

Long Range Interpretive Plan

Thaddeus Kosciuszko National Memorial

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Part 1

Background

Introduction

Comprehensive Interpretive Planning in the National Park Service

In 1995, the National Park Service adopted a unified planning approach for interpretation and education. This approach took proven elements of interpretive planning and combined them. At the same time, responsibility for interpretive planning shifted to the parks. The Comprehensive Interpretive Planning (CIP) process became the basic planning component for interpretation and was incorporated into park service guidelines (see Director's Order 6).

What is a Comprehensive Interpretive Plan?

The CIP is a tool designed to help parks make choices, and is written to provide guidance to park staff. It helps them decide what their objectives are, who their audiences are, and what mix of media and personal services to use. Although the CIP as defined in DO 6 is composed of specific elements, it should be clearly stated that any good planning is customized to meet an individual park's needs, conditions, and situations. The CIP is not a recipe; rather it is a guide to efficient, effective, goal-driven planning. The product is not the plan, but an interpretive program that achieves management goals, provides appropriate services for visitors, and promotes visitor experiences. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future.

Responsibility for procuring interpretive planning rests with park superintendents and each park should update the CIP as frequently as circumstances require. It can and should evolve to address new challenges and maintain relevance to park management efforts.

What is a Long Range Interpretive Plan?

The heart of the CIP is the Long Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long term (5-7 years) interpretive goals of the park, and almost everything else is tied to it. The process that defines the LRIP encourages development of targeted, realistic strategies and actions that work toward achievement of the LRIP's goals.

A facilitator works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, and desired experiences. Within the context of Government Performance and Results

Act (GPRA) requirements, it lists results-oriented strategic goals and poses management issues that interpretation might address.

Part 2 describes the mix of services and facilities that are necessary to achieve management objectives and interpretive mission. It identifies promising partnerships and includes an Action Plan that plots a course of action, assigning responsibilities and offering a schedule of activity.

When appropriate, Appendices provide more detailed discussions of specific topics.

The Annual Implementation Plan and Interpretive Database

The completed LRIP is a critical part of the CIP, but it does not stand alone.

Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating annual plans via this “stepping-down” of the LRIP simplifies much of a park’s annual planning process.

The third component of the CIP is the Interpretive Database (ID), a compilation of information, including interpretive media inventories, the park’s strategic plan, enabling legislation, visitor surveys, interpretive reports, and a bibliography.

Park Purpose & Significance

Park Purpose

Public Law 92-524, passed by Congress on October 21, 1972, provided for the development of “a suitable memorial to General Thaddeus Kosciuszko, great Polish patriot and hero of the American Revolution,” at the northwest corner of Third and Pine streets in Philadelphia.

Park Significance

Significance statements explain why a park and its resources are important. They place each National Park Service unit into context.

The Kosciuszko memorial has national significance because it...

Memorializes Kosciuszko as a lifelong champion of human rights through his contributions as a military engineer during the American Revolution, by leading an insurrection of his native Poland against Russia, and through his opposition to slavery. Thomas Jefferson’s called Kosciuszko; “...as pure a son of liberty as I have ever known.”

Preserves Kosciuszko’s temporary residence (November 1797-May 1798) where he petitioned Congress for payment for dedicated service to the United States during the American Revolution and recovered from battle wounds received leading an insurrection in Poland.

Mission Statement

The memorial will...

Protect, preserve, and memorialize the significant contributions Kosciuszko made to the American Revolution, and promote an understanding and appreciation of his lifelong struggle for human rights worldwide.

Interpretation in Planning Documents

Several existing planning documents include recommendations for the development of interpretive programming. It is useful to include summaries of those ideas for reference.

Existing Conditions

For the most part, existing on-site conditions date to 1976 when the memorial first opened to the public.

