Intermountain Region
Our Strategy for Interpretation and Education
2004–2009

Making Connections
Summary

We envision the Intermountain Region of the National Park Service as a vital participant in the nation’s educational community, and a bold innovator in making parks relevant and meaningful treasures cherished by all people.

The interpretation and education community in the Intermountain Region has developed a strategy to foster stewardship by working smarter, with others, to create a wider spectrum of opportunities for a greater diversity of people to explore our legacy of public places. The goals of this strategy are to:

- maximize the effectiveness of our educational and interpretive products and services by supporting strategic leadership, integrating sound scholarship, and implementing scientifically valid evaluation;
- join with traditional and nontraditional partners to enrich the educational and interpretive opportunities offered by parks;
- provide educational opportunities for all cultures and populations, whether or not they physically visit parks, to cultivate a lifelong relationship with natural and cultural resources that will build bridges between knowledge and stewardship.

A new organizational structure of six Function-Based Groups composed of members from across the region will strategize, coordinate, and muster the assistance necessary to accomplish this vision. These groups are named for their areas of specialization:

- Communicating the NPS Mission
- Curriculum-Based Education & Outreach
- Evaluation
- Partnerships
- Professional Development
- Technology Application

The six chairs of the Function-Based Groups, together with the Regional Chief who serves as Chair, will constitute the Interpretive Leadership Council (ILC) for the region. The ILC represents field interpreters, oversees and reports on the work of the Function-Based Groups, and serves as liaison and advocate to the National Interpretive Advisory Council, National Park Service Education Council, Intermountain Regional Directorate, Cluster Leadership Councils, State Coordinators and Directors, and partners.
Message from the Regional Director

Heritage resources are important to all Americans — to all people. They enrich our quality of life, foster a closer sense of community, and help us build a better future. Now more than ever, we need to work together to enhance opportunities for all citizens to understand, appreciate, and enjoy the national parks. We must reach out to those who have been underserved by interpretive and educational efforts, including those who may not visit parks, as well as to those who have a long history of affiliation. This effort will inspire and motivate the next generation of stewards.

Here in the Intermountain Region the interpretive community has developed a strategy to work more closely together as a team, within and beyond park boundaries, and with the many partners, new and time-tested, who share our vision for enhancing public service. This strategy provides a framework for us to join with partners to work creatively to more fully accomplish the mission. Regionwide teams (Function-Based Groups) are currently forming to get that work done. Some notable successes are already bearing out the effectiveness of this approach. A new mailing list has been established for park educators, allowing quick communication to take advantage of opportunities and solve problems. The Professional Development Function-Based Group has surveyed parks to develop more effective training opportunities. And a “Teacher to Ranger to Teacher” program was successfully piloted in Colorado to augment park staffs and enhance outreach to schools.

These are the kinds of innovative efforts that can help our parks to better accomplish the mission by working together in new ways to get the job done. I want to take this opportunity to thank all of you who have brought this strategy from vision to implementation. I challenge and invite all of you to step up and contribute to this effort, to recruit others to join you, and to stay the course.

Stephen P. Martin
Director, Intermountain Region
## Contents

Summary .................................................................................................................. 3

Message from the Regional Director ................................................................. 4

Introduction ............................................................................................................. 8

**Our Mission** ........................................................................................................... 8
**Our Parks** ............................................................................................................... 8
**Our Vision** ............................................................................................................. 8
**Our Strategy** ......................................................................................................... 8
**Tenets of Effective Education and Interpretation** ........................................... 9
  - Visitors’ Rights........................................................................................................ 9
  - Research, Scholarship, and Professionalism......................................................... 9
  - Multiple Points of View.......................................................................................... 9
  - Universal Design and Range of Services............................................................... 9
  - Stewardship............................................................................................................ 10
  - Partnerships............................................................................................................ 10

Goals and Actions ....................................................................................................... 11

**Goals and Actions for Interpretation and Education** ....................................... 11

Regionwide Organizational Structure for Interpretation and Education ........... 14

**Interpretive Leadership Council — Role & Function** ....................................... 15
  - Roles & Functions of the Interpretive Leadership Council (ILC) ....................... 15
  - Structure & Membership....................................................................................... 15
  - Communications Responsibilities........................................................................... 15
  - Funding.................................................................................................................. 16
  - Approval............................................................................................................... 16

**Communicating the NPS Mission FBG — Role & Function** ......................... 17
  - Roles & Functions of this Function-Based Group (FBG).................................... 17
  - Structure & Membership....................................................................................... 17
  - Communications Responsibilities........................................................................... 17
  - Funding.................................................................................................................. 17
  - Approval............................................................................................................... 17

**Curriculum-Based Education & Outreach FBG — Role & Function** ............. 18
  - Roles & Functions of this Function-Based Group (FBG).................................... 18
### Evaluation FBG — Role & Function

| Roles & Functions of this Function-Based Group (FBG) | 21 |
| Structure & Membership | 21 |
| Communications Responsibilities | 22 |
| Projects | 22 |
| Funding | 22 |
| Approval | 22 |

### Partnerships FBG — Role & Function

| Roles & Functions of this Function-Based Group (FBG) | 23 |
| Structure & Membership | 23 |
| Communications Responsibilities | 24 |
| Projects | 24 |
| Funding | 24 |
| Approval | 24 |

### Professional Development FBG — Role & Function

| Roles & Functions of this Function-Based Group (FBG) | 25 |
| Structure & Membership | 25 |
| Communications Responsibilities | 26 |
| Projects | 26 |
| Funding | 26 |
| Approval | 26 |

### Technology Application FBG — Role & Function

| Roles & Functions of this Function-Based Group (FBG) | 27 |
| Structure & Membership | 27 |
| Communications Responsibilities | 27 |
| Funding | 28 |
| Approval | 28 |

### Projects and Leaders

| 9 |

### Recurring Annual Timeline

| 32 |

### How You Can Participate

- Call or Write ................................................................. 33
- Visit the Website ............................................................ 34
- Meet with Others ............................................................ 34
- Read the Annual Report .................................................. 34

### Appendix

- Master Project List and Associated FBGs & Leaders ............ 35
- Participants in the *Making Connections* Development Process .................................................. 46
We envision
the Intermountain Region
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Introduction

Our Mission

The mission of education and interpretation in the National Park Service is to increase understanding and appreciation of the significance of park resources. Interpretive and educational services provide opportunities for people to forge their own intellectual and emotional connections to the meanings inherent in the shared heritage of natural and cultural resources.

Our Parks

The parks of the Intermountain Region of the National Park Service represent a diversity of stories that reflect our nation’s enduring and evolving ideas about natural and cultural heritage. These resources capture the energy and essence of the “American West,” and help define the fabric and soul of America. They rejuvenate our spirits, challenge and strengthen our beliefs, and provoke contemplation and discussion of our past, present, and future. They move us to become better stewards of each other and the world around us. The resources of the region, and the programs that enhance access to them, are critical components of the network of heritage areas that enrich our lives and strengthen the nation’s educational system.

Our Vision

We envision the Intermountain Region of the National Park Service as a vital participant in the nation’s educational community, and a bold innovator in making parks relevant and meaningful treasures cherished by all people.

Our Strategy

This plan is a response to the National Park Service Advisory Board report *Rethinking the National Parks for the 21st Century* and a challenge from former Regional Director Karen Wade to develop a strategic vision for interpretation and education in the Intermountain Region. A diverse group of interpreters, educators, partners, and managers worked together to identify new and more inclusive opportunities for all people to connect to these heritage resources. A workshop was held in July 2002 to gather initial information and to begin formulating the overall strategy presented in this plan. A series of committees subsequently expanded and
refined that initial effort. Another workshop in August 2003, consisting of six Function-Based Groups (FBGs), drafted role and function statements and prioritized those projects requiring attention in FY2004.

The clear consensus was to focus on developing attainable programs characterized by excellence, boldness, and innovation. This plan describes the strategy that flows from that intent.

