

# Fort Ord Dunes State Park

## INTERPRETATION MASTER PLAN



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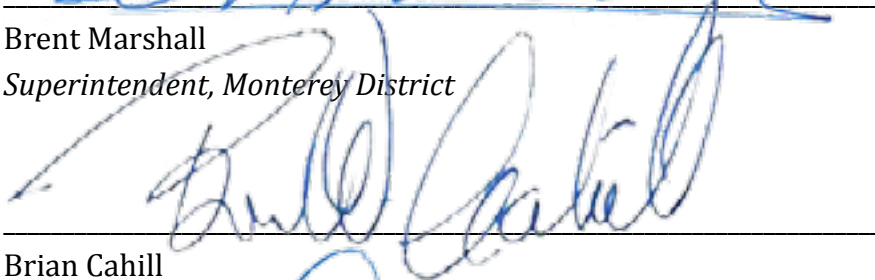
# Fort Ord Dunes State Park

## **INTERPRETATION MASTER PLAN**

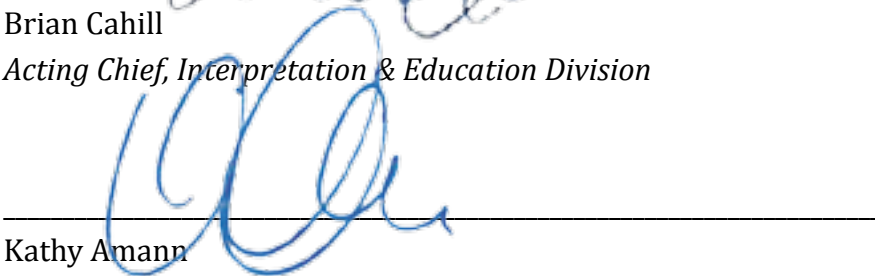
*Approved by:*



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## EXECUTIVE SUMMARY

### *Agency*

State of California, Department of Parks and Recreation, Monterey District, Monterey Sector, Fort Ord Dunes State Park (SP)

### *Project Title*

Fort Ord Dunes SP Interpretation Master Plan

### *Project Description*

The Interpretation Master Plan (IMP) was developed in conjunction with the New Campground and Beach Access Major Capital Outlay Project. These documents build off the General Plan (2004) and provide a 20-year roadmap for interpretive services at Fort Ord Dunes SP. Recommendations made in the IMP will guide the development of interpretive services and facilities for the campground and the park.

### *Planning Process*

The IMP was developed between July 2011 and December 2013 through a collaborative process involving California State Parks (CSP) employees from the Monterey District and the Northern Service Center, partners from the Fort Ord National Monument and California State University at Monterey Bay, and other interested stakeholders. CSP staff directed the development of interpretive goals, objectives, strategies, and tasks through in-person meetings, workshops, and analysis of visitation and regional tourism data.

### *Project Findings*

Fort Ord Dunes opened to the public in 2009; the park is beginning to develop facilities, visitor amenities, and infrastructure. Visitors primarily use the park for recreation; interpretation

consists of interpretive panels and park maps along the Scenic Sanctuary Trail and the Stilwell Hall day-use parking lot. There are no guided interpretive programs and visitor services. Once completed, Fort Ord Dunes SP's new campground and interpretive facilities will offer many additional recreational and interpretive opportunities.

### *Recommendations*

Many short-term interpretive projects (ranging 1-5 years) will be accomplished with the New Campground and Beach Access Project. Interpretive facilities and amenities will offer space for programs, events, and exhibits. Interpretive panels along paths and overlooks deliver thematic messaging as well as regulatory and safety information. Other short-term goals include improving orientation and trip planning information, developing interpretive content for programs, and building partnerships with interpretive providers.

Mid-range interpretive projects (5-10 years) will evaluate interpretive offerings, park facilities, and the visitor experience to ensure programs and messaging continue to be relevant and meaningful. Effective marketing and outreach programs will ensure interpretive services are reaching current and potential audiences. It will be especially important to recruit volunteers and partners to help fund and provide operational support of interpretive programs.

Long-range projects (10-20 years) include new capital outlay projects (interpretive facilities), projects requiring additional staff, exhibits, special events, internship programs, park service projects, and expanded educational and interpretive programs.



## ACKNOWLEDGEMENTS

For an Interpretation Master Plan (IMP) to be successful, a community of individuals with diverse backgrounds, knowledge, and interests is needed to create a well-rounded and well thought-out interpretation plan for the future.

This planning effort was successful because of the hard work and perseverance of California State Park staff, members of local organizations, government agencies, partners, stakeholders, and consultants. Members of the planning team rolled up their sleeves and worked long hours to examine their parks and consult with stakeholders and partners to develop this plan.

Throughout the planning process, the team heard from retired veterans who trained on the beach ranges, ardent recreational enthusiasts, and those who work hard to preserve the park's cultural and natural resources (*figure 1*). The goals, objectives, strategies, and tasks in the IMP reflect the educational, recreational, and preservation needs that were expressed during the planning process.

Many partners and stakeholders participated in the 2013 interpretive planning workshop, reviewed IMP drafts, and provided valuable research and feedback. Their support and assistance has been invaluable and will continue as Fort Ord Dunes SP develops interpretive programs.

The Monterey District planning team spent the last two years working on this project. Their professionalism and experience made this plan especially robust and exciting to develop.



**Figure 1.** Western snowy plover (*Charadrius nivosus nivosus*), a species of special concern, nests on the park's protected beaches





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# SECTION 1: EXISTING CONDITIONS

Figure 2. Fort Ord Dunes SP's beaches and bluffs



EXISTING CONDITIONS



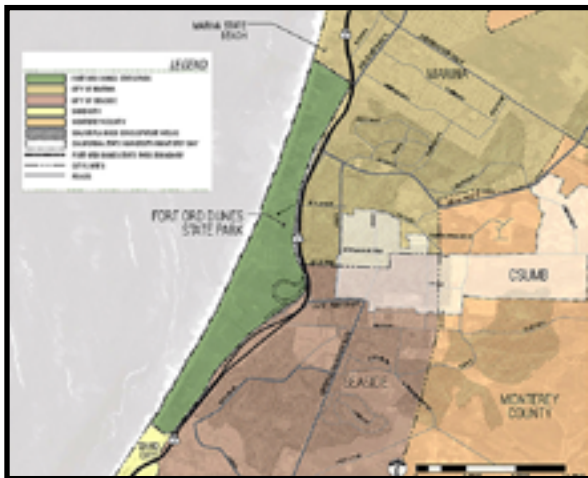
# CHAPTER 1: INTRODUCTION

Figure 3. Regional Map, prepared for CSP by Denise Duffy and Associates, 2013



## 1.1 PARK OVERVIEW

Fort Ord Dunes State Park (SP) is located on the central California coast in Monterey County (figure 3). The park encompasses approximately 990 acres and includes four miles (6.4 km) of coastline. Fort Ord Dunes SP lies in an unincorporated area adjacent to Seaside, Marina, and Sand City. The City of Monterey lies seven miles southwest. Marina State Beach borders the park's northern boundary, Monterey Bay is to the west, and State Route 1 (SR1) is to the east (figure 4).



**Figure 4.** Fort Ord Dunes SP. Prepared for CSP by Design Workshop

The park has a long history of human use. It was a gathering site used by the Rumsien Indians before European contact. During the Spanish and Mexican Eras (1602 to 1847), the land was extensively used for grazing and agriculture. The David Jacks Corporation ran dairy, farming, and railroad operations starting in the late 1850s.

### *U.S. Army*

Fort Ord was officially established in 1940 as an Army training center. However, the Army's use of this land dates back to at least 1913, when the California High School Cadets trained on this stretch of coastal property.<sup>1</sup> The War Department purchased 15,000 acres from the David Jacks Corporation property in 1917 and

named the installation Camp Gigling. Cavalry and infantry troops stationed at the Presidio of Monterey completed basic and field artillery training. Troops lived in tents and training was held along the coast and in the foothills.<sup>2</sup>

Fort Ord expanded its programs and facilities in anticipation of the American involvement in WWII.<sup>3</sup> Until then, few permanent facilities had been built. The Army purchased additional property east of SR1 to build barracks, mess halls, administrative buildings and other infrastructure. Land for target ranges (which comprise Fort Ord Dunes SP) was donated in 1938. The base was renamed Camp Ord in 1939 and then Fort Ord in 1940.<sup>4</sup>

The coastal area of the newly expanded base was ideal for small arms target ranges. The sand dunes provided backdrops for target ranges and a safe down-range area over the ocean to the west. By 1946, the beach area had 18 target ranges that included 200- and 300-yard rifle ranges, machine gun ranges, pistol ranges, a skeet range, an infiltration course, and an obstacle course.

The base operated as a basic and advanced training center until 1975, when the 7<sup>th</sup> Light Infantry Division was activated at Fort Ord.<sup>5</sup> The Army continued training here until the base was selected for closure in 1991 under the Base Realignment and Closure Act.<sup>6</sup> Fort Ord officially closed on September 30, 1994, when the last of the 7<sup>th</sup> Light Infantry Division personnel were reassigned to Fort Lewis, Washington.<sup>7</sup>

Fort Ord Public Lands were transferred to the National Park Service (NPS) as part of the Federal Lands to Parks program.<sup>8</sup> California State Parks (CSP) applied to NPS to transfer the coastal portion of the Fort Ord property to CSP in 1992. NPS approved the application in 1994 and the property transfer occurred in 2009.<sup>9</sup> Fort Ord Dunes State Park was opened to the

public in 2009.

Fort Ord Dunes SP is part of Monterey County's vast network of beaches, parks, and preserves. Recreational enthusiasts make up the majority of park users. Thousands visit annually to picnic, enjoy the breathtaking views, play on 4 miles of beaches, and bike along the Monterey Bay Sanctuary Scenic trail. With the development of a new public campground, the park is sure to become a favorite vacation spot.

Fort Ord Dunes SP has the potential to develop a wide range of interpretive programs and recreational activities. Interpretation will focus on natural resource protection and the military's use of the coastal property.

### 1.1.1 Sense of Place

Fort Ord Dunes SP has spectacular views of the Monterey Bay. The land remains relatively undeveloped, which is a rarity in the surrounding urban region.

Days on the coast are generally cool and windy, even when sunny. Coastal fog often shrouds the park and offers a setting for quiet reflection. In comparison to Marina State Beach and other busy Monterey beaches, Fort Ord Dunes SP feels secluded and untouched. The park's bluffs and surf noise separate this area from contact with the urban scene. Freeway noise disappears as soon as one heads over dunes and the feeling of isolation can be quite powerful.

Iceplant covers the dunes and former Fort Ord training grounds. Wooden and concrete buildings, guard towers, and rifle ranges are testament to its many years as an active Army training center (*figure 5*).



**Figure 5.** Guard tower and outbuilding as seen from the Beach Range Road, 2012

These diverse but equally compelling settings — the military history and pristine coastal environment — offer visitors very different experiences.

### 1.1.2 Park and Regional Setting

The Stilwell Hall day-use parking provides visitors access to a boardwalk; an overlook with interpretive panels; and a beach that leads to an access point four miles of beaches, park trails, and the Monterey Bay Sanctuary Scenic Trail (*figure 6*). Extending from Santa Cruz to Monterey, this trail is heavily used by walkers, joggers, and bicyclists.



**Figure 6.** Fort Ord Dunes SP Map, 2012

In the near future, capital improvements to the park (as part of the New Campground and Beach Access Major Capital Outlay Project) will provide new visitor amenities and facilities. These include a second park entrance, a new campground with tent and RV hook-ups, an amphitheater, a multipurpose building with dedicated

parking, an exhibit in an ammunition bunker, two beach overlooks, and a second accessible trail leading to the beach.

The cities of Marina, Seaside, and Sand City border Fort Ord Dunes SP. Over 53,000 residents live around the park. Many residents have ties to the former Fort Ord Army post and much of the region's growth was stimulated by its presence. When the City of Monterey is considered (population 28,252), the area's residents total 81,000.

Sand City has evolved into a large regional shopping location. The city has the smallest population, with 338 people. The City of Seaside has more single-family residential neighborhoods than commercial districts, schools, and many public parks. The city has plans to build housing developments and a commercial shopping center on former military land in the future. Seaside's population is close to Monterey's, with 33,312 people.

The City of Marina has the second largest population of the three cities, with 20,073 people. It has a mix of neighborhood retail centers, single-family home subdivisions, mobile home parks, and apartment and condominium complexes.

California State University, Monterey Bay (CSUMB) is located in the City of Seaside near Fort Ord Dunes SP, at 2<sup>nd</sup> Avenue and Lightfighter Dr. Over 5,000 students attend the school, which is located on the former Fort Ord base.

### **1.1.3 New Campground and Beach Access Project**

California State Parks is developing permanent public facilities, including camping and beach access, at Fort Ord Dunes SP. Up to 110 new campsites (both tent and RV) will be constructed, along with supporting infrastructure, operations, and interpretive facilities, a

beach access trail, and a parking lot. Plans for these facilities and components are being developed concurrently with the IMP (see Appendix J for recommendations and tasks related to this project). In 2013, the project was in the preliminary plans stage. If funding does not carry through to the construction phase, the plans will be in place when the project can be resumed.

The major capital outlay project will include interpretive facilities and panels in the campground project area. A multipurpose building and amphitheater will provide locations for staging interpretive programs. A bunker exhibit will be furnished to show its historic use as ammunition storage. Interpretive nodes and panels will inform visitors about Fort Ord Dunes SP's cultural and natural resources, public safety, resource protection, and the site's military history, among other topics. In addition, this project will include orientation and directional signage, and a second park entrance with a kiosk.

These facilities and components will provide the much-needed infrastructure for interpretive services. These facilities may have other non-interpretive uses, such as building or grounds rental for special events, weddings, or meetings. Interpretive providers, concessions, or recreational partners might also use these facilities for their programs.

## **1.2 PLAN PURPOSE**

The Interpretation Master Plan (IMP) is a long-range interpretive plan. It builds on the 2004 General Plan and provides a unified interpretive vision for the park. The IMP is intended to guide the development and delivery of the interpretive services at Fort Ord Dunes SP.

The IMP is divided into three sections. Section 1 describes and analyzes the park's resources, the visitor experience,

and its existing interpretive and operational conditions. Section 2 provides the interpretive framework and recommendations for improving interpretive services. Section 3 organizes the recommendations into prioritized projects with guidelines for implementation, a funding range, and recommended phasing.

The IMP is intended to be viable for at least 20 years; however, it should be reviewed and updated as necessary, such as when priorities change and funding opportunities arise.

California State Parks staff, cooperating associations, and partners will find this document useful when identifying funding sources and writing grants for interpretive projects, justifying staffing levels, and assessing volunteer program needs. Park managers and interpretive staff will find the Interpretive Direction, Recommendations, and IAP Chapters (5-6) useful when developing the Annual Interpretation Implementation Plan, exhibits, personal and non-personal interpretation, media, and other programs

The IMP was developed in conjunction with the Fort Ord Dunes SP New Campground and Beach Access Major Capital Outlay Project. The interpretive direction set in this plan will aid the development and design of the interpretive facilities, exhibits, interpretive panels, and programs developed for the Campground project site.