- ◇ The site includes two brick row houses. Kosciuszko boarded in the corner house at 3rd and Pine streets. The adjacent house on 3rd Street provides additional exhibit space.
- ◇ Exterior markers on Pine Street identify the site and connect it to Kosciuszko.
- ◇ Exhibits on the first floor display Kosciuszko portraits and photographs of other memorials to Kosciuszko.
- ◇ A room on the second floor is refurnished as it might have been during Kosciuszko's stay. Several objects in the room have direct connections to Kosciuszko. A recorded message in English and Polish interprets Kosciuszko and his visit to Philadelphia.
- ◇ Exhibits outside the refurnished room include Kosciuszko artwork, news accounts of his return to Philadelphia, and his will.
- ◇ A slide program about Kosciuszko's contributions to the Revolution is shown in a 15-seat theater.
- ◇ The park has a basic website, park brochure, and "site bulletin" that includes a diagram of the refurnished bedchamber along with interpretation of several artifacts with personal connection to Kosciuszko.
- ◇ The site is staffed with volunteers and rangers.
- ◇ Guided walking tours of the 1790s "neighborhood" place Kosciuszko's boarding house, as well as his presence in the capital city of Philadelphia, into context.
- ◇ The NPS partners with the Polish-American Cultural Center, the Copernicus Society and the Kosciuszko Foundation to promote the site.

Interpretive Prospectus (1996)

When the existing exhibits and audio visual program were nearly 20 years old, the park worked with Harpers Ferry Center to prepare an Interpretive Prospectus in 1996. That document focused on non-personal interpretive services. It recommended...

- ◇ A single entrance to the site off Third Street.
- ◇ A new exterior wayside exhibit to identify the building and entrance.
- ◇ A flagpole and U.S. flag above the Third Street entrance.
- ◇ A relocated information desk facing the entrance door.
- ◇ Display of a portrait of Kosciuszko, Jefferson's quote about Kosciuszko ("...as pure a son of liberty as I have ever known."), and a map showing Revolutionary War sites associated with Kosciuszko.
- ◇ A relocated (moved from the second floor to the first) and enlarged (from 15 seats to 25) theater.
- ◇ A new 7-10 minute audiovisual program that tells the story of Kosciuszko.
- ◇ A small first floor exhibit on Mrs. Relf's boarding house and Kosciuszko's stay there.
- ◇ The refurnished bedchamber will remain unchanged, except for improved lighting to reduce glare.
- ◇ The audio message for the room will be changed in minor ways to eliminate inaccuracies.
- ◇ A reproduction of Benjamin West's portrait of Kosciuszko to be displayed opposite the bedchamber.
- ◇ New exhibits in the former theater interpreting the visitors Kosciuszko received with particular attention to Thomas Jefferson. A time line chronicling Kosciuszko's life and human rights concerns. An exhibit telling the story of Kosciuszko's will. Finally, photographs showing other Kosciuszko memorials.

Government Performance & Results Act

The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards for measuring performance and effectiveness. The law requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures.

The following mission goals were prepared as part of a process required by GPRA. Annual plans prepared by the park will establish future benchmarks for visitor satisfaction, visitor understanding, and partner participation and should be consulted during the annual review of this LRIP.

- ◇ Mission Goal IIa: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.
- ◇ Mission Goal IIb: Visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.

“The Road Ahead: A Strategy for Achieving Excellence in Interpretation & Education”

Released in 1997 by the Northeast Region of the National Park Service, “The Road Ahead” identified six goals designed to improve the quality of both interpretive and educational programming. The park’s Comprehensive Interpretive Plan will support and implement these goals.

- ◇ Discover the Untold Stories, i.e., interpretive and educational programs are inclusive and present diverse perspectives and multiple points of view where appropriate and are related to park themes.
- ◇ Open New Doors to Learning, i.e., school systems, academic institutions, organizations, diverse visitors and lifelong learners recognize and use parks to enhance learning.
- ◇ Invest in Children, i.e., every park will have a curriculum-based education program so that children have a quality educational “park experience” during their elementary and high school years.
- ◇ Develop America’s Best Workforce, i.e., the profile of our workforce reflects the rich diversity of the United States population. All employees demonstrate the necessary competencies and approach their responsibilities with the highest degree of professionalism and innovation in order to provide

outstanding customer service, to maintain subject matter credibility, and to be accountable in all aspects of the operation.

- ◇ Make Connections, i.e., every park will connect its story to the entire National Park System and will seek opportunities to link themes and build bridges with parks and partners locally, nationally, globally.
- ◇ Get Wired to the World, i.e., every park capitalizes on new and emerging technologies in order to enhance resource protection, improve customer service, and educate all audiences.

Accessibility

NPS policy mandates that interpretive programming be developed in accordance with Director's Order 42 and the programmatic accessibility guidelines included in Appendix 1.

Themes

What are Interpretive Themes?

Interpretive themes capture the essence of a park's significance. They are a park's most important stories and represent core messages that every audience should have the opportunity to hear.

