- All contacts with the public regarding this issue need to be carefully considered and kept professional, regardless of who presents them. Additional message training during orientation should also be a priority.

Supportive Elements of the Program

Interpretation depends on a variety of "behind the scenes" supportive functions. It's useful to obtain a snapshot of each as it currently operates (existing conditions), and a sense of what might be improved to make the interpretation & education program more efficient and effective over the next five years. Improvement suggestions lead to action items in the LRIP Action List.

Specific action items identified by the CIP core team are flagged with ">" and also appear in the LRIP Action List section that follows.

Resource-focused Research Used by Interpreters

Some research documents are in the Interpretation library. More recent information is available on-line (electronically) especially Resource Management information. The Adaptive Strategy (formerly the Resource Management Plan) is available. For other research, staff needs to request access. It is sometimes difficult to find where information is located and whom to ask to gain access.

Better communication between Interpretation and Resource Management is needed to find out what resource management research is being done and planned. It was suggested that an RM Specialist talk with staff periodically or be part of training for staff. It would be helpful to have a list of on-going permits and possibly sit in on RM meetings.

Regarding Inventory & Monitoring (I&M), the Sonoran Desert Network disseminates information in an annual report which contains good information for interpreters.

- Need for a library-skilled volunteer to help manage the park library.
- Data is needed on organ pipe cactus (similar to the type of data that is available on saguaros).
- Get yearly updates on the three endangered species in the park regarding their status.
- Utilize the knowledge of Joe Tuomey regarding archeology, historic research, and oral histories.

Visitor-focused Research Used by Interpreters

Sources include:

Visitor Survey Cards: Data collected via these cards is compiled annually. It would be helpful if there was a way to evaluate the effectiveness of visitor services.

Research done by Colleen O'Brien from the University of Georgia is currently being analyzed to determine how local students from native, Hispanic and anglo backgrounds understand and are aware of their natural Sonoran Desert environment. This will be useful as a benchmark for education programs developed for the local community.

Visitor comment sheets and the visitor log book documents some useful information about visitors for use by the interpretive staff.

Park and Interpretation Libraries

Vivian Sartori serves as the park librarian. There is a single, central park library used by park staff that is also open to the public and is used occasionally by the citizens of Why and Ajo. It is catalogued via Pro-Cite, local residents can request access to the library in person, over the phone or through email. Resource Management also maintains a small collection for their work.

The collection contains books, published and unpublished manuscripts, oral histories (including transcriptions), a few periodicals, videos (mostly public service announcements, training programs, and WNPA videos for sale), and a few compact discs.

Check-out of items is on the honor system, and that seems to be working satisfactorily. There is no fixed budget to support the library function. End-of-year government funds and WNPA donations are the main sources of support funds.

There is a searchable database of library materials, but it needs to be more easily accessed.

- Need more scientific and historical volumes related to park resources.
- Need a more easily accessed catalog to library materials.
- The park needs a more up-to-date reading list of current information about park resources. The Sonoran Desert Monitoring Network may be able to help with this. Andy Fisher is currently working with the DOI librarian to search the academic literature to create an up-to-date bibliography.

Park and Interpretation Image Collections

There is no central image collection parkwide: There are a number of image files and resources that are rather splintered and disjointed. Interpretation & Education maintains a slide collection, some of which has been digitized to compact discs or hard drives. Resource Management has a large collection of digital images, some of which are not generally available (such as sensitive images of petroglyphs and pictographs).

Images are an important part of park programs. Most illustrated programs in the park are now digital.

Vivian Sartori is the de facto curator of this material, and she has initiated an all-park digital image organizational framework. This system uses the same catalog outline as the current slide file.

- Need to associate digital images with relevant data, which is currently not input for many images.
- A set of Standard Operating Procedures need to be developed for entering and using images into this developing system. Judy Chetwin of IMDE-OIE can help with this.
- More and better images are needed for subjects such as: historic images of women, bats, everyday park scenes, and the range of park resources.
- Up-to-date images of park scenes with visitors are needed. Note the restrictions on photographing visitors without their permission. A standard release form needs to be used when taking photographs that include visitors. Judy Chetwin can help with this.
- Film negatives and prints without negatives need to be digitized and catalogued under the new system.
- Reference scans need to be made of all images to facilitate image searches that do not require handling original film or print materials.

Interpretive Object Collection

Vivian Sartori is the lead person managing this collection. No formal budget supports this function. Facility Management provides many of the natural resource materials. Resource Management also helps with this. The “Touch Table” items are very popular with visitors.