### **1.3 PLANNING PROCESS**

The IMP planning process began with a kick-off meeting in the summer of 2011. The Northern Service Center and Monterey District formed the interpretive planning team. Team members came from many disciplines, including interpretation, cultural and natural resources, maintenance, civil engineering,

architecture, and public safety.

The first few months were devoted to researching and analyzing the park's existing interpretive conditions and visitor use. This included reviewing Fort Ord Dunes SP's planning documents, historical and photographic archives, making two site visits, and interviewing district staff from different disciplines. This data was used to develop the planning foundation, existing conditions, and analysis chapters of the plan.

The team met during conference calls and internal workshops to confirm interpretive themes; to analyze existing interpretive conditions, current and projected visitor needs, interpretation goals and objectives; and finally, to develop the IAP that details how the park will meet these goals.

An interpretive planning workshop was held on May 16, 2013. Subject matter experts and representatives from local universities, county and federal parks, government agencies, and interested stakeholders met with CSP staff to discuss interpretive opportunities and ways to collaborate. Information from this meeting was used to confirm goals and develop relationships with partners in the community.

The IMP planning process gave the Monterey District staff an opportunity to look comprehensively at the park and its interpretive potential. Prioritized interpretive goals set the direction for developing future interpretive facilities and programs and identified potential partners and funding sources to help carry out the tasks in the IAP. The plan was completed in April 2014.

## **1.4 PLANNING TEAM**

The IMP team included representatives from the Northern Service Center, Monterey District, along with consultants from The Design Workshop.<sup>10</sup> The following CSP staff and organizations made up the interpretive planning team.

### **Northern Service Center**

Leslie Hartzell	Senior Park and Recreation Specialist
Katie Metraux	Regional Interpretive Specialist
Kathy Schulz	Regional Interpretive Specialist
Bill Bell	Exhibit Design Coordinator
Chris Swiden	Museum Curator III
Sariah Groff	Museum Curator I
Mark Miller	State Park Interpreter I
Julie Reyes	Park Interpretive Specialist

### **Interpretation and Education Division**

Donna Pozzi	Division Chief
Carolyn Schimandle	State Park Interpreter III

### **Monterey District**

Mat Fuzie	Monterey District Superintendent
Todd Lewis	Monterey District Superintendent (Acting)
Sean James	Monterey Sector Superintendent (Acting)
Eric Abma	Monterey Sector Superintendent (Former)
Dana Jones	Monterey Sector Superintendent (Former)
Steve Bachman	Project Lead, Senior Park and Recreation Specialist
Pat Clark-Gray	Regional Interpretive Specialist
Joan Carpenter	Associate Civil Engineer
Mike Zuccaro	Associate Architect
Amy Palkovic	Environmental Scientist
Ken Gray	Retired, Staff Park and Recreation Manager
Matt Bischoff	State Historian III
Kris Quist	Museum Curator II



**Consultants**

Stephanie Grigsby Project Manager, The Design Workshop

**Interpretation Planning Workshop**

Representatives from many organizations (see below) participated in the May 2013 interpretive planning workshop and reviewed material for the IMP. Appendix A describes the workshop and lists the participants' names.

Bureau of Land Management, Hollister Field Office

California State University, Monterey Bay

Pajaro Valley Ohlone Indian Council

Command History Office, Defense Language Institute Foreign Language Center, Presidio of Monterey

Monterey Bay Aquarium

NOAA, Monterey Bay National Marine Sanctuary

Monterey Institute for Research in Astronomy

Monterey Peninsula Regional Park District

National Guard

National Guard Reservists

## 1.5 PLANNING DOCUMENTS

A number of environmental, cultural resource, and park management surveys and plans have been developed for the park. The 2004 General Plan and Environmental Impact Report was the primary source document used in preparing this plan. In addition, the most significant reports used to develop the IMP are found below. See the References for a complete list.

Bischoff, Matt. The Beach Ranges at Fort Ord Dunes State Park. A report prepared by Historian III, Monterey District. Monterey, CA. 2010.

California State Parks. Documentation for the Naming and Classification of the Fort Ord Dunes State Park. 1995.

California State Parks. Interpretation Planning Workbook. Sacramento, CA. 2013

California State Parks. Fort Ord Coast Project Resource Summary. October 1994

California State Parks. Fort Ord Dunes State Park, Preliminary General Plan, and Draft Environmental Impact Report, Prepared by Environmental Science Associates. January 2004

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California State Parks. Final Initial Study/Mitigated Negative Declaration For The Ford Ord Dunes State Park Campground Project, State Clearinghouse #201303105. Prepared by Denise Duffy and Associates. May 2013.

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Cultural Resources: Literature Search and Overview Fort Ord, California, Prepared for Department of the Army Sacramento Corps of Engineers, by Lois J. Roberts and Jack L. Zahniser, 1980 (CSP AR-476-867).

Historical and Architectural Documentation Reports for Fort Ord, California, Daniel Lapp, Chad Randl, Patrick Nowlan, Virge Jenkins, Carla Spradlin, 1993-1999

Stilwell Hall, Ford Ord, Monterey County, California, Historic American Building Survey (HABS) Documentation, 1999

## Endnotes

1. *Daily Alta California*, "The Third Infantry in Camp," Aug 29, 1884.
2. California State Military Department. *The California Military Museum: Historic California Posts: Fort Ord*. n.d. <http://www.militarymuseum.org/FtOrd.html> (accessed July 9, 2013).
3. Ibid.
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6. Defense Base Closure and Realignment Commission, "Fort Ord and BRAC History", last modified January 2014, <http://www.fortordcleanup.com/about/fort-ord-and-brac-history> (accessed January 8, 2014).
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9. California State Parks, Fort Ord Dunes State Park Preliminary General Plan and Draft Environmental Impact Report SCH # 2003051145, (Sacramento: State of California, 2004), 1-4.
10. Design Workshop was a consultant firm hired to do environmental evaluations and develop the architectural and engineering plans for the FORT ORD DUNES SP Campground and Beach Access project. The consultants worked with the IMP team to develop opportunities and constraints for interpretive facilities for the capital outlay project.



## CHAPTER 2: PARK RESOURCES

Chapter 2 describes Fort Ord Dunes State Park's (SP) significant natural, cultural, and recreational resources. It defines how the park interprets these resources, how visitors use the park, and existing interpretive programs and services. It summarizes regional interpretive and recreational opportunities, community involvement, and other interpretive providers to give a clear context on what is available for the public.<sup>1</sup>

### 2.1 NATURAL RESOURCES

Fort Ord Dunes SP is located along the southern Monterey Bay on California's central coast. It is located within the expansive Monterey Dune Fields, the largest of the remaining dune fields in California. The park contains a dynamic and diverse coastal dune environment; several protected plant and animal species make it their home.

The park's waters are part of the Monterey Bay National Marine Sanctuary (MBNMS). The MBNMS is a federally protected marine area located offshore of California's central coast. It is the nation's eleventh Marine Sanctuary and its largest, stretching from Marin to Cambria (*figure 7*). The MBNMS's shoreline is 276 miles long, encompasses 6,094 square miles of ocean, and has one of the world's most diverse marine ecosystems.<sup>2</sup>

The park is a significant component of the Monterey Bay State Seashore, which is composed of thirteen California State Park units between Natural Bridges and Point Joe. Both state and federal designations place restrictions on future development of the park.<sup>3</sup>

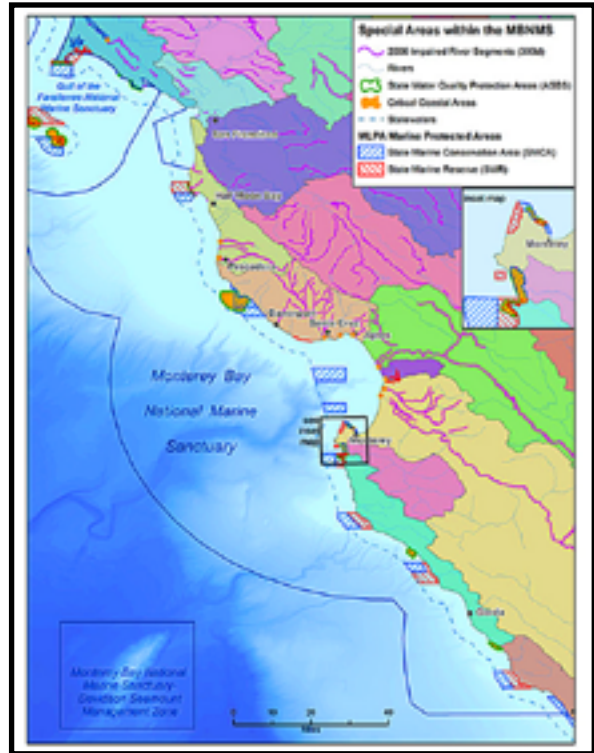


Figure 7. MBNMS Map, NOAA 2013

#### 2.1.1 Geography, Topography, & Climate

Fort Ord Dunes SP lies within the Coast Range geomorphic province, which is characterized by California's coastal mountains and valleys. The nearest mountains to the park are the Sierra de las Salinas and Santa Lucia Range, which lie southeast and south, respectively (*figure 8*). The highest summit is Junípero Serra Peak at 5,853 ft. The Salinas River Valley, a rich agricultural area, lies to the north.

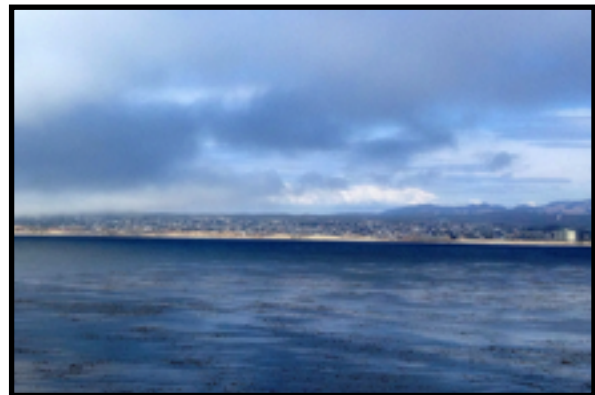


Figure 8. Fort Ord Dunes SP and vicinity as seen from Monterey

The coast range stretches 400 miles, from Point Conception in Santa Barbara County north to the border with Oregon. It rises abruptly from the ocean to elevations of several thousand feet. The mountains are primarily composed of sedimentary rocks, which have been eroded by wind and rain. Coastal rivers and streams carry eroded sediments to the ocean. Erosion caused by wave action and stream sediment accumulates to form California's sandy beaches. Where the wind-blown sand from the beaches collects, coastal dunes form.

The dunes along California's coast are geologically young, having formed in the Quaternary Period (1.6 million years ago to present). The dunes at Fort Ord Dunes SP are underlain by granitic bedrock and deep sand deposits, the latter created by erosion and wave action in the mid-to late Pleistocene Epoch between 1.6 million to 700,000 years ago.<sup>4</sup>

Sustained high winds and pounding surf cause the coastal dunes to constantly shift and change. The beaches lie at sea level while the highest elevation at the park (170 feet) is along the Beach Range Road. Southern Monterey Bay's sandy beaches are backed by eroding bluffs. Winds carry sand eastward to form sand dunes, which slope upwards to elevations over 100 feet above sea level. The dunes slope gently downward at the eastern regions of the park (*figure 9*). Outside of the dune areas, much of the park is relatively flat.



**Figure 9.** The park's dunes and beach

temperatures are mild and range in the high 50s to low 60°F. Spring temperatures and rainfall vary and winds can be strong.<sup>5</sup>

The Monterey Bay region contains both active and potentially active faults. It is considered a region of high seismic activity. The most famous California fault, the San Andreas Fault, runs through San Juan Bautista, 30 miles northeast of the park. The 1989 Loma Prieta earthquake occurred only 30 miles north of the park; however, there was little damage. Although the San Andreas Fault lies east of the park (thus placing the park on the Pacific Plate), other strike-slip faults run through the region.

The Monterey Bay has a slight-to-moderate risk of tsunamis. The risk is high enough that Monterey County has a tsunami warning system in place and signs are located in the park to inform visitors. The 2011 earthquake and resulting tsunami near Japan caused significant damage to boats moored in the Santa Cruz harbor but only minor damage in Monterey.

### **2.1.2 Dune Ecology**

The biological integrity of the coastal dunes environment is closely tied to its physical features and vice versa. The most striking relationship is the one between dune sand and vegetation. Without vegetation, the coastal dunes are unstable. The prevailing onshore winds constantly reshape the dunes and blow sand inland.

Bare dunes provide little wildlife habitat, although ground nesting shorebirds may find these areas suitable nesting habitat. When dunes are stabilized with vegetation, sand blown off the beaches is trapped, causing the dunes to build and increase in height. The vegetated dunes support a diverse native plant community and unusual wildlife species, including butterflies and reptiles. The native dune vegetation is adapted to the severe wind,

exposure, salt spray, and blowing sand. However, it is not adapted to withstand extensive human disturbances that might destabilize native plant cover.

*Plants*

Fort Ord Dunes SP lies in the southern portion of the central coast sub-region of the California floristic province, which is dominated by coastal sage scrub. The central coast floristic region (particularly Monterey Bay) is distinguished for its native plant species. The park is home to numerous special status and protected plants like the Monterey spineflower (*Chorizanthe pungens* var. *pungens*), sand gilia (*Gilia tenuiflora* ssp. *arenaria*), coast wallflower (*Erysimum ammophilum*) and sand mat manzanita (*Arctostaphylos pumila*), which are among seven protected plant species at the park (figure 10).<sup>6</sup>



**Figure 10.** Monterey spineflower (*Chorizanthe pungens* var. *pungens*)

*Vegetation Zones*

The park can be divided into three general vegetation zones: beaches, bluffs, and blowouts; coastal dunes; and invasive species dominant areas. For detailed information about Fort Ord Dunes SP’s plants and vegetation zones, see the General Plan and Appendix B.

*Beaches, Bluffs, and Blowouts Zone*

This zone and community are mostly devoid of vegetation because of the

frequently moving sand. The inland edge of the beach, as well as blowout zones, supports a sparse distribution of low-growing plants.

*Coastal Dune Zone*

The coastal dune zone consists of dynamic natural plant communities that respond to moving sands and changing dune configuration. Dune plant communities are adapted to the harsh environmental conditions resulting from salt spray, strong winds, shifting sands, and low soil moisture. These harsh conditions lessen as you move inland.

*Invasive Species Dominant Zone*

This zone is composed of areas that the former Army base graded to construct target ranges or other site development. These areas also include plants introduced to stabilize soil. The most pervasive is iceplant (*Carpobrotus edulis*), which was planted by the military during the 1940s and 1950s.

Iceplant is the most common plant in non-restored areas at Fort Ord Dunes SP (figure 11). Extensive mats of iceplant and other invasive plants degrade wildlife habitat because they crowd out native species and compete for limited resources, reducing species diversity. Iceplant can also cause a build-up of organic matter in sandy soils, facilitating the invasion of other non-native species that would not otherwise be able to grow in these soils. By forming dense mats and effectively stabilizing the sand, iceplant changes the natural processes of beaches and dunes.<sup>7</sup>



**Figure 11.** Iceplant (*Carpobrotus edulis*) forms dense mats

#### *Terrestrial and Marine Wildlife*

Although habitat within Fort Ord Dunes SP has been degraded by previous land uses, the area provides important wildlife habitat for native mammals, insects, reptiles, and birds.