While interpretation of any park could touch upon many stories, focused themes increase effectiveness. When well conceived, they explore the meanings behind the facts. They open minds to new ideas and perhaps to multiple points of view. When linked to commonly held emotions or universal human experiences, themes encourage audiences to see themselves in a park's story and discover personal relevance.

Primary Themes

Primary themes are those stories that must be communicated to every visitor because they are essential to understanding the significance of the park's resources.

Topic 1: The Struggle for Human Rights

Primary Theme Statement:

Throughout his life, Kosciuszko championed human rights by joining the American Revolution, by leading an Insurrection in his native Poland against Czarist Russia, and (through his will) by seeking to purchase the freedom and education of enslaved Africans in the U.S.

Content:

This theme focuses on both motivations and actions. While Topic 2 interprets what Kosciuszko did during the Revolution, this theme explores why. It links Kosciuszko's actions over a lifetime with the common thread of activism. It opens the door to a discussion of society in both the United States and Poland, including the social position of oppressed peoples (peasants, slaves, and Indians).

Topic 2: Kosciuszko's Military & Engineering Expertise

Primary Theme Statement:

Representative of the many foreign patriots who helped the United States win its war for independence, Kosciuszko used his military engineering expertise and problem solving ability to aid the American Army in several critical ways.

Content:

This theme focuses on the contributions that Kosciuszko made to the Revolution. It introduces his military training and explains how that training was used in America, particularly at Saratoga and West Point and during the Philadelphia and Southern campaigns.

Secondary Themes

Secondary themes enrich and enhance the primary themes. After the primary themes are adequately addressed, secondary themes are delivered as time, staffing, and funding allow.

Subtopic 1: Remembering Kosciuszko

Secondary Theme Statement:

Kosciuszko, “the hero of two continents,” is memorialized in Poland and the U.S. (and throughout the world) in a variety of ways.

Content:

This theme focuses on the many ways that Kosciuszko has been memorialized and commemorated around the world including statues, poems, songs, etc. It explores not only the depth of his celebrity but also the lasting power of his legacy.

Subtopic 2: Philadelphia, the Capital City

Secondary Theme Statement:

Kosciuszko returned to the capital city of Philadelphia to seek medical care and to collect a debt from Congress for his outstanding military service to the U.S.

Content:

This theme focuses on the reasons that Kosciuszko was in Philadelphia and his activities while there. It is directly relevant to the memorial’s location and places Kosciuszko’s 1790s trip to America in context. It explores what drove him from Poland and attracted him to Philadelphia (political capital and center of medical expertise). It provides a snapshot of life in Philadelphia at a particular point in time and entree into Kosciuszko’s relationships with a variety of American friends and leaders, including Thomas Jefferson.

Experiences

In addition to the themes that the memorial hopes to communicate, it is important to think about the nature of the park's interaction with targeted audiences. What will the initial contact with the memorial be like? How will audiences be oriented? What activities and programs can the site provide that will reinforce its themes? How can audiences actively participate in learning? Are there ways to encourage reflection and inspiration? What will create positive memories and nurture stewardship and support?

General Characteristics

Based on responses during the planning workshops, interpretive programming will be most effective when it achieves the following characteristics...

- ◇ There are elements that change, encouraging neighborhood residents or memorial supporters to return.
- ◇ There is a sense of celebration & pride for visitors of Polish descent.
- ◇ There is a sense of personal connection. Audiences are encouraged to interact, to engage in discussion or dialogue, to become stewards of the memorial's important stories.
- ◇ There is an opportunity to ask questions and engage in dialogue with on-site staff or volunteers.
- ◇ There are media that accommodate a variety of learning styles and encourage the use of all senses.

Theme Reinforcement

Based on responses during the planning workshops, interpretive programming will be most effective in reinforcing the memorial's primary themes when it...

- ◇ Provides opportunities to read or hear Kosciuszko's words or ideas, his will, for example, or the Polish Act of Insurrection patterned on the Declaration of Independence.
- ◇ Provides opportunities to discuss the problems that Kosciuszko solved with his engineering skills and visualize his solutions, to "see" Kosciuszko's engineering accomplishments.
- ◇ Provides opportunities to visually locate the many places in America and Europe where Kosciuszko made history and where he is commemorated.

