

# LONG-RANGE INTERPRETIVE PLAN



## REDWOOD NATIONAL AND STATE PARKS

2003



NATIONAL PARK SERVICE



## TABLE OF CONTENTS

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Introduction.....	1
Purpose.....	2
Significance .....	4
Primary Interpretive Themes .....	6
Visitor Experience Goals .....	7
Issues, Influences, and Concerns Affecting Interpretation.....	8
The Visitors.....	11
Core Interpretive Program .....	14
Action Plan.....	25
Partnerships .....	42
Appendix A: Resource-based Interpretive Opportunities .....	53
Appendix B: Education Strategy .....	63
Appendix C: Special Populations: Programmatic Accessibility	
Guidelines for Interpretive Media .....	66



## INTRODUCTION

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In 1995 the National Park Service issued a completely revised and updated interpretive planning chapter of the Service's Interpretation and Visitor Services Guideline (NPS-6). This revised guideline outlined the components of the Comprehensive Interpretive Plan—a park's strategic planning document for interpretation and visitor services. Every park has been encouraged to update their interpretive planning documents using this guideline. A key component of the Comprehensive Interpretive Plan is the Long-Range Interpretive Plan.

The Long-Range Interpretive Plan examines a park's purposes and significant resources in order to establish the park's primary interpretive themes and visitor experience goals. The plan analyzes the park's current interpretive facilities and outlines any changes necessary to facilitate appropriate visitor experiences. The Long-Range Interpretive Plan is a concept plan that lays the groundwork for subsequent media planning and design. The actions recommended in the plan are those that the park can reasonably be expected to accomplish in 7-10 years, the projected life span of the Long-Range Interpretive Plan.

Redwood National and State Parks (RNSP) completed its General Management Plan in July 2000. The Long-Range Interpretive Plan will provide the additional strategic and tactical planning necessary to begin implementing the interpretive and visitor experience actions prescribed in the General Management Plan.

In April of 1994, California Department of Parks and Recreation and the National Park Service signed the Redwood National and State Parks Memorandum of Understanding for the cooperative management of Redwood National Park, Prairie Creek Redwoods State Park, Del Norte Coast Redwoods State Park, and Jedediah Smith Redwoods State Park. The Memorandum of Understanding committed both agencies to carrying out the recommendations of the California Coordinating Committee on Operational Efficiencies. These recommendations specifically call for a parks-wide interpretive plan to guide the efficient delivery of visitor and interpretive services to the public. To that end, this Long-Range Interpretive Plan is the result of a cooperative effort by both agencies; is based on the purposes and significant resources of all four parks; and addresses the interpretive and visitor services needs of the four parks as a single production unit.

## **PURPOSE**

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Park purpose is the reason or reasons for which a park area was established. Purpose statements are important because they are basic to all other assumptions about the park and the ways in which it should be managed. A review of the literature on the establishment of the four park areas that make up Redwood National and State Parks yields these statements of purpose:

### **State Redwoods Parks**

General Plan - November 1985

#### **Jedediah Smith Redwoods State Park**

“to make available to people forever, for their inspiration and enjoyment, in a condition of unimpaired ecological integrity, the great forests of lower Mill Creek and of the Smith River, together with all related scenic, historic, scientific, and recreational values and resources of the area.”

“To set aside an outstanding coast redwood forest area for preservation in the State Park System, including a cross-sectional example of forest from the coastal plain to the drier interior mountains.” (Older version)

#### **Del Norte Coast Redwoods State Park**

...to make available to the people, for their inspiration and enjoyment forever, the scenic grandeur of the coast of Del Norte County from False Klamath Cove northward to Crescent Beach, where the coast redwood forest uniquely clothes the slopes directly facing the ocean; embracing also the important inland forests within the drainage of Mill Creek, adjoining Jedediah Smith Redwoods State Park; together with all scenic, historic, scientific, and recreational values of this impressive region.”

#### **Prairie Creek Redwoods State Park**

...to make available to people forever, for their inspiration and enjoyment, in a condition of unimpaired ecological integrity, the great forests of Prairie Creek Basin and adjacent areas west to the sea, including the wide ocean beach; together with all related scenic, historic, scientific, and recreational values and resources of the area.”

## Redwood National Park Legislation

**Public Law 90-545 - October 2, 1968**

“...in order to preserve significant examples of the primeval coastal redwood (*Sequoia sempervirens*) forests and the streams and seashores with which they are associated for purposes of public inspiration, enjoyment, and scientific study, there is hereby established a Redwood National Park in Del Norte and Humboldt Counties, California.”

**Public Law 95-250 - March 27, 1978**

“In order to protect existing irreplaceable Redwood National Park resources from damaging upslope and upstream land uses, to provide a land base sufficient to insure preservation of significant examples of the coastal redwood in accordance with the original intent of Congress, and to establish a more meaningful Redwood National Park for the use and enjoyment of visitors,...”

## SIGNIFICANCE

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The significance of a park is summarized in statements that capture the essence of the park's importance to our natural and cultural heritage. Significance statements are not the same as an inventory of significant resources. While the inventory is a basis on which significance is determined, the significance statements describe the importance or distinctiveness of the aggregate of resources in a park. Significance statements for Redwood National and State Parks are listed below:

1. Redwood National and State Parks preserve the largest remaining contiguous section of ancient coast redwood forest. This ecosystem includes some of the world's tallest and oldest trees, and it is renowned for its biotic diversity and inspirational atmosphere. The forest community includes a number of rare and endangered species, dependent on the integrity of the whole for their survival.
2. More than one-third of the lands within the parks have been heavily impacted by timber harvest and are the subject of an internationally recognized restoration program designed to restore integrity and recover lost values. Erosion related to logging roads is being reduced, natural topography is being restored to hill slopes crossed by roads, and topsoil is being returned to the surface to speed revegetation and retain genetic integrity of the vegetation.
3. Redwood National and State Parks preserve the legacy of 19th and 20th century conservation efforts which led to the establishment of three state parks in the 1920s, a national park in 1968, and an expansion of the national park in 1978. These federal and state lands are cooperatively managed to ensure the highest level of resource protection and visitor enjoyment. United Nations World Heritage and International Biosphere Reserve status was granted in the 1980s.
4. Redwood National and State Parks contain a rich variety of biotic communities from the Pacific Coast to the interior mountains. The mosaic of habitats within the parks includes ancient forests, prairies, oak woodlands, coastal, and near-shore marine environments. These habitats are increasingly important refugia for rare and endangered species.
5. Four native cultures with ties to Redwood National and State Park lands—the Tolowa, Yurok, Chilula, and Hupa peoples—represent a diverse indigenous presence. These groups maintain traditional life ways including ceremonies, arts, and methods of subsistence, as well as three distinct languages. The archeological record of these peoples, extending back more than 4,500 years on RNSP lands, includes sites listed on the National Register of Historic Places. These resources are especially

important because of their direct association with contemporary American Indian communities.

6. Redwood National and State Parks contain 35 miles of scenic Pacific Ocean coastline and 105,516 acres of coastal topography. The heavy rainfall and powerful rivers are part of the intricate and dynamic hydrologic system. This system, which includes portions of the watersheds of Redwood Creek, the Klamath River, and the Smith River as well as the Pacific Ocean, provides a rich diversity of aquatic and riparian habitats. The Klamath and Smith Rivers are designated federal and state wild and scenic rivers.
7. Redwood National and State Parks' landscapes represent more than 150 years of land use practices by non-Indian peoples, including exploration, mining, fishing, ranching, timber cutting, and settlement. Some historic structures, roads, trails, and railroad beds remain. Logging practices were developed here that permitted cutting of timber on an unprecedented scale. The intensity of logging spurred an environmental movement. The debate about land use ethics continues today.
8. Redwood National and State Parks are located near the junction of three active tectonic plates of the earth's crust. Steep, highly erodible landscapes and frequent earthquakes characterize the region and are all related to the geologic forces generated at plate boundaries. These forces influence not only the natural characteristics of the parks, but human use and habitation as well.

## PRIMARY INTERPRETIVE THEMES

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Primary interpretive themes are based on the parks' purposes, significance, and primary resources. Primary interpretive themes are those ideas about park resources that are so important we want every visitor to understand them. This list of primary themes **does not** include everything we wish to interpret in the park, but does cover those ideas that are critical to a visitor's understanding of the park's significance. Primary interpretive themes for Redwood National and State Parks are listed below:

1. The ancient coast redwood ecosystem preserved in Redwood National and State Parks protects some of the world's most majestic forests and is home to an interrelated biotic community. The coast redwood, a species that has produced some of the world's tallest individual trees, is well adapted to the environmental conditions of its range.
2. The mosaic of habitats within Redwood National and State Parks, which includes ancient forest, freshwater streams, prairies, oak woodlands, and coastal and near-shore marine environments, provides increasingly important refugia for a number of rare and endangered species.
3. Steep, highly erodible landscapes and frequent earthquakes are all related to local geologic forces generated near the junction of the three tectonic plates of the earth's crust that underlie the region.
4. The Yurok, Tolowa, and Chilula Indians historically controlled lands now included in Redwood National and State Parks. The Chilula Indians were later assimilated into the inland Hupa culture, east of the parks. The diverse traditional life ways of these indigenous groups continue today.
5. Attracted by the diverse natural resources of the northern California coast, residents developed a number of industries including mining, farming, ranching, fishing, and logging.
6. Redwood National and State Parks preserve the living legacy of 19th and 20th century conservation efforts, which helped spur a worldwide environmental movement and set aside diminishing redwood forests as parks that now provide a testing ground for cooperative management and large scale restoration of severely impacted forest lands.

## VISITOR EXPERIENCE GOALS

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Visitor experience goals are statements that describe those fundamental visitor experience opportunities that the park staff, through its visitor services program, wants to facilitate. Visitors can't be required to have certain experiences, but the park staff identified important experiences that should be available to visitors.