**Tenets of Effective Education and Interpretation**

A few core principles provide context for the work we do in interpretation and education. This begins with an understanding of the people we serve. “Visitors” are all those who experience the park, whether they come to the park in person, or explore it through remote means such as the Internet, printed materials, audio and video resources, curricula, or personal services provided beyond park boundaries. Visitors pursue park experiences to find something of value for themselves. Because the National Park System embodies the shared heritage of all Americans, we not only have a responsibility to continue to serve those who have traditionally visited parks but also to pay particular attention to those audiences who have been underserved.

**Visitors’ Rights**

The National Park Service respects the rights of all visitors. Visitors have the right to:

- have their privacy and independence respected;
- retain, express, and explore further their own values;
- be treated with courtesy and consideration;
- receive accurate and balanced information.

**Research, Scholarship, and Professionalism**

Educational and interpretive programs are based on the most current scholarship and research about resources and visitors. Interpreters and educators continually seek training and other developmental opportunities to improve their ability to employ a variety of methods, theories, and strategies appropriate to the audiences served.

**Multiple Points of View**

Educational and interpretive programs recognize and incorporate multiple perspectives to respect diversity and enhance relevance to varied interpretive audiences.

**Universal Design and Range of Services**

Educational and interpretive services are designed to be as universally accessible as possible to best meet the varied physical and cognitive needs of interpretive
audiences. Services focus on meanings and connect to the varied experiences, learning styles, emotions, understanding, and interests of visitors at all levels.

**Stewardship**

Educational and interpretive services provide a foundation for visitors to explore individual and societal ethics of stewardship. Visitors have opportunities to consider larger systems and their interconnections, understand broader issues and contexts, and establish a lifetime of learning about actions and consequences.

**Partnerships**

Partner organizations and individuals are critical to developing and delivering a comprehensive program of effective educational and interpretive services. Partnerships are based on common vision, mutual respect, and cooperative accomplishment of multiple missions.
Goals and Actions

After an intensive year-long seminar series and much discussion, the National Leadership Council (NLC) has released and endorsed *Renewing Our Education Mission: Report to the National Leadership Council*. It identifies three overarching program goals critical to the renewal of interpretation and education in the National Park Service: (1) building capacity, (2) creating opportunities, and (3) expanding partnerships and outreach.

Integrating regionwide efforts into this national effort, interpreters, educators, and internal and external partners of the Intermountain Region have developed the vision for interpretation and education in the region. We have constructed three goals aimed at achieving the regional vision and national vision. Each goal is accompanied by a prioritized set of actions. Each action may have one or several projects that implement it. Together the regionwide vision, goals, actions, prioritized projects, and associated organizational structure comprise our strategy for enhancing interpretation and education in the Intermountain Region over the next five years.

Goals and Actions for Interpretation and Education

**A** Parks of the Intermountain Region will maximize the effectiveness of our educational and interpretive products and services by supporting strategic leadership, integrating sound scholarship, and implementing scientifically valid evaluation.

*Action 1* Create an inclusive, regionwide, function-based interpretive management infrastructure to act as liaison for interpretation and education to Cluster Leadership Councils, the Regional Directorate, and partners; coordinate the identification and development of projects involving more than an individual park; and track and report accomplishment of work toward achieving the vision and goals of this strategy.
**Action 2**  Develop a comprehensive strategy of internal and external planning, evaluation, and assessment. Conduct gap analysis through asset mapping. Implement the strategy to plan for and measure goal achievement and the effectiveness of interpretive and educational services.

**Action 3**  Establish a set of opportunities to recognize and reward excellence in interpretation and education at all levels.

**Action 4**  Establish an Intermountain Region Interpretation and Education Council (IRIEC) with membership and mandate paralleling the National Park Service Education Council.

**Action 5**  The ILC will collaborate with the Regional Public Information Officer (PIO) to develop a communications strategy that identifies needs of internal and external audiences and methodologies to effectively communicate with them.

**B** Parks of the Intermountain Region will join with traditional and nontraditional partners to enrich the educational and interpretive opportunities offered by parks.

**Action 1**  Strengthen educational and interpretive partnerships with groups such as ethnic communities, American Indian tribes or nations, or similar groups that represent underserved audiences of National Park System sites.

- **Action 1a.** Work with Cooperating Associations to develop multipartner alliances to more effectively provide interpretive and educational opportunities to these audiences where they live.

- **Action 1b.** Partner directly with underserved audiences to more effectively provide interpretive and educational opportunities that are meaningful and relevant to these audiences.

**Action 2**  Develop and maintain partnerships with a variety of external partners to enhance thematic interpretation both within and beyond park boundaries.

**Action 3**  Increase the scope and depth of cooperation with internal partners and projects that are developing, piloting, and supporting interpretive and educational services.

**Action 4**  Establish and strengthen partnerships to better serve the curriculum-based education community in more effectively using heritage resources.
**Action 5**  Enhance access to internal and external individuals and organizations with expertise in facilitating interpretation and education of heritage resources.

Parks of the Intermountain Region provide educational opportunities for all cultures and populations, whether or not they physically visit parks, to cultivate a lifelong relationship with natural and cultural resources that will build bridges between knowledge and stewardship.

**Action 1**  Transfer research data in ways that better provide opportunities for diverse audiences to connect to the meanings and significances inherent in park resources.

**Action 2**  Foster leadership and innovation in the use of communications technology to link site-based interpretation and education with visitor orientation, teacher education, distance learning, and curriculum-based learning.

**Action 3**  Establish a pilot program with one or more large urban school districts to bring teachers to parks and park rangers to schools. Once tested, expand this program to other urban centers and communities of underserved audiences such as American Indian reservations. Such a program could be a modification of existing programs like the “Wonders In Nature – Wonders In Neighborhoods” (WIN-WIN) program based in Denver.
Regionwide Organizational Structure for Interpretation and Education

The new organizational structure consists of six Function-Based Groups composed of members from across the region. The six Function-Based Groups strategize, coordinate, and muster the assistance necessary to accomplish the vision for interpretation and education embodied in the Making Connections strategy. The initial members are shown in the table below. (For more information on how you can contribute to this effort, please see the “How You Can Participate” section of this document.)

The six chairs of the Function-Based Groups, together with the Regional Chief, form the Interpretive Leadership Council (ILC) for the region. The ILC is the leadership body for interpretation and education in the Intermountain Region. The ILC represents field interpreters and serves as liaison and advocate to the National Interpretive Advisory Council, National Park Service Education Council, Intermountain Regional Directorate, Cluster Leadership Councils, State Coordinators and Directors, and partners.

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On the following pages please find the role and function statements developed by the ILC and each of the FBGs.
Interpretive Leadership Council — Role & Function

Roles & Functions of the Interpretive Leadership Council (ILC)

- The ILC oversees and contributes to the implementation of the Intermountain Region’s strategy for interpretation and education, *Making Connections: Taking Intermountain Region Parks to the People*.
- The ILC facilitates coordination and communication among the six Function-Based Groups (FBGs).
- The ILC serves in an interpretive and educational leadership and advisory role for parks, partners, Superintendents, State Directors, State Coordinators, and the Regional Directorate.
- The ILC, in consultation with the FBGs, evaluates, prioritizes, and manages the list of *Making Connections* projects and periodically reports progress.
- The ILC provides the leadership and coordination needed to accomplish needs assessments and the timely dissemination of this information.
- The ILC promotes the coordinated pursuit of all applicable funding sources for the accomplishment of *Making Connections* projects.
- The ILC selects the cluster winners for the annual Freeman Tilden Award and the region’s winner of the annual Garrison Gold Award. The ILC approves award and incentive programs recommended by the FBGs.

Structure & Membership

**Members.** The membership of the ILC is composed of the six Chairs of the FBGs and the Chief, Interpretation and Education, Intermountain Support Office. The six FBGs are named for their areas of specialization:

- Communicating the NPS Mission
- Curriculum-Based Education & Outreach
- Evaluation
- Partnerships
- Professional Development
- Technology Application

**Chair and Vice Chair.** The Chair of the ILC is the Chief, Interpretation and Education, Intermountain Support Office. The Vice Chair assumes the responsibility of the Chair in the Chair’s absence. Periodic meeting coordination rotates among the members.

