Strategic Planning for Interpretation

October 13-17, 2014

Training Syllabus

William Penn Mott Jr. Training Center

State of California

M e m o r a n d u m

Date: August 27, 2014

To: Supervisor

From: Theresa Bober, Department Training Officer
Department of Parks and Recreation
William Penn Mott Jr. Training Center

Subject: Employee Attendance at Formal Training
Strategic Planning for Interpretation 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

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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
Karyn Lombard ....Training Specialist
Dave Galanti ....Training Specialist
Matt Cardinet ....Cadet Training Officer
Travis Gee ....Cadet Training Officer
Pamela Yaeger ....Assistant Program Coordinator
Edith Alhambra ....Assistant Program Coordinator
Michael Bartenetti ....Program Assistant

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 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 be participating 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). 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 site through your District or Office. (No reimbursement for travel expense – including per diem costs – 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 Mott Training Center does not have the capability to provide transportation to/from Monterey Airport.

    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 10:00 a.m. 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. Please 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.

    N**ote: 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 Mott Training Center 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 pickup 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. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

   Because we are on the conference 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: <u>Weapons are permitted in rooms under the following conditions</u>. 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 State Park employees in 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 profession, and provide a level of expertise difficult to match.

16. TRAINING SECTION STAFF: Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. 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: May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.

18. ATTENDANCE: Regular attendance is a critical course requirement and your participation is important to 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 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:

<div align="center">

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

</div>

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 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. Read and understand the program syllabus prior to your arrival at the Mott Training Center.

_____2. Arrange your travel through your Unit/Office.

_____3. Complete the following pre-training assignments:

> **Pre-Webinar Training Assignment**
> - Review at least one completed interpretation plan **before the webinar on September 23, 2014**. Several plans are posted on the California State Parks public website; go to http://www.parks.ca.gov/?page_id=25531 and scroll down to 'Completed Interpretation Master and Action Plans' and 'Sample Interpretive Service Plans'.
>
> - A copy of the California State Parks *Interpretation Planning Workbook* (2013) will be provided to each participant on the first day of in-class training. If you would like to see the workbook prior to the training, go to http://www.parks.ca.gov/?page_id=25531
>
> **Pre-Classroom Training Assignment**
> - Using your park files, public website, and the Intranet prepare a list of previous planning documents for your Park, Sector, or District. **Bring a copy of your list to training and be prepared to discuss your findings during the first day of class.**

_____4. Remember to bring the following with you to training:

- ❑ Program syllabus.

- ❑ Proper field uniform (Review DOM 2300 and Formal Training Guideline #7).

- ❑ Bring a reusable coffee cup, refillable water bottle, alarm clock, pens, and pencils.

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

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and 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 Section in providing a return on the investment the Department has on training.

Tuesday
September 23

Webinar Agenda

1000-1005	Welcome / Training Overview	Mendez
1005-1015	Introduction to DPR's Interpretation Planning	Schimandle
1015-1025	Involving Staff with Interpretation Planning	Wilson/Mendez
1025-1040	Locating Previous Planning Efforts	Schimandle
1040-1050	Organizing your Park's Interpretation Planning Documents	Beery
1050-1100	Pre-Training Assignment Review, Questions, and Conclusion	Mendez

Monday
October 13

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

Tuesday
October 14

Interpretation Planning Basics

0800-0900	Welcome to Strategic Planning for Interpretation (SP4I)	Skinner/ Mendez
0900-1000	Pre-Training Assignment Planning Activity	Mendez
1000-1100	Accessing Previous Planning Efforts using the Unit Data File (UDF)	Schimandle
1100-1200	The Art of Annotation: Fine-tuning Your Resource List	Beery
1200-1300	Lunch	
1300-1400	The Park Infrastructure Database (PID) and Interpretive Projects	Schimandle
1400-1500	Identifying Planning Needs	Schimandle
1500-1600	The Annual Interpretation Implementation Plan (AIIP)	Wilson
1600-1700	Key Steps in Getting Started on Your AIIP	All

Wednesday
October 15

Identifying Existing Conditions

0800-0900	The Interpretive Significance of Your Park Resources	Schimandle
0900-1000	Gathering Input from Management, Park Partners, and Stakeholders	Wilson

STRATEGIC PLANNING FOR INTERPRETATION GROUP 1
Webinar September 23, 2014
October 13-17, 2014

Wednesday
October 15

Identifying Existing Conditions

1000-1200	Assessing Existing Interpretation: Part I	Mendez
1200-1300	Lunch	
1300-1400	Assessing Existing Interpretation: Part II	Beery/Wilson
1400-1600	Getting to Know Your Audience	Beery/Clark-Gray
1600-1700	Research and Organizing Methods for Your Park's Existing Conditions	All