Visitors will have the opportunity to:

- easily access orientation information that will allow them to choose from a range of safe and satisfying experiences that have minimal impact on the parks' resources.
- gain an understanding of the coast redwood and related ecosystems—their constituent parts and their interrelationships.
- experience directly the grand scale and ambiance of an ancient redwood forest.
- appreciate the vulnerability of the parks' resources to human activities both inside and outside the parks' boundaries.
- have experiences that challenge them to consider their land use values.
- appreciate the benefits to park resources and the visiting public of the parks' joint management by the California Department of Parks and Recreation and the National Park Service.
- participate in a variety of interpretive programs and activities to learn more about the parks' resources and to appreciate the many values those resources represent.
- learn how different cultures have used the parks' resources.
- learn the history of the conservation movement which led to establishment of the four parks.
- understand the role of the parks as refugia for species.
- understand how the parks' watershed rehabilitation program is restoring landscapes which have been extensively logged.
- understand issues that impact future preservation of the parks' and the redwood ecosystem and outside factors that affect the parks' decision-making process.

# ISSUES, INFLUENCES, AND CONCERNS AFFECTING INTERPRETATION

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The following is a list of issues, influences, and concerns that impact the ability of the parks to provide visitors the necessary opportunities for them to understand the significance of the parks. The items on this list represent areas over which the parks' interpretive professionals have little direct control, but must consider in order to successfully meet interpretive and visitor experience goals. Included in this list are national and state initiatives, influences outside the parks, resource-based issues, and internal issues which will affect interpretation and visitor services.

## Organizational Issues

- Historically, visitor services have been a secondary national park priority to restoring and maintaining altered park ecosystems. This has resulted in budgets, staffing, and the development of public facilities not keeping pace with visitor needs and expectations.
- Redwood National Park has a large and complex Resource Management and Science program whose activities are integral to the interpretive role of increasing visitors understanding of the significance of the parks. The process of acquiring and conveying the importance of the resource management and science activities and data to parks staff and the various publics is an ongoing challenge.
- The growing economic and social impact of the tribes and their economic and political success enhances their ability to participate as partners in interpretation and education.
- The parks' long linear nature and dispersed job sites make communication between workgroups and coordination of parks wide projects more challenging than in other national park settings.
- CDPR and NPS staff come from different organizational backgrounds with different goals for interpretation and education and different expectations. Funding and staffing constraints can influence both the quality and quantity of interpretive services offered through the partnership.
- There is some visitor confusion over the parks' joint designations as National and California State Parks. State and national designations can emphasize the importance of park resources to a variety of

constituents and can be used effectively with a variety of onsite and offsite audiences.

- Local and regional decisions based on the area's economic needs continue to impact the parks and their mission.
- A lack of public transportation and difficulty in finding affordable housing within easy commuting distance of the parks affects the parks' efforts in diversifying their workforce.
- Accessibility remains a high priority. Upgrading of park facilities and trails is ongoing.
- Ecotourism is growing in the region and provides an opportunity for partnering in support of park educational and resource initiatives.

## Safety Issues

- Staff and visitor safety concerns impact the kinds of conducted activities offered and where those activities take place. One major safety concern is the lack of consistent radio coverage.
- The geographic region suffers from weather conditions such as landslides, high winds, or flooding that cause road and trail closures that may place constraints on visitors' abilities to experience parks resources.

## Visitor-related Resources Issues

- The parks are bisected by a major highway that brings people to the parks and to information facilities; because of the long and narrow national park configuration it is hard for most visitors to get away from highway sounds as they experience national park resources.
- Because Highway 101 and other highways enter and exit the parks several times, visitors have difficulty knowing when they are in the parks.
- International visitation is increasing. The parks need to find ways to get these visitors off the buses and into the parks. The parks need to ensure that their special needs are met without cultural bias.

- Logging is ongoing on adjacent lands and visitors see logging trucks full of redwood logs in and near the parks, causing some misgivings about the parks' preservation mission.
- Several communities are part of the parks, contributing to the difficulty visitors have identifying boundaries and knowing when they are in the parks; this can lead to unintentional resource violations.
- The interpretation of American Indian cultures that are associated with parks resources is a complex issue. Who should do it, how to do it, what's appropriate, where is it appropriate, and under whose jurisdiction are all questions the parks must deal with.
- The parks have been working to change visitors' focus from the single tree species (redwoods) to the whole ecosystem which supports redwoods and to which redwoods are an integral part. The tall tree/trophy tree emphasis doesn't support a holistic understanding of the value of old-growth redwood habitat or the broader preservation concepts necessary for long-term protection of the habitat. This change will give visitors more opportunities to experience and focus on other resource elements such as the coast, prairies, and cultural resources.
- Management of threatened and endangered species within the parks places constraints on when and where personal services, upgrades to non-personal services, and new developments can take place.
- Current facilities aren't designed to properly display artifacts from the national park museum collection.
- Current National Park servicewide initiatives including the Natural Resource Challenge, Pacific West Region Education Strategy, NPS Message Project and Graphics Standards will need to be incorporated into the planning for both personal and non-personal services.

## Technology Issues

- The technology of interpretive media is changing rapidly. Visitors' expectations and comfort level with technology is changing and is challenging interpreters' ability to keep pace.
- In an age of near unlimited access to information, it is difficult for any agency to monitor the accuracy and context of information being distributed about its resources and its mission. Monitoring and maintaining electronic information will continue to be a growing need and challenge for interpretation.

## THE VISITORS

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The combined visitation of Redwood National and State Parks was over 850,000 visitors in 2002, with over 400,000 of those visits to the National Park. Two visitor surveys completed in the 1990s provide demographic information about visitors to Redwood National and State Parks. Both surveys were conducted in the middle of the busy summer season. The first was completed the week of July 25-31, 1993 by the Cooperative Park Studies Unit, University of Idaho. Visitors were surveyed at six national park service sites—Crescent City Information Center, Crescent Beach Overlook and Picnic Area, Hiouchi Information Center, Lady Bird Johnson Grove, Lagoon Creek, and Redwood Information Center. The second survey was conducted by the Natural Resource Planning and Interpretation Department, Humboldt State University, the week of July 9-15, 1995 at seven state park sites—Mill Creek Campground, Stout Grove, Jed Smith State Park Campground, Big Tree, Elk Prairie Parkway, Fern Canyon, and Gold Bluffs Beach. Both surveys requested the same information from visitors, distributed similar numbers of questionnaires, and had a nearly identical response rate.

While both surveys found that more than 50 percent of visitors were from the states of California, Oregon, and Washington, the survey of state park sites recorded a significantly higher proportion of visitors from California. Almost half of all foreign visitors to both national and state park sites were from either Germany or Canada. The majority of all visitors surveyed were first time visitors to the parks. The majority of those visitors surveyed at state park sites identified the parks as their primary destination, but only 30 percent of visitors surveyed at national park sites said the parks were their primary destination.

Collectively, two age groups represented more than 50 percent of visitors on both surveys—children 1 - 15 years old and adults 36 - 50 years old. At least 75 percent of all visitors came to the parks in groups of 2 - 4 and about 70 percent of those groups identified themselves as family groups, 14 percent as friends, and 6-10 percent as family and friends. Fifty-nine percent of visitors to national park sites spent less than a day in the parks, while only 28 percent of state park visitors reported less than a one day stay. Forty-eight percent of state park visitors reported stays of two days or longer; only 19 percent of national park site visitors reported stays of that duration. About a quarter of respondents to both surveys said they spent 1 - 2 days in the parks.

Visitation to the parks is highest in the summer months of June, July, and August when the parks receive about 45 percent of their total annual visitation. The autumn months of September, October, and November account for 28 percent of the total; March, April, and May account for 18 percent; and, the winter months of December, January, and February account for only 9 percent of the total annual visitation.

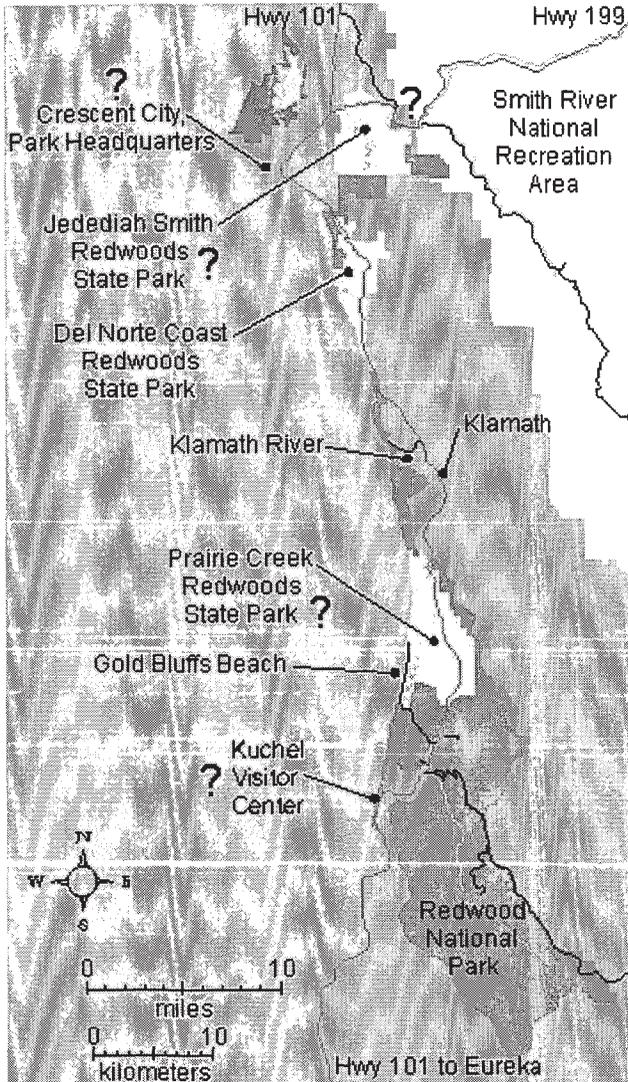
The visitor surveys conducted in 1993 in the national park and 1995 in the state parks asked visitors why they came to the parks. Over 90 percent on both surveys listed "viewing the scenery" as one of the reasons they were visiting the parks. Recreation was listed by 72% of those responding in the state parks, while 41 percent of national park respondents listed recreation as a reason for their visit. "Viewing wildlife" was listed by 63 percent in the state park survey and 47 percent in the national park survey. About one third of respondents to both surveys checked "Learn about history/culture," and 45 percent of those responding to the state parks survey and 30 percent of national park survey respondents checked "Solitude" as one of their reasons for visiting. The category "Other" was an identified reason for visiting the parks by 11 percent of those responding to the national park survey and by 18 percent of those responding to the state park survey.