#### *Birds*

Numerous species of birds have been observed along the former target ranges. In 2002, there were 113 species of native birds observed along the beach areas. Common species include loons (*Gavia spp*), Caspian terns (*Sterna caspia*), cormorants (*Phalacrocorax spp*), and grebes (*Aechmophorus spp*). Gulls and shorebirds are common along the ocean beach. These birds forage along the water's edge and some roost on the back beach among the non-vegetated dunes. Western snowy plovers (*Charadrius nivosus nivosus*) nest along the beaches of Fort Ord Dunes SP (figure 12).



**Figure 12.** Western snowy plover chicks

Breeding birds such as the white-crowned sparrow (*Zonotrichia leucophrys*), Anna's hummingbird (*Calypte anna*), and bushtit (*Psaltriparus minimus*) are regularly observed in central dune scrub areas. Turkey vultures (*Cathartes aura*) may be seen scavenging animal carcasses on the beach.

Many raptors have been observed flying over the park and some are known to live in the park. These species include, but are not limited to, red-tailed hawk (*Buteo jamaicensis*), northern harrier (*Circus cyaneus*), white-tailed kite (*Elanus leucurus*), American kestrel (*Falco sparverius*), and sharp-shinned hawk (*Accipiter striatus*).

#### *Terrestrial Mammals*

The park's common mammal species are those typically tolerant of frequent human disturbance. Common species include the California ground squirrel (*Otospermophilus beecheyi*), deer mouse (*Peromyscus maniculatus*), and the black-tailed jackrabbit (*Lepus californicus*). Feral cats and dogs, uncontrolled domestic pets, and other non-native mammals can seriously threaten native wildlife. These animals harass and prey on native species and compete for limited resources.

#### *Marine Wildlife*

The park's adjacent marine environment is part of the Monterey Bay National Marine Sanctuary. The plants and animals located in this area are characteristic of the Central California Seascape Province.<sup>8</sup>

The intertidal environment is the sandy beach between high and low tides and marks the western boundary of the park. The intertidal zone has limited biological diversity due to the daily exposure to the elements and the constantly shifting sand. Nevertheless, some species, primarily burrowing animals, thrive. The most common burrowing animals are



bloodworms (*Glycera americana*) and the mole crab (*Emerita analoga gibbesi*).

Scavengers are also present, primarily beach hoppers (*Traskorchestia traskiana*) and kelp flies (*Coelopidae sp.*). When the tide is in, several fish species, including surf perch (*Cymatogaster aggregate*), diamond turbot (*Hypsopsetta guttalata*), and round stingray (*Urolophus halleri*), use this habitat. When the tide is out, the major vertebrates are foraging shorebirds such as willets (*Catoptrophorus semipalmatus*) and sanderlings (*Calidris alba*).

Subtidal benthic environments extend from the lowest tide to a depth of thirty feet and are primarily composed of unconsolidated sand. Tubeworms (*Riftia pachyptila*) are the dominant species that dwell in these sands. Species living on the surface of the ocean floor include Dungeness crab (*Cancer magister*) and short-spined sea star (*Pisaster brevispinus*). Fish that commonly occur in this zone include sand dabs (*Citharichthys sp.*), California halibut (*Paralichthys californicus*), and starry flounder (*Platichthys stellatus*).

The open water (pelagic) environment includes floating and swimming organisms. Floating organisms include phytoplankton, zooplankton, crustaceans, jellyfish, and copepods. Fish in this zone include surfperch (*Cymatogaster aggregate*), rockfish (*Sebastes sp.*), and night smelt (*Spirinchus starksi*). Marine mammals in this zone include harbor seals (*Phoca vitulina*) and California sea lions (*Zalophus californianus*) (figure 13). A number of birds, including eared grebes (*Podiceps nigricollis*), Caspian tern (*Hydroprogne caspia*), and California gulls (*Larus californicus*), use this habitat.



**Figure 13.** California Sea Lion

Southern sea otters (*Enhydra lutris nereis*) are occasionally seen offshore at Fort Ord Dunes SP as they migrate between kelp beds. Other marine mammals, including dolphins, sea lions, and whales, occasionally are observed from the park's coastline.

Great white sharks (*Carcharodon carcharias*) generally reside in the pelagic zone of the Monterey Bay. According to the Monterey Sector Superintendent, Marina State Beach has had two great white shark attacks. The first attack was on August 28, 2007 and the second on October 29, 2011. There was an additional confirmed sighting of a great white shark on May 27, 2013. There is a high probability that great white sharks are also off the coast of Fort Ord Dunes SP.

### 2.1.1 Protected Species and Habitat

#### *Coastal Dune Habitat*

The California coast has 27 dune fields; however, most coastal dunes in California lie under urban development. Of the coastal dune habitats that remain, a majority have lost their natural qualities due to non-native plant establishment and intensive commercial and recreational uses. Fort Ord Dunes SP encompasses a portion of the Monterey Dunes, which covers about 40 square miles.<sup>9</sup> However, even this dune field has been

greatly reduced in size and its integrity compromised. The cities of Marina, Seaside, and Sand City are built over a part of the original Monterey Dune Fields.

While the majority of the dunes in the park remain undeveloped, humans have greatly affected the habitat over time. The Army changed the land's topography, which increased coastal erosion and threatened the fragile dune habitat. Much restoration has been done since the base closed and will continue as part of CSP's Natural Resources Management Program.

Numerous animals and plants are specifically adapted to living in coastal dunes. The loss of coastal dunes and the fragmentation and degradation of those that remain, have caused numerous species to be listed as rare, threatened or endangered.

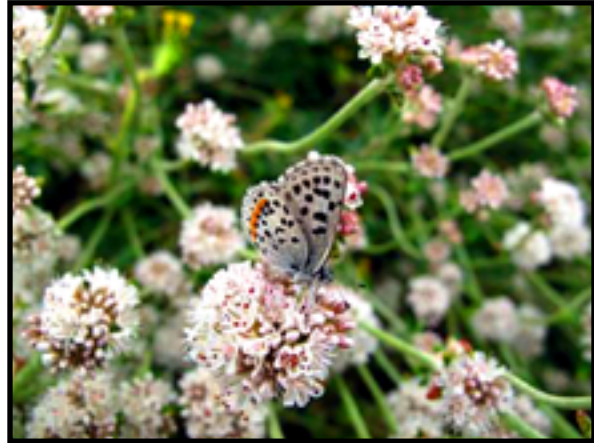
#### *Arthropods*

Smith's blue butterfly, a federally endangered species, is present in the coastal dune habitat at Fort Ord Dunes SP (figure 14). The butterfly is completely dependent on two species of buckwheat — coast buckwheat (*Eriogonum latifolium*) and dune buckwheat (*E. parvifolium*), on which adults and larvae feed and eggs are laid. Both of these plant species are present in the Coastal Dune Zone. Globose dune beetle (*Coelus globosus*), a federal species of concern, is found beneath native coastal dune vegetation, where it eats dead plant material.

#### *Reptiles and Amphibians*

California legless lizard (*Anniella pulchra*), a state species of concern, is the only special-status reptile known to occur at Fort Ord Dunes SP. It is found on dune habitats supporting native vegetation; it is also found where maritime chaparral and coastal scrub occur on loose sandy soils. The California horned lizard may live in the park. Amphibians such as the tiger

salamander (*Ambystoma californiense*), are not expected in the park because there is not sufficient water and moisture for them to survive.



**Figure 14.** Smith's blue butterfly (*Euphilotes enoptes smithi*)

#### *Birds*

Fort Ord Dunes SP supports breeding habitat for Western snowy plover, bank swallows, and other bird species. Western snowy plover is federally listed as threatened, and is a state species of special concern. These small birds nest on open sandy beaches and bare dunes above high tide. The bank swallow is state-listed as threatened. Bank swallows (*Riparia riparia*) nest in colonies in streamside banks and coastal bluffs.

#### *Mammals*

The wooden buildings at Fort Ord Dunes SP may provide suitable habitat for one or more special-status bat species, including pallid bat (*Antrozous pallidus*), Townsend's big-eared bat (*Corynorhinus townsendii*), western mastiff bat (*Eumops perotis*), long-eared myotis bat (*Myotis evotis*) and Yuma myotis bat (*Myotis yumanensis*). In addition to these bat species, the Monterey ornate shrew (*Sorex ornatus salarius*), a California species of special concern, is likely to occur at Fort Ord Dunes SP (figure 15).



**Figure 15.** Townsend’s big-eared bat (*Corynorhinus townsendii*)

Preserving and restoring the dunes at Fort Ord Dunes SP is critical to helping many of these species recover. In 1998, CSP began implementation of a large-scale native dune restoration and non-native plant control project at former rifle-firing ranges. As part of the restoration effort, CSP is restoring habitat for special-status plant and animal species, including the Monterey spine flower (*Chorizanthe pugens*), sand gilia (*Gilia tenuiflora*), coast wallflower (*Erysimum ammophilum*), and Smith’s blue butterfly (*Euphilotes enoptes smithi*). The initial dune restoration in the park was funded by the Army as mitigation for the biological impacts associated with lead remediation conducted in 1997.

**2.1.4 FODSP Habitat Conservation Plan and Habitat Management Plan**

When the Army was directed to close the base in 1990, it was determined that the closure would affect threatened or endangered plants and wildlife on the property, which are protected under the Federal Endangered Species Act. Any cleanup efforts, land transfer, or caretaker actions could harm these species. A biological assessment and management plan was needed to conserve and protect

plant and wildlife species. As a result, the Army published the Installation-Wide Multispecies Habitat Management Plan (HMP) in 1994. This plan established conservation guidelines for former Army installations, and designated much of Fort Ord Dunes SP as a Habitat Reserve. The HMP (now referred to as the Habitat Conservation Plan, or HCP) has been revised several times since it was first published, especially as clean-up, remediation, and other programs reveal more information about land, plants, and wildlife.<sup>10</sup>

Both the HMP and HCP present guidelines and policies for land management and limit public access to hiking trails and beach access in more sensitive dune areas. However, both plans have education and interpretation components. The Resource Conservation and Management Requirement in the HMP states that interpretive signs will be placed along each trail in the park describing the sensitive species present and the need to restrict foot traffic on the dunes.<sup>11</sup> The draft HCP also directs the park to develop a public outreach and education plan, which, at the minimum, includes the following actions:

- Install and maintain interpretive signs and displays that illustrate the importance of the Habitat Management Area and methods for maintaining its habitat values.
- Maintain, update, and replace interpretive signs installed by the Army as needed.
- Develop interpretive signs, displays, trailhead markers and other signs that advise on activities such as trash removal, limiting ground disturbance, and restraining pet; discourage the capture or harassment of wildlife; and prohibit plant collection.

- Develop and implement an education and information program for campers and other users.

## 2.2 CULTURAL RESOURCES

The land that makes up Fort Ord Dunes SP has a long record of human use. The Rumsien Ohlone gathered food and materials here while Spanish, Mexican, and American settlers used the land for cattle grazing and agricultural pursuits. Most recently, the US Army operated a training center here until 1975.

Fort Ord’s military history has left an indelible mark on the landscape. The physical remnants of the Army’s presence appear in the residual infrastructure: firing ranges, ammunition bunkers, buildings, and the ice plant-covered landscape (*figure 16*).



**Figure 16.** Training on the Firing Ranges, c. 1940s, California Military Museum

Many visitors have a personal connection to the park’s military history. Hundreds of thousands of veterans trained here. Many veterans work for California State Parks (CSP) and other government agencies, while others live in the surrounding community. Organizations like the Fort Ord Alumni Association (FOAA), California State University, Monterey Bay (CSUMB), the Defense Language Institute Foreign Language Center and Presidio of Monterey (POM DLIFLC) and CSP have oral history programs, collect images and other documentation associated with the Army

base. Documenting veterans’ experiences at Fort Ord is becoming more critical as they get older.

The local community has been greatly affected by the base’s presence. The community flourished during the base’s expansion in the 1940s and was hurt economically after it closed in 1994. Since then, each city bordering the former base continues to define itself and evolve. The Fort Ord Reuse Authority (FORA) was formed after the base closure to help plan and transition the base to civilian use. Adjacent cities and its citizens have played active roles in deciding the base’s reuse. Transition from an Army post to a California State Park and the evolving community’s relationship to it are important contemporary stories.

### 2.2.1 Rumsien

The Rumsien (part of the Ohlone Indian language group) historically lived in the areas around the lower Carmel, Sur, and lower Salinas rivers. According to the General Plan,

The coastal areas that represent Fort Ord Dunes may have been the territory of the kalenta ruc tribelet.<sup>12</sup> Of the villages represented by this tribelet, the southern villages were named Guachirron, or the “river people”, which may have encompassed the former Fort Ord military reservation. The tribelets that most likely occupied the area surrounding the former Fort Ord military reservation was a commingling of Rumsien, the Calenaruc, the Ensen, and the Guachirron.<sup>13</sup>

Archaeological evidence indicated that people heavily used the Monterey Peninsula coastline, which stretches from Monterey State Beach south to Carmel Point. In contrast, Fort Ord Dunes SP shows little evidence of pre-contact use, which may be due to limited fresh water, dune geological formation, or other



1874.<sup>29 30</sup>

David Jacks established numerous large-scale dairy and farming operations on this property and other local properties.<sup>31</sup> By the 1870s, the David Jacks Corporation was a significant contributor to the local economy. The Corporation established the Monterey and Salinas Valley Railroad in 1874 to move agricultural products to markets throughout California.<sup>32 33</sup> The development of the railroad was critical to the economic development of the Monterey area and future establishment of Fort Ord. In 1880, the Corporation sold the railroad to the Pacific Improvement Company, a subsidiary to the Southern Pacific Railroad.<sup>34</sup>

### 2.2.3 U.S. Army

The U.S. Army has a long history of training soldiers on the coastal property that is now Fort Ord Dunes SP. The U.S. military had used the northern Monterey County coast for training soldiers since the late 19<sup>th</sup> century. This location was chosen for many reasons. It was a few miles from Monterey and close to San Francisco, which was a major port city and military command center. David Jacks' property had a railroad station, which the military needed for communication and transportation. The local communities provided amenities needed to support the camps. Finally, the landscape and terrain could support infantry units to bivouac and conduct training exercises, including cavalry and artillery elements.<sup>35</sup>

The California National Guard trained on the coast property near present day Fort Ord Dunes SP as early as August 1884. The 3<sup>rd</sup> Infantry of the California Guard held an annual exercise just north of Hotel Del Monte on David Jacks' property. The camp is described in the Daily Alta California:

Away down a rather dusty lane, 'neath the shade of lordly oak trees which grace the handsome estate of David Jacks, is

Camp Junípero Serra, where the gallant Third, N. G. C., Colonel Robert Tobin commanding, lie entrenched, their right flank resting on the hotel stables... The camp is quite an imposing town of canvas... Seventy commodious tents are erected...The tents for the six companies are laid out on four streets and one avenue.<sup>36</sup>

In 1902, the Army established a military post in Monterey in the old Presidio grounds.<sup>37</sup> Infantry regiments were assigned to the post along with cavalry and artillery components. The camp was initially called the Monterey Military Reservation, renamed Ord Barracks in 1903, and finally the Presidio of Monterey in 1904. The Presidio of Monterey was home to the Army School of Musketry from 1907 to 1913.<sup>38</sup>

In 1913, the California Cadet Corps deployed to Camp Gigling for summer training, which the Army leased from the David Jacks Corporation. Camp Gigling is noted for a new approach to training high school- and college-age students for reserve duty. Cadets trained for one month in the summer. Training included:

“practical drills and exercises, talks or lectures, map maneuvers and problems, the war game, target practice, instruction in transportation by rail, care of person, hygiene of camp, packing with pack mules and various, other subjects of value not only to the soldier, but to the citizen.”<sup>39</sup>

In 1917, the War Department purchased 15,000+ acres from the David Jacks Corporation within the Monterey City Tracts.<sup>40</sup> The purchase and its qualities are mentioned in the Annual Report of the Secretary of War, 1917:

The range at Monterey, Cal., comprises over 15,800 acres, extending from the Del Monte property to the Salinas Valley, and having communication

with Monterey Bay. It has been used by the Government for a number of years for military purposes and it possesses all the requisite advantages of a central location, abundant railway communications, favorable climatic conditions, and water supply. The terrain is sufficiently varied to afford all the facilities for maneuvering and firing that could be desired, with ease of mobility for artillery of all types. All these ranges afford facilities for the training of machine-gun units, in addition to artillery.<sup>41</sup>

The new acquisition was called the Gigling Field Artillery Target Range, or the Gigling Reservation.