**Term.** The duration of term in office for each ILC member is dependent upon the guidelines set forth in their respective FBG.

Communications Responsibilities

**Internal ILC Communication.** Members of the ILC regularly communicate to accomplish the business of the ILC. Much of this communication will occur through e-mail, conference calls, and videoconferencing. Infrequent
meetings in person, requiring travel, might also occur as needed.

**Communication from the ILC to Others.** The InsideIntermountain Intranet site (perhaps also mirrored to a location on the NPS Internet, similar to what NPS planning has developed) is the primary information site for the *Making Connections* strategy.

**Annual Interpretive Leadership Workshop.** The ILC provides leadership for organizing an annual regionwide meeting to update the *Making Connections* strategy, and provide a forum for meaningful interaction among interpretation and education professionals. The ILC provides annual updates to the field regarding the *Making Connections* strategy via the Interpretive Leadership Workshop. The ILC coordinates the scheduling of this workshop to beneficially coincide with conferences of significant partners such as the Association of Partners for Public Lands (APPL); its annual conference is usually held in March.

**Project Reporting.** The FBGs will:

- work toward a standardized format for reporting and accountability that can be shared with the ILC, partners, and parks;
- build a database that is functional to NPS staff and accessible to partners;
- use available electronic media to disseminate success stories;
- annually report on progress at the Interpretive Leadership Workshop in either written form or in person (as funding is available);
- annually report progress, via the ILC, to Superintendents via annual cluster meetings;
- post the annual report on the *Making Connections* website (InsideIntermountain) and perhaps also on InsideNPS.

**Funding**

No funds for ILC operations are currently available; ILC members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

**Approval**

Each member requires supervisory approval for their participation as Chair of their FBG, and consequently also for their participation as a member of the ILC. I approve of this employee serving as a member of the ILC.
Communicating the NPS Mission FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

- The FBG proactively promotes its role and function with the other FBGs, parks, Superintendents, and the Regional Director.
- The FBG provides professional and technical support so Intermountain Region (IMR) parks and partners communicate the NPS mission with a clear and consistent voice.
- The FBG promotes the value of communicating the NPS mission.
- The FBG encourages opportunities for employees and partners to learn the NPS mission.
- The FBG encourages parks and partners to coordinate and prioritize messages.
- The FBG gathers, tracks, and reports to the Interpretive Leadership Council (ILC).

Structure & Membership

Members. Members are selected for their knowledge, skills, abilities, enthusiasm, and commitment. Membership is decided through group consensus. One member is from the IMR interpretive staff.

Chair and Vice Chair. The Chair and Vice Chair are selected from the group. The Chair serves for one year. The Vice Chair rotates into the Chair and a new Vice Chair is selected. The Chair is a member of the ILC and functions as team leader coordinating communications for and within the group.

Communications Responsibilities

Members communicate via conference call quarterly and as needed. An in-person meeting is held annually if possible.

Funding

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

Approval

Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

__________________________________________________________  ________________________________
Supervisor & Date                                      Employee & Date
Curriculum-Based Education & Outreach FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

The curriculum-based education program connects a park’s resources with the educational objectives of organized groups, addresses those objectives, actively engages the learners in a variety of activities, and creates opportunities for them to build their own emotional and intellectual connections with the meanings and significance inherent in the resource.

Roles

• The FBG provides advocacy, support, and leadership on all aspects of curriculum-based education and outreach to all parks in the region.
• The FBG enhances the capacity of parks to consistently facilitate excellent curriculum-based programs by connecting with resources, expertise, and innovation from inside and outside the NPS.

Functions

• The FBG solicits, generates, and prioritizes projects.
• The FBG maps assets and assesses needs.
• The FBG strengthens communication networks with educators and partners by:
  ▪ identifying funding opportunities and sources
  ▪ evaluating processes and providers
  ▪ identifying potential partnerships
  ▪ recruiting staff for projects
  ▪ marketing successes
• The FBG provides information about educational research and best practices.
• The FBG suggests ways to reach nontraditional, unengaged, or underserved audiences.
• The FBG monitors and tracks projects.
• The FBG coordinates with other interpretive FBGs.
• The FBG facilitates recruitment of educators into seasonal and career positions and also recruits and coordinates mentors.
• The FBG identifies opportunities to collaborate with other divisions and outside partners for education and outreach.
• The FBG markets successes in education and outreach.
• The FBG provides peer and expert review of curriculum-based educational media, programs, and operations as requested.
• The FBG rewards educational leadership and model projects.
• The FBG encourages evaluation, strategic planning, and sustainability by:
  ▪ sharing templates for educational strategies
  ▪ encouraging completion of theme workshops and Comprehensive Interpretive Plans (CIPs)
• The FBG assists the National Education Council with the implementation of the national education strategy.

• The FBG facilitates educator use of parks as resources and learning environments by:
  ▪ facilitating educational internships with universities
  ▪ identifying hubs for distance learning

• The FBG facilitates training opportunities for NPS staff and partners working with professional educators and students. This includes teacher recertification, the Interpretive Development Program (IDP), the North American Association for Environmental Education (NAAEE), the National Science Teachers Association (NSTA), the National Alliance of Black School Educators (NABSE), etc.

• The FBG assists with the institutionalization of successful educational partnerships. This includes partnering with EarthScope, Global Learning and Observations to Benefit the Environment (GLOBE), and JASON.

• The FBG educates NPS educators and partners about NPS standards for providing professional educational programs and products.

• The FBG prioritizes Parks as Classrooms (PAC) proposals for the Intermountain Region (IMR) and clarifies reporting requirements.

• The FBG gathers, tracks, and reports curriculum-based education and outreach successes and innovations to the Interpretive Leadership Council.

Structure & Membership

Members. The desired number of members is five or more (both NPS and non-NPS). NPS members should include representatives from fire education and natural-resource challenge education, a member of the Intermountain Support Office (Interpretation and Education) staff, and a Superintendent. Additional members are added on a project-by-project basis. Members are added through recommendations or self-nomination with supervisory approval, then approval by the current FBG members.

Chair and Vice Chair. Members elect the Chair and Vice Chair. Only NPS employees may serve as Chair or Vice Chair. The Vice Chair assumes the responsibility of the Chair in the Chair’s absence. The term of each office will be one year. After that time, the Vice Chair will automatically succeed the Chair, and a new Vice Chair is elected. The outgoing Chair is free to accept nomination for Vice Chair.

Communications Responsibilities

Meetings will be conducted remotely when possible; monthly conference calls will be held. The FBG will use e-mail and other media to disseminate success stories.

Funding

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.
Approval

Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

_________________________________ _________________________________
Supervisor & Date    Employee & Date
Evaluation FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

Whereas interpretive and educational products and services provide opportunities for visitors to forge their own intellectual and emotional connections to the meanings and significance inherent in park resources, this FBG will help interpreters and interpretive managers develop effective interpretive and educational products and services. Effective interpretive and educational services are based on program objectives leading to measurable outcomes that may include:

- satisfaction
- enjoyment
- intellectual and emotional connections to resource meanings
- increased awareness and interest
- knowledge gain
- attitude and behavior change

Specific roles for the FBG include:

- fostering a positive culture of evaluation among interpreters and managers by developing a comprehensive regional strategy for evaluating the effectiveness of interpretive and educational services for all audiences;
- providing training in the theory and practice of evaluation;
- linking park managers with evaluation resources as needed (e.g., people, universities, literature, funding sources);
- coordinating and supporting evaluation efforts in strategic decision making and priority setting;
- gathering, tracking, and reporting to the Interpretive Leadership Council (ILC).

Structure & Membership

Members. Members include NPS employees and partners with an interest in evaluation, and evaluation consultants. Membership will include at least one member of the Intermountain Support Office Interpretation & Education team. Membership will be based on a written application measured against a set of criteria and will include supervisory approval. Criteria for membership include:

- experience with basic and applied evaluation of interpretive and educational services;
- willingness to work on projects or ongoing responsibilities of the group;
- willingness to become conversant with the theory and practice of I&E evaluation.