When asked which activities they had participated in during their visit, "Sightseeing" was listed by about 90 percent of both survey groups. "Walking/hiking less than two hours" was the next most frequently identified activity with about 65 percent of respondents to both surveys listing it as an activity in which they had participated. Other activities and the results of both surveys are listed in the table below:

**Visitor activities, Redwood National and State Parks**

Activity	National Park Sites Survey	State Parks Sites Survey
Wildlife/bird viewing	39%	57%
Picnicking	36%	42%
Beachcombing	34%	48%
Walking/hiking>2 hours	28%	45%
Camping in developed campground	22%	62%
Ranger guided activity	11%	29%
Swimming	11%	22%
Camping-primitive campground	7%	4%
Fishing	5%	10%
Mountain biking	2%	7%
Bike touring	2%	3%
Rafting/kayaking	1%	8%
Surfing	1%	1%
Horseback riding	1%	1%

# CORE INTERPRETIVE PROGRAM



The core interpretive program is the minimum mix of services and facilities necessary to achieve the parks' management objectives and interpretive mission. The core interpretive program meets the requirements of NPS policy by identifying the "...level of interpretation that is core to the mission of the park." This level of programming will meet both National Park Service Government Performance and Results Act goals IIa and IIb—visitors have safe and satisfying visits and visitors understand the significance of the park.

## Orientation, Wayfinding, Activity Planning

### Visitor Centers

- Kuchel Visitor Center/7 days week/Year Round/Hours adjusted seasonally
- Proposed interagency Hiouchi Visitor Center (east of Jedediah Smith Redwoods State Park)/Year Round/Hours adjusted seasonally
- Prairie Creek Visitor Center/Year Round/Hours adjusted seasonally
- Crescent City Information Center/6-7 days week/Year Round/Hours adjusted seasonally

### Waysides

- Orientation Kiosks at Hiouchi, Gasquet Ranger Station, RIC, Crescent City Vista Point, Arcata Welcome Center, Picnic Area at RIC, Lagoon

Creek, Bald Hills Road, Coastal Drive, Elk Meadow, Marshall Pond,  
South Entrance

## Roving

- Lady Bird Johnson Grove
- Big Tree
- Simpson-Reed Grove
- Fern Canyon
- Crescent Beach Overlook
- Enderts Beach
- Klamath Overlook
- Elk Meadow/Davison Road
- Lagoon Creek
- Stout Grove
- 3 CDPR Campgrounds
- Redwood Creek Overlook

## Publications

- Map and Guide
- Visitor Guide
- Site Bulletins
- Park Handbook
- RNSP Fact Sheet
- Web Site
- Junior Ranger Newspaper

- Critical Issue Publications

### Park Information Requests

- Telephone requests
- Written requests
- E-mail requests

## Thematic Interpretation

### Kuchel Visitor Center

- 7 days week/ Year Round/ Hours of operation adjusted seasonally
- Trip-planning and backcountry permits
- Exhibits tied to the Redwood Creek watershed, American Indian cultures tied to the parks, coastal environment, and conservation movement
- RPA sales outlet
- Audio-visual presentations, all themes

### Hiouchi-Jed Smith Visitor Center

- Year Round/Hours and Days of Operation adjusted seasonally.
- Museum exhibits and audiovisual presentations on all themes; emphasis on the geologic story, including vegetation and cultural pathways tied to the Smith River.
- RPA sales outlet

### Prairie Creek Visitor Center

- 7 days week/Year Round/Hours of operation adjusted seasonally.
- Museum exhibits on themes 1, 2, and 6.

- NCRIA sales outlet

### Crescent City Visitor Center

- Year Round/Hours and Days of Operation adjusted seasonally
- Museum exhibits on themes 2, 3, and 5
- RPA sales outlet
- Issue backcountry permits/trip-planning
- South Operations Center
- Staff receptionist desk 5 days per week
- Answer park wide phones and information requests.

### Jed Smith-Stout Grove-Theme One

- Guided walks-5 days a week, Memorial Day to Labor Day (plus weekends in May and September.
- Trailhead wayside

### Jed Smith-Simpson Reed Grove-Theme One

- Guided walks-5 days a week (Thursday-Monday), Memorial Day to Labor Day (plus weekends in May and September.)
- Stationed interpretation-5 days a week
- Trailhead wayside

### Jed Smith State Park Campground-Theme Three

- Interpretive Roving
- Amphitheater programs-6 nights a week, Memorial Day to Labor Day
- Jr. Ranger Programs-1/day; 7 days/week
- Interpretive walks-6 days/week, Memorial Day to Labor Day

### Tall Trees-Theme One

- Requires a permit picked up at the visitor center, provide orientation as part of the permit process.
- Develop a series of trailside interpretive signs.

### Flint Ridge-Theme Two

- Trailhead wayside

### Coastal Trail-Theme Two

- Trailhead wayside
- Trail Guide Publication

### Dolason Prairie Trail-Theme Two

- Trailhead wayside

### Boyes (Elk) Prairie-Theme Two

- Guided walks/Daily/ Memorial Day to Labor Day (plus weekends in May & September.)

### Enderts Beach-Theme Two

- Wayside exhibit on tide pools
- Tide pool Walks-2 per week (depending on the tides)

### Fern Canyon-Theme Two

- Wayside exhibit on Fern Canyon microclimate and wildlife
- Campfire Program at Gold Bluffs amphitheater/ 2 nights a week/Memorial Day to Labor Day.

### Jed Smith Picnic Area-Theme Three

- Wayside exhibit
- Campfire Program at Jed Smith amphitheater/6 nights a week/Memorial Day to Labor Day

### Coastal Drive-Theme Three

- Multiple waysides exhibits

### Lagoon/Wilson Creek-Theme Four

- Wayside exhibits on Yurok and Lagoon Creek history
- Publications for the Yurok and Tolowa stories linked to the area

### Klamath Overlook-Theme Four

- Wayside exhibits on the Yurok and fishing

### Mill Creek Campground-Themes Two & Five

- Campfire program at amphitheater/5 nights a week/Memorial Day to Labor Day
- Jr. Ranger Programs-1/day; 5 days/week

### Elk Meadow-Theme Five

- Roving interpretation/Memorial Day to Labor Day
- Wayside exhibits

### Lyons Ranch-Theme Five

- Trailhead wayside and wayside exhibits
- Publication on Lyons Ranches Historic District

## Prairie Creek State Park Campground-Themes One, Two & Six

- Interpretive Roving
- Campfire program at amphitheater/6 nights a week/Memorial Day to Labor Day
- Jr. Ranger Programs-1/day, 7 days/week
- Trailhead wayside and wayside exhibit

## Gold Bluffs-Theme Five

- Wayside exhibit

## Cathedral Trees (Big Tree)-Theme Six

- Wayside exhibit

## Lost Man Creek-Theme Six

- Trailhead wayside and wayside exhibit

## Lady Bird Johnson Grove-Theme Six

- Brochure
- Trailhead wayside and wayside exhibit

## Redwood Creek Overlook-Theme Six

- Roving interpretation/Memorial Day to Labor Day
- Waysides exhibits

## Newton B. Drury Parkway-Theme Six

- Series of wayside exhibits

## Education Programs-All Themes

- Residential programs; Wolf Creek, 5<sup>th</sup> and 6<sup>th</sup> grades; Howland Hill, 1<sup>st</sup> and 5<sup>th</sup> grades; March-June, September-October
- Classroom programs; November-February
- Summer Science Camps; Wolf Creek; July-August
- Teacher's Guides
- Educational Trunks
- Educational Resource Fact Sheets

## Web Site

- Parks wide orientation and trip-planning/Introduce all themes
- Expanded Resource Management/Restoration section

## Park Handbook

- Introduce all themes

## Park Audio Visual Program

- Introduce all themes

## Community Outreach

- Personal Services programs, once a month in each district, October-April
- Participate in special community events—Del Norte County Fair, Humboldt County Fair, Aleutian Goose Festival, Orick Rodeo, Klamath Salmon Festival, Earth Month, Godwit Days, and Whale Watching

## Personal Services/Position Management

Existing Condition. Staffing levels have increased slightly over the past ten years with some positions being upgraded in 1995 as a result of Ranger Careers and additional permanent and seasonal positions added in 2000 as a result of a national park base increase. Division base budget continues to erode because of the increasing cost of employee benefits and other personnel costs. The 2000 Redwood National and State Parks Business Plan identified funding and staffing shortfalls in all areas of interpretive services.

### Budget and FTE History

Fiscal Year	ONPS Budget	Perm FTE	Perm Number	Seasonal FTE	Seasonal Numbers	Total FTE
1992	454,227	6.50	7	7.72	19	14.22
1993	453,445	5.55	7	8.53	16	14.08
1994	504,156	6.31	6	8.30	18	14.61
1995	523,108	5.73	8	7.95	20	13.68
1996	515,848	7	8	6.70	14	13.70
1997	531,100	6.73	9	7.08	15	13.82
1998	543,014	7.25	10	5.77	14	13.02
1999	552,557	7.3	10	5.2	21	12.5
2000	725,223	9.62	10	7.71	21	17.33
2001	736,801	9.76	10	6.53	19	16.29
2002	754,557	9.57	11	7.01	24	16.58

## Current staff organization

### Chief of Interpretation and Education

GS-025-12/13 Chief of Interpretation and Education

GS-05 – Budget Technician

GS-1710-09 Education Specialist – North District

GS-1710 –09 Education Specialist – South District

1 FTE of seasonal education technicians

### North District Operations

GS-025 - 11 North District Supervisory Park Ranger

GS-025 - 09 Park Ranger/parks wide publications

GS-090-05 Park Guide

3 to 4 FTE of seasonal staff

### South District Operations

GS-025 – 11 South District Supervisory Park Ranger

GS-025-09 Park Ranger

GS-025-09 Park Ranger (Resource liaison)

GS-090-05 Park Guide

GS-090-03 Information Receptionist

3 to 4 FTE of seasonal staff

**Recommendation.** In order to accomplish the Core Interpretive Program these additional positions will be necessary:

- Media Specialist – GS #11
- Education Specialist – GS#11

- 2 STF GS 5/7 Education Technicians
- 1 GS-9 Park Ranger (North District) (VIP Coordination)
- 1 GS-5 Park Guide (South District)
- Part-time librarian
- 1 STF custodial worker to support the Wolf Creek Education Center operation

### Park Entry

**Existing Condition.** The entry experience at Redwood National and State Parks differs significantly from that of most other large western national parks. The parks are not an isolated area with one or two gated entrance stations; visitors enter the parks on busy regional commercial highways. As visitors travel through the parks on U.S. Highway 101, they drive in and out of the parks creating several entry and exit experiences. This can leave the visitor confused about the parks' boundaries, its resources, rules and regulations, and visitor use opportunities. Even the name "Redwood National and State Parks" is unusual and needs explanation. Good orientation early in the parks visit is critical for visitors to use the parks efficiently and have satisfying experiences with minimal impact on parks resources.