According to the Fort Ord Reuse Authority history of the post, “The terrain in this area was ideally suited for the maneuvers of the finely-mounted riders and the horse-drawn caissons. It also was large enough for a field artillery impact range.”<sup>42</sup> Units such as the 11<sup>th</sup> Cavalry and the 76<sup>th</sup> Field Artillery Regiment used this area for training. Both units were stationed at the Presidio of Monterey.<sup>43</sup>

The 11<sup>th</sup> Cavalry Regiment was formed to participate in the Philippine–American War (1899–1902). The 11<sup>th</sup> specialized in counterinsurgency operations in Cuba from 1906 to 1909, and in Mexico from 1916 to 1917, when the United States Army intervened in those countries.<sup>44</sup> On July 9, 1919, the 11<sup>th</sup> Cavalry Headquarters were officially moved from Fort Myer, Virginia to the Presidio of Monterey. During the 1930s, the 11<sup>th</sup> experimented with using motorized vehicles instead of horses, which was controversial within the cavalry unit.<sup>45</sup> This regiment drilled there until 1940.

Except for a well, a caretaker's house, and a few bivouac sites, few improvements were made on the property until 1938. The land was brush covered and impenetrable in many places.<sup>46</sup>

In 1933, the Gigling Reservation was designated Camp Ord, named for Major General Edward O.C. Ord.<sup>47</sup> Additional property was purchased in 1938 for the development of what became known as Camp Clayton (location of Main Garrison).<sup>48</sup> Colonel Homer M. Groninger, commanding officer of the Presidio of Monterey, built a large camp about a mile east of the Gigling railroad spur (located on Fort Ord Dunes SP). After 1940, the Army built concrete mess halls with tile roofs, wooden barracks, storage buildings, and tent platforms in the Main Garrison area.<sup>49</sup> The War Department acquired the beachfront property during this time (now Fort Ord Dunes SP).<sup>50</sup>

In 1938, with war already breaking out in Europe, the U.S. military began an extensive expansion program across the country in anticipation of American involvement in the war. The Works Progress Administration (WPA) gave millions of dollars in funding for construction projects at Fort Ord.<sup>51</sup>

Later that year Major General Joseph W. Stilwell, then in command of the post, and his aide, Colonel Frank Dorn, decided that enlisted men should have a club. Lt. Savo Milan Stoshitch and Lt. Orville Pierce and consulting architect William Henry Rowe of San Francisco, drew up plans for a million dollar mission revival style building in October 1940.<sup>52</sup> Donations from soldiers and WPA grants helped finance the club's construction. The Soldier's Club, as it was first called, was later changed to Stilwell Hall, named in the General's honor.<sup>53</sup>

In August 1940, Camp Ord and Camp Clayton combined to become Fort Ord (*table 1*).<sup>54</sup> Additional property was purchased and Fort Ord expanded to more than 20,000 acres. The land included portions of several former Mexican Land Grants: *Noche Buena*, *Las Salina*, *El Chamisal*, *El Toro*, and *Laguna Ranchos*. These parcels make up the outer areas, for

the most part, of the Fort Ord base. *Noche Buena* rancho included the communities of Seaside, East Monterey, and Del Monte Grove.<sup>55</sup>

**Table 1.** Names associated with Fort Ord Dunes SP

Year	Official Name	Location Note
1884	Camp Junípero Serra	David Jacks Corporation gave the National Guard permission to utilize the land from near Hotel Del Monte for training. The land is near the southern border of the current Fort Ord Dunes SP.
1913	Camp Gigling	Army again used the land of the David Jacks Corporation for training. This included the coastal land that is now Fort Ord Dunes SP.
1917	Gigling Reservation	Army purchased 15,409 acres of land from David Jacks Corporation. It is also known as Gigling Field Artillery Target Range.
1938	Camp Ord, Camp Clayton, and Camp Pacific	The War Department appropriated the coastal property of present day Fort Ord Dunes SP.

1940	Fort Ord	Training camps inland and on the coast are consolidated and renamed Fort Ord.
2001	Fort Ord	Fort Ord is closed under the Base Realignment and Closure (BRAC) legislation.
2004 to 2009	Fort Ord Dunes State Park	The National Park Service, under the Federal Land to Parks program, transfers the coastal property to California State Parks. Fort Ord Dunes State Park opened in 2009.

The 7<sup>th</sup> Infantry Division, commanded by General Joseph W. Stilwell, was the first major unit to occupy Fort Ord. When the U.S. entered WWII, the fort became a staging area for many divisions and units heading overseas. The 3<sup>rd</sup> Infantry Division was stationed at Fort Ord prior to its involvement in the invasion of Italy. The 27<sup>th</sup> and 43<sup>rd</sup> Divisions also trained at Fort Ord prior to their service in the Pacific Theater.<sup>56 57</sup>

After World War II, Fort Ord served briefly as a demobilization center. In 1947, it became the home of the 4<sup>th</sup> Replacement Training Center, which continued the task of training infantry. This set the stage for the re-activation of the 4<sup>th</sup> Infantry Division, which trained soldiers for the Korean conflict.

During WWII, construction was mostly of temporary structures. With the onset of the Korean War, new permanent barracks,



and other facilities were authorized. Thousands of new housing units were built along with barracks, classrooms, ranges and clubs. A master plan called for the replacement of the temporary buildings with permanent structures. For the most part, however, this did not take place.

In 1950, the 6<sup>th</sup> Infantry Division replaced the 4<sup>th</sup>, though the role of training troops continued. The 5<sup>th</sup> Infantry Division arrived in January of 1957, though was deactivated in June. At that time, Fort Ord was designated United States Army Training Center, Infantry. During the early 1960s, Fritzsche Army Airfield became part of Fort Ord.

With increasing American involvement in Vietnam, base construction activity increased again. During this time, the post was used for basic training as well as advanced infantry training (AIT). Fort Ord was chosen as one of three installations to take part in Project VOLAR, an effort to increase recruiting in the years after the Vietnam War, and make Army life more attractive. In 1974, the training center was deactivated and the 7<sup>th</sup> Infantry Division occupied the post. In 1983, the 7<sup>th</sup> was converted to a Light Infantry Division, which did not use tanks, armor, or heavy vehicles.

Fort Ord was one of only four locations chosen for the stationing of these new light infantry divisions. By 1983, the fort was a part of the "Army of Excellence" which was to allow for the deployment of the light divisions anywhere in the world in a matter of hours. Another large building expansion occurred during this period because of this new role. Sub-installations of Fort Ord at one time included Fort Hunter Liggett, Camp Roberts, Fort Macarthur, and the Presidio of Monterey.<sup>58</sup>

The end of the Cold War prompted the U.S. government to make several changes to

its military defense programs. Congress passed the Defense Base Closure and Realignment Act (1990) as a nationwide program to consolidate and reduce the number of military installations. Fort Ord was chosen to close under this program and the 7<sup>th</sup> Infantry Division was relocated to Fort Lewis, Washington. By 1993, the majority of soldiers were reassigned to other posts. Following closure, the U.S. Army, in conjunction with the U.S. Environmental Protection Agency, California Department of Toxic Substances Control, and the Regional Water Quality Control Board, undertook a major program to remediate environmental and safety issues related to years of training activities.

### 2.2.3.a Service Women at Fort Ord

Spanning from 1941 to 1994, women trained and worked alongside their male counterparts at Fort Ord and the Presidio of Monterey.

#### *Army Nurse Corps and the Women's Army Corps*

Congress established the United States Army Nurse Corps in 1901 as part of the U.S. Army Medical Department.<sup>59</sup> The Army Nurse Corps members served at the Fort Ord Station Hospital (East Garrison) starting in in June 1940, as part of the 1<sup>st</sup> Division Medical Regiment. The hospital opened in March 1941 and had a 1,500-bed capacity. According to the Fort Ord Station Hospital Annual Report 1947-1948, there were 51 nurses serving in the Army Nurse Corps and three female officers were in the Women Medical Specialist Corps.<sup>60</sup>

The Women's Army Corps (WAC) was established in 1942 to provide much needed military support during WWII. Until then, women could only serve in the military in the Army Nurse Corps. In Monterey, members of the WAC worked at the Presidio and Fort Ord from WWII

to their integration into the Regular Army, which occurred in 1978.<sup>61</sup> Over 150,000 women served in the WAC during WWII alone. Women held numerous noncombatant military positions as officers and enlisted personnel, and worked in communications as secretaries, switchboard operators, technicians, and radio operators. Many women were trained in ordinance and other highly specialized trades. According to author Judith A. Bellafaire:

Some of the women assigned to the Ordinance Department computed the velocity of bullets, measured bomb fragments, mixed gunpowder, and loaded shells. Others worked as draftsmen, mechanics, and electricians, and some received training in ordinance engineering.<sup>62</sup>

The WAC was abolished in 1971, and women worked in the same units as men; however, they were not allowed into combat until 1994.

#### **2.2.4 From Army Base to a California State Park**

Fort Ord had been closed to the public since 1917, and consequently contained some of the last (and most desirable) undeveloped land in Monterey County. Conversion of the property to public use was of high concern to the local community. When the base officially closed in 1994, the California State Legislature created the Fort Ord Reuse Authority (FORA) to oversee the civilian reuse and redevelopment of the former Fort Ord military base.<sup>63</sup>

The agency, made up of state and local government representatives, private, nonprofit, and civilian groups, met and developed the *FORA Base Reuse Plan*. The plan complied with the Defense Base Closure and Realignment Act (1990) and laid out the planning, financing, and conversion of the base to civilian use.

The plan designated 25 percent of base lands for development to create jobs and housing. Seventy-five percent of these lands were preserved for open space, recreational use, and habitat management.

The Secretary of the Interior and the Secretary of the Army managed the public lands and oversaw the conversion process of the 14,650-acre site. The National Park Service (NPS) reviewed and approved the transfer of land (around 900 acres each) to California State Parks (CSP) in 1994. The same year, lands were transferred to the University of California and California State University, Monterey Bay (CSUMB) under special Economic Development Conveyance (EDC) legislation. The California State University received 1,500 acres for the foundation of the CSUMB campus. The University of California Santa Cruz (UCSC) received 600 acres of the former army base. UCSC manages it as the *Fort Ord Natural Reserve* and a research center. Local development projects adjacent on former base property include mixed-use retail and residential house areas, a horse park, resorts with golf courses, and a proposed veteran's cemetery.<sup>64</sup>

The Base Realignment and Closure Commission were responsible for hazardous materials remediation at Fort Ord Dunes SP. Several phases of clean-up efforts were undertaken at Fort Ord both before and after base closure. Cleanup crews excavated and sifted over 100,000 cubic yards of sand from the former beach ranges. Crews recovered an estimated 800 tons of bullets and fragments. The spent ammunition was sent to a metal recycling facility and lead-containing soil was deposited at a special landfill. The dunes were then re-contoured and extensive areas were replanted in native vegetation.

At the time of Fort Ord base's closure, there were 105 standing structures in the beach range area, which would eventually comprise Fort Ord Dunes SP. These

included 12 latrines, 19 range observation towers, 12 ammunition storage bunkers, 10 warehouses, 36 general-purpose support buildings, a railroad loading dock, three concrete firing range pit walls, 11 utility buildings, and Stilwell Hall.<sup>65</sup>

In 1997 and 2007, California State Parks removed buildings to restore the scenic character of the property, along with utility lines and poles. Of these buildings, the bunkers and guard tower at the ammunition storage area, a range observation tower, a classroom building, and a concrete firing pit wall at Range 8 remain. In 2003, Stilwell Hall was removed after thorough documentation due to severe coastal erosion. See Appendix D for more information on the buildings removed.

Fort Ord Dunes SP officially opened in 2009. The park is part of a network of local, state, and federal departments, agencies, organizations, and the U.S. Army that manage the original Fort Ord Army Base lands. Together, they conserve and protect sensitive species and habitats, mitigate contaminated sites, and provide public access for recreation and education.

### 2.2.5 Natural and Cultural Resource Special Concerns and Analysis

One of the major management concerns at Fort Ord Dunes SP is balancing cultural and natural resource protection. These two resources are necessarily connected and protecting one may adversely affect the other. For example, the Army dramatically altered the landscape and contaminated the environment, but the base's structures and features are part of its cultural history. Many of the structures and features are rapidly deteriorating from the harsh effects of the marine environment and vandalism. The crumbling structures provide an important element to the historic viewshed but are also a public safety issue.

Another challenge is preserving the historic landscape while restoring native habitat. Iceplant chokes out native plant and animal species, but is also integral to the historic landscape. Habitat restoration requires ice plant removal; however, the plant is so invasive that it is difficult, if not impossible to contain it within a specific historic area. For example, it will be challenging to maintain the historic landscape around the Ammunition Storage Area. The bunkers are backed up to the coastal dunes and are covered in iceplant, which the army planted to stabilize the dunes. These dunes are also undergoing native plant restoration. Containing iceplant within the bunker area requires on-going maintenance so that it does not spread into the delicate dune habitat (figure 18).



**Figure 18.** Iceplant covers the historic ammunition bunkers

#### *Target Ranges and Historic Buildings*

There are historic firing ranges in the park and numerous buildings, such as guard towers and 12 ammunition bunkers. These features and structures could be used for interpretation and/or recreation. For example, CSP stabilized the Range 8 buildings, and put up protective barriers and interpretive panels in 2012. The harsh coastal environment and vandalism are the greatest threats to these structures and features. Strong winds, salt air,

and damp conditions cause further deterioration to the structures. Without further stabilization and protection, the park may lose these structures, which are a large part of the park's sense of place.

### *Other Concerns*

Access to parklands is limited to designated trails, roads, and the beach in order to protect sensitive species and their habitat. Curious visitors can be seen walking off trails and on the dunes, creating volunteer trails. These unofficial trails encourage more visitors to use them, which disturbs habitat, threatens species, and impedes restoration efforts.