Membership can include NPS staff, academic faculty, consultants, cooperating associations, friends’ groups, and other partners. The group may regularly include nonmembers in its meetings and activities to take advantage of expertise and special skills.

Chair and Vice Chair. Only NPS employees may serve as Chair or Vice Chair. The Vice Chair assumes the responsibility of the Chair in the Chair’s absence. Members elect the Chair and Vice Chair. The term of each office will be one year. After that time, the Vice Chair will automatically succeed the Chair, and a new Vice Chair is
elected. The outgoing Chair is free to accept nomination for Vice Chair.

**Communications Responsibilities**

Communication among group members is to be primarily via telephone and e-mail. Communication with other FBGs will occur during ILC meetings and the annual Interpretive Leadership Workshop.

**Projects**

- The FBG will develop a training curriculum.
- The FBG will propose criteria for evaluation components in funding proposals.
- The FBG will establish a review process for evaluation components in funding proposals.

**Funding**

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

**Approval**

Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

_________________________________ _________________________________
Supervisor & Date    Employee & Date
Partnerships FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

- The FBG reenergizes traditional partnerships with other public agencies, nonprofits, for-profits, and educational organizations.
- The FBG seeks out nontraditional partners in order to expand the understanding of public lands in our region. Nontraditional partners could be leaders of diverse cultural groups, underserved urban populations, American Indian groups, institutions of higher education, etc.
- The FBG gathers and disseminates information about successful partnership projects.
- The FBG does its part to articulate the importance of stewardship for public lands.
- The FBG collects and gathers potential projects and brings them forward to the Interpretive Leadership Council (ILC).
- The FBG gathers, tracks, and reports to the ILC.

Adding and Subtracting Projects from IMR List

- Project proposals will be collected by members of the FBG on an ongoing basis from any source.
- New project proposals will be reviewed by FBG members, prioritized, and recommended to the ILC for adoption in this plan.
- Prioritization initially focuses on projects that are achievable and will generate “success stories.”

Structure & Membership

Members

- The membership of the FBG will be a maximum of ten and a minimum of five.
- The majority of the FBG will be NPS employees.
- There will be a minimum two-year commitment.
- The FBG can be assisted by ad hoc members or advisors as needed.
- New members will be elected by simple majority election of the existing members of the FBG.
- Membership will include a Superintendent and an Intermountain Support Office Interpretation & Education team representative.

Chair and Vice Chair. Members elect the Chair and Vice Chair. Only NPS employees may serve as Chair or Vice Chair. The Vice Chair assumes the responsibility of the Chair in the Chair’s absence. The term of each office will be one year. After that time, the Vice Chair will automatically succeed the Chair, and a new Vice Chair is elected. The outgoing Chair is free to accept nomination for Vice Chair.
Communications Responsibilities

The Chair has the responsibility to keep the ILC informed on the activities of the FBG. The Chair has the responsibility to keep the FBG informed about the work of the ILC and the other FBGs.

Funding

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

Approval

Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

_________________________________ _________________________________
Supervisor & Date    Employee & Date
Professional Development FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

- The Professional Development FBG surveys and coordinates regional training needs and concerns.
- The Professional Development FBG provides input into regional awards and professional development opportunities.
- The Professional Development FBG provides training and mentoring for parks and input and feedback to the Interpretive Development Program (IDP).
- The FBG gathers, tracks, and reports to the Interpretive Leadership Council (ILC).

Standard Operating Procedures (SOPs)

- The FBG collaborates with other FBGs.
- The FBG establishes a procedure for listing and delisting projects.
- The FBG establishes accountability and a reporting method for projects.
- The FBG serves as a panel for prioritizing applicants for a yearly certifier course at Stephen T. Mather Training Center (STMA).
- The FBG participates in a quarterly conference call between all of its members.
- The FBG serves as a funnel for professional development and Interpretive Development Program (IDP) suggestions to the steering committee from the field and other sources.

Adding and Subtracting Projects from IMR List

- The FBG works on the top three projects based upon input from FBG members.
- The FBG considers both field and regional input for new projects.
- The FBG manages work based on the availability of resources.

Project Reporting

- The FBG considers adding or delisting projects on an annual basis or as needed.

Structure & Membership

Members

- Members will help establish, prioritize, and accomplish the work of the committee.
- Membership on the committee will be based upon individual interest and experience in IDP or employee development.
- Membership mentoring positions will be considered based upon stated interest.
- There will be no set term for membership (at this time).
Chair and Vice Chair

- There will be a two-year initial term for Chair and Vice Chair.
- Subsequent terms will be for one year each.
- The Vice Chair may be considered for Chair, but it is not an automatic selection.
- The Vice Chair will serve as an alternate Chair as needed.
- Both positions are responsible for ongoing recruitment.

Communications Responsibilities

- Project leaders report to the FBG quarterly.
- The FBG Chair reports to the ILC annually.
- The FBG will use the IMR Intranet as the tool for reporting to the field.
- The FBG Chair or ILC Chair (as applicable) will report in person to the Regional Director, Superintendents, and State Coordinators/Directors.

Projects

Project Leaders. A project leader can be any member of the FBG assigned the responsibility by the Chair. Project leaders are responsible for quarterly reporting to the FBG.

Project Points of Contact (POCs). This can be the Chair of the FBG or an assigned individual.

Project Tracking and Evaluation. This is the responsibility of a project leader (in consultation with the Chair).

Acceptance of New Projects. Projects will be approved by the majority of the FBG.

Funding

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

Approval

Membership in the FBG will require supervisory approval. Additional approval may be required if a member desires to serve as Chair or Vice Chair. Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

_________________________________ _________________________________
Supervisor & Date    Employee & Date
Technology Application FBG — Role & Function

Roles & Functions of this Function-Based Group (FBG)

The Technology Application FBG is charged with the responsibility of expanding the role and the effectiveness of technology in the field of interpretation. The group is not intended as a substitution for IT specialists and help desks or as a data-entry service for other FBGs. The group will provide the following services:

- advocacy for the accessibility and use of technology in education for all audiences;
- advice on alternatives in the use of technology;
- guidance on new advancements in the field of technology;
- leadership and education on cost-effective ways to apply technology;
- connections to the wider world of technology and technology in interpretation;
- direction on future trends in technology;
- guidance on partnerships in technology.

The group will gather, track, and report to the Interpretive Leadership Council (ILC).

Adding and Subtracting Projects from IMR List. Projects will be added or deleted from the IMR list in response to discussions and consensus reached in Team Room via Lotus Notes discussions (see “Communications Responsibilities” below).

Project Reporting. Projects will be reported to the ILC through the FBG Chair.

Structure & Membership

Members. This FBG includes a broad range of members. In addition to drawing participants with a demonstrated technological ability, the group will include members who may lack specific skills but who have a broad awareness of technological opportunities and advancements or a strong interest in applying technology to programs and activities. In addition to NPS members the group may include interested parties from partner groups and the larger technology community. Members will be encouraged to commit on an annual basis, though participation for specific projects is also acceptable.

Chair and Vice Chair. The Chair and Vice Chair are NPS personnel from the Intermountain Region. They are selected on an annual basis. There is no limit to the number of terms that they can serve if they and the FBG so desire.

Communications Responsibilities

Internal Communications. Members of the FBG must communicate on a regular basis to accomplish business. To facilitate this communication the group will establish a Team Room within Lotus Notes in which group members can post updates and exchange ideas on an as-needed basis. Other communication options are available, including e-mail, conference calls, and video conferencing. Infrequent meetings may also occur in conjunction with annual Interpretive Leadership Workshops.

External Communications. The Technology Application FBG reports to other FBGs and external audiences using
existing media and networks. The Chair reports to the ILC and important information will be posted by the ILC onto the InsideIntermountain Intranet site.

**Funding**

No funds for FBG operations are currently available; FBG members pay for their own participation. Expenses are expected to be minimal. The primary use of any available funding will be to fund high-priority projects.