Items include: 800-year-old conch shell, saguaro and organ pipe cactus pieces, cholla skeletons/chunks, saguaro boots, manos and matates, animal track casts, devil’s claws, baskets, pottery shards, projectile points, bird wings, animal skulls and hides, rocks and minerals, ranching era objects (horse shoes, traps, etc.), beans, herbarium sheets (very worn), stuffed animals, petroglyphs, Saguaro harvesting

sticks, snake skins, scorpion in resin block, historic and reproduction pottery pieces with cultural affiliation, Great Sonoran Desert Race game (game cards, caps to wear, dice, etc.), Desert Hiking Safety pack for demonstrations (items in this pack are currently personal property), clothing props (mostly personal property), rattlesnake program demonstration materials (personal property), cowboy coffee pots (enamelware), diorama of dry land farming, props for Tohono O'odham Days, and portable exhibit frame (tabletop model).

- Need more skulls, especially rattlesnake.
- Need to make a list of equipment and props and develop an SOP for use. Should include an assessment of condition and where they are located since they are not all in the same place. Need appropriate storage, too.

Museum Collection and Archives Used by Interpreters

Elements of the park museum collection are housed in the park with Resource Management; some is at the Western Archeological Conservation Center, and some at the Arizona State Museum in Tucson. Charles Conner is acting as park curator, Interp staff should ask Mary Kralovec for more info. The collection consists of lithics, pottery, historical ranch objects, shell jewelry and other archeological materials, and natural history specimens.

- Need to determine who is serving as park curator and how access can be gained to park collections.
- Interpreters need access to pottery specimens for study and display.
- Interpreters need a better overall understanding of the contents of the park museum collection to accomplish the anticipated visitor center rehabilitation. New natural history materials may need to be acquired for this rehabilitation.

Operational Considerations

A number of issues frequently need to be resolved in a holistic way and incorporated into the park's strategic approach to planning its interpretation & education program. Often, the challenges to be resolved are intimately interrelated: Most options for addressing each one have fundamental ramifications regarding the others. Summarizing the most prominent of these issues in the LRIP can be useful in documenting their interconnection and evolution, prompting the development of successful strategies for addressing them.

The International Border

The long and heavily used border area of the park creates a number of challenges to visitor services that are often closely interrelated. Among the most prominent are the following.

- Closed areas: A changing but substantial set of places in the park are not accessible to visitors for security reasons. It is a constant challenge to assure that visitors are aware of closures and understand where they may go in the park.
- Visitor concerns about safety and security: With all the media attention focused on border issues, visitors are uncertain about their safety in and around the park. Park staff want visitors to be aware of potential risks, but not afraid to visit the park. Staff also want to help visitors understand prudent behavior so that they may take steps to lessen those risks.
- Visitors obtain information and misinformation about border issues from a wide range of sources that include the Department of Homeland Security, other government agencies including national and state parks, the media, and friends and neighbors. This overload of information, which is sometimes conflicting and incorrect or out of date can cause considerable visitor confusion.
- Other agencies: A number of other agencies have a presence in the park. Foremost among these are staff from the various branches of the Department of Homeland Security. This includes a substantial number of law enforcement personnel and air traffic. Their presence can cause confusion and visitor information challenges for the Interpretation & Education staff.
- Staff safety: With a number of park divisions fielding staff (some of whom are volunteers), it can be challenging to track who is where in the park. That raises questions about how best to advise

workers regarding risks and prudent behavior, and also presents logistical challenges regarding back-up and communications.

- Cross-border partnering: With changing and increasing restrictions regarding official travel across the border, there are evolving challenges to creating and maintaining partnering efforts between the park and entities and individuals in Mexico.

Visitor Center Exhibit Rehabilitation

- A PMIS statement for rehabilitating the exhibits in the visitor center is currently in place and has also been submitted in conjunction with other Southern Arizona (SOAR) parks as a signature project initiative. This original PMIS came out to be \$750,000 and was unlikely to be funded in full. It was then broken into two statements, one to deal with ADA compliance in the information desk area, the other for design, fabrication and installation of permanent exhibitry in the exhibit space.

The Kris Eggle Visitor Center was originally dedicated in 1959. At that time interpretive exhibits were installed. Over time these exhibits became outdated, broken and obsolete. In the 1990's these embarrassing exhibits were finally removed and the Palm Springs Desert Museum graciously loaned several large format photographic panels for the emptied space.

In 1993, Harpers Ferry Center created a concept package design, including possible text for exhibit labels. Steps to complete this design and installation did not follow the original concept design.

