

State of California . The Natural Resources Agency . CA State Parks

# Resource Management Cultural Basic

October 26-31, 2014

**Training Syllabus**



**William Penn Mott Jr. Training Center**



# Memorandum

**Date:** September 18, 2014  
**To:** Supervisor  
**From:** Theresa Bober, Department Training Officer  
William Penn Mott Jr. Training Center  
Department of Parks and Recreation  
**Subject:** Employee Attendance at Formal Training  
Resource Management Cultural Basic Group 1

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

### Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

### Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

### Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.

Attachment

cc: Participant

## TABLE OF CONTENTS

Formal Training Guidelines .....	1
Program Attendance Checklist.....	6
Pre-Training Assignments .....	7
Post-Training Assignment .....	8
Agenda.....	9
Program Outline .....	11
Program Objectives.....	12
Map .....	19

***Mission Statement  
Training Section***

***The mission of the Training Section is to improve  
organizational and individual performance and  
productivity through consulting, collaboration,  
training, and development.***

## TRAINING SECTION STAFF

Theresa Bober ..... Department Training Officer  
Connie Breakfield ..... Field Training Program Manager  
Sara M. Skinner ..... Training Specialist  
Dave Galanti ..... Training Specialist  
Karyn Lombard ..... Training Specialist  
Matt Cardinet ..... Cadet Training Officer  
Travis Gee ..... Cadet Training Officer  
Pamela Yaeger ..... Assistant Program Coordinator  
Edith Alhambra ..... Assistant Program Coordinator  
Lisa Anthony ..... Assistant Program Coordinator

## THE MISSION

*of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.*



## **FORMAL TRAINING GUIDELINES**

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including the Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will participate in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). You should be able to print a copy of the syllabus to bring with you to class. Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or

group efforts and resources. (Pre-training assignments are listed in the “Training Attendance Requirements” section.)

3. TRAVEL: Arrange your travel to and from the training through your District Office. No reimbursement for travel expense – including per diem cost – will be approved for travel not specifically authorized in advance by the District Superintendent. Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.

The cost of your travel (airfare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 12:00 noon on the date of departure. The Department provides your room and board expenses at the Mott Training Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Advise the Training Specialist no later than one week before your scheduled arrival if you plan to live off-grounds. No animals are permitted in Asilomar housing. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in Asilomar’s Administration Building. Quiet hour for lodge living areas is 10:00 p.m.

**Note:** You may be assigned a room at a motel while attending training. If so, you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 2 weeks prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee’s District or Section/Office if a training cancellation is received with less than two weeks’ notice.

The Training Section is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. OFF-GROUNDS ACCOMMODATIONS: When authorized to stay off-grounds by the Department Training Officer, the Mott Training Center will absorb the cost of your room and meals at the current DPR Asilomar rate. If you stay off-grounds and have meals on grounds, the Mott Training Center will authorize only what the Department pays Asilomar for lodging.
7. MEALS: Meals will be provided, semi-cafeteria style, from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:15 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Asilomar Chef at (831) 372-8016 no later than one week before your scheduled arrival.

In order to assist participants with limited mobility, Asilomar provides a shuttle to and from the dining hall. Contact either Asilomar staff upon check-in, or Mott Training Center staff upon your arrival, for instructions on arranging a transport.

8. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. **It does not include such items as shorts, t-shirts, tank tops, or sandals.**

Because we are on the grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

9. ROOM SAFES: Two safes have been installed in each of the lodge rooms used by the Mott Training Center (Live Oak, Tree Tops, and Deer Lodge). These safes are a type that allows the user to input their own combination of numbers to facilitate opening and closing. The Mott Training Center has a master key for emergency entry. Safes are to be left in the open position when checking out of your room.
10. WEAPONS: Weapons are permitted in rooms under the following conditions. Authorized firearms and magazines stored while at the Mott Training Center shall be in a safe condition and stored in one of the following locations: your room safe in Live Oak, Tree Tops, or Deer Lodge, one of the Mott Training Center's safes in the Whitehead Room or secured in your vehicle.
11. ALCOHOLIC BEVERAGES: Participants shall not possess or consume alcoholic beverages in common areas (living room) while on the Asilomar Conference Grounds unless provided and hosted by Concessionaire ARAMARK.
12. SMOKING: Smoking is not permitted in the Mott Training Center or in any lodge or guest room on the Asilomar Conference Grounds.