**Approval**

Each member requires supervisory approval for their participation. I approve of this employee serving as a member of the FBG.

_________________________________ _________________________________
Supervisor & Date                Employee & Date
Projects and Leaders

In August 2003, FBG members separated a master list of projects into achievable segments. Projects that need to be accomplished first, for a variety of reasons, are the highest near-term priority and are described as “first-tier” projects. Generally speaking, first-tier projects will be accomplished before second-tier projects, second tier before third tier, and so on.

The table below describes the priority projects that the FBGs intend to initiate and accomplish in FY2004. Annotations following each project description, such as “(P11),” refer to key numbers on the master project list in the “Appendix” and serve as a way to cross-reference the two tables. In the second and third columns, bold-italics text designates lead FBGs and project leaders; normal text designates participating FBGs and contacts.

<table>
<thead>
<tr>
<th>Project(s)</th>
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<td><strong>Haraden</strong></td>
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<td><strong>Dubey</strong>&lt;br&gt;Carranza</td>
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<td><strong>Develop Expert List.</strong> Develop a comprehensive and user-friendly Internet database of consultants, resources for curriculum development, writers, funding sources, grant writers, researchers, teachers, Cooperative Ecosystems Study Units (CESUs), training venues, evaluation consultants, and professional organizations. *(Goal-Action B5.) <em>(P14)</em></td>
<td><strong>Curriculum-Based Education &amp; Outreach</strong>&lt;br&gt;Evaluation&lt;br&gt;Partnerships&lt;br&gt;Technology Application&lt;br&gt;Communicating the NPS Mission&lt;br&gt;ILC</td>
<td><strong>Dubey</strong>&lt;br&gt;Carranza&lt;br&gt;Shirakawa&lt;br&gt;Zichterman&lt;br&gt;Haraden&lt;br&gt;ILC members</td>
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<td><strong>Expand Interagency Partnership Website.</strong> Strengthen and expand an existing interagency partnership website that links many local, state, federal, and private agencies together to highlight curriculum-based educational programs and services. Identify and include organizations such as Concessioners, Cooperating Associations, the National Park Foundation, and nongovernmental conservation and historical associations who may currently be offering or planning services. *(Goal-Action B4.) <em>(P21)</em></td>
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<td><strong>Carranza</strong>&lt;br&gt;Elkowitz</td>
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<td><strong>Outreach to Underserved.</strong> Work with Cooperating Associations to develop multipartner alliances to more effectively provide interpretive and educational opportunities to these audiences where they live. <em>(Goal-Action B1.)</em> <em>(P28)</em></td>
<td><strong>Partnerships</strong>&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Communicating the NPS Mission</td>
<td><strong>Frederick</strong>&lt;br&gt;Hodges&lt;br&gt;Gossard</td>
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<td><strong>Enhance Relevance to Underserved.</strong> Partner directly with underserved audiences to more effectively provide interpretive and educational opportunities that are meaningful and relevant to these audiences. <em>(Goal-Action B1.)</em> <em>(P15)</em></td>
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<td><strong>Connect Training to Standards.</strong> Develop a range of employee development opportunities that implement Servicewide Interpretive Development Program (IDP) standards. <em>(Goal-Action A2.)</em> <em>(P11)</em></td>
<td><strong>Professional Development</strong></td>
<td><strong>Elkowitz</strong></td>
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## Recurring Annual Timeline

For the life of the five-year strategy, the following schedule is proposed:

- **February or March:** A portion of the annual Interpretive Leadership Workshop is used for reviewing accomplishments for the previous FY, the status of accomplishments for the current FY, and the determination/prioritization of projects for the next FY.
- **October:** Parks report on that FY’s project to the appropriate FBG.
- **October through January:** In response to the Servicewide Consolidated Call (SCC), FBGs assist parks in preparing project proposals that support *Making Connections*.
- **November:** FBGs report on that FY’s accomplishments to the ILC.
- **January:** The ILC reports to the larger audience on the previous FY’s accomplishments and current FY’s projects.
How You Can Participate

This regionwide strategy for Interpretation and Education strategy may affect you and your work in a variety of ways. You may have seen a project in this document with which you’d like to become involved. Or you may already be involved in a project that supports one of the strategy’s goals, even if it’s not listed here. Either way, here’s how to become more involved in this regionwide effort to increase the quality and relevance of interpretive and educational services provided to visitors.

**Call or Write**

Telephone or write any of the Chairs of the Function-Based Groups to inquire about a specific project that relates to that group — either one that is being led by that FBG or one in which you are already involved. We want to know how you are helping to achieve the vision!

**Communicating the NPS Mission FBG**

**Chair:** Tom Haraden  
**Park/organization:** Zion National Park  
**Telephone:** 435-772-0161  
**E-mail address:** tom_haraden@nps.gov

**Curriculum-Based Education & Outreach FBG**

**Chair:** Leslie Dubey  
**Park/organization:** Big Thicket National Preserve  
**Telephone:** 409-839-2689, ext. 249  
**E-mail address:** leslie_dubey@nps.gov

**Evaluation FBG**

**Chair:** Lyn Carranza  
**Park/organization:** Petrified Forest National Park  
**Telephone:** 928-524-6228, ext. 245  
**E-mail address:** lyn_carranza@nps.gov

**Partnerships FBG**

**Chair:** Larry Frederick  
**Park/organization:** Rocky Mountain National Park  
**Telephone:** 970-586-1220  
**E-mail address:** larry_frederick@nps.gov
Professional Development FBG

Chair: David Elkowitz  
Park/organization: Big Bend National Park  
Telephone: 432-477-1107  
E-mail address: david_elkowitz@nps.gov

Technology Application FBG

Chair: Phil Zichterman  
Park/organization: Black Canyon of the Gunnison National Park / Curecanti National Recreation Area  
Telephone: 970-641-2337, ext. 227  
E-mail address: phil_zichterman@nps.gov

Visit the Website

Sometime in FY2004 a website will be established for the Making Connections strategy. This may be a component of the existing InsideIntermountain website. This site will be the place for you to propose new projects, track projects, read about successes, report your participation in projects, and participate in assessing the progress of the strategy. Look for an announcement of this site sometime in FY2004.

Meet with Others

Starting in FY2005 the parks of the region will conduct an annual Interpretive Leadership Workshop, perhaps in February or March. This workshop will include a variety of information useful to the field interpreter and partners engaged in interpretation and education and will also include discussion of the strategy, its progress, course corrections, new projects, etc.

Read the Annual Report

Starting in January 2004, an annual report will be produced and disseminated to all of the parks in the region, partners in the effort, NPS managers, and others. Look for a printed or electronic version of this report.
## Appendix