- ◇ Provides links to Polish history and the prominence of Kosciuszko as a Polish hero.
- ◇ Provides opportunities to hear what others have said about the life and contributions of Kosciuszko.
- ◇ Encourages on-site visitors to explore Kosciuszko's neighborhood and connect to the Capital City theme of Independence National Historical Park.
- ◇ Provides opportunities to "see" other foreign nationals involved in the Revolution.
- ◇ Provides tangible connections, perhaps via items and artifacts, to Kosciuszko's life and accomplishments, particularly to intangible ideas related to human rights.
- ◇ Is in both English and Polish.

Orientation & Wayfinding

Based on responses during the planning workshops, interpretive programming will be most effective in helping audiences with orientation and wayfinding when it...

- ◇ Informs visitors that the site exists and that they can get there easily.
- ◇ Provides opportunities to find information on other places to visit with related park themes.

Thought, Reflection, Inspiration, & Stewardship

Based on responses during the planning workshops, interpretive programming will be most effective in encouraging reflection and fostering inspiration and stewardship when it...

- ◇ Offers an opportunity to contemplate Kosciuszko's philosophies and contributions to human rights.
- ◇ Provides a photo opportunity on-site.
- ◇ Provides opportunities to continue learning after a visit perhaps via a take home memento.

Audiences

Existing Audiences

Annual visitation to the Memorial averages about 7,000. Roughly, half are Polish Nationals and those of Polish descent. The site receives a significant number of NPS passport “stampers” (visitors whose goal is to visit as many NHP sites as possible). The remaining audience is divided between individuals or family groups, many of whom are exploring the Society Hill area or on their way to South Street (an entertainment district 2 blocks from the Memorial). Aside from our Polish visitors, very few have prior knowledge of Kosciuszko.

5 Year Focus

The intended audiences for interpretive programming can have an important impact on the interpretive programs and techniques recommended in this plan. In order to focus valuable resources of staffing and budget, workshop participants discussed both existing and potential audiences and suggested that the following groups should receive priority over the next 5 years.

- ◇ In general, workshop participants felt that it was important to explain the memorial’s relevance to broader audiences, not just to those interested in Polish history and culture.

However, participants felt that three specific audiences deserved immediate attention...

- ◇ Polish audiences (those of Polish descent, Polish schools, those who visit or support Polish cultural organizations).
- ◇ Teachers and school children, particularly 5th grade classes studying the Revolution, 8th grade classes studying human rights, math and science classes, language classes, and engineering students.
- ◇ Audiences who use the Internet.

Other groups were considered important and some level of communication will be appropriate for the following on an as needed basis.

- ◇ History buffs and heritage tourists.
- ◇ African Americans.
- ◇ Residents of Society Hill (the memorial’s immediate neighborhood).
- ◇ Visitors looking for lesser-used national parks.
- ◇ Traveling seniors.
- ◇ Students at West Point.

- ◇ Professional engineers.
- ◇ Citizens of Poland.
- ◇ Family groups.
- ◇ Repeat visitors.

Issues

Like any park, the memorial faces a variety of challenges that can affect the quality of its interpretive program. In addition to the focused content, the identified targeted audiences, and the delivery of certain types of audience experiences that are addressed elsewhere in Part 1, planning must consider the following issues and the opportunities they present, and develop practical reactions to them.

Identity & Wayfinding

- ◇ The memorial is not well known and many do not know about Kosciuszko. The site itself is in a residential neighborhood and difficult to mark prominently.

Audience Expectations

- ◇ Audiences and particularly visitors on-site do not know what to expect. It is not clear what the memorial offers.
- ◇ Visitation to the site is small, far below its potential.

Language

- ◇ The Polish language plays an important role in the current interpretive program. Bi-lingual interpretation remains an issue that should be addressed as new media are considered.

Size, Space, & Accessibility

- ◇ The memorial is small (the smallest site in the NPS). It has limited interior space and no outdoor property. Physical accessibility is difficult, particularly to the second floor where the refurbished bedchamber and theater are located.

Furnishings

- ◇ While the refurbished bedchamber is the most effective interpretive device at the memorial, it remains incomplete. Additional items, including wallpaper, remain to be added.

Exhibits

- ◇ The existing exhibits and audiovisual program are outdated. Their effectiveness is questionable. Lighting is far from optimum.

Staffing & Security

- ◇ Staffing is extremely limited. Volunteers and partners play an important role in promoting and sustaining the memorial. The memorial is staffed by a single person. That limits contact time with visitors as they move through the memorial and raises questions about security. Response time by law enforcement rangers from Independence National Historical Park is affected by distance.