13. **TRAINING CENTER:** The Mott Training Center is located on Asilomar Conference Grounds, part of Asilomar State Beach. The Conference Grounds are operated for our Department by a concessionaire, and all lodging and food services are provided to us by employees of the concessionaire. Constant efforts are made to maintain a sound, harmonious working relationship between the Department and concessionaire. None of us can expect preferential treatment for any reason and, as a departmental employee; you will be expected to join in our continuing effort toward an effective relationship with each Asilomar concession staff member. On occasion, non-departmental groups may be staying in the same lodges. It is imperative that you represent the Department well on and off duty.
14. **REGISTRATION:** When you arrive at Asilomar Conference Grounds, go directly to the front desk at the Asilomar Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
15. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced DPR employees in the field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their presentation, and provide a level of expertise difficulty to match.
16. **TRAINING SECTION STAFF:** Travis Gee is your Training Specialist and has been assigned responsibility for your training group. During the program, you may be asked to assist Training Section staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section staff will do all within their power to make your training experience pleasant and meaningful.
17. **TRAINING MATERIALS:** Materials may be made available to you at both your unit and the Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook may be issued to you at the training session for notes and convenience in handling materials. Bring your own pens, pencils, etc.
18. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important for the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify (except for POST RBC) this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
19. **VEHICLES:** All vehicles should be parked in the lots adjacent to the Mott Training Center. Any questions regarding use of a State vehicle while at the Mott Training

Center should be discussed with your supervisor prior to your departure for training, or with your Program Coordinator while at the Mott Training Center.

20. BICYCLES: If you bring your bicycle, store it in the bicycle shed next to the Mott Training Center. Bicycles may not be brought into any building nor chained to lamp posts, trees, etc. The Mott Training Center has a limited number of bicycles available for your use. Prior to your use, you are required to complete a safety inspection and sign a waiver which is posted in the bicycle shed.
21. MAIL: Mail forwarded to you during your time at the Center should be addressed to you in care of:

Department of Parks and Recreation  
WILLIAM PENN MOTT JR. TRAINING CENTER  
PO Box 699, Pacific Grove, CA 93950

22. CELL PHONES: As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Limit those calls to your breaks.
23. FAX: The Mott Training Center's FAX number is (831) 649-2824.
24. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call the Center at (831) 649-2954. Calls after 5:00 p.m. or during weekends should be made to (831) 372-8016, Asilomar Conference Grounds, and the caller should tell the switchboard operator you are with a California State Parks training group. **Note: There are no longer pay telephones outside of the Mott Training Center. There are pay telephones located at the Asilomar Administration Building.**
25. LAUNDRY AND DRY CLEANING: May be taken care of by you at one of several local establishments.
26. RECREATION: Facilities available on grounds include a heated swimming pool, pool tables, and a volleyball court. The Monterey area offers horseback riding, golf, tennis, racquetball, deep sea fishing, and many historical landmarks and scenic sights to explore.
27. POST-TRAINING ASSIGNMENTS: In connection with formal training, these are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.
28. COFFEE BREAK REFRESHMENTS: Will be available throughout each session. You will be asked to contribute to the "Hospitality Fund" to defray expenses. Please bring your own coffee cup.



## **PROGRAM ATTENDANCE CHECKLIST**

To assist you in your preparation for formal training session at the William Penn Mott Jr. Training Center, the following list is provided:

- \_\_\_\_\_ 1. Be sure to have read and understood the Resource Management Cultural Basic syllabus prior to your arrival at the Mott Training Center.
- \_\_\_\_\_ 2. Arrange your travel through your Unit/District Office.
- \_\_\_\_\_ 3. Uniforms are required for this program as noted in the Formal Training Guidelines, No. 8, Clothing, on page 3 of this syllabus.
- \_\_\_\_\_ 4. Complete the pre-training assignments on page 7.
- \_\_\_\_\_ 5. Bring the following with you to training:
  - Program syllabus.
  - Foul weather gear (due to the possibility of rain during this time of year).
  - Coffee cup, reusable water bottle, paper, pens, pencils, and alarm clock.

If you have any questions or need assistance, contact Training Specialist Sara M. Skinner at (831) 649-2961 or [Sara.Skinner@parks.ca.gov](mailto:Sara.Skinner@parks.ca.gov).