### Master Project List and Associated FBGs & Leaders

Last updated August 2003

<table>
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<th>Tier</th>
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<td>Dubey Carranza Shirakawa Zichterman Haraden (Zichterman, Gossard, Elkowitz, Carranza, Frederick, Dubey)</td>
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<td>Dubey&lt;br&gt;   Carranza&lt;br&gt;   Shirakawa&lt;br&gt;   Zichterman&lt;br&gt;   Haraden</td>
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<td><strong>Partner with “Views of the National Park Service”</strong>. Assign regional representatives to work with the Washington Office Natural Resources Information Division to develop more and better “Views of the National Park Service” projects, and similar services, for the region. <em>(Achieves Goal-Action B3.)</em></td>
<td>Technology Application&lt;br&gt;   Communicating the NPS Mission&lt;br&gt;   Curriculum-Based Education &amp; Outreach</td>
<td>Nash&lt;br&gt;   Herbert&lt;br&gt;   Wolin</td>
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<td>2</td>
<td><strong>Develop Media Training.</strong> Develop and promote courses in Web and print publishing. <em>(Achieves Goal-Action A.)</em></td>
<td><strong>Communicating the NPS Mission</strong>&lt;br&gt;Professional Development</td>
<td>Haraden (print), Herbert (Web)&lt;br&gt;Hutson</td>
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<td>2</td>
<td><strong>Educators’ Electronic Network.</strong> Strengthen the educators’ electronic network. <em>(Achieves Goal-Action A.)</em></td>
<td><strong>Curriculum-Based Education &amp; Outreach</strong></td>
<td>De Gregorio</td>
<td>P59</td>
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<td>2</td>
<td><strong>Enable Communication Methods.</strong> Develop a team room for the Technology Application FBG and the ILC as well as other FBGs as needed on Notes and iNotes. Provide instruction on their use. <em>(Achieves Goal-Action C2.)</em></td>
<td><strong>Technology Application</strong>&lt;br&gt;Curriculum-Based Education &amp; Outreach</td>
<td>Zichterman&lt;br&gt;De Gregorio</td>
<td>P66</td>
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<td>2</td>
<td><strong>Evaluation Case Studies.</strong> Report evaluation case studies on IMR Intranet Web page under “Interpretation and Education” for reference and use as models by parks. <em>(Achieves Goal-Action A2.)</em></td>
<td><strong>Evaluation</strong>&lt;br&gt;Professional Development</td>
<td>Carranza&lt;br&gt;Elkowitz</td>
<td>P19</td>
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<td>2</td>
<td><strong>Regional Evaluation Strategy (Part 2).</strong> Evaluate interpretive and educational services for balanced content, diversity of audience, cognitive gains, visitor preferences, and potential for cultivating stewardship. Utilize the “best practices” research conducted by the National Park Foundation and public involvement to begin this process. <em>(Achieves Goal-Action A2.)</em></td>
<td><strong>Evaluation</strong>&lt;br&gt;Professional Development</td>
<td>Carranza&lt;br&gt;Elkowitz</td>
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<td>2</td>
<td><strong>Superintendent Training Course.</strong> Develop and present an education and interpretation overview training course for Superintendents. <em>(Achieves Goal-Action A1.)</em></td>
<td><strong>Professional Development</strong>&lt;br&gt;Communicating the NPS Mission&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Partnerships&lt;br&gt;Technology Application</td>
<td>Hutson&lt;br&gt;Haraden&lt;br&gt;Dominy&lt;br&gt;Carranza&lt;br&gt;Hobson&lt;br&gt;Zichterman</td>
<td>P54</td>
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<td>3</td>
<td><strong>Regional Evaluation Strategy (Part 1).</strong> The regional evaluation expert group will work with a consultant and/or a Cooperative Ecosystems Study Unit (CESU) partner to develop a regional evaluation strategy and implementation plan. <em>(Achieves Goal-Action A2.)</em></td>
<td><strong>Evaluation</strong>&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Partnerships&lt;br&gt;Technology Application</td>
<td>Carranza</td>
<td>P44</td>
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<td></td>
<td><strong>Technology Application</strong>&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Partnerships&lt;br&gt;Technology Application</td>
<td>Zichterman (with Herbert, Chetwin)</td>
<td>P2</td>
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<td>3</td>
<td><strong>Website Technology.</strong> <em>(Previously titled “Assess Technology (Part 2)” ; rewritten by Technology Application FBG)</em> Provide web-development expertise to assist park staff in developing comprehensive websites. Provide DreamWeaver templates, contacts, and information. <em>(Achieves Goal-Action C2.)</em></td>
<td><strong>Technology Application</strong>&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Partnerships&lt;br&gt;Technology Application</td>
<td>Zichterman (with Herbert, Chetwin)</td>
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<td><strong>Assess Technology (Part 1).</strong> Complete and disseminate the results of a communications and technology assessment and implementation plan. <em>(Achieves Goal-Action C2.)</em></td>
<td><strong>No FBG included this project in its ranked list of projects.</strong> Previously associated FBGs included:&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Professional Development&lt;br&gt;Technology Application</td>
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<td><strong>Assess Technology (Part 3).</strong> Enhance availability of TelNet technology to enable curriculum-based and satellite-facilitated distance-learning opportunities at parks. Establish these parks as host sites for career-enhancement courses for teachers. <em>(Achieves Goal-Action C2.)</em></td>
<td><strong>No FBG included this project in its ranked list of projects.</strong> Previously associated FBGs included:&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;Professional Development&lt;br&gt;Technology Application</td>
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<td><strong>Assess Technology (Part 4).</strong> Prepare funding proposals for converting all park theater equipment to DVD technology. <em>(Achieves Goal-Action C2.)</em></td>
<td><strong>No FBG included this project in its ranked list of projects.</strong> Previously associated FBGs included:&lt;br&gt;Curriculum-Based Education &amp; Outreach&lt;br&gt;Evaluation&lt;br&gt;IMSO-IE staff&lt;br&gt;Professional Development&lt;br&gt;Technology Application</td>
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<td><strong>Assess Technology (Part 6).</strong> Research curriculum-based educational groups producing Internet magazines (e-zines) and develop partnerships to expand curriculum-based educational activities for teachers via these media. <em>(Achieves Goal-Action C2.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: Curriculum-Based Education &amp; Outreach Evaluation Professional Development Technology Application</td>
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<td><strong>Assist Ranger Competencies.</strong> Participate in developing the Resource Protection and Visitor Services Competencies program. <em>(Achieves Goal-Action B3.)</em></td>
<td>Professional Development</td>
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<td>P8</td>
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<td><strong>Build Planning Capacity.</strong> Strengthen and grow training and mentoring relationships between IMSO interpretation and education planners and others (including park staffs, partners, academics, and contractors) to build strategic planning capacity to complete and implement park Comprehensive Interpretive Plans and other park plans. <em>(Achieves Goal-Action A1.)</em></td>
<td>Professional Development</td>
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<td><strong>Connect Comprehensive Interpretive Plans (CIPs) to Standards.</strong> Develop park CIPs that implement Servicewide Interpretive Development Program (IDP) standards. <em>(Achieves Goal-Action A2.)</em></td>
<td>Professional Development</td>
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<td><strong>Contribute to Diverse Media.</strong> Parks will write articles or give input to media stories for major magazines, radio, or television venues with diverse audiences. Might include an interpretation and education <em>Morning Report</em> posted electronically. <em>(Achieves Goal-Action A5.)</em></td>
<td>Communicating the NPS Mission</td>
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<td><strong>Coordinate Making Connections Strategy.</strong> Coordinate the implementation of <em>Making Connections</em>. <em>(Achieves Goal-Action A1.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: Function-Based Groups IMSO-IE staff New ILC</td>
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| Tier | Develop a Mission Seminar. Develop a cadre of trainers to present a course on understanding and communicating the NPS mission for parks, conferences, Superintendents, and seasonal and permanent employees. *(Achieves Goal-Action A.)* | Professional Development  
Communicating the NPS Mission | | P63 |
| Tier | Enhance Textbooks. Work with publishers to enhance textbooks addressing National Park System connections, stories, activities, and resource-management issues. *(Achieves Goal-Action B4.)* | No FBG included this project in its ranked list of projects. Previously associated FBGs included:  
Communicating the NPS Mission  
Curriculum-Based Education & Outreach Evaluation | | P16 |
| Tier | Establish Resource-Management Liaisons. Establish liaison positions for connecting park interpretation and education staffs to park cultural and natural resource-management staffs to facilitate closer cooperation in the development of more effective interpretive and educational materials and services. *(Achieves Goal-Action B3.)* | Curriculum-Based Education & Outreach | | P17 |
| Tier | Evaluate Public Information Officer (PIO) Contributions. Evaluate public information officers annually for their contributions to media that serve specific ethnic groups. (The target for each PIO will be two to four contacts that result in stories each year.) *(Achieves Goal-Action A5.)* | No FBG included this project in its ranked list of projects. Previously associated FBGs included:  
Regional PIO | | P18 |
| Tier | Expand “Humanities in the Parks.” Support the expansion of the “Humanities in the Parks” program to the planned level of placing 30 interns in parks by the summer of 2004. *(Achieves Goal-Action B2.)* | Partnerships | | P20 |
| Tier | Hire IMSO Education Specialist. Fill the Regional Education Specialist position located in the Intermountain Support Office. This person will serve as liaison for the Curriculum-Based Education & Outreach group to the Regional Directorate. *(Achieves Goal-Action A1.)* | No FBG included this project in its ranked list of projects. Previously associated FBGs included:  