## **2.3 RECREATIONAL RESOURCES**

Recreational users make up the majority of visitors to Fort Ord Dunes SP. Visitors can be seen surf-fishing, bird watching, and beachcombing. The water offers opportunities for swimming and wading, but the heavy surf, strong rip currents, and cold-water temperatures limit these activities. Paved recreational trails traverse the park and are popular with bicyclists, joggers, and walkers (*figure 19*).<sup>66</sup>



**Figure 19.** Family heading to the beach.

### **2.3.1 Trails and Beaches**

Nearly four miles of the Monterey Bay Sanctuary Scenic trail runs through the

park. The Fort Ord Dunes SP portion is well utilized and is popular among locals for walking, jogging, bicycling, and dog walking. Monterey Bay National Marine Sanctuary Education staff has worked closely with Monterey District staff to develop interpretive panels along this section of the scenic trail.

There is an accessible boardwalk leading from the Stilwell Hall parking lot to an overlook point. Interpretive panels along the path discuss the natural and cultural history of the park. Two additional overlooks are planned for the New Campground and Beach Access area.

The Beach Range Road is the main access road through the park. However, public vehicle traffic is not allowed. CSP vehicles, bicycles, and pedestrians share Beach Range Road and part of the MBSS trail runs alongside it.

Monterey Bay Coastal Bike Trail is a 29-mile-long, paved trail that stretches from Castroville to the Monterey Peninsula and parts of Pebble Beach. A portion of this trail runs along the perimeter of Fort Ord Dunes SP and SR 1.

Many visitors, including students from the nearby CSUMB campus, walk to the park and beach using the First Street underpass.

There are four miles of coastline at Fort Ord Dunes SP. Visitors access the beach from a 1,500-foot trail from the Stilwell Hall parking lot.

### **2.3.2. Recreational Resources on the Monterey Bay Peninsula**

#### *Nearby State Beaches*

Fort Ord Dunes SP's general plan states there are 20 public beaches in the area, nine of which are state beaches in the vicinity of Fort Ord Dunes SP. These

include Marina, Salinas River, Moss Landing, Zmudowski and Monterey State beaches. Each beach offers a variety of recreational and interpretive experiences, including hiking, bicycling, swimming, kayaking, jogging, beachcombing, photography, and a hang-glider launch.

*Fort Ord National Monument*

Fort Ord National Monument is adjacent to the park on the east side of State Route 1. The Bureau of Land Management (BLM) manages 86 miles of trails on approximately 7,200 acres. According to the BLM’s website, “trails are open every day from dawn to dusk for hikers, mountain bikers, horseback riders, wildlife and wildflower photographers, and nature enthusiasts.”<sup>67</sup>

The Monterey Peninsula is one of the most popular tourist destinations in the United States. Monterey County received over seven million visitors in 2006, and a major local event can draw tens of thousands of visitors.<sup>68</sup> Monterey Bay is a huge draw for personal recreation. Access to public open space, forests, beaches, and parklands offer an endless variety of recreational opportunities. According to Monterey County Convention and Visitor Bureau’s website, there are 6 county parks, 14 state parks, two regional parks, a National Forest, a National Monument, a Wilderness Area, a National Marine Sanctuary, and two harbors in which to recreate.

Several popular recreational events occur near the park. The Sea Otter Classic, a mountain bike and bicycle-racing event, is held inland of State Route 1. Another popular event, the Big Sur Marathon, is internationally recognized for its difficulty and the scenic views of the coastline. Rodeos, motorized bike and car races at Laguna Seca, golfing at Pebble Beach, sailing competitions, and other competitive athletic events are very popular.

The Visitor Bureau’s website lists the following recreational activities available in the Monterey Bay Peninsula:<sup>69</sup>

- Golf — 25 public and private courses in Monterey County
- Beaches for walking, picnicking, kite-flying, tide pool and dune exploration
- Scuba Diving — Monterey Bay is popular for all levels of diving — top stops include San Carlos Beach and Carmel River State Beach.
- Sailing — Tours and charters leave from Monterey Harbor.
- Kayaking — Guided tours and rental kayaks leave from Monterey and Moss Landing.
- Whale Watching — Grey whales can be seen in the winter and early spring, blue whales in the summer, humpbacks in the summer and fall. Orcas and other dolphins can be seen year-round. Chartered whale watching tours are available from Fisherman's Wharf and Moss Landing.
- Fishing — Deep sea, rock and surf fishing are popular activities.
- Camping — The Los Padres National Forest and many state beaches and parks offer tent and RV campsites at beaches, meadows, and forests in Monterey, Big Sur, Salinas Valley, and beyond.
- Horseback Riding — Guided tours, beach ride, and trail ride packages are available near Moss Landing, and in Pebble Beach and Andrew Molera State Park. Horseback riding is allowed at Fort Ord National Monument (BLM).
- Skydiving — Available in Marina at the

Monterey Municipal Airport

- Hiking and Biking — Coastal and inland trails for bikes, rollerblades, and runners at many of Monterey County’s federal, state, and regional parks. Mountain biking is popular at Fort Ord National Monument.
- Flightseeing Tours — Explore scenic Monterey County by helicopter or fixed-wing plane.

### **2.3.3 Recreation Special Concerns and Analysis**

Aside from the beaches, trails, and roads, much of the park is off-limits to the public due to habitat management and exclusion areas (due to contaminated soils left from the military era). Limited access restricts recreational activities at the park. Dunes are an attractive nuisance, and many visitors enjoy using them for recreation. Keeping visitors off the fragile dunes is a constant challenge at the park.

The military base used the coastal areas for firing ranges and other activities, which left several contaminated areas. Land use is restricted in some areas because of soil contamination, and large portions of the dunes will remain closed to the public for habitat protection and conservation.

Interpretive panels are located along recreational trails — the Monterey Bay Sanctuary Scenic trail, Range 8, and Stilwell Hall Parking Lot and Beach Overlook. These panels are a great way to provide basic information to recreational users, but are limited to self-guided interpretation. The beaches and trailheads do not have interpretation, and interpretive programs are not available that incorporate recreation with interpretive messaging.

## **2.4 EXISTING INTERPRETATION**

### **2.4.1 Non-Personal Interpretation**

Non-personal interpretation at the park is self-guided and consists of information on CSP’s Fort Ord Dunes SP website, interpretive panels, and a cell phone tour associated with the panels. Park information is also found online on the through the Bureau of Land Management (BLM), Monterey Bay National Marine Sanctuary (MBNMS), and California State University, Monterey Bay (CSUMB).

#### *Stilwell Hall Interpretive Panels*

Eight interpretive panels inform the public about the natural and cultural history of the park. These panels are located at the Stilwell parking lot and along the boardwalk. There is a free cell phone tour that expands on topics presented on the panels. Visitors call the phone number located on each panel to hear information about park orientation information, the Monterey Bay National Marine Sanctuary, the park’s sensitive species, coastal erosion, beach safety and rip currents, Superfund cleanup, Stilwell Hall, ammunition bunkers and firing ranges, and Fort Ord’s training and recruitment history.

#### *Monterey Bay Sanctuary Scenic Trail Interpretive Panels*

Four interpretive panels are located along the Beach Range Road portion of the Sanctuary Trail and interpret coastal dunes, other natural resources, and Fort Ord’s military history (*figure 20*).



**Figure 20.** Sanctuary Scenic Trail Panel, CSP and MBNMS 2011

*Beach Range Road Interpretive Panels*

Two interpretive panels next to Range 8 discuss the beach ranges and military training at Fort Ord.

**2.4.2 Personal interpretation**

Because of limited staffing, there are no park-sponsored guided walks or school programs. Monterey district staff answers visitors’ questions while working at the park. There are no volunteers or paid park staff assigned to give programs or to do roving interpretation.

**2.4.2a Interpretive Programs and Special Events**

*California Coastal Cleanup Day*

The park participates in California Coastal Commission’s annual California Coastal Cleanup day. This is a community service program that raises awareness of the fragile marine environment and gets families, students, and service groups into the park. Community members and students from Gonzales High School, the Boy Scouts, and Girl Scouts have volunteers for this event. It is held the third Saturday in September from nine until noon.

*Beach Garden Project*

Sponsored by the Monterey Bay Dunes Coalition, from August to March, volunteers grow and plant dune seedlings for the regeneration of State Parks dunes. Commitment is from two hours on a Saturday to 10-20 hours per year.

**2.2.2b Existing interpretation-Special Concerns and Analysis**

As a new park with limited funding and park staff, interpretation is limited to self-guided interpretive panels, a cell phone tour, and information on the CSP Fort Ord Dunes SP website. These elements only cover a small amount of the interpretive themes and topics from the general plan. The park does not have enough park infrastructure and facilities to support interpretive programs and special events.

Future interpretive programs are restricted to a small percentage of parkland, which may limit environmental science and service learning programs the park may offer. Cool temperatures, fog, and afternoon winds can make it uncomfortable to be outside for programs and special events. There are no indoor facilities to support interpretive programs at the present.

The campground is projected to be full most of the year and the new beach access trail and special event use will increase visitation. Campground users and visitors to special events will be sharing some of the facilities, such as the bunker exhibit and multipurpose building. These groups will have different (and possibly competing) needs for these facilities and types of programs offered.

**2.4.3 Museum Collections**

There are presently no museum collections owned and/or managed by Fort Ord Dunes SP and Monterey District. Museum collections describe potential

sources and objects for use in future exhibits and interpretive programs.

Individuals and other agencies have saved personal military items and architectural features from the Soldiers' Club known as Stilwell Hall. The personal items include postcards and letters from Fort Ord; personal photographs; artwork made at the base, etc. The architectural material includes Works Progress Administration (Works Projects Administration) murals, chandeliers, a long bar tile, and roof tiles. For more information, see Appendix E for Fort Ord Dunes SP's Scope of Collection Statement, which details the park's museum collections guidelines and policies.

#### 2.4.3a Museum Collections – Special Concerns and Analysis

There are presently no facilities to store and exhibit museum collections at the park. Therefore, it is not recommended to display museum objects there until appropriate facilities are built. The multipurpose building in the campground is a potential facility to display museum collections.

Museum objects and documentary materials should not be collected without appropriate storage conditions. However, if there is sufficient space and access, objects could be stored with the centralized museum collections within Monterey District.

Historic buildings, photographs, oral histories, and some documentary materials make up the bulk of features and materials that could be used in future exhibits. Interpretive materials used in programs should be processed and handled differently from museum collections.

#### 2.4.4 Educational Services

There are currently no primary and secondary school programs at the park. Educational services describe local and regional school statistics to project the potential audience for school programs.

##### *Local Schools*

According to the 2004 General Plan, there are over 20 schools in the neighboring cities of Seaside and Marina, including public and private elementary, middle, and high schools.

More than 5,000 students attend California State University, Monterey Bay (CSUMB), which borders the cities of Seaside and Marina. The campus is on several hundred acres of the former Fort Ord Army installation, and the university has strong ties to the park. Many of the professors and students study Fort Ord's military history. The university created a partnership with former Fort Ord veterans and the Fort Ord Alumni Association, which raises money for student scholarships and historic preservation of the former military base.

Monterey Peninsula Community College is located north of the CSUMB campus in the City of Marina and enrolls approximately 325 students.<sup>70</sup>

##### *Monterey County School District Statistics*<sup>71</sup>

Monterey County had 129 public schools in the 2011-2012 fiscal year, including K-12, special education, charter, continuation, and alternative schools. During the same fiscal year, there were over 71,000 students. The highest percentage (54%) of students were in elementary, 25% were in high school, and 16% in middle school.

#### 2.4.5 Interpretive Concessions

There are presently no interpretive



concessions at the park. The General Plan suggests the park would benefit from having an interpretive or recreational concession.

### **2.4.6 Interpretive Readiness**

Because of limited staff, facilities, and budgetary restrictions, there are currently no paid park or volunteer staff doing interpretive programs at Fort Ord Dunes SP.

### **2.4.7 Marketing Interpretive Services and Park Resources**

Monterey District has information about the park on the CSP website. BLM, MBNMS, FOAA, the National Park Service, and CSUMB have information and links to the park on its website. Presently, the district does not advertise interpretive services. Internet searches of “Fort Ord Dunes State Park” revealed park information, visitor feedback, and user-generated park images at social media sites like Yelp, Foursquare, and Facebook.

### **2.4.8 Partnerships and Support**

California State Parks (CSP) seeks partnerships with private and nonprofit organizations to support interpretive services, recreation, conservation, and preservation programs at parks. These organizations support the CSP mission through fiscal contributions, volunteer programs, fostering community stewardship for parks, and through preservation efforts. Partners have the ability to advocate, to raise money, and bring attention to a park’s interpretive services and long-range goals where CSP may not. Partnerships and Support highlights Fort Ord Dunes SP’s significant partners. It also describes interpretive providers who have similar programs to those in the park.

### **2.4.8a Partners**

*The Bureau of Land Management (BLM)* manages approximately 7,200 acres within the former the Fort Ord base for public use, east of State Route 1. BLM works in conjunction with State Parks and CSUMB to hold science and education programs.

*California State University, Monterey Bay (CSUMB)*

*Fort Ord Alumni Association*

(FOAA) is affiliated with CSUMB. FOAA has worked with CSP to develop interpretive materials for the former Fort Ord beach ranges, at Range 8. FOAA works with CSP to develop interpretation, promotes historic preservation of historic structures, and features at the park.

*CSUMB History Department*

The departments teach Fort Ord’s history and present public programs and lectures; students and teachers develop online exhibits and presentations. CSUMB has research facilities, a library, archives, and college programs on the history of Fort Ord and the Monterey Bay area.

*The Return of the Natives Restoration Education Program and the Watershed Institute*

CSUMB, with students and teachers, conducts research and restores habitat on the BLM and CSP Fort Ord public lands.

*Fort Ord Reuse Authority (FORA)*

FORA is responsible for the planning, financing, and implementation of the conversion of the former Fort Ord to civilian activities.

*The Monterey Bay National Marine Sanctuary (MBNMS)*

MBNMS works with State Parks to protect the Monterey Bay, to share educational

outreach, and to partner to support each other's missions. Monterey district staff participates on the Sanctuary Advisory Council and the Sanctuary Education Panel. MBNMS Education staff has worked with the district to develop interpretive content for wayside panels and cell phone tours. The organization advertises State Park events on their websites. MBNMS is a key partner with Fort Ord Dunes SP and is likely to be more involved in assisting in the development, participation, and delivery of the park's interpretive services in the future.

#### *Monterey Bay Dunes Coalition*

Volunteers work with Monterey District staff to preserve the coastal dunes and beaches that stretch from Monterey to the north of the Salinas River, including Fort Ord Dunes SP. Activities include the Beach Garden Project, seed collection, propagation workshops, out planting, and weeding. The group trains volunteers and has exhibits, internships, and curriculum.

#### 2.4.8b Partnerships and Support-Special Concerns and Analysis

Monterey County has a wealth of interpretive providers with the potential to offer interpretive programs at Fort Ord Dunes SP. Partnerships take a great deal of time to develop and maintain, which is difficult with limited park staffing. Several agencies and organizations from the May 2013 interpretive workshop expressed interest in developing partnerships with Fort Ord Dunes SP to deliver interpretive programs and content. Such collaboration would allow the park to expand interpretive services and share resources.