Part 2

Actions

Interpretive Program Description

Organization

After reviewing the contents of Part 1, park staff identified the following areas of focus for the next 5-7 years. These are important areas that have not been adequately addressed in the past.

The Highest Priority

The most pressing interpretive needs are related to identity, orientation, and wayfinding. The memorial is not well known and many do not know about Kosciuszko. The site itself is in a residential neighborhood and difficult to mark prominently. Audiences and particularly visitors on-site do not know what to expect. It is not clear what the memorial offers. As a consequence, visitation to the site is small, far below its potential.

Issues

The existing exhibits and audiovisual program are outdated. Their effectiveness is questionable. Lighting is far from optimum.

Themes

Topic 1 (The Struggle for Human Rights) requires the most attention over the next 5-7 years.

Experiences

New or revised interpretive programming should...

Provide opportunities to read or hear Kosciuszko's words or ideas, his will, for example, or the Polish Act of Insurrection patterned on the Declaration of Independence.

Provide opportunities to discuss the problems that Kosciuszko solved with his engineering skills and visualize his solutions, to "see" Kosciuszko's engineering accomplishments.

Provide opportunities to hear what others have said about the life and contributions of Kosciuszko.

Provide tangible connections, perhaps via items and artifacts, to Kosciuszko's life and accomplishments, particularly to intangible ideas related to human rights.

Provide opportunities to continue learning after a visit perhaps via a take home memento.

Encourage audiences to return.

Strengthen partner connections.

Offer appropriate and accurate materials in Polish.

Audiences

Teachers and school groups

Internet users

African Americans

Residents of Society Hill (the neighborhood around the site)

Students at West Point

Actions to Address Identity, Orientation, and Wayfinding

In order to heighten the site's identify and help with orientation and wayfinding, park staff will...

- Continue to offer walking tours that connect the memorial to Independence National Historical Park and its many visitors. The target will be one tour each day of the summer season. Initial experimentation will identify the most popular starting times. As soon as possible, the park will supply partners with information that they can use to publicize and promote these tours.
- Create an annual calendar of events that continually re-focuses attention on the site.
- Install a wayside exhibit outside the site.
- Develop public service announcements for the site and air them at targeted times.
- Offer familiarization tours of the site for all volunteers at Independence National Historical Park as well as partner sites.
- Ask for partner help in expanding the park's mailing list.

- Develop a strategy to fund, design, produce, and distribute a poster that can be used to promote the site.
- Place the park’s brochure in related venues in Independence National Historical Park (New Hall & Second Bank) and local museums with related themes.
- Contact the Free Library and explore ways to participate in their celebration of Polish American Month.
- Work with partners to develop a strategy to promote the site within targeted markets or at certain special events. Focus on venues that attract or include targeted audiences.
- Work with partners to develop a strategy for referencing the site at or near Kosciuszko’s statue in Philadelphia.
- Work with partners to identify a high profile “spokesperson” for the site.
- Expand the park’s website and include more visiting information.

Actions to Address Exhibit/Interpretive Media Rehabilitation

In order to elevate the site’s interpretive media to standard, park staff will...

- Request an official “unigrid” brochure that reflects the park’s themes and helps to establish identity.
- Develop a strategy to evaluate and upgrade the park’s website and keep it current. Consider adding: a virtual tour of the house; additional information on park themes; a calendar of events; a chronology of Kosciuszko’s life and accomplishments; segments of the Junior Ranger program; quotations about the impact of Kosciuszko; additional links to sources of information about Kosciuszko; the existing Kosciuszko Trail Map; and a translation of the “apartment guide” that interprets the refurbished room on the second floor of the house.
- Consider all materials on the website for translation into Polish.
- Experiment with temporary exhibits, linked to park themes or experiences, in the “memorial” room. Ask partners for help with items to display.

- Funding has been approved to implement the park’s existing Interpretive Prospectus.

Actions to Address the Struggle for Human Rights Theme

In order to provide more effective interpretation of the Struggle for Human Rights theme, park staff will...

- Conduct or support research that establishes and documents Kosciuszko’s contributions in this area.
- After the research is complete, prepare a “site bulletin” that summarizes the story.
- As the research progresses, prepare a temporary exhibit on the known aspects of this theme for the “memorial” room in the house. Use related artifacts that might be loaned from partners (for example, paving from Poland, the oath taken by Polish revolutionaries, or a rogatywaka—the four-cornered hat worn by Kosciuszko during the Polish Insurrection).
- Identify and arrange for subject matter experts to share their knowledge via training and special events.