Curriculum-Based Education & Outreach Evaluation | | P22 |
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<td><strong>Interpretive Leadership Workshop.</strong> Structure the region’s annual Interpretive Leadership Workshop to serve as a primary venue for reporting on, updating, and planning further implementation of <em>Making Connections.</em> <em>(Achieves Goal-Action A1.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: Evaluation Partnerships Professional Development</td>
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<td><strong>Invite Underserved Audiences.</strong> Develop a communications campaign to invite underserved audiences to visit the park nearest them on Founders Day. Arrange for park staffs to visit underserved communities as a way to build interest in such visits. Offer programming at the parks that is especially welcoming to underserved visitors. <em>(Achieves Goal-Action A5.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: ARD for Workforce Diversity Communicating the NPS Mission IMR Parks</td>
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<td><strong>Link Comprehensive Interpretive Plans (CIPs) to Making Connections Goals.</strong> Incorporate the goals of the regional strategy into the planning process that generates park Comprehensive Interpretive Plans. <em>(Achieves Goal-Action A2.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: IMR Parks IMSO-IE staff</td>
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<td><strong>Link Funding to Strategy Goals.</strong> Revise regional criteria for the Servicewide Consolidated Call so that special monies are tied to achieving the goals of the strategy. <em>(Achieves Goal-Action A3.)</em></td>
<td>No FBG included this project in its ranked list of projects. No previously associated FBGs.</td>
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<td><strong>List Diverse Media.</strong> Assemble and disseminate a list of media that serves specific ethnic groups and that identifies individual contacts. Coordinate multipark stories that will serve these venues. <em>(Achieves Goal-Action A5.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: ARD for Workforce Diversity Communicating the NPS Mission Regional PIO</td>
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<td><strong>Partner for Information Transfer.</strong> Collaborate with partners such as research learning centers, CESUs, institutes, and cooperating associations to develop standard operating procedures for communication strategies, education deliverables, and methodologies for effective partnership and information transfer. <em>(Achieves Goal-Action C1.)</em></td>
<td>No FBG included this project in its ranked list of projects. Previously associated FBGs included: Partnerships Technology Application</td>
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<td><strong>Partner with Cooperative Ecosystem Study Units (CESUs).</strong> Collaborate more actively with CESUs to better employ the</td>
<td>Partnerships</td>
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<td>expertise of the academic community to improve interpretive and educational materials and services. *(Achieves Goal-</td>
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<td>Action B3.)*</td>
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<td><strong>Partner with EarthScope (Part 1).</strong> Develop and maintain an active partnership with the EarthScope project, a</td>
<td>Curriculum-Based Education &amp; Outreach (#9a)</td>
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<td>multipartner public-private project that researches and interprets the geology of North America. *(Achieves Goal-</td>
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<td>Action B2.)*</td>
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<td><strong>Partner with EarthScope (Part 2).</strong> Conduct a workshop to develop statements of significance and primary interpretive</td>
<td>Curriculum-Based Education &amp; Outreach (#9b)</td>
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<td>themes for the EarthScope project. <em>(Achieves Goal-Action B2.)</em></td>
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<td><strong>Partner with EarthScope (Part 3).</strong> Assist in the development of pilot EarthScope exhibits appropriate for use in</td>
<td>Curriculum-Based Education &amp; Outreach (#9c)</td>
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<td>National Park System sites. <em>(Achieves Goal-Action B2.)</em></td>
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<td><strong>Partner with EarthScope (Part 4).</strong> In partnership with EarthScope provide information packets to parks developing</td>
<td>Curriculum-Based Education &amp; Outreach (#9d)</td>
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<td>Earth-science exhibits based on the EarthScope pilot exhibits. <em>(Achieves Goal-Action B2.)</em></td>
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<td><strong>Partner with United States Geological Survey (USGS).</strong> Explore and expand partnerships with the United States</td>
<td>Partnerships</td>
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<td>Geological Survey. <em>(Achieves Goal-Action B2.)</em></td>
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<td><strong>Procedure for Reporting Accomplishments.</strong> Identify a simple and straightforward procedure for each park to report</td>
<td>No FBG included this project in its ranked list of projects,</td>
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<td>accomplishment of park-specific goals and regional goals, e.g., compiling I&amp;E portions of Superintendents’ narratives.</td>
<td>Previously associated FBGs included:</td>
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<td>P37</td>
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<td><em>(Achieves Goal-Action A1.)</em></td>
<td>Evaluation Interpretive Leadership Council (ILC)</td>
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| Promote Technology Application.  
(Previously titled “Assess Technology (Part 5)”: rewritten by Technology Application FBG) Promote exemplary technology examples, ideas, how-tos, contacts, pitfalls, and costs on an accessible Intranet medium.  
(Achieves Goal-Action C2.) | Technology Application | | P5 |
| Publish Shared Thoughts. Publish Shared Thoughts from the Intermountain Regional Director expressing strong support for the regional strategy for interpretation and education.  
(Achieves Goal-Action A5.) | No FBG included this project in its ranked list of projects. Previously associated FBGs included: 
Evaluation 
Professional Development | | P38 |
| Rangers in Schools. Station term-appointed National Park Service rangers in the residential education programs of urban school districts (such as Denver’s Ballarat Outdoor Education School).  
(Achieves Goal-Action C3.) | Curriculum-Based Education & Outreach | | P39 |
| Reauthorize Interpretive Leadership Council (ILC). Develop role & function statements and bylaws for the newly reconstituted ILC and each of the Function-Based Groups. Present to Cluster Leadership Councils and Regional Directorate for approval.  
(Achieves Goal-Action A1.) | No FBG included this project in its ranked list of projects. Previously associated FBGs included: 
Current ILC 
Interim ILC | | P40 |
| Recognize & Reward Excellence (Part 1). Develop regional awards for excellence in interpretation and education such as Education Superintendent of the Year, Outstanding New Service of the Year, Outstanding Contribution Toward Achieving the Regional Vision, etc.  
(Achieves Goal-Action A3.) | Curriculum-Based Education & Outreach  
(#4a) 
Professional Development | | P41 |
| Recognize & Reward Excellence (Part 2). Develop criteria for a regional Shoulder-to-Shoulder Award for Partners in Education.  
(Achieves Goal-Action A3.) | Curriculum-Based Education & Outreach  
(#4b) | | P42 |
| Reevaluate Award Criteria. Reexamine all regional awards in regard to selection criteria based on Servicewide Interpretive Development Program (IDP) standards for effective interpretation.  
(Achieves Goal-Action A3.) | Professional Development | | P43 |
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<td><strong>Regional Evaluation Strategy (Part 3).</strong> The regional Curriculum-Based Education &amp; Outreach expert group will review curriculum-based pilot programs, identify the best practices, and determine how these practices could be employed by other parks. <em>(Achieves Goal-Action A2.)</em></td>
<td>Evaluation</td>
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<td><strong>Regional Evaluation Strategy (Part 4).</strong> Determine barriers to park use by underserved audiences and identify actions to remove or overcome those barriers. <em>(Achieves Goal-Action A2.)</em></td>
<td>Evaluation</td>
<td>P47</td>
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<td><strong>Regional Evaluation Strategy (Part 6).</strong> The Intermountain Region will contract the development of a survey to measure visitor needs and preferences. It will be posted on the websites of each park in the region, and will be voluntarily completed and submitted by the virtual visitor. <em>(Achieves Goal-Action A2.)</em></td>
<td>Evaluation</td>
<td>P49</td>
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<td><strong>Restructure Interpretive Leadership Council (ILC).</strong> Restructure the cluster-based Interpretive Management Groups into six Function-Based Groups that will act as expert groups for their function throughout the region: Communicating the NPS Mission, Curriculum-Based Education &amp; Outreach, Evaluation, Partnerships, Professional Development, and Technology Application. Restructure the Interpretive Leadership Council (ILC). The current council consists of the chairs of the three cluster-based IMGs plus the Regional Chief of Interpretation and Education. The proposed ILC will consist of the chairs of the six Function-Based Groups plus the Regional Chief of I&amp;E. <em>(Achieves Goal-Action A1.)</em></td>
<td>Interim Chairs of Function-Based Groups Regional Chief of I&amp;E</td>
<td>P51</td>
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<td><strong>Share Award-Winning Ideas.</strong> Recognize successes with Cooperating Associations and partners such as the National Park Foundation and develop processes, incentives, and methods of sharing ideas generated by award-winning projects and programs. <em>(Achieves Goal-Action A3.)</em></td>
<td>Cooperating Associations Partners Professional Development</td>
<td>P52</td>
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## Support Servicewide Business Plan.
Through the council provide regional support to the development of the proposed Servicewide Business Plan for Education. The regional council will serve as point-of-contact to the field regarding this plan and its implementation in the Intermountain Region. *(Achieves Goal-Action A4.)*