Currently, the monument is still with out permanent exhibits in their main point of visitor contact, the Kris Eggle Visitor Center. In 2006, we participated in the Visitor Use survey Project and calculated that only 92% of visitors who responded understood the monument's significance (GPRA IIB1 - Visitor Understanding). The monument's goal for 2006 was for 95% of the monument's visitors to understand the monument's significance. The lack of current, engaging media in the primary location for visitor contact could be negatively affecting that number.

This project statement would provide funding to update and finalize exhibit design plans based on the 1993 design produced by Harpers Ferry and the Comprehensive Interpretive Plan. It would also provide funding to take the completed design forward into fabrication and installation into the approximately 900 square foot space.

This would improve the quality of non-personal interpretation for general visitation to Organ Pipe Cactus National Monument and would assist the monument in meeting and exceeding park goals for visitor satisfaction and understanding.

Partnerships for the Program

Partners of the park's interpretation & education program support and/or deliver interpretive and/or informational services in concert with park staff. Partners include cooperating associations, friends groups, concessioners, educational institutions, other agencies, state entities — even other divisions within the park can be viewed as partners in accomplishing the mission of the program. Assistance from partners may range from equipment to staffing to special events assistance.

Reviewing the types of partners and applying them to this park's program helps identify the actual "work force" that will design, support, and implement the park's future interpretation & education program.

Current Partners

VIPs (Park Volunteers)

Western National Parks Association (Park Cooperating Association)

Site Stewards (State of Arizona program)

Bureau of Land Management

Cabeza Prieta, USFWS
 Sonoran Desert Inventory and Monitoring Network, NPS Resource Management

Current Partners with Whom the Park Wants to Expand Existing Partnership

- Ajo Chamber of Commerce
- Ajo Unified School District
- International Sonoran Desert Alliance
- Tohono O’odham Tribe
- Tohono O’odham Community College
- International Sonoran Desert Alliance
- Arizona-Sonora Desert Museum (also CESU)
- Sonoran Institute
- El Pinacate (Sister Park in Sonora, Mexico)
- CESU of the University of Arizona
- U. S. Department of Homeland Security

Partnership Strategy Table

Partner	Types of Assistance												
	Advocacy	Distribution of information	Donating funds or supplies	External perspectives, viewpoints, advice	Fundraising	Labor for service projects	Training and Orientation	Resource Education	Resource Sharing	Interpretive Programming	Research Resource	Design, Fabrication exhibits	WHAT ELSE FITS HERE?
VIPs (Park Volunteers)	•	•		•		•				•		•	
Western National Parks Association (Park Cooperating Association)	•	•	•									•	
Site Stewards (State)	•			•		•							

Bureau of Land Management	•	•		•						•								
Cabeza Prieta, USFWS		•		•					•	•	•							
Sonoran Desert Inventory and Monitoring Network, NPS				•				•	•	•		•						
Div. Resource Management	•			•				•	•	•	•	•						
Ajo Chamber of Commerce	•	•		•	•													
Ajo Unified School District	•	•		•			•											
International Sonoran Desert Alliance	•	•	•	•	•	•	•	•		•								
Tohono O’odham Nation				•					•		•							
Tohono O’odham Community College	•	•		•			•		•									
Arizona-Sonora Desert Museum (also CESU)				•				•	•		•	•	•					
Coronado National Memorial	•	•		•				•		•								
Sonoran Institute	•	•	•	•	•	•					•							
<u>El Pinacate</u> (Sister Park in Sonora, Mexico)	•	•		•				•	•	•								
CESU of the University of Arizona	•			•				•				•	•					
U. S. Department of Homeland Security	•	•		•														
USAF Barry M. Goldwater Bombing Range				•				•	•		•	•						

FUTURE INTERPRETATION & EDUCATION PROGRAM

Program Overview Table

The future interpretation & education program *is* the long-range vision — the master blueprint — of the CIP. Located in the LRIP component of the CIP, it is displayed as a *program overview table* that graphically depicts how diverse audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park’s set of primary interpretive themes and the services that make them accessible to visitors. The program overview table outlines the future interpretation & education program that the park and its partners *intend to conduct*.

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole. All services are labeled to indicate what fiscal year the park intends to initiate them.