Actions to Address Experiences

Hear Kosciuszko

In order to provide opportunities to read or hear Kosciuszko’s words or ideas, park staff will...

- Have Kosciuszko’s will and the Polish Act of Insurrection on display or available.

Problem-solving

In order to provide opportunities to discuss the problems that Kosciuszko solved with his engineering skills and visualize his solutions, to “see” Kosciuszko’s engineering accomplishments, park staff will...

- Create a Junior Ranger program that focuses on problem-solving and that includes family activities.

Comments about Kosciuszko

In order to provide opportunities to hear what others have said about the life and contributions of Kosciuszko, park staff will...

- Ask partners to help locate quotes about Kosciuszko.
- After quotations are gathered, develop a strategy for integrating them into interpretation. Begin with a section on the expanded park website.
- Continue to offer visitors the opportunity to sign a guest register, but adjust by adding an opportunity to write about either Kosciuszko's impact on their life, or on a Kosciuszko place name that they are familiar with.

Tangible Connections

In order to provide tangible connections to Kosciuszko's life and accomplishments, particularly to intangible ideas related to human rights, park staff will...

- Locate items that might be loaned by partners (for example, paving from Poland, the oath taken by Polish revolutionaries, or a rogatywaka—the four-cornered hat worn by Kosciuszko during the Polish Insurrection) or reproduced items (Kosciuszko medals or a piece of chain like the one stretched across the Hudson River at West Point, for example).
- After carefully defining the scope of the task, ask partners to help upgrade information about places that are named for Kosciuszko.
- Review a copy of the existing Kosciuszko Trail Map and consider it for display or use on the park's expanded website.
- Produce a chronology of major events in Kosciuszko's life and make it available, perhaps on the website.

Continued Learning

In order to provide opportunities to continue learning after a visit perhaps via a take home memento, park staff will...

- Identify an additional sales item or items that will reinforce the themes of the house. Possibilities include reproduction medals, a reproduction rogatywaka, a redesigned Kosciuszko Trail Map, or postcards of Kosciuszko namesake places.

Return Visits

In order to encourage audiences to return, park staff will...

- Develop and offer more special events connected to park themes and experiences and, whenever possible, plan the events to correspond to partner activities.

Partner Connections

In order to strengthen partner connections, park staff will...

- Strengthen the channels of communication with interpretive partners.
- Contact the Polish American Historical Association about sponsoring a session on Kosciuszko. Work with partners to identify presenters.
- Contact the Polish National Alliance about using materials they included in a brochure about Kosciuszko.

Polish Language Materials

In order to offer appropriate and accurate materials in Polish, park staff will...

- With help from partners, produce a translation of the “apartment guide” that interprets the refurbished room on the second floor of the house.
- With help from partners, recruit additional volunteers who speak Polish.
- Ask for partner help in producing aids to pronunciation of Polish words, names, and places with connections to park themes.

Actions to Address Targeted Audiences

Educators and students

In order to communicate better with teachers and school groups, park staff will...

- Talk to teachers and administrators to determine whether there is interest in curriculum materials among nearby and Polish neighborhood schools.
- Investigate the connections between the park’s themes and state standards.

- Review the Revolutionary War education kit being developed by the NPS and adapt it to the site as appropriate.
- Turn problem-solving materials developed for a Junior Ranger program into curriculum-based lessons.
- Develop a childrens' theatre production (like Copernicus) on Thaddeus Kosciuszko with park partners.

Internet users

See "Actions to Address Existing Exhibits/Interpretive Media"

African Americans

In order to communicate better with African Americans, park staff will...

- Conduct research that explores Kosciuszko's attitudes toward Africans in American and enslaved Africans.
- Contact the Multicultural Affairs Congress, African American Museum and other organizations and explore interest in promoting the site. Develop materials that will connect the park to their programming and targeted audiences.

Residents of Society Hill (the neighborhood around the site)

In order to communicate better with residents of Society Hill, park staff will...

- Talk to reporters who cover the neighborhood and discuss possible articles in local newspapers.
- Develop a strategy for distributing site calendars of events to neighborhood residents.
- Plan and offer an "open house" for neighbors.
- Expand the invitation list for the annual Kosciuszko birthday celebration in February.