Thursday
October 16

Developing Interpretation Improvements

0800-0900	Analyzing Existing Conditions: AIIP Case Study	Wilson
0900-1000	Preliminary Analysis of Your Park's Existing Conditions	All
1000-1100	Identifying Goals, Objectives, and Related Strategies for Interpretation Plans	Beery/Schimandle
1100-1200	Developing Preliminary Goals, Objectives, Strategies, and Tasks (GOST) for your AIIP: Part I	Beery/Schimandle
1200-1300	Lunch	
1300-1400	Developing Preliminary Goals, Objectives, Strategies, and Tasks (GOST) for your AIIP: Part II	Beery/Schimandle
1400-1500	Prioritizing Immediate and Long-range Tasks	Beery
1500-1600	Organizing Your AIIP	Mendez/Wilson
1600-1700	Building and Sustaining a Strategic Interpretation Planning Network	All

STRATEGIC PLANNING FOR INTERPRETATION   <u>**HOURS**</u>

<u>**PROGRAM OUTLINE**</u>

PURPOSE AND PERFORMANCE OBJECTIVES

WEBINAR PURPOSE AND OBJECTIVES

Purpose: The purpose of this webinar is to prepare participants for the in-class portion of the training by introducing participants to the role of interpretation planning in California State Parks, involving staff with interpretation planning, ensuring that completed plans are used in the future, and identifying previous planning efforts. The webinar will also introduce the Annual Interpretation Implementation Plan (AIIP) as the focused planning tool that will be covered in class.

Performance Objectives: By the end of this course participants will

1.   Describe the importance and benefits of planning to their parks' future interpretation success.

2.   Identify staff to be involved with interpretation planning.

3.   Identify three ways to locate previous planning efforts.

4.   Organize a list of their Park's / Sector's / District's interpretation planning documents.

WELCOME TO STRATEGIC PLANNING FOR INTERPRETATION (SP4I)

Purpose: The purpose of this course is to welcome and orient participants to the Strategic Planning for Interpretation (SP4I) training.

Performance Objectives: By the end of this course participants will

1.   Use the training syllabus to locate the training agenda, course descriptions, and related performance objectives.

2.   Identify the primary resource – the *Interpretation Planning Handbook* (2013) – to be used as a reference throughout the training.

3.   Express their experience with planning.

PRE-TRAINING ASSIGNMENT PLANNING ACTIVITY

Purpose: The purpose of this course is to engage participants in activities that allow them to share their pre-training assignment and discuss related experience in locating

previous plans. The activities will also organize the participants into work groups that can be used for other activities during the training.

<u>Performance Objectives</u>: By the end of this course participants will

1.   Describe their list of previous planning efforts located at their park/s, public website, and the Intranet.

2.   Discuss the pros and cons associated with the three resources where they located (or didn't locate) previous plans.

3.   Identify the members of their group so they are ready for future group activities.

ACCESSING PREVIOUS PLANNING EFFORTS USING THE UNIT DATA FILE (UDF)

<u>Purpose</u>: The purpose of this course is to acquaint participants with methods of gathering information during the research phase of planning, including use of the department's Unit Data File (UDF).

<u>Performance Objectives</u>: By the end of this course participants will

1.   Explain the function of the Unit Data File (UDF), also known as the Digital Documents Catalog.

2.   Identify the steps needed to complete a search of planning documents for their park.

3.   Evaluate the status of documents (current, out of date, etc.) located on the UDF.

4.   Compare planning documents located on the UDF with items located through other sources.

THE ART OF ANNOTATION: FINE-TUNING YOUR RESOURCE LIST

<u>Purpose</u>: The purpose of this course is to acquaint participants with methods of organizing information during the research phase of planning.

<u>Performance Objectives</u>: By the end of this course participants will

1.   List additional references and resources on their list.

2.   Create annotations for documents, references, and resources on their list.

THE PARK INFRASTRUCTURE DATABASE (PID) AND INTERPRETIVE PROJECTS

Purpose: The purpose of this course is to acquaint participants with methods of gathering information during the research phase of planning, including proposed interpretive projects identified in the department's Park Infrastructure Database (PID).

Performance Objectives: By the end of this course participants will

1.   Explain the function of the Park Infrastructure Database (PID).

2.   Identify the procedures for gaining access to PID and/or to PID reports.

3.   Review the fields of a PID entry.

4.   Examine actual park or district projects located in PID.

5.   Evaluate interpretive planning needs related to various types of proposed projects.

IDENTIFYING PLANNING NEEDS

Purpose: The purpose of this course is to give participants the skills to match interpretive projects in PID with applicable existing planning, and identify the need for further interpretive planning for proposed PID interpretive projects.