Information about Fort Ord Dunes SP is limited to park hours on partner websites and visitor-created content on social media sites. Accurate and updated information about the park could potentially draw a larger user group if it is marketed on a wider scale.

### 2.4.9 Research Resources

California State Parks has a wealth of information available when planning interpretive programs and facilities at Fort Ord Dunes SP. The following offices and organizations have park plans, archives, museum collections, libraries, and specialists with extensive knowledge of the park and its resources.

#### 2.4.9a State, Federal, and Private Organizations

##### *California State Parks*

- Monterey District Office
- Acquisition and Development Division, Northern and Southern Service Centers, and the Accessibility Division
- Interpretation and Education Division
  - State Park Archives, Photographic Archives, and Division Library
- Archaeology, History, and Museum Division

The following state parks have similar interpretive themes, interpretive periods, and museum collections to Fort Ord Dunes SP. These units have archives, museum collections, park staff, and volunteers with extensive knowledge of their park and its resources. Interpretive planners are encouraged to contact these units and others to share resources and possibly create joint interpretive programs:

- Angel Island State Park (military Civil War-Cold War)
- Monterey State Historic Park (Monterey cultural history)
- Monterey State Beach (Monterey Bay ecology)

- Andrew Molera State Park (Central coast dairy and ranching)
- Wilder Ranch State Park (Central coast dairy, ranching, and agriculture)
- Natural Bridges State Beach (Monterey Bay marine ecology)

The following organizations have extensive libraries and resources online and at their facilities for program development. These organizations may have images available for use in publications, programs, panels, and exhibits. They also have subject matter experts that can assist in research:

*Monterey City and County*

- Presidio of Monterey Museum
- Museum of Monterey
- Monterey Bay Aquarium
- Monterey Bay National Marine Sanctuary office

*State*

- California State Library
- Huntington Library
- Bancroft Library, University of California Berkeley
- The California Museum, Sacramento
- Online Archives of California
- California State University, Monterey Bay (CSUMB)
- University of California, Santa Cruz
- Fort Ord Alumni Association, CSUMB
- Fort Ord Museum and Archive, CSUMB

*Federal*

- The National Archives at San Bruno and Washington, D.C.
- The Library of Congress
- The Bureau of Land Management, Hollister Field Office
- Monterey Bay National Marine Sanctuary, NOAA
- National Park Service, The Golden Gate National Recreation Area
- California Department of Fish and Wildlife and NOAA
  - Elkhorn Slough National Estuarine Research Reserve, Moss Landing

*Private and nonprofit organizations*

- California Society of Pioneers
- California State Historical Society
- California Military Museum, Sacramento

*Research Institutes and Government Agencies*

The Monterey Bay Area is home to over 24 research institutes, both public and private. Some of the world's foremost ocean research institutions are located within a few miles of the park. Local, state, and federal governments work with private organizations and citizens to manage, protect, and provide the public with access to the Fort Ord National Monument lands and Fort Ord Dunes SP. Interpretive planners should draw on the knowledge and expertise of these institutions and government agencies when developing interpretive programs and facilities, and when establishing partnerships.

*Bureau of Land Management (BLM) and California State University Monterey Bay (CSUMB)*

The BLM and CSUMB offer environmental education and scientific research programs for elementary through college students. According to the BLM website, “Each year hundreds of school students from around the Monterey Peninsula visited BLM lands for science projects or for special field trips focusing on soil erosion, wetland ecology, or habitat restoration. The Return of the Natives program of the Watershed Institute at CSUMB, is currently working on native plant restoration and erosion control projects.”

*Fort Ord Alumni Association (FOAA)*

CSUMB formed a university-veteran relationship with Fort Ord alumni. The association provides scholarships to CSUMB, supports historic preservation efforts, and is a repository for information about the former Army base. FOAA has an online virtual museum with changing exhibits relating to Fort Ord topics.

*The Fort Ord Museum and Archive (FOMA)*

In conjunction with CSUMB, FOMA actively collects materials related to the Fort Ord Army Base. According to the FOMA website:

The current holdings include artwork and photographs from the Fort Ord Arts and Crafts Center during the years from 1960 to 1980. The Archive also has a wide range of other kinds of documents, including Basic Training and Advanced Individual Training yearbooks from the 1950s to the 1970s, collections of personal letters of soldiers and their families, training manuals, organizational charts, and several hundred photographs of the land and buildings. Included in the latter are photographs of streets, the insignia on the outside of buildings, and some of the

murals remaining inside buildings.<sup>72</sup>

*Command History Office, Defense Language Institute Foreign Language Center (DLIFLC), Monterey, CA*

DLIFLC maintains a Historical Records Collection focused on the history of DLIFLC, the Presidio of Monterey, and Fort Ord. The holdings relate to Fort Ord. In addition to Stilwell Hall items, DLIFLC has a nearly complete archival collection of the Fort Ord Panorama Newspaper, photographs, blueprints, and maps. DLIFLC involves service learning students and archival interns in their Fort Ord history and archival projects. The Command History Office mission includes research and interpretation of Fort Ord history, and holds lectures or presentations on that topic. Fort Ord photographs and documentary archives are located in the Chamberlin Library, Ord Military Community, which is an annex of the U.S. Army’s Presidio of Monterey.<sup>73</sup>

*Friends of the Fort Ord Warhorse (FFOW)*

FFOW, a nonprofit status organization in Marina, interprets the history of the Fort Ord Army warhorses and soldiers. FFOW hold a collection of Fort Ord-related 1930-1940s-era military artifacts. As a resource for interpretation, detailed research on the Fort Ord and Presidio horse use is online at [www.fortordveterinaryhospital.notlong.com](http://www.fortordveterinaryhospital.notlong.com). FFOW presents speakers and has an extensive collection of uniforms (both horse related and general), tack, and memorabilia at its annual events, Veterans Day and Fort Ord Warhorse Day in the spring.

*Fort Ord Reuse Authority: Community Information Center (CIC), Marina*

According to their website, “The CIC combines a variety of interactive options including uses of historical artifacts, touchscreen computers, and other media. These resources assist users to be engaged

and informed on subjects such as the history of Fort Ord, the Base Reuse Plan and current reassessment of the plan, ordnance and explosives removal, habitat preservation, construction projects, and recreational opportunities.”<sup>74</sup> The center has maps, photos, and artifacts on display from Fort Ord.

*Presidio of Monterey Museum, City of Monterey*

According to their website, the Presidio of Monterey Museum interprets Monterey's military development from the indigenous period, which highlights the area's native populations; through the Spanish and Mexican periods; and up to the present day. Because of the important role of the military in Monterey between 1902 and today, the majority of the museum is dedicated to the development of the Presidio as a training base.

*UC MBEST through the University of California, Santa Cruz*

The Monterey Bay Education, Science, and Technology Center (UC MBEST) is a regional economic development initiative of the University of California headed by the Santa Cruz campus. It is developing a new research and technology center on 1,100 acres of land acquired by the University of California at the former Fort Ord on the Central California Coast. Of the 1,100 acres, nearly 500 will be dedicated for a research center and approximately 600 will be managed as open space habitat as the Fort Ord Nature Reserve. The nature reserve provides teaching and research opportunities on coastal chaparral and associated species.

*Monterey Bay Aquarium, Monterey CA*

The Monterey Bay Aquarium is a leader in ocean conservation and research. It provides information and research about the world's oceans, but more specifically, the Monterey Bay. The aquarium offers extensive educational programs,

internships, and training opportunities.

*Center for Ocean Solutions*

The Monterey Bay Aquarium, Stanford University, and the Monterey Bay Aquarium Research Institute collaborate to bring together international experts in marine science and policy to find innovative ways to protect and restore the world's oceans.

*Monterey Bay Aquarium Research Institute, (MBARI)*

MBARI is a leader in ocean research and education, bringing together engineers and scientists to develop better tools, systems, and methods for deep-ocean study.

*Monterey Bay Crescent Ocean Research Consortium (MBCORC)*

UCSC, the MBARI, and the Naval Postgraduate School (NPS) spearheaded the formation of the consortium, which includes public and private colleges, universities, and institutes, civilian and military organizations, and state and federal government agencies. MBCORC collaborates on educational opportunities for students between member institutions, joint faculty appointments, distance learning programs, and sharing of library resources. The consortium emphasizes the needs of graduate and undergraduate education, including teacher training.

**2.4.9b Research Resources — Special Concerns and Analysis**

While there is a wealth of ocean and environmental research, there are not nearly as many resources for Fort Ord's military history. Many Fort Ord veterans could provide personal stories, images, and their expertise to the park's interpretive planning. Other organizations, such as historical societies, government agencies, and military historians, could

also provide more information.

## **2.5 LOCAL AND REGIONAL INFLUENCES**

### **2.5.1 Monterey County Tourism**

Monterey County, which includes Fort Ord Dunes SP, is a popular vacation destination for tourists. County visitation statistics presented here provide information about the visitors to the region and their activities that may help gauge potential visitors to the park.

According to the Monterey County Convention and Visitors Bureau's Tourism Information online:<sup>75</sup>

- Tourism in Monterey County is a two-billion-dollar industry (2005 CTTC report).
- In 2003, Monterey County ranked the 11<sup>th</sup> highest county for tourism expenditures in the state (2005 CTTC report).
- Other domestic visitor statistics include:
  - Average length of stay (all trips) is 1.91 days.
  - Average length of overnight stay is 3.05 days.
  - Percent of day trips is 50%.
  - Average party size is 2.49 persons.
  - Percent traveling with children is 32%.
  - Mean household income of visitors is \$98,625.
- Monterey County's core markets

include the San Francisco Bay Area, Central Valley, and Los Angeles.

- High/Low Seasons: Peak season is summer: June through September; Shoulder season: October, November, and April, May; Off-Peak: December through March.

### **2.5.2 Regional Recreation Destinations**

In the Monterey Peninsula and region, there are 99 miles of shoreline including the Big Sur coast, six county parks, 14 state parks, two regional parks, the Los Padres and Monterey National Forests, Fort Ord National Monument, and the Monterey Bay National Marine Sanctuary. There are also two harbors and a national estuarine research reserve and visitor center.

- 9 museums including history, art, natural history and children's-focused.
- 25 golf courses.
- More than 40 wineries.
- Special events including the AT&T Pebble Beach Pro-Am Golf Tournament, Monterey Jazz Festival, Salinas Rodeo, Salinas Air Show, Living History Day, and the Castroville Artichoke Festival.

### **2.5.3 Regional Events**

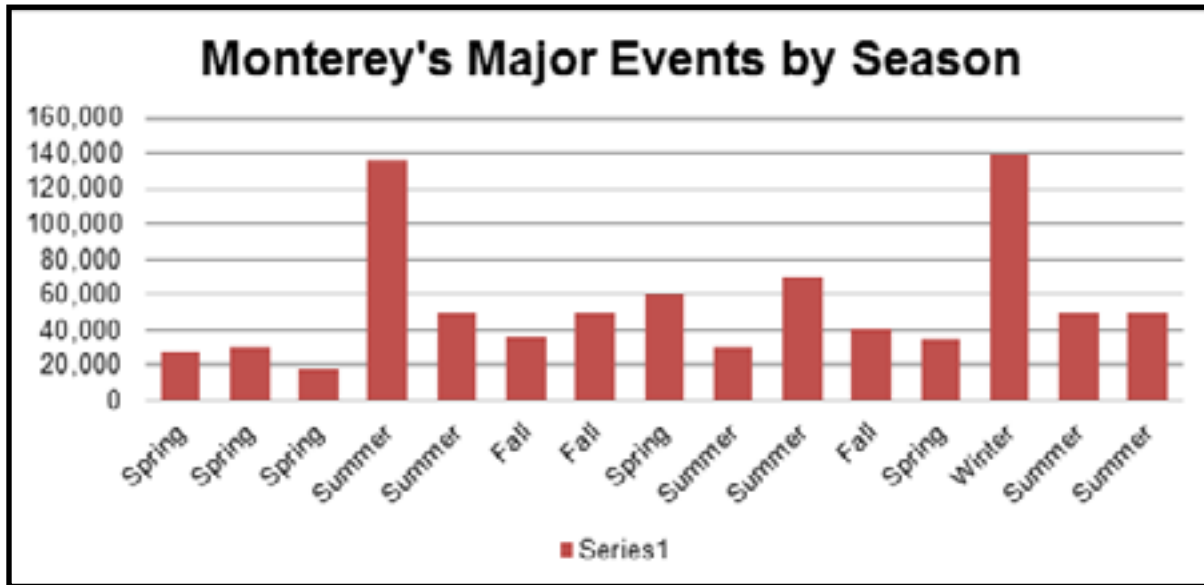
Special Events in the Monterey Peninsula draw tens of thousands of visitors to any event. Table 2 presents a selection of the area's special events and attendance figures, compiled by the Monterey County Convention and Visitors Bureau and based on 2011 figures.<sup>76</sup> Attention will need to be paid to shifts in visitor use

during regional special events, and especially during peak visitation seasons (table 3). Interpretive and recreational programs could offer something tailored to specific audiences during these events. This data, along with future data collection, will help park staff develop and refine interpretive services that meet the needs of the diverse and evolving audiences and visitors.

**Table 2.** Monterey Peninsula's Regional Events

Event Name	Month	Location	Activity	Attendance
AT&T Pebble Beach National Pro-Am	Feb	Pebble Beach	Golf	140,000
Big Sur International Marathon	Apr	Big Sur	Running	28,000
Sea Otter Classic Cycling Event	Apr	Monterey County	Cycling	60,000
Pacific Grove Good Old Days	Apr	Pacific Grove	Art	35,000
Castroville Artichoke Festival	May	Castroville	Food	30,000
Ferrari Racing Days	May	Laguna Seca	Motorsports	18,000
Monterey County Blues Festival	June	Monterey County Fairgrounds	Music	30,000
Red Bull Grand Prix	July	Laguna Seca	Motorsports	136,000
California Rodeo Salinas	July	Salinas	Rodeo	50,000
Pebble Beach Concours d'Elegance	Aug	Pebble Beach	Cars	50,000
Rolex Monterey Motorsports Reunion	Aug	Laguna Seca	Motorsports	50,000
Monterey County Fair	Aug	County Fairgrounds	Multiple	70,000
Monterey Jazz Festival	Sept	County Fairgrounds	Music	40,000
California International Airshow	Sept	Salinas	Aircraft	45,000
American Le Mans Series	Oct	Laguna Seca	Motorsports	36,000
Porsche Rennsport Reunion IV	Oct	Laguna Seca	Motorsports	50,000
			<b>Totals</b>	<b>868,000</b>

**Table 3.** Monterey County’s major events by season



**2.5.4 Other Interpretive Providers**

The Monterey Bay Area has many recreational and educational opportunities. Several museums, schools, organizations, and parks have programs and services that complement the park’s interpretive themes, programs, and recreational opportunities. These providers have the potential to become partners, provide interpretation at Fort Ord Dunes SP, or collaborate with the park to develop programs. Table 26 in Appendix F provides a partial listing of interpretive providers in the region. These organizations or sites have a historical connection to Fort Ord Dunes SP, or have programs and recreational opportunities that fit well with its interpretive mission, periods, and themes. Table 26 should be used when developing interpretive programs or when seeking partnership opportunities.