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

The Question Central to Developing the Future Interpretation & Education Program

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

Notes

Identification Terms — Abbreviations Used During the Workshop

Alamo	Alamo Canyon
AMD	Ajo Mountain Drive
AMW	Ajo Mountain Wayside
CA	Cooperating association (WNPA)
COC	Ajo Chamber of Commerce
DVNT	Desert View Nature Trail
EC	Estes Canyon
EP	Evening Program
GCG	Group Camp Ground
LCP	La Cienega Project Pond
Patio	Visitor Center Patio
PBD	Puerto Blanco Drive
PPPA	Pinkley Peak Picnic Area
RT	Red Tanks
TPW	Tillotson Peak Wayside
VC	Visitor Center
VCA	Visitor Center Auditorium
VCNT	Visitor Center Nature Trail
VM	Victoria Mine

Ranking Scores — A Scoring Number for Each Service

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

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

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

Initiation Dates — Placeholders

“FY2008” — Dates are provided as placeholders for the intended date of initiation (first date available to visitors) for each service.

Draft Program Overview Table

Organ Pipe Cactus National Monument's Future Interpretation & Education Program		
Program Overview Table		
PRIMARY INTERPRETIVE THEMES <i>and</i> INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>(Includes especially Seniors, Families, Full-time RVers, Winter Visitors, Rocky Point Visitors, Foreign language visitors.)</i>	2. Curriculum-based / Education / School Groups. <i>(Includes college, middle and high schools, distance grades K-6 visitors, and home schoolers.)</i>
<p>Theme A.</p> <p>The easily experienced Organ Pipe Wilderness – and the challenges to retaining its character – provides opportunities to explore wild nature, and understand the difficulties in managing wilderness values.</p>	<p>E5 Van tours FY2008 at AMD. E5 Rehabilitated exhibits at VC. E5 Park Web site FY2008 at Internet. E5 Interpretive talk FY2008 at PPPA, patio. E5 Evening program FY2008 at Campground, VCA. E4 Park video FY2008 at VC, CA sales. E3 Information desk (incl. phone) at VC. E3 Roving contacts at PPPA. E2 Informal contacts at Parkwide. E2 CA sales (incl. items in other languages) FY2008 at VC. E1 Wayside exhibits (new) FY2008 at PPPA. E0 Site bulletin (Wilderness – designed for DHS) FY2008 at VC, hand carry to agencies. E0 Park newspaper FY2008 at VC, campground, mail. E0 Park brochure FY2008 at VC, mail, COC, motels. --- Special presentations FY2008 at VC.</p>	<p>E6 School talk/program FY2008 at PPPA, patio, VCA. E4 Rehabilitated exhibits at VC. E4 Park Web site (w/link to Views) FY2008 at Internet. E4 Exhibit activity sheets FY2008 at VC. E3 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009. E2 Teacher packets FY2008 at VC, mail, website. E1 CA sales (incl. items in other languages) especially for Colleges FY2008 at VC. E0 Park video FY2008 at VC, CA sales.</p>
<p>Theme B.</p> <p>The geology and climate of the Sonoran Desert have given rise to an ecosystem of intimately interconnected and often unique plants and animals that demonstrate the dynamic nature of this seemingly unchanging environment.</p>	<p>E8 Evening program FY2008 at Campground, VCA. E7 Interpretive talk FY2008 at PPPA, patio. E6 Guided walks FY2008 at Alamo, Victoria Mine, VCNT, RT, LCP, DVNT. E5 Rehabilitated exhibits at VC. E5 Park Web site FY2008 and Internet. E4 Van tours FY2008 at AMD. E4 Touch table FY2008 at VC. E3 Information desk (incl. phone) at VC. E3 Self-guiding drive brochure (incl. German & Spanish) FY2008 at CA sales. E3 Park video FY2008 at VC, CA sales. E3 Junior Ranger program FY2008 at VC. E2 Wayside exhibits (new) FY2008 at PPPA, VCNT, AMW, TPW, AMD, PBD. E2 Park brochure FY2008 at VC, mail, COC, motels. E2 Family activity pack FY2008 at VC. E2 CA sales (incl. items in other languages) FY2008 at VC. E1 Roving contacts at Parkwide. E1 Kid's activity area FY2008 at VC. E1 Informal contacts at Parkwide. E0 Self-guiding signed trails FY2008 at VCNT, DVNT. E0 Park newspaper FY2008 at VC, campground, mail. E0 Outreach talk FY2008 at Ajo. --- Special presentations FY2008 at VC.</p>	<p>E8 Guided walks FY2008 at Alamo, Bull Pasture, washes, DVNT. E5 Teacher packets FY2008 at VC, mail, website. E5 Research-based projects FY2008 at Parkwide. E5 Park Web site FY2008 at Internet. E3 Service learning projects FY2008 at Parkwide. E3 School talk/program FY2008 at PPPA, patio, VCA, schools, GCG. E3 Family activity pack (home schoolers) FY2008 at VC. E1 Rehabilitated exhibits at VC. E1 Kid's activity area FY2008 at VC. E1 Exhibit activity sheets FY2008 at VC. E1 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009. E0 Park video FY2008 at VC, CA sales. E0 CA sales (incl. items in other languages) FY2008 at VC.</p>
<p>Theme C.</p> <p>This place – long a travel corridor, and more recently a political boundary – invites us to consider the movement of peoples and the management of that movement and its effects.</p>	<p>E7 Information desk (incl. phone) at VC. E5 Evening program FY2008 at Campground, VCA. E4 Temporary/rotating exhibits FY2008 at VC. E2 Site bulletin (Are You Aware?) FY2008 at VC, hand carry to agencies. E2 Rehabilitated exhibits (Migration) at VC. E2 Park Web site FY2008 at Internet. E2 Interpretive talk FY2008 at VC, patio. E1 Wayside exhibits (new) FY2008 at PPPA, Sonoyta Highway, NPDB, TPW. E1 Informal contacts at Parkwide. E1 CA sales (incl. items in other languages) FY2008 at VC. E0 Park newspaper FY2008 at VC, campground, mail.</p>	<p>E5 Park Web site FY2008 at Internet. E3 Temporary/rotating exhibits FY2008 at VC. E3 Service learning projects FY2008 at Parkwide. E3 School talk/program FY2008 at PPPA, patio, VCA. E2 Rehabilitated exhibits at VC. E2 CA sales (incl. items in other languages) FY2008 at VC. E0 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009.</p>