Performance Objectives: By the end of this course participants will

1.   Match participant's list of completed park planning documents with related proposed interpretive projects in their park or district's PID list.

2.   List the types of interpretive plans needed for each proposed interpretive project in their park or district's PID list.

3.   Identify steps needed to update their park or district PID list to include interpretation planning.

THE ANNUAL INTERPRETATION IMPLEMENTATION PLAN (AIIP)

Purpose: The purpose of this course is to introduce participants to the AIIP as a versatile planning tool available to Districts to help give structure and direction to their overall interpretation program. Two AIIP examples from the same District – one from 2012 and another in progress – will be presented as case studies.

Performance Objectives: By the end of this course participants will

1.   Explain the purpose and benefits of an AIIP.

2.   Discuss the key milestones and duration of the AIIP process.

3.   Compare the changes (in approach, in complexity, in management goals, etc.) undertaken by one District that has completed one AIIP and is in the process of completing another.

4.   Describe the role of the District Interpretive Coordinator, park staff, management, and park partners (e.g. cooperating associations) in the development and implementation of an AIIP.

5.   Identify the tools available (*Interpretation Planning Workbook* and sample AIIP's) to create an AIIP at their park or district.

KEY STEPS IN GETTING STARTED ON YOUR AIIP

Purpose: The purpose of this course is to provide participants with the key steps needed to being an AIIP for their park or district.

Performance Objectives: By the end of this course participants will

1.   Determine if their AIIP will be for a park, sector, or district.

2.   Identify staff, management, and park partners (i.e., cooperating association members) who will be involved in developing and implementing the AIIP.

3.   Describe the role that staff, management, and park partners will have during their AIIP process.

4.   Create a projected timeline with key milestones for their AIIP.

THE INTERPRETIVE SIGNIFICANCE OF YOUR PARK RESOURCES

Purpose: The purpose of this course is to familiarize participants with the content of a general plan and interpretation master plan that can be used as a basis for further interpretive planning, especially the resource summaries and interpretive significance, and to encourage them to consult with resource specialist when planning interpretation.

Performance Objectives: By the end of this course participants will

1.   Find the resource summaries and interpretive significance statement in a general plan or interpretation master plan.

2.   List two types of resource specialists who can help determine interpretive significance of park resources.

GATHERING INPUT FROM MANAGEMENT, PARK PARTNERS, AND STAKEHOLDERS

Purpose: The purpose of this course is to understand how to solicit input for the creation of your AIIP from informal meetings to organizing workshops and focus groups.

Performance Objectives: By the end of this course participants will

1.   Describe methods of soliciting input (informal meetings, phone calls, emails) from management and park partners (i.e. cooperating associations).

2.   Explain what type of input is needed from management, park partners, and stakeholders.

3.   Identify the tools and techniques needed to organize stakeholder workshops as part of interpretation planning.

ASSESSING EXISTING INTERPRETATION

Purpose: The purpose of this course is to acquaint participants with methods of gathering information during the research phase of planning, including existing interpretation. Part I will focus on non-personal interpretation such as facilities and media; Part II will address personal interpretation including programs and events. Related interpretation provided by concessionaires and cooperating associations will also be discussed.

Performance Objectives: By the end of this course participants will

1.   Use a variety of tools (e.g., checklists, forms, etc.) to assess the existing condition of interpretive facilities and related media.

2.   Analyze the team approach when assessing interpretive facilities and media.

3.   Identify resources available to assess the status of programs and events at your park (CAMP, park webpage, planning checklists, special events coordinator, etc.).

4.   List the existing interpretive programs in their park / sector / district.

5.   Identify how to determine the current number of programs.

6.   Create annotations for quality of programs.

7.   List other outside organizations providing similar programs.

8.   Discuss the types of interpretive support that are provided by concessionaires and cooperating associations.

GETTING TO KNOW YOUR AUDIENCE

Purpose: The purpose of this course is to provide participants with resources and methods used to identify park visitors and target audiences during interpretation planning.

Performance Objectives: By the end of this course participants will

1.   List the sources of demographic and visitor data (e.g. visitor comments, surveys, studies, etc.) appropriate for their plan.

2.   Explain the benefits of in-house versus contracted services for visitor surveys and studies.

3.   Create a list of limitations to visitor access at their park.

4.   Identify what additional information is needed about current visitors and potential audience for their plan.

RESEARCH AND ORGANIZING METHODS FOR YOUR PARK'S EXISTING CONDITIONS

Purpose: The purpose of this course is to determine the research methods that will be used by the participants when they return to their park and how they will organize their findings in preparation of the AIIP.