**2.6 VISITATION AND VISITOR USE**

Since Fort Ord Dunes State Park is new, it has no detailed visitor usage information. Regional demographic and tourism data are presented to extrapolate on visitation

trends. This information is useful when planning or promoting interpretive programs, and when analyzing trends in visitor use.

**2.6.1 Visitation Data**

Fort Ord Dunes SP has been open to the public since 2009 and thousands use the park annually. While there is anecdotal information about how visitors use the park and the visitor experience, more data would need to be collected to construct a comprehensive visitor profile.

Park staff collects data on vehicular traffic at the Stilwell Hall parking lot and non-vehicular traffic in the park on a daily basis.<sup>77</sup> In fiscal year 2009, 37,006 visitors were estimated to have used the park. The highest visitation occurred from May-August, and the lowest visitation was seen in December and February (*table 4*). For Fiscal year 2010, much the same visitation patterns occurred, and there was an increase in visitation of nine percent. Visitation rates vary by season and are comparable to other sites in Monterey County.



*Anecdotal Visitor Use*

Anecdotal evidence and casual observation from park staff indicate that the park is a popular destination for recreational users. At any time, one may see bicyclists, walkers, joggers, and dog walkers on the Beach Range Road and the Monterey Bay Sanctuary Scenic Trail. Due to the regular winds, one usually sees hang gliders flying over the park from Marina State Beach. Beachcombers can be seen walking along the shoreline and occasionally, families with small children have picnics and play there.

A search of visitor feedback from social media sites like Yelp show similar anecdotal use. The following quotes represent the diversity of comments left on these sites:<sup>78</sup>

“Never crowded here, love it!” – San Francisco, CA

“As a local, born and raised, I’ve always looked out to this stretch of beach along Highway 1 and wanted to know what was out there. It’s been great to be able to walk the trails, see the old firing ranges and buildings that are scattered around the park... One of my favorite aspects of the park is that even though there are many visitors using its trails every day, all day, you still get a great deal of solitude. My wife and I usually walk our dogs and daughter along the main trail (what used to be the main road for this part of the old Fort Ord), but there are many smaller trails leading to the beach that are available.” – Seaside, CA

“Excellent for bike riding or walking the miles and miles of beaches. I especially, like to pick out secluded spots shielded from the snapping winds and just chill for hours until the sun sets.” – Sacramento, CA

“Is there anybody out there? No. Not

here. And that’s the beauty of it--solitude. If you are seeking your own private sanctuary, this is the perfect rugged, dune-filled beach.” - Sunnyvale, CA

“Finding the beach is tricky as you’ve got to drive on some relatively unimproved roads to get thru the old Fort Ord, to a switchback to get across the Interstate, but once you get there, it’s spectacular... It reminds me of some of the beaches on the west side of Oahu with some cliffs and trails, but the beach is wide and long and the day we were there, we didn’t see another person the entire time. It made me wish we had brought our lunch.” – Honolulu, HI

“A lot of potential here. The former site of Stilwell hall. I started a ride on the Monterey Rec Trail here. My only complaint is the connection to the trail is very convoluted. The rail right of way separates the two; maybe they could knock these rails out, make a better connection.” – Salinas, CA

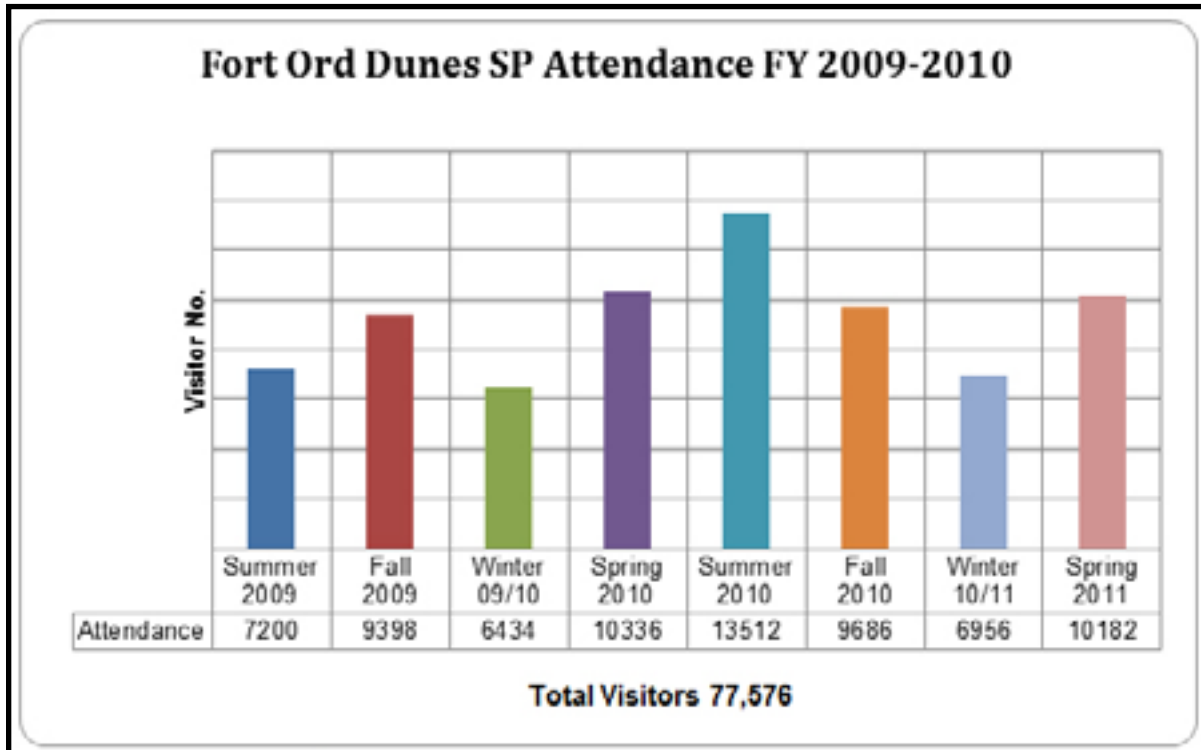
*Regional Population Data and Trends*

According to 2012 census data, California’s population will increase by 25 percent in 2040. In contrast, Monterey County’s population will increase by 13 percent (table 5). Currently, Seaside has the highest concentration of people who border the park. Regionally, Salinas has the largest population in Monterey County (table 6 and table 7).

When looking at ethnic group projections for the county for 2010 (table 8), Hispanic people make up the majority (55%), followed by White (32%) and Asian (8%). 2010 general population statistics for the county and the state show Monterey County follows California closely. The biggest change for the state will be the shift in racial or ethnic groups from predominately white to predominately Hispanic. Monterey already reflects this

change (table 9 and table 10).

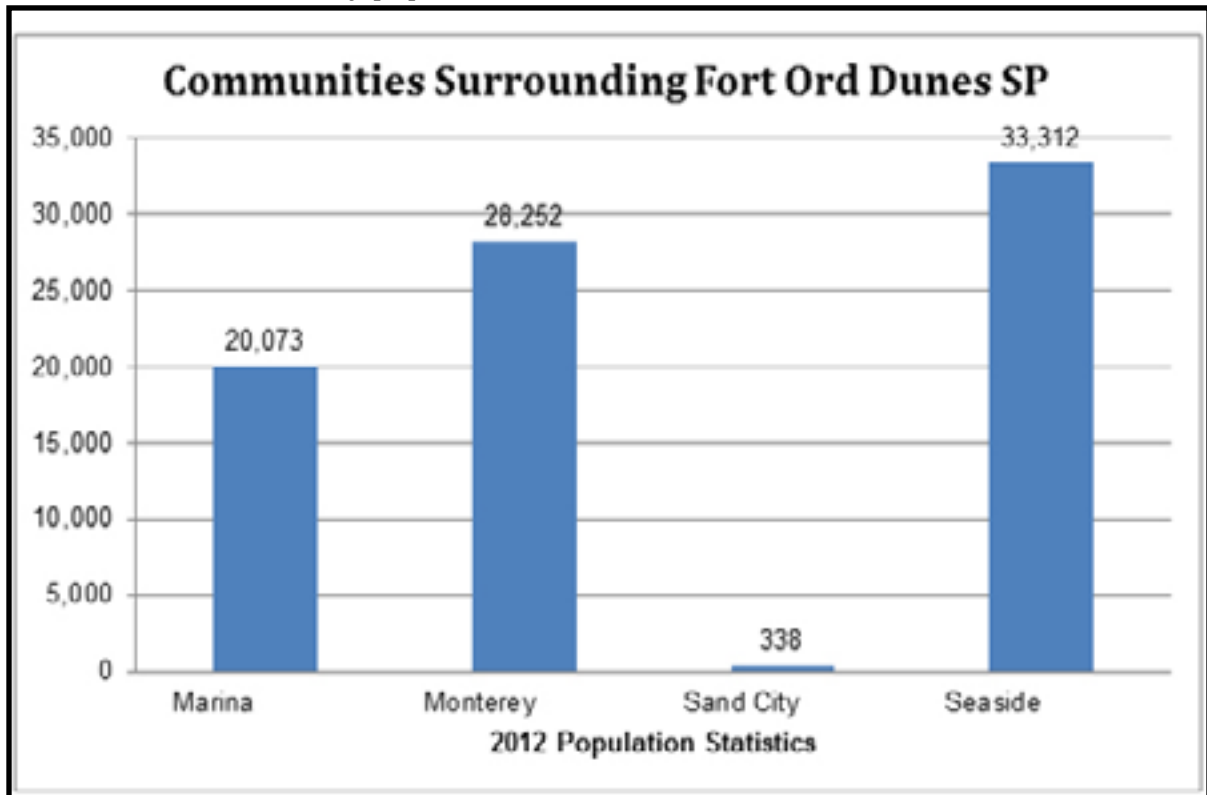
**Table 4.** Visitor Attendance



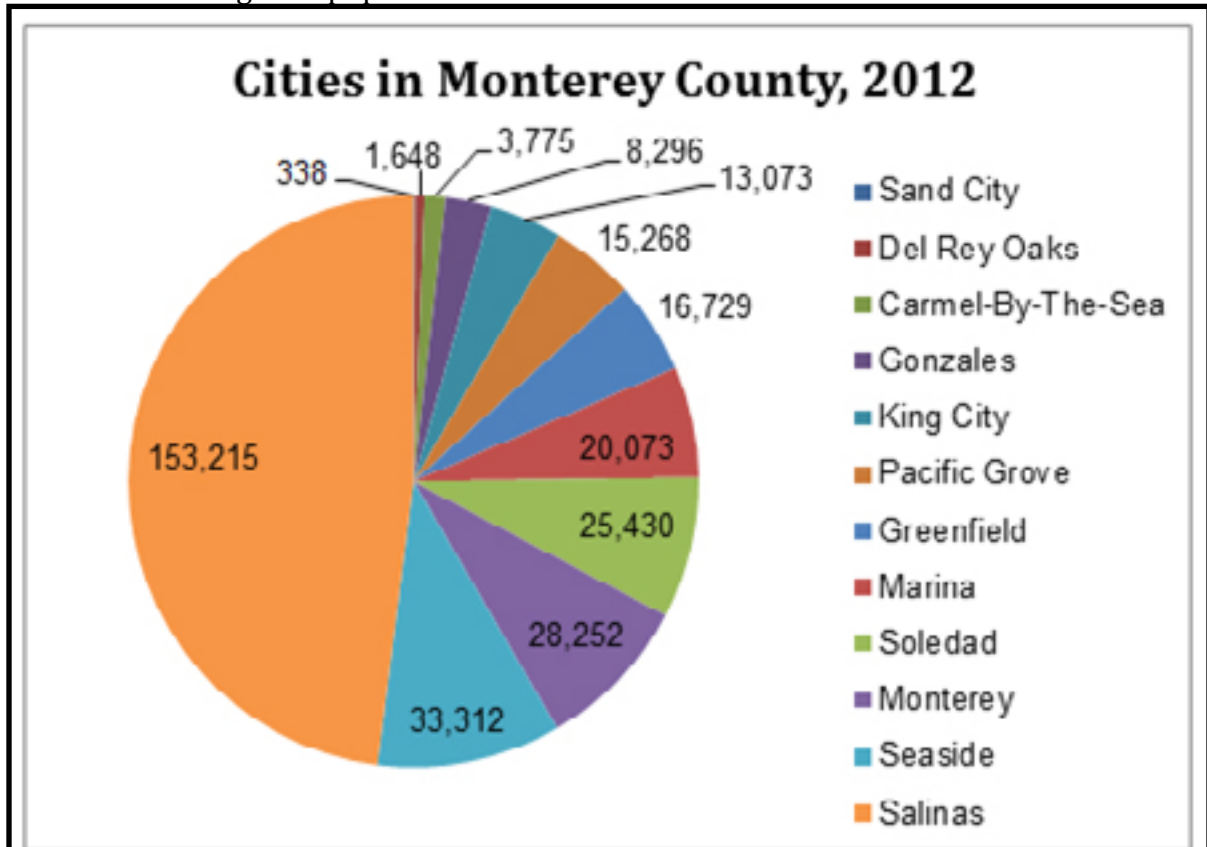
**Table 5.** 30-year Population Projections<sup>79</sup>

Monterey County and California Population Projections			
	2012	2040	Percentage
California	37,312,510	47,690,185	22%
Monterey County	419,586	483,868	13%

**Table 6.** Local community population statistics



**Table 7.** 2010 regional population numbers



Statewide, the population of people age 65 and older will have the greatest increase (57%), followed by people age 35-64 (table 8).