**Organ Pipe Cactus National Monument's Future Interpretation & Education Program
Program Overview Table**

PRIMARY INTERPRETIVE THEMES and INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>(Includes especially Seniors, Families, Full-time RVers, Winter Visitors, Rocky Point Visitors, Foreign language visitors.)</i>	2. Curriculum-based / Education / School Groups. <i>(Includes college, middle and high schools, distance grades K-6 visitors, and home schoolers.)</i>
<p>Theme D.</p> <p>The long history of human habitation and continuing use here demonstrates how ingenuity, resourcefulness, and cooperative efforts can lead to a sustainable relationship between a society and a challenging environment.</p>	<p>E9 Evening program FY2008 at Campground, VCA. E7 Season of Tradition FY2008 at VC, patio. E7 Interpretive talk FY2008 at PPPA, patio. E6 Special presentations FY2008 at VC. E6 Rehabilitated exhibits at VC. E5 Guided walks FY2008 at Alamo, RT, VM, EC. E4 Van tours FY2008 at AMD. E4 Community events FY2008 at Ajo. E3 Park Web site FY2008 at Internet. E3 CA sales (incl. items in other languages) FY2008 at VC. E2 Temporary/rotating exhibits FY2008 at VC. E2 Park video FY2008 at VC, CA sales. E1 Self-guiding signed trails FY2008 at DVNT. E1 Self-guiding drive brochure (revision) FY2008 at CA sales. E1 Outreach talk FY2008 at Ajo. E1 Junior Ranger program (revision) FY2008 at VC. E1 Family activity pack FY2008 at VC. E0 Information desk (incl. phone) at VC. E0 Wayside exhibits (new) FY2008 at PBD, DVNT. E0 Touch table FY2008 at VC. E0 Park newspaper FY2008 at VC, campground, mail. E0 Park brochure FY2008 at VC, mail, COC, motels. E0 Kid's activity area FY2008 at VC. E0 Informal contacts at Parkwide.</p>	<p>E6 Guided walks FY2008 at Alamo, Bull Pasture, DVNT, EC. E5 Park Web site FY2008 at Internet. E5 Adventure Club FY2008 at Parkwide. E3 Teacher packets FY2008 at VC, mail, website. E3 School talk/program FY2008 at PPPA, patio, VCA. E3 Park video FY2008 at VC, CA sales. E2 Temporary/rotating exhibits FY2008 at VC. E2 Research-based projects FY2008 at Parkwide. E2 Rehabilitated exhibits at VC. E2 Family activity pack (home schoolers) FY2008 at VC. E1 Exhibit activity sheets FY2008 at VC. E1 CA sales (incl. items in other languages) FY2008 at VC. E0 Kid's activity area FY2008 at VC. E0 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009</p>
<p>Theme E.</p> <p>As an International Biosphere reserve, Organ Pipe Cactus National Monument (and the related reserves of Pinacate and Alto Golfo in Mexico) serves as a benchmark for monitoring and understanding change in the Sonoran Desert, protects critical habitat for a number of special status species, and showcases one of the world's most unique and recognizable landscapes.</p>	<p>E9 Evening program FY2008 at Campground, VCA. E6 Park Web site (links) FY2008 at Internet. E6 Interpretive talk FY2008 at PPPA, patio. E4 Temporary/rotating exhibits FY2008 at VC. E4 Rehabilitated exhibits at VC. E4 Community events FY2008 at Ajo. E3 Special presentations FY2008 at VC. E3 Park brochure FY2008 at VC, mail, COC, motels. E2 Site bulletin (Wilderness – designed for DHS) FY2008 at VC, hand carry to agencies. E2 Park video FY2008 at VC, CA sales. E2 Park newspaper FY2008 at VC, campground, mail. E2 Outreach talk FY2008 at Ajo. E1 Wayside exhibits (new) FY2008 at AMW. E1 Family activity pack FY2008 at VC. E1 CA sales (incl. items in other languages) FY2008 at VC. E0 Information desk (incl. phone) at VC.</p>	<p>E6 School talk/program FY2008 at PPPA, patio, VCA. E6 Park Web site FY2008 at Internet. E5 Service learning projects FY2008 at Parkwide. E3 Temporary/rotating exhibits FY2008 at VC. E3 Research-based projects FY2008 at Parkwide. E3 Rehabilitated exhibits at VC. E2 Teacher packets FY2008 at VC, mail, website. E1 Exhibit activity sheets FY2008 at VC. E1 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009. E0 CA sales (incl. items in other languages) FY2008 at VC.</p>