The majority of Redwood National and State Parks' visitors initially enter the parks at one of three places. Visitors traveling west on U.S. Highway 199 enter the parks at Hiouchi. Visitors traveling south on U.S. Highway 101 enter the parks just south of Crescent City. Visitors traveling north on U.S. Highway 101 enter the parks just south of Orick. None of these entry points provides a safe, scenic area where visitors can park, get a souvenir photo of themselves and the park entrance sign, and receive basic orientation to the parks and parks destinations.

As visitors travel through the parks, many destinations are poorly and inconsistently signed. Orientation kiosks are provided outside the major visitor contact/information centers, but generally not at other popular destinations throughout the parks. The parks' map and guide is available only at the visitor contact/information centers.

### Recommendations

- Implement the proposal to relocate the entrance sign on Highway 101 at the south end of the parks from its current location to a highway pullout about 100 yards south of the current location. This new pullout will provide a safe, fully accessible opportunity for visitors to receive initial

parks orientation, to hike to a scenic overlook of Freshwater Lagoon and the Pacific Ocean, and to produce a photo memento of themselves and the parks' entrance sign against a scenic backdrop.

- Implement the parks wide sign plan to provide consistent and appropriate directional and destination identification signs.
- Implement the parks wide wayside proposal that includes provision for adding orientation kiosks at most major parks destinations including Redwood Creek Picnic area, Bald Hills Road, Coastal Drive, Elk Meadow, and the South Entrance area. These kiosks will generally have a panel that provides an introduction to "Redwood National and State Parks," a map panel that displays the entire park and identifies viewer's current location, and a bulletin case for current activity planning information and general rules and regulations.
- Maintain orientation kiosks currently installed at State Route 199 rest stop, Hiouchi Information Center, Crescent City Information Center, Crescent City Vista Point, Lagoon Creek, and Kuchel Visitor Center.
- Install brochure boxes at selected kiosks to dispense the parks' map and guide.
- Update the parks' map and guide brochure to reflect the current park interpretive themes and current management of the parks.

## Visitor Contact/Information Centers

Limited by their lack of space to provide both in-depth interpretation and orientation, the primary role of the staffed information centers is to acquaint visitors with the variety and quality of the experiences available at Redwood National and State Parks. In accomplishing this, visitors are introduced to the many resources that support the parks' primary interpretive themes. In-depth interpretation of these themes will occur, whenever possible, at parks sites where resources and interpretation can be combined into an enhanced visitor experience. In the future, a mixture of exhibits, audiovisual media, publications, and personal services will be used to more efficiently do what personal services and publications must do now.

## Hiouchi Information Center

**Existing Condition.** Hiouchi Information Center is located on the north side of U.S. Highway 199 near the entrance to Jedediah Smith Redwoods State Park. The building, which was a local restaurant before being acquired by the national park, has undergone a major fire and reconstruction. An attached auditorium is a recent addition built by the park. The reception area is small with room for two interpretive exhibits, an information desk, and small book sales area. The auditorium space is a large rectangular room equipped with an audiovisual booth, a small raised stage, spotlights for the stage, track lights along the sides of the room, and loose stackable chairs for seating. There has not been an audiovisual presentation developed for the auditorium. The current configuration and use of the space are totally inadequate to address visitor orientation and information needs at this northern entrance to the parks. The visitor is almost entirely dependent on the staffed information desk for information.



## Recommendations

- The Hiouchi Information Center will continue to be used as a visitor contact station until the new joint-agency visitor center is constructed. The hours of opening will continue to be adjusted seasonally to meet visitor demand and available staffing.
- The interpretive staff will use the auditorium space as an interpretive laboratory to evaluate prototype exhibits—developed in-house, on various park themes to gather data on visitors' base-line knowledge of those themes and how successful various exhibit approaches are at delivering those messages to REDW audiences.

## Crescent City

**Existing Condition.** Located in the parks' headquarters facility, the contact station here is the smallest of the parks' visitor information centers. The visitor is entirely dependent on the staffed information desk; there are no exhibits or other orientation media. The floor space of the small single-room facility is entirely taken up by the cooperating association sales area. Even without the sales area, this small, mostly glass-walled space provides little opportunity for orientation exhibits. The adjacent courtyard has a 3-panel interpretive kiosk at

its center. The kiosk is visible from the street and attracts pedestrians from “K” Street. Plantings in the courtyard represent native beach vegetation. There are also two Crescent City wayside panels.

## Recommendations

- Expand the visitor information center by enclosing the adjacent covered patio/breezeway. This will more than double the size of the center—1,400 square feet total. Design and install appropriate interior exhibits, new information counter, and office space.
- Link expanded exhibit/information center space with planned RPA addition for a sales area/warehouse/conference room on the southwest side of the property. Create an experience that links the indoor exhibits to the outdoor plaza and RPA addition.
- Store main park brochure supplies off-site at the Crescent Beach Education Center publication storage facility.

## Thomas H. Kuchel Visitor Center

**Existing Condition.** Located just inside the parks' southern boundary, this is the largest and most heavily used of the parks' information centers. Because it is located in a coastal high hazard zone, the recently completed General Management Plan calls for this facility's removal when a primary visitor center

is constructed in the southern end of the park. Planning, funding, and construction of a new visitor center will take years and until then the Kuchel Visitor Center will function as the parks' southern visitor and interpretive services facility.



The building was designed in the early 1980s to be a visitor information center and has a large adjacent parking area. Set with the Pacific Ocean as a background, the attractive, expansive exterior belies the fact that there are only about 2,200 square feet of space in

the interior for the visitor contact station. This space is broken into two areas separated by an entry vestibule that is also a pass through from the parking lot to the beach.

The main reception area was upgraded in April of 1998. New carpet, interior lighting, RPA sales fixtures, information desk and chamber of commerce area were installed as part of a Phase I redesign. Funding to implement the exhibit portion (Phase II) of the redesign was received in 2002 through the 20 percent Fee Demonstration program and onsite planning was begun in April 2001 through Indefinite Quantity Exhibit contractor Daniel Quan and Associates.

Directly across the entry vestibule is the much smaller multi-purpose room. This room has windows on the south and west walls. In the southwest corner there is a large video monitor on the east wall. The room has seating for 20-25 visitors. The video monitor is controlled from the information desk and visitors have the option of several videos they can view. The room is a very poor space for audiovisual program presentation. The monitor is set against the glare of the windows, and noise and movement from visitors going in and out the entry vestibule is very distracting. Plans for maintaining this as an audio-visual room but improving the room configuration and adding a sound barrier will be considered in the Phase II interior exhibit plan.

The Kuchel Visitor Center's setting—adjacent to the Pacific Ocean and the mouth of Redwood Creek—makes it an important interpretive resource as well as a park orientation site. The short boardwalk trail out to Redwood Creek wetlands area will be expanded to take visitors through the dune habitat to the ocean and back to the rear deck of the Visitor Center. Wayside exhibits will explain the important roles both the ocean and Redwood Creek play in the redwood environment, discuss anadromous fish, identify some of the flora and fauna found in these two habitats, and discuss the uses and importance of the area to the Yurok people. The nascent American Indian cultural program will be encouraged, and the surrounding area will be a prime location for these activities. Reestablishment of a traditional Yurok fish camp near the mouth of Redwood Creek is an example of activities that would greatly enrich visitors while providing opportunities for the continuance of traditional life ways.

## Recommendations.

- Reduce RPA bookstore area to accommodate additional interpretive exhibits.
- Complete design and install new interior exhibits based on exhibit plan.
- Complete modifications to front deck as indicated in the exhibit plan and install exterior exhibits.
- Complete wayside exhibits planned for the visitor center complex and install at the wetland trail and visitor center exterior.

- Construct interpretive trail from the visitor center to Redwood Creek Picnic Area as indicated in draft RNSP Trail Plan
- Modify and weatherize the wood storage area for year round storage.

## Prairie Creek Redwoods State Park Visitor Center

**Existing Condition.** Built in the 1930s by the Civilian Conservation Corps, the Elk Prairie Visitor Center provides Prairie Creek Redwoods State Park visitors an introduction to the state park's natural history, orientation to its facilities, activity planning information, trails information, and access to the old-growth forest. The visitor center is located in an old-growth redwood



grove adjacent to Elk Prairie and the 75-site Elk Prairie Campground, and central to several park trails. The rustic redwood building is divided into three public spaces: the porch, bookstore, and museum.

On the porch, a large bulletin case provides visitors orientation information, activity schedules, and trail and safety information. The museum's wood and stone construction and central stone fireplace give it a warm and intimate ambiance. The museum contains a series of introductory interpretive exhibits on elk, ferns, salmon, redwoods, other

redwood forest animals, and the cultural history of the area.

Elk Prairie Visitor Center presents a wonderful opportunity to provide comprehensive interpretation of the ancient redwood forest environment in a facility which is surrounded by the habitat it interprets and is close to a system of trails that allow visitors to immediately use their newly acquired knowledge to enhance their experience. Unfortunately the facility's current size is too small to accommodate more than the introductory exhibits now in place or large numbers of visitors, and its location in an ancient redwood grove makes it difficult to enlarge the facility without impacting the grove of ancient redwoods.