Performance Objectives: By the end of this course participants will

1.   Review their list of existing conditions and related notes.

2.   Identify the number of parks and/or sectors to be included in their AIIP.

3.   Discuss logistical challenges such as distance between parks and suggestions to overcome these challenges.

4.   Explain how other park staff may assist in completing the existing conditions research and organizing phase of their AIIP.

ANALYZING EXISTING CONDITIONS: AIIP CASE STUDY

Purpose: The purpose of this course is to discuss methods used by the Orange Coast District to analyze existing conditions and identify related needs as a part of their AIIP.

Performance Objectives: By the end of this course participants will

1.   Explain different methods for identifying and analyzing existing conditions (interpretive facilities, media, program, events, and audience) for an AIIP.

2.   Discuss preliminary ideas for addressing interpretation improvement needs.

3.   Identify potential roadblocks for creating an AIIP and how to overcome these roadblocks.

PRELIMINARY ANALYSIS OF YOUR PARK'S EXISTING CONDITIONS

Purpose: The purpose of this course is to prepare participants for analyzing existing conditions as a part of their park or district AIIP.

Performance Objectives: By the end of this course participants will

1.   Review their list of existing conditions and related notes.

2.   Discuss special concerns that may affect park interpretation.

3.   Explain the special concerns that may affect their park's interpretation.

4.   Compile a preliminary list of recommendations (i.e. tasks) to meet their potential interpretation needs.

5.   Compare preliminary needs to improve existing conditions with project examples in PID.

IDENTIFYING GOALS, OBJECTIVES, AND RELATED STRATEGIES FOR INTERPRETATION PLANS

Purpose: The purpose of this course is to teach participants the definitions and hierarchy of goals, objectives and related strategies for interpretive plans; acquaint them with where to locate goals, objectives and strategies, if previously developed; and, instruct then on how to write goals, objectives and strategies if not previously developed.

Performance Objectives: By the end of this course participants will

1.   Define goals, objectives, and strategies.

2.   Identify sources for previously developed interpretation goals, objectives, and strategies.

3.   Write at least one goal, objective, and strategy.

DEVELOPING PRELIMINARY GOALS, OBJECTIVES, STRATEGIES, AND TASKS (GOST) FOR YOUR AIIP

<u>Purpose</u>: The purpose of this course is to give participants the tools needed to create goals, objectives, strategies, and tasks for an AIIP.

<u>Performance Objectives</u>: By the end of this course participants will

1. Identify the location of goals, objectives, strategies, and tasks in the AIIP template.
2. Explain the roles of goals, objectives, strategies, and tasks in an AIIP.
3. Compose at least one preliminary goal and related objectives, strategies, and tasks for their AIIP.

PRIORITIZING IMMEDIATE AND LONG-RANGE TASKS

<u>Purpose</u>: The purpose of this course is to demonstrate how to create and prioritize tasks for an AIIP.

<u>Performance Objectives</u>: By the end of this course participants will

1. Practice two methods to help in prioritizing tasks.
2. Determine which strategies and tasks are priorities for the upcoming year and which will be re-prioritized during the subsequent AIIP.

ORGANIZING YOUR AIIP

<u>Purpose</u>: The purpose of this course is to acquaint participants with existing formats and a suggested template that can be used in completing their AIIP. This course will also provide suggestions for AIIP implementation.

<u>Performance Objectives</u>: By the end of this course participants will

1. Review the AIIP example located in the *Interpretation Planning Workbook*.
2. Identify the combination of lists, narrative, and tables that are part of an AIIP.
3. Discuss the pros and cons of the suggested AIIP template.
4. Explain the AIIP review process.
5. Describe methods of obtaining feedback from park partners (i.e., cooperating associations, current and potential funders, etc.) to provide a clear picture of the park's interpretive objectives, which aids in funding decisions.

6. Discuss suggestions for AIIP implementation.

7. Update their AIIP projected timeline and key milestones, as needed.

BUILDING AND SUSTAINING A STRATEGIC INTERPRETATION PLANNING NETWORK

Purpose: The purpose of this course is to familiarize participants with the legacy of interpretation planning in California State Parks (CSP) and to inspire them to become a part of that legacy.

Performance Objectives: By the end of this course participants will

1. Discuss the interpretation planning endeavors that are part of CSP's legacy (e.g., previous interpretation project handbook, IPIT, recent Interpretation Planning Workbook, etc.).

2. List opportunities that may exist for their continued involvement with interpretation planning (e.g., in the park / sector / district, encouraging and involving other park staff during interpretation planning, becoming a part of their District Interpretation Improvement Team, working with other park or institution planning activities, participating in learning opportunities such as CSP training and workshops offered by others such as the National Association of Interpretation, etc.)

3. Express their desired future experience with interpretation planning.

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