## **PRE-TRAINING ASSIGNMENTS**

- Work with your District Maintenance Chief to access the Park Infrastructure Database (PID) to identify a project that involves a cultural resource in some manner that needs to be scoped and a budget prepared.
- The project can be to improve interpretation, record a site or building, stabilize a site or building, perform a survey and inventory, develop a management or treatment plan, address deferred maintenance, or research to inform future planning (historic structure report, cultural landscape report, or condition assessment).
- Gather information, if possible, on the origin of the project, its status in the PID, its priority in the district, and who might benefit from this project (district, unit, public, employee, etc.) and in what way (education, public safety, preservation, reuse, employee residence, revenue generation, etc.).
- Bring photos if you can or want to, and be prepared to work on the development of this project using the information that you have gained during the week to flesh out the scope (or add to it) and the budget (who needs to be involved?).
- Some background documents that you could look at would be the General Plan or other planning document for the unit in which the resource is located. Looking in the Unit Data File (UDF) are there reports on other aspects of this resource that could be useful? If this is for a California Indian site or resource, research the tribe associated with that area of the State. Talk to your cultural specialist if your District has one, this person may be a fountain of information and assistance.

## **POST-TRAINING ASSIGNMENT**

Prior to ninety days after the completion of this program, the employee and his/her supervisor should discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

**RESOURCE MANAGEMENT CULTURAL BASIC GROUP 1**

**October 26-31, 2014**

**Sunday**

**October 26**

1500 REGISTRATION: *Check-in at the Asilomar Administration Building* All

**Monday**

**October 27**

0800-0900 Welcome, Introductions, Business Skinner/Lindahl  
0900-1000 Overview of Variety of Cultural Resources within Department Lindahl  
1000-1100 Overview of Museum Collections Holdings within Department Fry  
1100-1200 Video Presentations Lindahl  
1200-1300 Lunch  
1300-1400 Five Steps for Stewardship TCP video  
1400-1500 Historic Buildings and Structures Newland  
1500-1600 Archaeology Hilton  
1600-1700 Evaluation and Registration Crain

**Tuesday**

**October 28**

0800-0900 Cultural Landscapes – Types, Recognition, Preservation (video) Wooley  
0900-1000 Architectural Features – Character Defining Elements; Style; Meloy  
Materials  
1000-1100 California Indian Sites Schwaderer  
1100-1200 Tribal Consultations Castro  
1200-1300 Lunch  
1300-1700 Field Trip – Record a Building / Archaeological Site and Reporting Meloy/  
Schwaderer/  
Wooley/Lindahl

**Wednesday**

**October 29**

0800-1000 Cleaning and Cataloging a Collection (Walters Collection) Lindahl  
1000-1200 Curation at State Parks – Housekeeping, MCFI, Best Practices, Quist  
On-going Maintenance, Loans, etc.  
1200-1300 Lunch  
1300-1400 Cultural Interpretation – PORTS Holm  
1400-1500 Ide Adobe Environmental Studies Program Chakarun/Coon/  
Rose  
1500-1600 Angel Island – Interpretive Master Plan Brees

**RESOURCE MANAGEMENT CULTURAL BASIC GROUP 1**

**October 26-31, 2014**

**Wednesday**

**October 29**

1600-1700 Los Angeles State Historic Park – Future Campbell

**Thursday**

**October 30**

0800-0900 Planning Use in a Park Green  
0900-1000 Project Review Process Osanna  
1000-1100 Colonel Allensworth State Historic Park Ptomey  
1100-1200 Jack London State Historic Park Fraser  
1200-1300 Lunch  
1300-1400 NHL Overview Kennedy  
1400-1600 Landscape Study – Mining Parks - Bodie, Malakoff, Empire Mine,  
and Plumas Eureka Selversten  
1600-1700 Question and Answer for Afternoon

**Friday**

**October 31**

0800-0900 Planning for your Park Exercise – Scoping Project Hartzell/Bischoff  
0900-1000 Present their Project Group Exercise  
1000-1100 Parking Lot (video) Group Exercise  
1100-1200 Evaluation and Conclusion Lindahl/Skinner