This visitor center will continue to provide interpretation of and orientation to the resources of Prairie Creek Redwoods State Park—Elk Prairie, Roosevelt elk, Prairie Creek, Gold Bluffs Beach, Fern Canyon, and old growth redwoods—mainly to the campground audience who will have the time and opportunity to combine information from the visitor center with wayside

exhibits on the trails, interpretive presentations in the campground amphitheater, and of course their own experiences. The visitor center exhibits have undergone rehabilitation, but the rehabbed exhibits are text heavy, the text is in a very small font size and difficult to read, and the exhibits are poorly lighted making them even more difficult to read.

## Recommendations

Update the current exhibits to make them more accessible and engaging—using larger font sizes, less text, and adding more dimensional elements.

The natural history specimens need better maintenance and curation which may be accomplished through participation in the National Park Service exhibit cyclic program.

Install exhibits as indicated in Phase II wayside plan.

Replace the screen in the amphitheater. Upgrade current speakers with outdoor weatherproof speakers. Upgrade the electronics in the projection booth to better perform in the damp environment. Add computer capabilities to allow computer-generated programs to be shown.

## Jedediah Smith Redwoods State Park Visitor Center

The visitor center is located in the center of Jedediah Smith Campground in an old growth redwood grove. It provides orientation and interpretation of Jedediah Smith Redwoods State Park resources to those visitors using the campground. The building is divided into two public spaces—a small reception/sales area and a long narrow exhibit space. The exhibits introduce visitors to: animals found in a redwood grove, animals found along and in the Smith River, the relative height of redwoods to other tall trees, and how to protect the redwoods. These exhibits provide the campers staying here with information which will enhance their experience of the things they are likely to encounter during their stay in the campground.



The visitor center's current location within the ancient redwoods grove offers little opportunity to expand the exhibit or orientation space to provide more than introductory information about park resources. The park's General Management Plan calls for this facility to be consolidated with the NPS

Hiouchi Information Center in a new nearby visitor center (see Hiouchi Information Center section).

## Recommendations

- Maintain, clean, and update current exhibits.
- Provide adequate curation/conservation to natural history exhibits.
- Implement the GMP proposal to move interpretation to a new Hiouchi facility and use current location to provide campground services.
- Remove the three wayside exhibit panels in front of the current visitor center.
- Consider installing park orientation kiosk at the visitor center.
- Develop a wayside on Jedediah Smith.

## Redwood National and State Parks Interpretive Center

The role of the parks' visitor facilities is to expand the visitors' awareness of the parks' diverse resources, and enhance the visitor's ability to access resource and activity sites. Detailed interpretation of significant resources will occur (using a variety of media such as personal services, wayside exhibits, publications, etc.) at the visitor's point of contact with that resource to provide an enriched experience sensitive to resource values. While this strategy works very well for individual resources and elements of the parks' primary interpretive stories, it works less well at bringing these elements together in a manner that will allow visitors to comprehend the overarching processes involved. Some of the parks' more complex interpretive themes will require visitors to experience several resources in different locations to be able to understand the concept. Many of the details of the workings of the natural systems in the redwood environment are invisible to the untrained eye, require special equipment to perceive, or happen over a time frame, which is unavailable to most visitors.

To adequately fulfill the parks' interpretive mission, the parks will provide an interpretive center in the Hiouchi Area of the parks to:

- interpret the natural systems which define the redwood environment—geology, hydrology, climate, plant and animal associations
- bring the human cultural story together in one place, where visitors can appreciate the continuum of the area's cultural heritage

- introduce visitors to the critical role science plays in the parks' management and rehabilitation of park resources.

It is important that this facility be located close to a variety of resources where the knowledge gained from the center's interpretive media can be quickly and directly applied to the visitor's experience with resources. Indoor and outdoor spaces will be designed to work in concert with each other. A number of hiking trails and driving tours will originate here.

The interior exhibits will be visually engaging and incorporate dynamic elements to illustrate interpretive concepts with a minimum of text. By keeping the text to a minimum and making the exhibits participatory, visitors will be able to grasp many of the basic elements of the interpretation even if they cannot read English. The science-center feel of the center will engage the visitor in active learning directly related to the on-going scientific research at the parks. To maintain their validity, exhibits devoted to scientific research will be designed so that they can be easily updated. The exhibits will incorporate many of the images and data already extant in the parks' resource management files. Whenever feasible, cultural exhibits will use artifacts (or reproductions) from the parks' collection to provide tangible connections to the culture being interpreted.

The center will have a dedicated auditorium theater space designed to the highest audiovisual standards. The auditorium will have seating for 100 and will show a 10-15 minute audiovisual presentation. The presentation will be a provocative orientation piece that will pull together the major park interpretive stories. The heart of the program will be a short history of the redwood preservation story, but the ultimate goal will be to inspire visitors to experience the redwood environment themselves. This audiovisual presentation will also be used as an outreach piece for schools and other organizations.

Although the center will be an enjoyable place to visit and a park destination, it will not be designed as surrogate park experience. The goal of the interpretation here will be to enhance the visitor's experience, understanding, and appreciation of park resources.

## Wayside Exhibits

**Existing Condition.** Wayside exhibits play an important role in providing interpretation, orientation, and safety information to the visitors of Redwood National and State Parks. The park is large and resources are dispersed. The public has good access to park resources because of the number of highways

and roads and the extensive trail system. It is important that interpretive messages be available when there is an opportunity to enhance the visitor's experience of park resources and to make the visitor aware of how resources can be impacted by their actions or the actions of others. Redwood National Park has implemented a parks wide wayside exhibit plan of 25 wayside panels. The parks' is in the process of implementing Phase II of the Wayside Plan, which includes 71 panels. This plan now needs to be amended to reflect the needs of Redwood National and State Parks and bring a consistent look and voice to the interpretation of the parks' interpretive themes.

## Recommendations

- Implement the REDW wayside proposal—all phases.
- Secure funding to make major site improvements as documented by site plans and costs estimates by the PW region landscape architect at Douglas Memorial Bridge, Bald Hills Entrance Road, Redwood Creek Picnic Area, and the Newton B. Drury /Coastal Drive intersection, to install wayside exhibits in safe, accessible, and aesthetically pleasing locations.
- Secure funding for the planning, design, and installation Tall Trees Trail interpretive signs.

## Howland Hill Outdoor School

## Wolf Creek Education Center



**Existing Condition.** For a generation these two schools have brought resource education programs to local and regional school students. The schools present curriculum-based programs designed to point out the value and significance of park resources and to help students develop an environmental ethic. Both schools are set up to provide the children with an opportunity to spend the night in the parks' resources, but each school offers a different experience. The Howland Hill Outdoor School is more rustic with solar electricity, no phone service, and

limited water supplies. The Wolf Creek Education Center lodge was completed in 1997 and is a modern facility with kitchen, dining facilities, modern restrooms, and showers. Both programs are used heavily during the fall and spring seasons—each school has more requests for programs than it can accommodate.

In addition to their resource education function, the schools have become an essential link to the larger communities of which the parks are a part. Parents, who have had their initial parks experiences here, now send their children, so both generations have these schools as part of their childhood memories. The schools help foster community support for the parks and promote public understanding and acceptance of the parks' policies and programs. This kind of service is expensive in both staff time and facility maintenance, but is considered part of the core function for the interpretive and education division in the parks.

## Recommendations

- Implement the Education Strategy.
- Upgrade the Wolf Creek facilities for year round use.
- Upgrade cabins at Wolf Creek.
- Increase staffing at both Wolf Creek and Howland Hill outdoor schools.
- Fully implement the Del Norte County Outdoor Education Matrix.
- Complete education trunks.
- Develop trailer pads for VIP camp hosts.
- Strengthen the relationship with Humboldt State University in establishing a student internship program at Wolf Creek.
- Continue to lease the Wolf Creek facility to external groups during the summer including the Oregon Museum of Science and Industry for their summer science camp program.
- Evaluate and increase the fee structure for use of the facilities by schools and outside groups as needed to support the operations.
- Seek base funding to support the custodial/maintenance needs of Wolf Creek Education Center and to support the staffing needs of the overall education program.

## Other Interpretive and Education Recommendations.

### Simpson-Reed Grove

- Install trailhead panel and remove interpretive trail signs

### Crescent Beach Education Center

- Winterize publication storage area in current garage.
- Maintain reference library at this facility
- Maintain central AV depot at this location and an accurate inventory. Establish standards for parks wide equipment maintenance and check-in/check-out
- Slide File - Continue to scan and archive on cd-rom or DVD. Maintain and update slide files. Complete parks wide slide database
- Evaluate office/space needs for North District staff at this facility

### Elk Prairie

- Reduce the number of wayside panels on elk
- Make the site accessible
- Include wildlife safety messages on the panels
- Revise the panels—both themes and text.

### Elk Meadow Day Use Area

- Implement balance of site plan that includes wayside exhibits.

### South Operation Center

- Maintain south district slide file in conjunction with main park slide file.
- Maintain south district reference library in conjunction with main park library.

- Maintain south district audio-visual depot through main park audio-visual depot.
- Maintain south district publication storage through main park publication inventory.

## Publications

- Develop “Scope of Sales”
- Use Scope of Sales to identify gaps in the publication program
- Revise and reprint “Living in the Well Ordered World” in conjunction with the Yurok Tribe
- Develop a guide to roadside geology in the park, include suggested auto tour route
- Develop a publication on the Lyon’s Ranches Historical District
- Prioritize and develop additional publication newspapers on critical resource issues

## Website

- Maintain and expand. Include more inter-active elements tied to park themes
- Maintain Interpretation and Education Intranet site

## **PARTNERSHIPS**

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The National Park Service is committed to leveraging out its resources and productive capacity through the use of partnering with allied groups to accomplish the NPS mission and as a way to diversify and strengthen NPS ties with those allied groups. Interpretive partnerships can play a key role in the delivery of essential programs and can also provide opportunities for enhanced interpretive products and services. Listed below are current and potential partners for interpretation at RNSP.

### **North Coast Redwood Interpretive Association**

**Mission:** To perpetuate the natural and cultural resources in the region and educate and inspire the public through those resources.