**Organ Pipe Cactus National Monument's Future Interpretation & Education Program
Program Overview Table**

PRIMARY INTERPRETIVE THEMES <i>and</i> INFORMATIONAL TOPICS	AUDIENCES	
	1. General Audience. <i>(Includes especially Seniors, Families, Full-time RVers, Winter Visitors, Rocky Point Visitors, Foreign language visitors.)</i>	2. Curriculum-based / Education / School Groups. <i>(Includes college, middle and high schools, distance grades K-6 visitors, and home schoolers.)</i>
Orientation Information <i>and</i> Visitor Safety Information	<p>E6 Information desk (incl. phone) at VC. E6 Site bulletin (Are You Aware, Planning Your Visit) incl. French & German FY2008 at VC, hand carry to agencies. E6 Interpretive talk FY2008 at PPPA, patio. E5 Bulletin boards FY2008 at VC, campground. E4 Park Web site FY2008 at Internet. E3 Rack cards (incl. new Pet Safety) FY2008 at VC, mail. E3 Park brochure FY2008 at VC, mail, COC, motels. E3 Evening program FY2008 at Campground, VCA. E1 Wayside exhibits (new) FY2008 at AMW, Trailheads. E1 Temporary/rotating exhibits FY2008 at VC. E1 Rehabilitated exhibits at VC. E1 Park newspaper FY2008 at VC, campground, mail. E1 Family activity pack FY2008 at VC. E1 Bookmark FY2008 at Patio. E0 Traveler information system FY2008 at Hwy 85 north boundary. E0 Roving contacts at PPPA. E0 Outreach talk FY2008 at Ajo. E0 Junior Ranger program FY2008 at VC. E0 Informal contacts at Parkwide. E0 CA sales (incl. items in other languages) FY2008 at VC. --- Trails map book FY2008 at CA sales.</p>	<p>--- Park brochure (Map) FY2008 at VC, mail, COC, motels. --- Park Web site FY2008 at Internet. --- Teacher packets FY2008 at VC, mail, website. --- School talk/program FY2008 at schools.</p> <p><i>Note: All personal services include incidental orientation and visitor safety information.</i></p>
National Park System <i>and</i> National Park Service Mission	<p>E7 Park Web site FY2008 at Internet. E6 Bulletin boards FY2008 at VC, campground. E5 Rehabilitated exhibits (Eggle memorial panels & hat) at VC. E5 Evening program FY2008 at Campground, VCA. E3 Passport stamping station at VC. E3 Park brochure FY2008 at VC, mail, COC, motels. E3 Interpretive talk (Great Sonora Race) FY2008 at PPPA, patio. E2 Information desk (incl. phone) at VC. E2 Family activity pack (improved versions) FY2008 at VC. E2 Community events FY2008 at Ajo. E1 Temporary/rotating exhibits FY2008 at VC. E1 Self-guiding drive brochure (revised) (incl. German & Spanish) FY2008 at CA sales. E1 Outreach talk FY2008 at Ajo. E1 CA sales (incl. items in other languages) FY2008 at VC. E0 Traveler information system FY2008 at Hwy 85 north boundary. E0 Special presentations (incl. by RM & Supt.) FY2008 at VC. E0 Rack card (Web Ranger) FY2008 at VC, mail. E0 Park newspaper FY2008 at VC, campground, mail. E0 Informal contacts at Parkwide.</p> <p><i>Note: All personal services include incidental System and Service mission information.</i></p>	<p>E7 Park Web site FY2008 at Internet. E5 School talk/program FY2008 at PPPA, patio, VCA. E4 Teacher packets FY2008 at VC, mail, website. E4 Rehabilitated exhibits at VC. E4 Exhibit activity sheets (Arrowhead components) FY2008 at VC. E3 Family activity pack (for home schoolers) FY2008 at VC. E2 Research-based projects FY2008 at Parkwide. E1 Service learning projects FY2008 at Parkwide. E1 Distance learning activities FY2008 Ask a ranger and Satellite Student Broadcasts FY2009. E1 CA sales (incl. items in other languages) FY2008 at VC. E0 Adventure Club FY2008 at Parkwide.</p> <p><i>Note: All personal services include incidental System and Service mission information.</i></p>