## RESOURCE MANAGEMENT CULTURAL BASIC

<b><u>PROGRAM OUTLINE</u></b>	<b><u>HOURS</u></b>
PROGRAM ADMINISTRATION .....	4
Welcome, Applications, and Course Review .....	
Evaluation and Conclusion .....	
CULTURAL RESOURCE IDENTIFICATION AND ROLES .....	6
Overview of Variety of Cultural Resources within the Department .....	
Overview of Museum Collections Holdings within the Department .....	
Things You Shouldn't be Scared of .....	
Five Steps for Stewardship .....	
Archaeology .....	
Cultural Landscapes – Types, Recognition, Preservation .....	
Architectural Features – Character Defining Elements; Style; Materials .....	
California Indian Sites .....	
Landscape Study – Mining Parks – Bodie, Malakoff, Empire Mine, Plumas Eureka	
Planning for your Park Exercise – Scoping Project .....	
CULTURAL PROGRAMS AND PROPERTY CARE .....	26
Historic Buildings and Structures .....	
Evaluation and Registration .....	
Tribal Consultations.....	
Record a Building / Archaeological Site and Reporting.....	
Cleaning and Cataloging a Collection .....	
Curation at State Parks – Housekeeping, MFCI, Best Practices, On-going .....	
Maintenance, Loans, etc. ....	
Cultural Interpretation - PORTS .....	
Ide Adobe Environmental Studies Program .....	
Angel Island – Interpretive Master Plan.....	
Los Angeles State Historic Park - Future .....	
Planning Use in a Park.....	
Project Review Process. ....	
Colonel Allensworth State Historic Park.....	
Jack London.....	
NHL Overview .....	
Group Excercise.....	
<b>TOTAL HOURS.....</b>	<b>36</b>

## **RESOURCE MANAGEMENT CULTURAL BASIC**

**Course Goal:** This course will provide required basic training to employees in the Archaeologist, Historian, and Restoration Architect series throughout the department. The course may be job-related training for non-cultural specialists such as maintenance, museum curators, interpreters, and rangers who have responsibilities that cover cultural resources, their care and management. This course seeks to improve the effectiveness, consistency, and quality of the management of cultural resources throughout the California State Park System. This weeklong program provides a forum for collaboration, networking, inspiration, and planning.

**Course Purpose:** The purpose of this course is to provide a broad overview of all aspects of cultural resource management throughout the State Park System. While some of the course segments will be 'hands-on' it will not provide competency in management efforts, but will instead provide awareness of the complexity of managing such a wide range of resources. It will place cultural resource management within the context of the Department's mission, regulatory review processes, best professional practices, and give insight into the breadth of data management associated with cultural resources. Discussion of where to go within the Department for professional assistance with cultural resources will be one 'take-home' from this training. Main topics will include: archaeology, the historic built environment, cultural landscapes, museum collections, cultural interpretation, and the Department's responsibility toward California Indian tribes.

**Course Objectives:** By the close of the course the participant will

1. Define the different cultural resources and have a basic ability to record or list those resources on the appropriate recording forms, and know how the data associated with these resources are maintained within the Department.
2. Discuss the regulatory processes that are required for cultural resource management.
3. Demonstrate, through practice, their ability to perform basic survey and documentation of cultural resources.
4. Recognize the complexities of balancing the management of cultural resources in a specific park unit with all the other management responsibilities associated with that unit (natural resources, interpretation / education, visitor safety, and recreation).

5. Formulate and value compromises to management challenges that might result in both resource protection and enhanced visitor experience.
6. Create the beginning scope of work and budget for a cultural project in their unit or district based upon an existing PID entry.
7. Apply what they have experienced with cultural interpretation and education to enhance the visitor experience in their park for the unique cultural resources that are part of that unit's identity.
8. Evaluate the current conditions of the collections within their realm of responsibility. Distinguishing poor practices from good through analysis, and be able to propose small but incremental changes to improve the preservation of those collections.
9. Improve their ability to convey cultural resource issues to management for consideration.

### **Individual Segment Objectives:**

#### Overview of Variety of Cultural Resources within Department

- Provides examples of common and not-so-common cultural resources in park units to enhance individuals' ability to recognize a potential resource.
- Introduces context, preservation standards, and telescopes from individual object to landscape perspectives.

#### Overview of Museum Collections Holdings within Department

- Provides examples of types of collections within the Department's State Museum Resource Center.
- Relates to District collections and their facilities to overall curation best practices, and provides an avenue for assistance to the field.

#### Things You Shouldn't Be Scared of

- Highlights common problems associated with cultural resource management, and provides a pathway to solution.
- TBA



### Five Steps for Stewardship

- Provides the Secretary of the Interiors Standards for cultural stewardship.
- Discussion will answer questions and expand upon the role of every state park employee in the stewardship of resources.

### Historic Buildings and Structures

- Defines the differences between buildings and structures.
- Gives examples of the breadth of type, style, construction method, maintenance, and preservation challenges with State Parks over 3,000 identified historic buildings and structures.

### Archaeology

- Prepares the class for their field exercise the next day by presenting how material culture, found in archaeological deposits, is analyzed by the archaeologist to infer past events.
- Covering both historic and prehistoric elements of a fictional site, gives students their first hands-on experience with artifacts and what these objects tell us.