#### **Assets:**

- Staffing assistance
- Operational funding and position funding
- Ability to do special projects/events for interpretation.
- Provide interpretive material through sales to the public
- Assist with funding interpretive publications
- Ability to lobby legislature
- Grant writing

#### **Benefits from RNSP:**

- Sales space/office space
- Staffing assistance
- Expertise in interpretive material
- The resource/the park
- Assist in promoting events

- Inspiration and encouragement

#### Synergy:

- Missions are compatible; more efficiently meeting our goals.

#### Potential Concerns:

- Business practices; decisions can be driven by the profit motive
- Spending priorities

## **Redwood Park Association**

**Mission:** To assist the agency's interpretation research and preservation.

#### Assets:

- Staffing assistance
- Advocate but no federal lobbying
- Field seminars
- Manage fees for outdoor schools
- Obtain special grants
- Expertise in the publishing industry
- Funding
- Interpretive sales materials
- Publications-development
- Special events
- Expertise of board of directors-conduit to the community
- Memberships
- Can go outside regular governmental processes

- Grant support

#### Benefits from RNSP:

- Sales space/office space
- Staff assistance in sales
- Expertise in interpretive materials
- The resource/the park
- Assist in promoting events
- Inspiration/encouragement
- Staff assistance for special events

#### Synergy:

- Missions are compatible; more efficiently meeting our goals.

#### Potential Concerns:

- Business practices; decisions can be driven by the profit motive
- Spending priorities
- As each partner grows there is potential competition for resources

## **Redwood Economic Development Institute**

**Mission:** Provide economic opportunity, educate and celebrate the natural/cultural assets of Del Norte County.

#### Assets:

- Support eco-tourism events that attract new visitors
- Expand contact with special groups (birders)
- Encourage and creates more local participation

- Lead park special activity, park has a minority role
- Economic development linked to park visitation
- Extending park experience by providing other nature/cultural experiences that the park can not provide
- Extend the season for the park by bringing people in during the shoulder season
- Have their own fund raising mechanisms
- Morale booster for park staff
- Benefits from RNSP
- Provides staffing/leaders for excursion
- Logistics/venue
- Equipment
- Interpretive media
- The park resource
- Facilities
- Promotion
- Design assistance

#### Synergy:

- Special events without partnership wouldn't happen or be as successful.
- Each group gains more respect for the other
- Diversity of contacts- Public/Private-blending

#### Potential Concerns:

- Balancing what the park staff can provide vs. needs

- Parks personnel changes may affect support for the future program

## **Yurok Tribe**

**Mission:** To perpetuate Yurok people, their culture, and their sovereign territory

### **Assets:**

- Knowledge of place, cultural, and oral traditions
- Historical perspective
- Traditional ecological knowledge
- Direct connection to cultural materials
- Organized
- Politically astute
- Government to Government relationship
- Labor and expertise
- Employees at the park
- Active resource management program
- Potential funding source
- Cultural demonstrators
- Visitor interest/motivation
- Special events

### **Benefits from RNSP:**

- Resources/preserved for the public and the tribe
- Potential herbicide free basket material
- Preserving/maintaining traditional landscapes

- Expertise in the development of interpretive media
- Opportunity for attracting nature-based visitation
- Venue for telling their story
- Help make the public aware of the Yurok
- Respect Government to Government relationship

### Synergy

- Common interest in preservation and interpretation
- Better understanding of each other that contributes to our common goals
- Opportunity to provide park infrastructure with benefits accruing to both parties

### Potential Concerns:

- Conflicts over land/resource use
- Land claims
- Conflict over management objectives and regulations
- Cultural differences
- How and who to interpret the Yurok culture
- Visitor safety conflicts
- Skepticism of agreements because of turnover in park personnel
- Conflicting objectives for the parks
- Perception of ownership of cultural properties differs
- Mistrust of government

# Save the Redwoods League

Mission: Save Redwoods

## Assets:

- Funding
- Name recognition
- Conservation history
- Ability to lobby-use their assets for leverage
- Membership
- Ties with both agencies-their former directors, etc.
- Source for grants
- Expertise
- Interpretive materials/publications
- Historic photos/archives
- Park land acquisition

## Benefits from RNSP:

- Manage the lands
- Provide public relations conduit on cultural issues and information
- Assist visitors in finding memorial groves
- Interpret their efforts
- Park used for fund raising
- Provide expertise-resource management, interpretation
- Enthusiasm for their mission

### Synergy:

- Missions compatible-more efficiently meeting our joint goals
- Together we reach a larger audience/supporters
- Together we can acquire and manage more land

### Potential Concerns:

- They are powerful—lots of political clout

## DeMartin Youth Hostel

**Mission:** International hostel organization. Provide overnight accommodations and promote cultural and historical environment.

### Assets:

- Youth hostel organization
- Host international visitors
- Promote the park
- Provide low cost housing/lodging within the park
- Provide interpretation, information, and sales items
- Help with preservation of Historical Structure
- Provide income to the park
- Potential park retreat location

### Benefits from RNSP:

- House
- Visitors to historical house
- Provide maintenance

- Provide them with informational material for distribution
- Provide consultation for needs/issues/concerns

### Synergy:

- Share visitors
- Assist with shared events; staffing help

### Potential Concerns:

- Transportation from house to resources
- Limited by facilities-can't expand
- Visitor safety concerns- crossing highway
- Archeological impacts
- Cultural sensitivity

## RNSP

**Mission:** CDPR- Acquire, preserve, protect, interpret, significant lands of statewide importance in perpetuity.

NPS- Preserve and protect lands and resources and provide for enjoyment for the enjoyment of those resources by present and future generations.

### Assets:

#### CDPR

- Old-growth redwoods- other natural resources
- Staff and expertise
- Facilities/developed campgrounds, Visitor Centers
- Historic-the parks date from the 1920's
- Established trail system

- State government abilities
- Funding
- Public recognition of state system
- Relationship with Save-the-Redwoods League
- Political constituency
- Grass roots support of parks
- Redwood conservation movement

#### NPS

- Facilities—information centers, trails
- Staffing
- Money
- Expertise
- National and global perspective-World Heritage designation
- Research programs
- Connection to NPS system
- Old-growth redwoods
- Resources- natural and cultural
- Success story of conservation movement
- Two Outdoor schools
- Unprecedented restoration efforts
- Resource Management program-T&E monitoring and inventory, prescribed burns
- Access to national resources (i.e. Harpers Ferry Center, Denver Service Center)

- History of NPS

Benefits are derived from Assets.

Synergy:

- More complete, effective program, operational efficiencies
- Partnership- Public perception-model for public
- Reduce duplication of effort
- Combined assets
- Increased understanding, awareness of parks
- More ways to get job done-more creative opportunities
- Interpret larger North Coast area more effectively
- Leverage for grants
- Leverage for better protection efforts, e.g. Cushing Creek.
- Biosphere Reserve

Potential Concerns:

- Historic patterns, agency cultures ingrained-needs fine tuning in partnership
- Maintaining individual identities of the state parks
- Public confusion of partnership
- How to implement "messaging" efforts and graphic identity
- Discrepancy in salaries
- Employment rules/hiring practice are different
- Public fees and discounts are different
- Fiscal years different

- Visitors have different expectations at state vs. national parks
- Different programs and services offered
- Administration changes could impact the partnership
- Exclusion of Tolowa Dunes from the partnership
- Ranger to Ranger-job descriptions
- Union issues

## Potential Partners:

### Smith River NRA

- Publications
- Public relations
- Promotions
- Lands and river management
- Trail systems connections
- Information on area resources
- Interpretation
- Purchasing
- Staffing and expertise
- Fire program
- Administration-collaboration
- Facilities: joint Hiouchi Information Center
- Day-use fees/passes

## Local Governments

- Space for off-site programs
- Promotion/marketing and co-sponsorship
- Visitors Bureau/Welcome Center
- Historic societies-resources, artifacts, archival
- Interpretive media-signs, publications, handouts
- Economic development
- City and county parks and resources
- Co-operative trail system-linkage
- Local Chamber of Commerce
- Moral, political support
- Law enforcement support

## Elementary and Secondary Schools

- Teachers assisting with on-site education programs
- Development of curriculum
- Serve as advisors
- Means to reach youth, build local constituency; build values
- Increase community understanding and appreciation of park resources through kids
- Provide training to RNSP staff and vice versa
- Pool for volunteers, service related programs
- Communication with their peers
- Reach both common and separate goals

- Target under-represented audience
- State wide and national audience
- Career opportunities

### Universities and Colleges

- Teacher training and in-service programs
- Internships and special projects, research
- School of Natural Resources- communications media, collections, archival research potential
- Faculty expertise
- Training to RNSP staff
- Facilities and work force
- Collaboration on seminars, symposiums, elder hostel

### Rancherias

- Cultural resources
- Financial support
- Review of interpretative materials
- Facilities
- Staff
- Resource projects
- Programs (interpretation)

### Conservation Groups (historic, Rail Authority, environmental)

- Network of preservation-minded organizations
- Shared special events-co-sponsorship

- Interpretative media resources
- Promotion, shared information
- Strength in combined efforts
- Better understanding of missions
- Source for field seminar leader, speakers
- Help with special events
- Bridge to other national organizations

### Local Merchants and Businesses

- Provide and distribute information on RNSP programs, events
- Provide information to visitors before they arrive
- More eco-tourism opportunities and experience
- Shared expertise- business practices and entrepreneurial spirit
- Sponsorship and promotion
- Off-site locations for interpretive media

### Other State and National Parks

- "Big Tree Club"
- Shared primary interpretive themes and sharing interpretive resources (e.g. graphics)
- network of contacts
- broader range of information base, shared research
- collaboration on larger efforts (e.g. learning center)

## APPENDIX A

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### RESOURCE-BASED INTERPRETIVE OPPORTUNITIES

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The interpretive staff and other stakeholders at Redwood National and State Parks identified the primary park resource sites that provide interpretive opportunities, i.e., sites that are accessible to visitors and have resources that support the park's primary interpretive themes. The best resource sites/interpretive opportunity for each interpretive theme were identified.