LRIP ACTION LIST

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

FY 2008

- Arrange to get yearly updates on the three endangered species in the park regarding their status.
- Incorporate the knowledge of Joe Tuomey and Sue Rutman regarding archeology, historic research, and oral histories into resources available to interpreters. Potential for orientation / training focus FY 2008.
- Associate digital images with relevant data, which is currently not input for many images.
- Develop a set of Standard Operating Procedures for entering and using images in the photo files. Judy Chetwin of IMDE-OIE can help with this. ORPI RM has just started using ThumbsPlus, which might also be a potential solution for ORPI Interp. Tim Gilk at GLAC also has a system that works well for them and is willing to share. We have requested a copy of the SOPs that KEFJ uses for their ThumbsPlus database.
- Digitize film negatives and prints without negatives and catalogue under the new system.
- Make reference scans of all images to facilitate image searches that do not require handling original film or print materials, including historic books
- Make an inventory list of equipment and props and develop an SOP for their use. Include an assessment of condition and where they are located since they are not all in the same place. Identify appropriate storage for this collection.
- Work with Charles Conner, Mary Kralovec and WACC to determine how access can be gained to park collections.
- Work with Tim Tibbits and Mary Kralovec to ensure research is reaching the interpretive staff, i.e. write a requirement into the permit to have the researcher prepare a talk for the public or a publication written for a lay audience that can be used on the web page or newspaper.
- Evaluate Webpage and formulate a plan for improvement
- Prepare and Train Staff for more efficient desktop publishing
- Plan for new temporary and rotating exhibits in VC lobby
- Season of Tradition; brainstorm how to attract more audience.
- Update computers in all Interp offices, so people have access to the same programs on every computer.
- Ensure that all library computers have the library catalogue installed.
- Begin to research potential for producing a new park film.
- Recruit student teacher from TO community college to assist developing curriculum to connect TO students to cultural heritage and connection to ORPI landscape.
- Apply year-end money towards Jr. Researcher family pack and purchase of replacement and new Interp props, skulls, etc.
- Consider the potential for better communication between ORPI and the community of Ajo, specifically outlets for visitor information to ensure current and accurate information is given to winter visitors.

FY 2009

- Recruit for a library-skilled volunteer to help manage the park library.
- Develop a more easily accessed catalog to library materials.
- Develop a more up-to-date reading list of current information about park resources. The Sonoran Desert Monitoring Network may be able to help with this.
- Establish SOP for access to the DOI library and academic journals.
- Determine how to properly access pottery specimens for study and display.