Students at West Point

In order to communicate better with, park staff will...

- Explore a strategy for expanding West Point's annual visit to Philadelphia to include the site.

Research Needs

In order to fully accomplish the actions included in this plan, the following research is needed...

- Kosciuszko's contributions to human rights.
- Quotes about Kosciuszko.
- Kosciuszko's legacy in America and Europe.
- Places named for Kosciuszko.
- A chronology of major events in Kosciuszko's life.
- Kosciuszko's attitudes toward Africans in America, enslaved Africans, and free blacks.
- Kosciuszko's attitudes towards Native Americans (Chief Little Turtle and Joseph Brant).

Collection Needs

In order to fully accomplish the actions included in this plan, the park needs to...

- Work with partners to identify items related to the park's themes that might be placed on temporary loan and displayed at the site.

Staffing & Training Needs

Based on the park's Servicewide Interpretive Report, in FY 2001, the site had two permanent interpretive positions for two FTE. Staff dedicated 1.8 FTE to personal services (1.7 at the park's contact station and .1 giving formal programs). Staff spent .1 FTE maintaining AV and .1 on the website. Volunteers contributed the equivalent of XX FTE.

In order to support the actions included in Part 2, the park will provide the following training opportunities and make the following changes in staffing...

- Training on interpretation of "intangible" stories.
- Training that teaches facilitation skills.

Action Plan

Actions to Address Identity, Orientation, Wayfinding

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Continue walking tours	Staff	X	X	X	X	X	
Create calendar of events	Staff Partner		X	X	X	X	
Install wayside	USM		X				
Develop PSAs	USM PAO						X
Offer fam tours	USM Staff		X	X	X	X	
Expand mailing list	Staff Partners		X				
Produce poster	USM Art Inst.	X					
Distribute folder at INDE	USM	X	X	X	X	X	
Contact Free Library	Staff		X				
Market site at events	Staff Partners		X	X	X	X	
Mention site at statue	USM Partner						X
ID spokesperson	USM Partner						X
Expand Web-site	Staff Partners	X	X	X	X	X	

Actions to Address Experiences

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Have K's will *(See Note)	IP		X				
Create prob-solving Jr. Ranger	Staff PAC			X			
Locate/use quotes	IP		X				
Get visitor input	Staff	X					
Locate exhibit items	IP		X				
Upgrade K place name info	IP		X				
Review/use K Trail Map	IP		X				
Produce chronology	IP		X				
ID new sales items	Staff EN	X	X	X	X	X	
Develop special events	Staff Partner		X	X	X	X	
Strengthen contact with partners	USM	X	X	X	X	X	
Contact PAHA	IP						X
Contact PNA	IP						X
Translate apartment guide	Partner				X		
Recruit volunteers	USM Partner	X	X	X	X	X	
Produce pronouncing aids	JP		X				

Actions to Address Audiences

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Talk to teachers	PACC						X
Connect themes to standards	USM						X
Review Rev War kit	NERO Staff		X				
Convert Jr. Ranger to curriculum	USM Partner						X
Create Children's theatre production	USM Partner	X					X
Contact Multicultural Affairs	USM						X
Talk to reporters	PAO		X	X	X	X	
Distribute calendar of events	Staff Partner		X	X	X	X	
Plan open house	Staff			X			
Expand invitation list	PACC						X
Expand West Point visit	USM						X

Actions to Address Research, Collections, Staffing, Training

Note: These items are included elsewhere, but repeated here for easy reference.

Action	Who?	FY04	FY05	FY06	FY07	FY08	Future
Research human rights *(See Note)	USM Partner		X				X
Research quotes about K	USM Partner						X
Research K's legacy	USM Partner						X
Research place names	USM Partner						X
Create chronology	USM Partner						X
Research attitudes on Af Am & Native American	USM Partner						X
ID exhibit items	USM Partner						X
Get training on intangibles	USM Partner						X
Get training on facilitation	USM Partner						X

*PLEASE NOTE: Research needs in the future column will be included in a grant submission request in 2004.

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Appendix 1

Programmatic Accessibility Guidelines for Interpretive Media

All new interpretive programming will be developed according to the "Guidelines for Interpretive Media" finalized in June 1996 by the Accessibility Task Force at the NPS's Harpers Ferry Center.

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 as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with 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 refurbished 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.