The six primary interpretive themes are:

1. The ancient coast redwood ecosystem preserved in Redwood National and State Parks protects some of the world's most majestic forests and is home to an interrelated biotic community. The coast redwood, a species that has produced some of the world's tallest individual trees, is well adapted to the environmental conditions of its range.
2. The mosaic of habitats within Redwood National and State Parks, which includes ancient forest, freshwater streams, prairies, oak woodlands, and coastal and near-shore marine environments, provides increasingly important refugia for a number of rare and endangered species.
3. Steep, highly erodible landscapes and frequent earthquakes are all related to local geologic forces generated near the junction of the three tectonic plates of the earth's crust that underlie the region.
4. The Yurok, Tolowa, and Chilula Indians historically controlled lands now included in Redwood National and State Parks. The Chilula Indians were later assimilated into the inland Hupa culture, east of the parks. The diverse traditional life ways of these indigenous groups continue today.
5. Attracted by the diverse natural resources of the northern California coast, residents developed a number of industries including mining, farming, ranching, fishing, and logging.
6. Redwood National and State Parks preserve the living legacy of 19th and 20th century conservation efforts, which helped spur a worldwide environmental movement and set aside diminishing redwood forests as parks that now provide a testing ground for cooperative management and large scale restoration of severely impacted forest lands.

Resource-based Interpretive Opportunities.

RESOURCE/LOCATION	RANGE OF THEMES SUPPORTED BY RESOURCE/LOCATION	THEME BEST SUPPORTED BY RESOURCE/LOCATION
Ah-Pah Trail	Themes 1,4,5,6	Theme 6
Bald Hills Road	Themes 1,2,3,4,5,6	Theme 5
Bicycle-Jogging Trail/Ossagon	Themes 1,2,3,4,5,6	Theme 2
Big Tree Wayside	Themes 1,6	Theme 1
Boy Scout Tree Trail	Themes 1,2	Theme 1
Boyes Prairie	Themes 1,2,3,4,5,6	Theme 2
Brown Creek	Themes 1,2,3,6	Theme 2
Cal-Barrel Road	Themes 1,5,6	Theme 1
Camp Lincoln	Themes 1,5,6	Theme 5
Cathedral Trees	Themes 1,2,5,6	Theme 1
Coastal Drive	Themes 1,2,3,4,5,6	Theme 3
Coastal Trail	Themes 1,2,6	Theme 2
Coyote Creek	Themes 2,3,4,5,6	Theme 4
Crescent Beach	Themes 2,3,4,5	Theme 2
Damnation Creek Trail	Themes 1,2,3,4,6	Theme 2
Davison Prairie	Themes 1,2,5,6	Theme 5
DeMartin House/Hostel	Themes 2,4,5	Theme 5
Dolason Prairie	Themes 2,4,5	Theme 2
Elk Meadow Day Use Area	Themes 1,2,3,5,6	Theme 5

RESOURCE/LOCATION	RANGE OF THEMES SUPPORTED BY RESOURCE/LOCATION	THEME BEST SUPPORTED BY RESOURCE/LOCATION
Espa Lagoon	Themes 2,4,5	Theme 4
Fern Canyon	Themes 1,2,3,4,5,6	Theme 3
Fish Hatchery	Themes 1,5	Theme 5
Flint Ridge	Themes 1,2,3,4,5	Theme 2
Freshwater Lagoon and Spit	Themes 2,3,4,5	Theme 2
Gains Prairie	Themes 1,2,3,4,5,6	Theme 4
Gold Bluffs	Themes 1,2,3,4,5,6	Theme 5
High Bluff	Themes 2,3,4	Theme 3
Howland Hill Outdoor School	Themes 2,3,5	Theme 5
Howland Hill Road	Themes 1,2,3,5,6	Theme 2
Jed Smith- Campground	Themes 1,2,3,5,6	Theme 6
Jed Smith- Picnic Area	Themes 1,2,3,4,5,6	Theme 3
Klamath Estuary	Themes 1,2,3,4,5,6	Theme 2
Klamath Overlook	Themes 1,2,3,4,5,6	Theme 4
Lady Bird Johnson Grove	Themes 1,2,3,5,6	Theme 6
Lagoon Creek/Wilson Creek	Themes 2,3,4,5	Theme 4
Little Bald Hills	Themes 1,2,3,5,6	Theme 2
Lost Man Creek	Themes 1,2,3,5,6	Theme 6
Lyons Ranch	Themes 2,3,4,5,6	Theme 5

RESOURCE/LOCATION	RANGE OF THEMES SUPPORTED BY RESOURCE/LOCATION	THEME BEST SUPPORTED BY RESOURCE/ LOCATION
Mill Creek	Themes 2,3,5,6	Theme 2
Myrtle Creek	Themes 2,3,5	Theme 2
Newton B. Drury Parkway	Themes 1,2,3,4,5,6	Theme 6
Nickerson Ranch	Themes 1,2,3	Theme 1
North Bank Area	Themes 1,2,3,5,6	Theme 3
Prairie Creek Nature Trail	Themes 1,2,3,5,6	Theme 2
Radar Site	Themes 5	Theme 5
Redwood Creek Estuary and Beach	Themes 2,3,4,5,6	Theme 2
Redwood Creek Overlook	Themes 1,2,3,5,6	Theme 6
Redwood Creek Trail	Themes 1,2,3,4,5,6	Theme 6
School House Peak	Themes 2,3,4,5	Theme 2
Simpson-Reed Grove	Themes 1,2,3,6	Theme 1
Skunk Cabbage	Themes 1,2,3,4,6	Theme 6
Stout Grove	Themes 1,2,3,4,5,6	Theme 1
Tall Trees Grove	Themes 1,2,3,4,5,6	Theme 1
Trestle Loop/Hobbs Wall	Themes 2,3,5	Theme 5
Walker Road	Themes 1,2,3,6	Theme 6
Wolf Creek Outdoor School	Themes 1,2,3,4,5,6	Theme 5

## Interpretation of Primary Themes at Primary Sites

Location	Theme #	Often Visited Site	Personal Services	Interpretive Media
Stout Grove	#1	Yes	Yes	No (P)
Cathedral Trees	#1	Yes	No	No (P)
Tall Trees	#1	Yes	Walk	No
Simpson-Reed Grove	#1	Yes	No	No (P)
Flint Ridge	#2	Yes	No	No (P)
Coastal Trail	#2	Yes	No	No (P)
Dolason Prairie	#2	No	No	No (P)
Boyes Prairie	#2	Yes	Yes	Yes
Enderts Beach	#3	Yes	Tide pool Walks	Wayside
Fern Canyon	#3	Yes	No	Brochure
Jed Smith Picnic Area	#3	Yes	No	No
Coastal Drive	#3	Yes	No	No (P)
Lagoon/Wilson Creek	#4	Yes	No	No (P)
Klamath Overlook	#4	Yes	No	Yes
Gann's Prairie	#4	No	No	No
Elk Meadow	#5	No	No	No (P)
Lyons Ranch	#5	No	No	No (P)
Gold Bluff	#5	Yes	Campfire Program	No (P)
Davison Ranch	#5	Yes	No	No
Lost Man Creek	#6	No	No	Plaque (P)

Location	Theme #	Often Visited Site	Personal Services	Interpretive Media
Lady Bird Johnson	#6	Yes	Yes	Yes
Redwood Creek Overlook	#6	Yes	No	Yes
Newton B. Drury Pkway	#6	Yes	Yes	Yes

(P) Proposed as part of Phase II wayside exhibit plan

## APPENDIX B

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### EDUCATION STRATEGY

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The goal of the Redwood National and State Parks, “Parks as Classrooms” education program is to provide a broad spectrum of diverse educational opportunities to students within the parks’ local, national, and global communities. These educational experiences should foster an intellectual and emotional connection to the redwood ecosystems, and the history of human interaction within these systems, that is grounded in science, guided by park stewardship values, connected to the park’s primary interpretive themes, and presented through the utilization of professional educational methodologies and media. As with all systems the biological stability, political support, and economic sustainability of the Redwood Parks’ resources and programs rests in the diversity and complexity of the relationships that it crafts within the local and global communities.

Education goals are statements that describe those fundamental visitor experience opportunities which the park, through its education program, most wants to facilitate. Participants can’t be required to have certain experiences, but the park identifies important experiences, which should be **available** to participants. The educational goals for Redwood National and State parks are listed below.

Participants will have an opportunity to:

- Gain an understanding that leads to an appreciation of the coast redwood and related ecosystems and their constituent parts, their interrelationships, and natural processes.
- Learn about potential careers in the parks.
- Have educational experiences that challenge them to consider their land use values and lead to actions that help protect natural and cultural resources.
- Understand the role of parks and public lands and how they preserve and restore natural and cultural resources.
- Have a safe, positive, hands-on experience in the out-of-doors.
- Relate the parks’ natural systems to their own community, life, and environment.

- Be challenged physically, emotionally, cognitively, and socially through age appropriate programs and activities.
- Understand how and why the park is restoring landscapes which have been altered through time.
- Understand how different peoples, guided by their cultural values, have used natural resources and left their mark on the land in terms of landscape, boundaries, and changes in the structure and composition of natural communities.
- Experience the transcendental resources of the redwood parks and understand the role that these intangible resources have played in the regional economy, national conservation movement, and the birth and growth of the national park system.

## Education Themes

Based on the parks' purpose, significance, and primary resources, the following primary themes are those ideas about RNSP resources that are so important that every visitor should have an opportunity to understand them. The primary interpretive themes listed below will be used in conjunction with the California Content Standards in Science and History and Social Science to establish the framework for the onsite and offsite educational curriculum's scope, and sequence.

1. The ancient coast redwood ecosystem preserved in Redwood National and State Parks protects some of the world's most majestic forests and is home to an interrelated biotic community. The coast redwood, a species that has produced some of the world's tallest individual trees, is well adapted to the environmental conditions of its range.
2. The mosaic of habitats within Redwood National and State Parks, which includes ancient forest, prairies, oak woodlands, freshwater streams, and coastal and near-shore marine environments, provides increasingly important refugia for a number of rare and endangered species.
3. Steep, highly erodible landscapes and frequent earthquakes are all related to local geologic forces generated near the junction of the three tectonic plates of the earth's crust that underlie the region.
4. The Yurok, Tolowa, and Chilula Indians historically controlled lands now included in Redwood National and State Parks. The Chilula Indians were later assimilated into the inland Hupa culture, east of the parks. The diverse traditional life ways of these indigenous groups continue today.