- Develop a better overall understanding of the contents of the park museum collection to accomplish the anticipated visitor center rehabilitation. Plan to obtain new natural history materials if they are needed for this rehabilitation.
- Plan, and develop new or rehabilitated exhibits identified in the program overview.
- Plan, develop, produce (or contract), and install new or rehabilitated wayside exhibits identified in the program overview.
- Consider rebuilding the patio wall to better represent ranching (mesquite corral wall) and TO (living ocotillo hedgerow).
- Plan, develop, produce (or contract), and install new or revised publications identified in the program overview.
- Begin to Plan Border Signature Project, Life on the Edge: A Journey to Understanding
- Improve Webpage as defined by evaluation in FY08
- Revisit past time-consuming desktop publishing projects, newspaper, temporary exhibits
- Consider updating the ORPI's park video / slide presentation, research and plan project

FY 2010

- Research for Border Signature Project, Life on the Edge: A Journey to Understanding
- Seek out data on organ pipe cactus (similar to the type of data that is available on saguaros).
- Seek out more scientific and historical volumes related to park resources.
- Obtain more and better images for subjects such as: historic images of women, bats, everyday park scenes, and the range of park resources.
- Obtain up-to-date images of park scenes with visitors. Note the restrictions on photographing visitors without their permission. A standard release form needs to be used when taking photographs that include visitors. Judy Chetwin can help with this.
- Obtain more skulls, especially rattlesnake.

FY 2011

- Produce (or contract), and install new or rehabilitated exhibits identified in the program overview.
- Revisit a new park video and check on progress

FY 2012

{X}

SCHEDULE FOR COMPLETING THE CIP

Target Dates	<i>CIP Component 1</i> Long-Range Interpretive Plan - LRIP	<i>CIP Component 2</i> Annual Implementation Plan - AIP	<i>CIP Component 3</i> Interpretive Database - ID
3/21/07	<p>Complete Archive file. Planners finish transcribing workshops into Archive.</p> <p>Create draft LRIP. Planners create rough draft LRIP from Archive file and LRIP template.</p> <p>Transmit Archive file and draft LRIP. Planners email files to CIP core team.</p>		<p>Create draft ID. CIP core team creates rough draft ID (from ID template emailed to team by planners between workshops).</p>
6/15/07	<p>Complete Program Overview Table. CIP core team completes table.</p> <p>Concurrently, complete LRIP Action List. CIP core team notes long-range actions necessary to successfully implement the vision being completing in Program Overview Table.</p>	<p>Concurrently, design and write draft ISPs for first year. CIP core team designs ISP formats, then writes ISPs for first year that correspond to Program Overview Table and LRIP Action List.</p> <p><i>(Note: This work relates to AIP, but is not typically located in the AIP.)</i></p>	<p>Concurrently, add draft ISPs to ID. CIP core team places rough drafts of ISPs in "ISP" portion of ID.</p>
7/1/07	<p>Edit and refine all other LRIP portions. CIP core team edits and refines all other portions of LRIP.</p>	<p>Complete ISPs for first year. CIP core team completes ISPs for first year.</p> <p><i>(Note: This work relates to AIP, but is not typically located in the AIP.)</i></p>	<p>Complete ISPs for first year. CIP core team replaces draft ISPs with completed ISPs in the "ISP" portion of the ID.</p>
Out 4/15/07 Back 5/15/07	<p>Solicit comments from stakeholders and planners. CIP core team solicits stakeholder comments on entire LRIP (or select parts of it). Planners review and comment on entire LRIP.</p> <p>Incorporate comments. CIP core team incorporates comments.</p>		
7/15/07	<p>Complete editing and refinement of LRIP. CIP core team accomplishes final editing and refinement before approval.</p>	<p>Next: Create AIP from LRIP. CIP core team duplicates LRIP file to start AIP.</p> <p>Customize file. CIP core team deletes, modifies, and adds to AIP file to make it year-specific and appropriately detailed.</p>	
9/1/07		<p>Complete editing and refinement of AIP. CIP core team accomplishes final editing before approval.</p>	
9/30/07	<p>Scope of Sales Statement. CIP core team and cooperating association develop the Statement based on LRIP.</p> <p><i>(Note: This work might best occur at this point or later in the sequence, but is not typically located in the LRIP.)</i></p>		<p>Concurrently, complete references. CIP core team completes "referenced information" portion of ID.</p> <p><i>(Note: This work includes referencing the Scope of Sales Statement if completed.)</i></p>
9/20/07			<p>Complete editing and refinement of ID. CIP core team accomplishes final editing & refinement before approval.</p>
9/21/07	<p>Approve LRIP. Park's superintendent approves this CIP component.</p>	<p>Approve AIP for first year. Superintendent approves this CIP component.</p>	<p>Approve ID. Park's superintendent approves this CIP component.</p>
9/30/07	<p>Approved CIP. Implementation begins. CIP core team keeps CIP components meaningful to operations.</p>		

{Note: Delete the schedule page and its contents once the CIP is completed and ready for approval.}