### Evaluation and Registration

- Discusses the processes of evaluation of a cultural resource to either the National or California Register via one or more of the four criteria and seven elements of integrity.
- Discusses the process of registration of a resource once it is evaluated as 'potentially eligible' to a register.
- Presents the benefits of evaluation and registration in protection and preservation of our historic heritage.

### Cultural Landscapes

- Present the different types of landscapes; provides steps to recognize a potential cultural landscape; methods of preservation unique to landscapes; video.

### Architectural Features

- Recognition of character defining features and elements; study of style used in construction; identification of materials.
- Precursor to field trip, information needed for recording a building.

### California Archaeology

- Presentation of methodology used to record archaeological sites in California.
- Types of artifacts commonly found in area; additional information needed for recording an archaeological site.

### Tribal Consultation

- Presents the California Indian point of view toward successful consultation.
- Exposure to traditional practices of a local tribe.

### Field Trip – Archaeological Site or Historic Building on Grounds

- Instruction in proper recording of a resource based upon what they learned in the classroom.
- Recognition of site or building constituents that contributes to the integrity of the resource.
- Development of a site record that would be accepted at an Information Center.

### Report to Class by Individual Groups

- Each group will report on their site resource, describe problems overcome, constituents recognized and recorded what they have learned.

### Cleaning and Cataloging a Collection

- Hands-on learning of what happens when you return from the field.
- Standards for accessioning, cataloging, recording and description of artifacts.

### Curation of Collections at State Parks

- Standards for curation once a collection is in a State Parks facility. Housekeeping, MCFI, best practices, on-going maintenance, loans, etc.
- Disaster preparedness specific for collections.

### Cultural Interpretation – PORTS

- Overview of PORTS program with emphasis on how it is used at state historic park units.
- One method of taking the information we have to the public.

### William B. Ide Adobe Environmental Studies Program

- Panel discussion with class on an Environmental Studies Program that is different from an Environmental Living Program.
- How to respond to an unanticipated event that destroys resources at the core of your program.
- How employees, volunteers, and partners are moving forward to continue education programs, address restoration of resources, and involve the public in this important work.

### Angel Island Interpretive Master Plan

- Discussion on how an Interpretive Master Plan can guide the development of your park unit.
- How IMP can aid in determining cultural resource management decisions.

### Los Angeles State Historic Park

- Presentation of the unique challenges to urban parks and their visitors.
- Planning for the future of state parks as it is reflected in this unit.
- Overview of their programming.

### Planning Use in a Park

- Broad overview of State Parks Planning standards and guidelines.
- Illustrations of successful planning actions.
- Ideas for how to incorporate cultural resources into the planning for a unit.

### Project Review Processes within State Parks

- Regulatory review of our projects as a mandatory step in the process.
- Advice on how to scope projects to avoid impacts to cultural resources.
- Creative choices to enhance resources, interpretation, and maintenance

### Colonel Allensworth State Historic Park – Case Study

- Examples of how one unit uses different methods of interpretation and public interaction to manage this park.
- Illustrates how diverse professional knowledge can be used to enhance a park experience by the visiting public.

### Jack London State Historic Park – Case Study

- Highlights the reasons why this unit is a National Historic Landmark – its importance to the nation.
- Discusses the balancing of public participation and historic preservation.

### National Historic Landmark Overview

- What constitutes a NHL?
- Overview of NHL's in State Parks.
- Protection and Preservation of these highest-class of resources.

### Landscape Studies from Mining Sites in State Parks

- Overview of four world class mining site parks – Malakoff Diggins, Empire Mine, Plumas Eureka, and Bodie.
- How mining is represented differently in each park unit.
- Challenges to maintaining and making accessible areas that are hazardous by the very nature of what makes them important in history.

### Question and Answer for the Day / Week

- Class will be allowed an extended question and answer period on what they have learned about today and during the previous days to prepare them for their assignment on Friday morning.
- How to incorporate interpretation, resources protection and preservation, visitor use, maintenance needs, and financial decision-making into project development.
- Development of an outlined approach to cultural resource management.

### Scoping a Park Project Exercise

- Using their pre-training assignment students will scope their project and prepare an initial budget with details on who will be involved, materials needed, how they will meet regulatory requirements, and what the expected outcome will look like.

### Presentation of the Projects

- Students will present their projects for the class discussing how they have used what they have learned during the week to enhance the original ideas for the project.

### Parking Lot and Conclusion

- Opportunity to cover anything missed in the previous days due to time constraints.