No FBG included this project in its ranked list of projects. Previously associated FBGs included:
- Curriculum-Based Education & Outreach Evaluation
- IRIEC

## Teacher Education Courses.
Conduct a series of courses during the summer months that will provide continuing education credits for public school teachers. Course content will focus on heritage conservation and resource management, and the history and mission of the National Park Service. *(Achieves Goal-Action C3.)*

## Teachers in Parks II.
Develop a recruitment pool of teachers (from in-park program) and others for educational opportunities such as preservice, in-service, SCEP, “Teachers in Parks,” partners’ teachers, etc. *(Achieves Goal-Action B.)*

## TelNet Course.
Develop a TelNet or similar course on the “best educational practices” and current research. *(Achieves Goal-Action A.)*

## Urban Junior Ranger.
Determine the feasibility of developing a regional “Urban Junior Ranger Program” or a similar project that complements the Servicewide “Web Ranger Program” currently under development. *(Achieves Goal-Action C2.)*
Participants in the Making Connections Development Process

A diverse group of interpreters, educators, partners, and managers have diligently worked together to identify new and more inclusive opportunities for all people to connect to the Intermountain Region’s heritage resources. We wish to publicly thank all of the participants in this important effort; their names and organizations are listed below. Special thanks to Tom Haraden, designer of this publication and Chair of the Function-Based Group for Communicating the NPS Mission, and to Western National Parks Association for assisting with the editing of Making Connections.

Janet Ambrose  Yellowstone National Park
Christie Anastasia  Point Reyes National Seashore
Ruben Andrade  Fort Union National Monument
Jack Baker  Trail of Tears Association
Scott Bentley  George Washington Carver National Monument
Bill Black  Fort Smith National Historic Site
Steve Black  Washita Battlefield National Historic Site
Roxxanne Brickell-Reardon  Colorado State Parks
Sharon Brown  Long Distance Trails Office
Doug Buehler  Guadalupe Mountains National Park
Lyn Carranza  Petrified Forest National Park
Diane Chalfant  Yellowstone National Park
Judy Chetwin  Intermountain Support Office
Theresa Coble  Stephen F. Austin State University, TX
Lisa Conard  Oklahoma City National Memorial
John Conoboy  Long Distance Trails Office
Dave Dahlen  Glacier National Park
Tom Danton  Saguaro National Park
Denis Davis  Intermountain Support Office
Mark De Gregorio  Rocky Mountain National Park
Neil DeJong  Intermountain Support Office
Leslie DeLong  El Malpais National Monument
Lynne Dominy  Bandelier National Monument
Leslie E. Dubey  Big Thicket National Preserve
Elizabeth Dupree  San Antonio Missions National Historical Park
David Elkowitz  Big Bend National Park
Lisa Evans  Amistad National Recreation Area
Rich Fedorchak  Grand Teton National Park
Jacob Fillion  Grand Canyon National Park
Melanie Flores  Saguaro National Park
Pamela Frazier  Grand Canyon Association
Larry Frederick  Rocky Mountain National Park
Rick Frost  Intermountain Regional Office
Rena Fugate  Intermountain Support Office
Steve Fullmer  Fort Laramie National Historic Site
Amy Galperin  Bureau Of Land Management
Judy Geniac  Washington Office, Geological Resources Division
Lisa Gerloff  University Of Montana, MT
Eddie Gonzalez  National Park Foundation
Glenn Gossard  Glen Canyon National Recreation Area
Ed Greene  Carlsbad Caverns National Park
Bill Gwaltney  Intermountain Regional Office
Tom Haraden  Zion National Park
Marjorie Head  Carlsbad Caverns National Park
Judy Hellmich  Grand Canyon National Park
Lana Henry  George Washington Carver National Monument
Neal Herbert  Canyonlands National Park
Tracey Hobson  Mesa Verde Museum Association
Sandy Hodges  Lyndon B. Johnson National Historical Park
Elizabeth Hoermann  Northeast Center for Education Services
Wilson Hunter  Canyon de Chelly National Monument
Dave Hutson  Organ Pipe Cactus National Monument
Maggie Johnston  Capulin Volcano National Monument
Ricks Jones  Glen Canyon National Recreation Area
Max King  Glen Canyon National Recreation Area
Randi King  Intermountain Support Office
Doug Knapp  Indiana University, IN
Judy Knuth Folts  Yellowstone National Park
Don Kodak  Harpers Ferry Center
Richard Kohen  Intermountain Support Office
Skip Ladd  Intermountain Regional Office
Wendy Lauritzen  Pecos National Historical Park
Mike Legg  Stephen F. Austin State University, TX
Sophia Linn  Colorado Geographic Alliance
Linda Lutz-Ryan  Intermountain Support Office
Charles Mayo  Washington Office, Interpretation & Education
Chuck Milliken  Long Distance Trails Office
Riley Mitchell  Capitol Reef National Park
Lynne Murdiken  Washington Office, Natural Resources Information Division
Doug Murphy  Palo Alto Battlefield National Historic Site
Bruce Nash  Washington Office, Natural Resources Information Division
Terry Nichols  Aztec Ruins National Monument
Barry Nielsen  Gila Cliff Dwellings National Monument
Ron Parker  Chickasaw National Recreation Area
Tomas Parker  Washington Office, Natural Resources Information Division
Brian Quigley  Capulin Volcano National Monument
Joe Reasoner  Fort Laramie National Historic Site
Ellis Richard  Guadalupe Mountains National Park
Nina Roberts  Washington Office, Natural Resources Information Division
Steve Robinson  Cedar Breaks National Monument
Juan Rodriguez  Padre Island National Seashore
Andrea Sharon  Long Distance Trails Office
Tessy Shirakawa  Mesa Verde National Park
Kim Sikoryak  Intermountain Support Office
Ernestine Sisneros  Salinas Pueblo Missions National Monument
Rick Slade  Amistad National Recreation Area
Diane Souder  Petroglyph National Monument
Valeri Steffen  Golden Spike National Historic Site
Bill Swift  Grand Teton National Park
Rhonda Terry  Lake Meredith National Recreation Area
Ron Terry  Zion National Park
Sam W. Vaughn  Harpers Ferry Center
Lorenzo Vigil  Pecos National Historical Park
Larry Villalva  Oklahoma City National Memorial
Judy Visty  Rocky Mountain National Park
Karen Wade  Intermountain Regional Office
Brad Wallis  Grand Canyon Association
Sandy Weber  Washington Office, Interpretation & Education
Marcella Wells  Marcella Wells Consulting
Mike Whatley  Washington Office, Natural Resources Information Division
Christine Whitacre  Intermountain Support Office
Matt Wilson  Intermountain Support Office
Nancy Wilson  Rocky Mountain Nature Association
Jeff Wolin  Florissant Fossil Beds National Monument
Ken Woody  Little Bighorn Battlefield National Monument
Phil Zichterman  Black Canyon of the Gunnison National Park / Curecanti National Recreation Area

[PLACEHOLDER: Graphic
designer’s colophon.. Tom will
place appropriate info here as he
sees fit.]
Making Connections