5. Attracted by the diverse natural resources of the northern California coast, residents developed a number of industries including mining, farming, ranching, fishing, and logging.
6. Redwood National and State Parks preserve the living legacy of 19th and 20th century conservation efforts, which helped spur a worldwide environmental movement and set aside diminishing redwood forests as parks that now provide a testing ground for cooperative management and large scale restoration of severely impacted forest lands.

## Implementation

The following framework provides guidance for the development of standards-based programs in kindergarten through twelfth grade. Implementation of the complete framework will be dependent on available staffing and funding with priority given to the following:

### Del Norte County schools

1. In-park programs for 1, 4, 5 grade students
2. Four to five day residential program at Wolf Creek Education Center for 6<sup>th</sup> grade students
3. In-class programs for 2<sup>nd</sup> and 3<sup>rd</sup> grade students
4. In-park or in-class programs for Oregon schools
5. Educational Trunk for 7<sup>th</sup>-9<sup>th</sup> grade students
6. Research-based onsite programs for 9<sup>th</sup>-12<sup>th</sup> grade
7. In-park non-standards based programs for other educational groups
8. Service-learning projects

### Humboldt County schools

1. Two and one-half day residential program for 5<sup>th</sup> and 6<sup>th</sup> grade students at Wolf Creek Education Center
2. In-class programs for 2<sup>nd</sup> and 3<sup>rd</sup> grade students
3. Cultural Heritage Program for Orick school
4. Educational Trunk for 7<sup>th</sup>-9<sup>th</sup> grade students

6. Research-based onsite programs for 9<sup>th</sup>-12<sup>th</sup> grade
7. In-park program programs for 1<sup>st</sup> and 4<sup>th</sup> and 5<sup>th</sup> grade students
8. In-park non-standards based program for other educational groups
9. Service-learning projects

## Draft Framework for Education Plan

Grade Level	Type of Program	Program theme	Park themes	Ca. Curriculum concepts in science	Key ideas
Kindergarten	In-Park or Classroom	Different types of plants and animals inhabit the parks.	1, 2	Different types of plants and animals inhabit the earth.	Symbols, parks, identifying plants and animals
Grade One	In-Park at Stout Grove or Simpson-Reed or RIC	Plants and animals meet their needs in different ways.	1,2	Living things meet their needs in different ways	Home, habitat, what is a living thing? what do living things need?
Grade Two	Classrooms in Del Norte and Humboldt counties	Plants and animals in Redwood National and State Parks have predictable life cycles.	1	Plant and animal life cycles	Life cycle of a redwood, insect/amphibian/fish metamorphosis
Grade Three	Classrooms in Del Norte and Humboldt counties	Ecosystems and organisms change because of natural causes and human alteration.	3, 4,5	Adaptations in physical structure or behavior may improve an organism's chance for survival	Ways people have used resources, how people changed ecosystems

Grade Four	In-Park at HHOS with overnight option or Prairie Creek	All organisms need energy and matter to live and grow.	1	All organisms need energy to live and grow	Food webs, energy chains, looking at tide pools, prairies etc.
Grade Five	In-Park Enderts Beach  or Wilson Creek or Redwood Creek	The ocean provides a variety of habitats	2,6	Coastal and near shore marine environments are increasingly important refugia for a number of rare and endangered species.	Ocean habitats, water cycle, watersheds, energy flow in ocean environments, protection of marine habitats
Grade Six	Residential program at Wolf Creek Education Center for Del Norte and Humboldt County schools	To achieve sustainable communities, we can choose to participate in stewardship practices that reflect caring, understanding, and respect for the natural and human-built environments.	1, 2,5,6	Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.	Land-use practices, stewardship, healthy ecosystem, biodiversity, limiting factors, carrying capacity, endangered species, populations.

Grade Seven	Education Trunk and Learning Center	Local resource issues	1,2	Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.	
Grade Eight	Education Trunk and Learning Center	Local resource issues	1,2	Humans must strive to understand the Earth's environments in order to fulfill their stewardship.	
Grade Nine - Twelve	Learning Center	Watersheds and watershed restoration	1,2,3,4,5,6	Biodiversity is the sum total of different kinds of organisms, and is affected by alteration of habitats.	

## **APPENDIX C**

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### **SPECIAL POPULATIONS:**

### **PROGRAMMATIC ACCESSIBILITY**

### **GUIDELINES FOR INTERPRETIVE MEDIA**

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National Park Service

Harpers Ferry Center

June 1996

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Prepared by

Harpers Ferry Center

Accessibility Task Force

## Statement of Purpose

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

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions.

Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

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

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

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

NPS Special Directive 83-3, Accessibility for Disabled Persons

### Audiovisual Programs

Audiovisual programs include motion pictures, sound/slide programs, video programs, and oral history programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The approach used will vary according to the conditions of the

installation area and the media format used, and will be selected in consultation with the parks and regions.

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

#### Guidelines Affecting Mobility Impaired Visitors

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

#### Guidelines Affecting Visually Impaired Visitors

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

#### Guidelines Affecting Hearing Impaired Visitors

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

#### Guidelines Affecting Learning Impaired Visitors

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.

3. Narration will be concise and free of unnecessary jargon and technical information.

## Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

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

### Guidelines Affecting Mobility Impaired Visitors

1. Exhibit space will be free of physical barriers or a method of alternate accommodation shall be provided.
2. All pathways, aisles, and clearances will meet standards set forth in UFAS 4.3. Generally a minimum width of 36" will be provided.
3. Ramps will be as gradual as possible and will not exceed a slope of 1" rise in 12" run, and otherwise conform with UFAS 4.8.
4. Important artifacts, labels, and graphics, will be placed at a comfortable viewing level relative to their size. Important text will be viewable to all visitors. Display cases will allow short or seated people to view the contents and the labels. Video monitors associated with exhibits will be positioned to be comfortably viewed by all visitors.
5. Lighting will be designed to reduce glare or reflections, especially when viewed from a wheelchair.
6. Ground and floor surfaces near the exhibit area will be stable, level, firm, and slip-resistant. (UFAS 4.5).

7. Operating controls or objects to be handled by visitors will be located in an area between 9" and 48" from the ground and no more than 24" deep. (UFAS 4.3)
8. Horizontal exhibits (e.g. terrain model) will be located at a comfortable viewing height.
9. Information desks and sales counters will be designed for use by visitors and employees using wheelchairs, and will include a section with a desk height no greater than 32 to 34 inches, with at least a 30 inch clearance underneath. The width should be a minimum of 32 inches vertical, with additional space provided for cash registers or other equipment, as applicable.
10. Accessibility information about the specific park should be available at the information desk and the international symbol of access will be displayed where access information is disseminated.
11. Railings and barriers will be positioned in such a way as to provide unobstructed viewing by persons in wheelchairs.

#### Guidelines Affecting Visually Impaired Visitors

1. Exhibit typography will be selected with readability and legibility in mind.
2. Characters and symbols shall contrast with their backgrounds, either light characters on a dark background or dark characters on a light background. (UFAS 4.30.3)
3. Tactile and participatory elements will be included where possible.
4. Audio description will be provided where applicable.
5. Signage will be provided to indicate accessible rest rooms, telephones, and rest rooms elevators. (UFAS 4.30)

#### Guidelines Affecting Hearing Impaired Visitors

1. Information presented via audio formats will be duplicated in a visual medium, either in the exhibit copy or by printed material.
2. Amplification systems and volume controls will be incorporated to make programs accessible to the hard of hearing.
3. Written text of all audio narrations will be provided.
4. All narrated AV programs will be captioned.

5. Allowance for Telecommunication Devices for the Deaf (TDD) will be included into information desk designs.

#### Guidelines Affecting Learning Impaired Visitors

1. Exhibits will avoid unnecessarily complex and confusing topics.
2. Graphic elements will be developed to communicate non-verbally.
3. Unfamiliar expressions and technical terms will be avoided and pronunciation aids will be provided where appropriate.
4. To the extent possible, information will be provided in a manner suitable to a diversity of abilities and interests.
5. Where possible, exhibits will be multi-sensory. Techniques to maximize the number of senses utilized in an exhibit will be encouraged.
6. Exhibit design will be cognizant of directional handicaps and will utilize color and other creative approaches to facilitate comprehension of maps.

#### Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

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

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

#### Guidelines Affecting Mobility Impaired Visitors

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.

3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform with UFAS 4.8.

4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.

5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.

6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.

7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for the physically impaired.

#### Guidelines Affecting Visually Impaired Visitors

1. Exhibit typefaces will be selected for readability and legibility, and conform with good industry practice.

2. Audio description will be used to describe furnished rooms, where appropriate.

3. Windows will be treated with film to provide balanced light levels and minimize glare.

4. Where appropriate, visitor-controlled rheostat-type lighting will be provided to augment general room lighting.

5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands-on" tactile interpretive devices.

#### Guidelines Affecting Hearing Impaired Visitors

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.

2. Captions will be provided for all AV programs relating to historic furnishings.

#### Guidelines Affecting the Learning Impaired

1. Where appropriate, hands-on participatory elements geared to the level of visitor capabilities will be used.

2. Living history activities and demonstrations which utilize the physical space as a method of providing multi-sensory experiences will be encouraged.

## Publications

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

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for the disabled and to describe barriers which are present in the park. These bulletins should be in reasonably large type, 18 points or larger.

### Guidelines Affecting Mobility Impaired Visitors

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

### Guidelines Affecting Visually Impaired Visitors

1. Publications will be designed with the largest type size appropriate for the format.
2. Special publications designed for use by the visually impaired should be printed in 18 point type.
3. The information contained in the park folder should also be available on audio cassette. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.

### Guidelines Affecting Hearing Impaired Visitors

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

### Guidelines Affecting Learning Impaired Visitors

1. The park site bulletin should list any special services available to this group.

## Wayside Exhibits

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

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

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

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

### Guidelines Affecting Mobility Impaired Visitors

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

### Guidelines Affecting Visually Impaired Visitors

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eye strain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

#### Guidelines Affecting Hearing Impaired Visitors

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

#### Guidelines Affecting Learning Impaired Visitors

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