**Table 8.** 30-year age group projections

<b>Age Group Projections for California and Monterey County</b>						
<b>California</b>				<b>Monterey</b>		
<b>Age Groups</b>	<b>2010</b>	<b>2040</b>	<b>% Change</b>	<b>2010</b>	<b>2040</b>	<b>% Change</b>
<b>0-19</b>	10,432,065	11,585,456	9.96%	124,995	138,907	10%
<b>20-34</b>	8,115,697	9,107,774	10.89%	95,073	113,755	16%
<b>35-64</b>	14,490,078	17,041,645	14.97%	151,427	168,106	10%
<b>65 +</b>	4,271,542	9,955,312	57.09%	44,764	92,276	51%
<b>Median Age</b>	35.2	40.4	32.9	35.6		

**Table 9.** Ethnicity projections 2010-2040

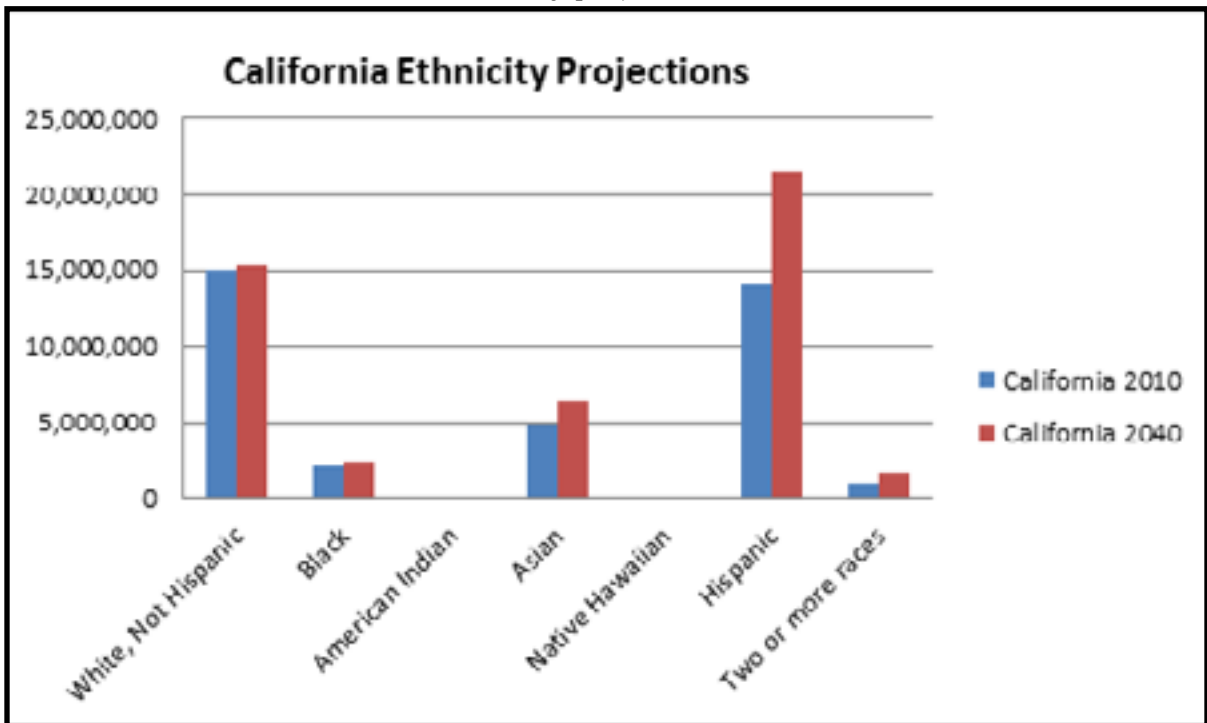
<b>Ethnic Groups in California</b>					
<b>Ethnic Groups</b>	<b>2010</b>	<b>2010 %</b>	<b>2040</b>	<b>2040 %</b>	<b>30 year % change</b>
<b>White, Not Hispanic</b>	15,024,945	40.27%	15,328,584	32.14%	2%
<b>Black</b>	2,188,296	5.87%	2,386,806	5.00%	8%
<b>American Indian</b>	163,040	0.44%	186,492	0.39%	13%
<b>Asian</b>	4,827,438	12.94%	6,493,037	13.62%	26%
<b>Native Hawaiian</b>	131,415	0.35%	186,375	0.39%	29%
<b>Hispanic</b>	14,057,596	37.68%	21,446,262	44.97%	34%
<b>Two or more races</b>	916,651	2.46%	1,662,630	3.49%	45%
<b>Totals</b>	37,309,382		47,690,186		

**Table 10.** Monterey County ethnicity projections<sup>80</sup>

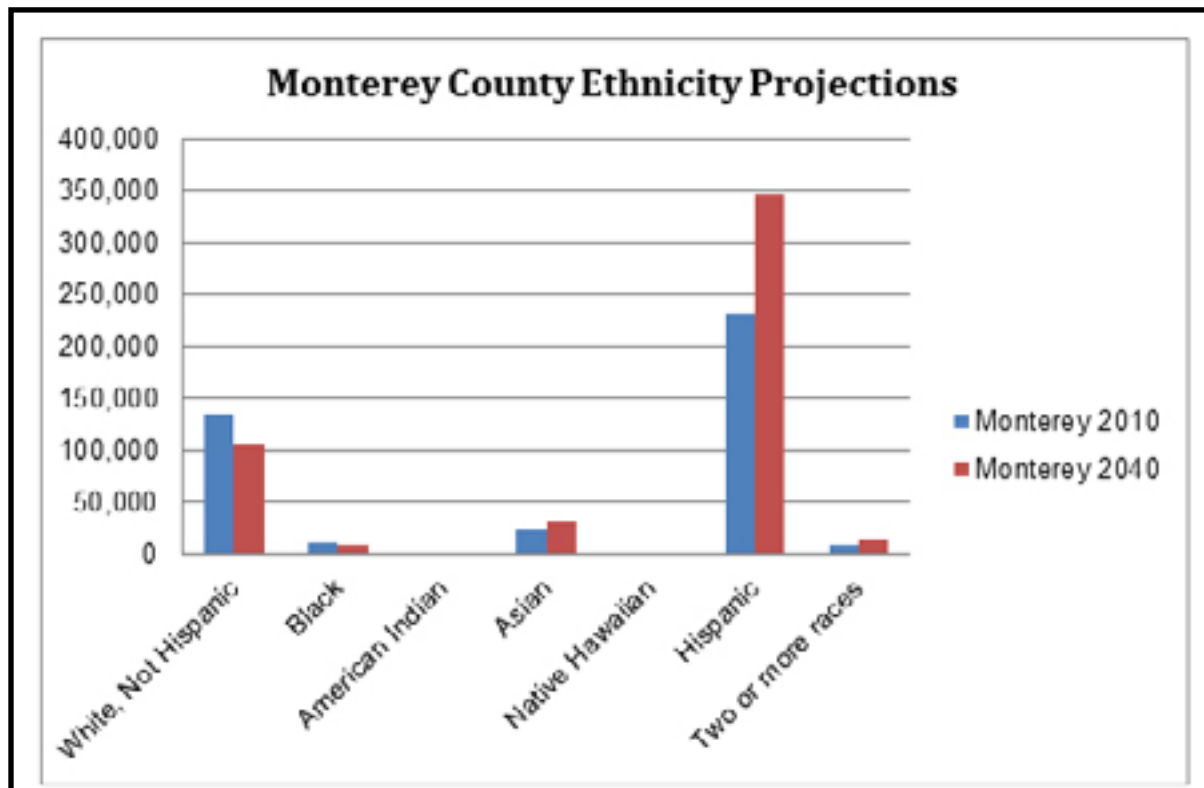
<b>Ethnic Groups Projections for Monterey County</b>					
<b>Ethnic Group</b>	<b>2010</b>	<b>2010 %</b>	<b>2040</b>	<b>2040 %</b>	<b>30 year % change</b>
<b>White, Not Hispanic</b>	136,348	32.76%	105,472	20.56%	-29%

<b>Black</b>	11,334	2.72%	9,231	1.80%	-23%
<b>American Indian</b>	1,372	0.33%	1,225	0.24%	-12%
<b>Asian</b>	24,430	5.87%	32,620	6.36%	25%
<b>Native Hawaiian</b>	1,882	0.45%	1,924	0.37%	2%
<b>Hispanic</b>	231,700	55.66%	347,174	67.67%	33%
<b>Two or more races</b>	9,193	2.21%	15,398	3.00%	40%
<b>Totals</b>	416,259		513,045		

**Table 11.** California 2010-2040 ethnicity projections



**Table 12.** Monterey County 2010-2040 ethnicity projections



### 2.6.2 Visitor Needs and Expectations-Special Concerns and Analysis

Monterey County is a popular destination for recreational and commercial activities. There is a wealth of public green space and many things for people to do and see in the county. Fort Ord Dunes State Park, has four miles of beaches with beautiful views of the area, and several miles of well-used recreational trails. Once the campground, day use, and interpretive facilities are open to the public, the park is likely to become a popular destination for families and recreational enthusiasts.

As visitation increases, it will be important to collect census and tourism data to develop and effectively market interpretive services. For example, as the population and demographics change, visitor needs will likely change. Hispanic people, people over 65, families, travelers, and locals can be expected to have very different needs.

Visitor feedback to social media sites provided valuable information regarding the current visitor experience. People value the peace, quiet, and solitude the beach and other areas of the park provide. People also enjoy recreating on the Monterey Bay Sanctuary Scenic trail and beaches. These two very different visitor experiences may eventually compete with each other. As the campground opens and more people visit the park, there may be less of the quiet, peace, and solitude that many visitors value.

### 2.7 ACCESS, ORIENTATION, AND CIRCULATION

Fort Ord Dunes State Park is located between the cities of Marina and Sand City in Monterey County. Vehicle access is provided at the end of 8th street in Marina to Beach Range Road. From SR1,<sup>81</sup> visitors take the Light Fighter Drive exit to the park entrance at the 8th street overcrossing of the highway. Directional

signage directs visitors to the park entrance and the Stilwell Hall Parking day use parking lot. The park is open to vehicle access daily from 8am until 30 minutes after sunset.<sup>82</sup>

There are two SR 1 underpasses at 1st Street into Fort Ord Dunes. Large concrete barriers block a pedestrian tunnel, and a locked gate controls a second vehicle underpass (*figure 21*). The underpass connects with the Beach Range Road at Range 8. Pedestrians can access the park from this location. This underpass will become a second park entrance once the campground is completed.



**Figure 21.** Park entrance from bike trail

### *Trails*

The Monterey Bay Coastal Bike path runs along the perimeter of the park and SR 1, within the California Department of Transportation (Caltrans) right of way. The path allows for recreational and commuter pedestrian and bicycle use between Castroville to the Monterey Peninsula, and parts of Pebble Beach.<sup>83</sup>

The Monterey Bay Sanctuary Scenic trail (Sanctuary Trail) is planned to connect from Santa Cruz to Pacific Grove. A paved four-mile section of the trail goes through the park and follows the Beach Range Road.

### *Public Transit Service*

The Monterey-Salinas Transit provides

public transit service in nearby communities of Marina, Seaside, and Sand City, as well as for the California State University, Monterey Bay (CSUMB). The Transportation Agency of Monterey County is planning a multi-modal transportation hub on the City of Seaside border to the park, and may be near the 1st street underpass. Future transportation plans may include rail service and a station at Fort Ord using the existing railroad line.

### *On Foot or Bicycle*

Public access is limited to designated roads and trails. Many users enter the park at the north and south ends of Beach Range Road by bike and on foot. The Beach Range Road connects to the Caltrans frontage bike lane and the Sanctuary Trail via short paved trail segments that cross over the rail line.

### *By Car*

Visitors enter the park from 8th street and park in the Stilwell Hall Parking Lot.

### *Stilwell Hall Day-Use Parking Lot*

There are picnic tables, trashcans, and a portable toilet at the west end of the parking lot. An accessible boardwalk next leads to a viewing platform with interpretive panels (*figure 22*).



**Figure 22.** Stilwell Hall parking lot

### *Beach Access*

Once in the park, visitors may access the beach from a 1,500-foot trail at the Stilwell Hall Parking lot and the Beach Range Road. From there, visitors may explore four miles of ocean beach (*figure 23*).



**Figure 23.** Beach access trailhead

### *Pets*

Dogs on leash are only allowed on paved trails and roads. Horses and dogs are not allowed on the park’s beaches. Visitors may take their dogs to the beach on leash at the southern portion of Monterey State Beach (south of the Monterey Beach Resort hotel), Asilomar State Beach, Carmel River State Beach, and several other local public beaches that are not managed by CSP.

### *Trip Planning and Park Orientation*

Visitors may find orientation information on the CSP website, on social media websites like Yelp, EveryTrail, and Facebook, and through links on websites like the Monterey County Convention and Visitors Bureau, Bureau of Land Management, Monterey Bay National Marine Sanctuary, California State University, Monterey Bay, and the University of California, Santa Cruz. A wayside shelter at the Stilwell Beach parking lot has park orientation information, and directional signage from State Route 1 guides visitors to the park entrance.

## **2.7.1 Access and Orientation Special Concerns and Analysis**

Orientation to the park’s recreational and interpretive opportunities, trip planning information, and directional signage is limited. Several comments left on social media sites noted that the beach was difficult to find due to a lack of directional signage.

Communities adjacent to the park are developing commercial retail and residential neighborhoods, and transportation hubs. These new developments will likely increase visitation to the park. Improved park orientation information and clear directional signage would enhance the visitor experience. The park will need to coordinate with developers on adjacent lands to connect the park to offsite areas.

### *Special Concerns*

Visitors wander off trails, and dogs are often found on the beaches. In order to protect and preserve sensitive species and habitats, public access is limited in much of the park. The dunes are off-limits to the public due to habitat restoration, and erosion concerns (*figure 24*). Visitors have been seen hiking and recreating on the dunes, which is destructive to dune habitat and is a public safety concern.



**Figure 24.** Erosion is a public safety and maintenance concern



The 1st street underpass is an unofficial pedestrian entrance to the park. A CSP Superintendent's order closes the park at sunset. However, this underpass gives people access to the park after hours. As a result, vandalism to park resources, especially to historic features, is a problem.

## Endnotes

1. Summarized from the Fort Ord Dunes State Park General Plan, 2004, Pages 1-1 to 2-95, with additional information provided by the Northern Service Center and Monterey District.
2. National Oceanic and Atmospheric Administration, *Monterey Bay National Marine Sanctuary: About MBNMS*, (October 3, 2011), <http://montereybay.noaa.gov/intro/> (accessed July 9, 2013).
3. State of California, *Public Resources Code*, n.d. <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=prc&group=05001-06000&file=5001-5019.5> (accessed July 9, 2013).
4. United States Geological Survey, "Geologic Map of Santa Cruz Sheet," 1971.
5. The Weather Channel, *Average Weather for Seaside, CA 93955*, n.d. <http://www.weather.com/weather/wxclimatology/monthly/graph/93955> (accessed May 14, 2012).
6. The two buckwheat species (*Eriogonum latifolium* and *E. parvifolium*) in the park are the host plants for the endangered Smith's blue butterfly. These buckwheat species, which are not special-status, are protected when Smith's blue butterfly occupies them.
7. CSP has an ongoing program to control and eliminate iceplant and other non-native species in habitat conservation areas of the park.
8. For more information about the intertidal zones of Monterey Bay, visit the MBNMS website: Monterey Bay National Marine Sanctuary, "Biological Communities, and Assemblages," <http://montereybay.noaa.gov/sitechar/bio.html> (accessed March 15, 2013).
9. California Coastal Commission. "Coastal Sand Dunes." In *California Coastal Resource Guide*, by California Coastal Commission, 18. San Francisco: State of California, 1987.
10. California State Parks. *Fort Ord Dunes State Park Preliminary General Plan and Draft Environmental Impact Report SCH # 2003051145*. Sacramento: State of California, 2004, Page 2-23.
11. U.S. Army Corps of Engineers 1997, 4-26.
12. R. Milliken, *Ethnohistory of the Rumsien, Papers in Northern California Anthropology, No. 2*. Northern California Anthropological Group, 1987.
13. California State Parks, Fort Ord Dunes State Park Preliminary General Plan and Draft Environmental Impact Report SCH # 2003051145, (Sacramento: State of California, 2004), 2-43.
14. Eric Abrahamson, *Historic Monterey: California's First Forgotten Capitol*, edited by Joseph E. Engbeck and Nicky Leach, Hong Kong: State of California, 1989, 11.
15. Rolle, Andrew F., *California: A History*, Arlighton Heights, Illinois: AHM Publishing Corporation, 1978.
16. Ibid, 57.
17. Ibid, 73.
18. Abrahamson 1989, 18.
19. Abrahamson 1989, 21; and E.A.P Crownhart-Vaughan and Basil Dmytryshyn, *Colonial Russian America: Kyrill T. Khlebnikov's Reports, 1817-1832*, Portland, OR: Oregon Historical Society, 1976, 61.

20. Monterey was the capital of Alta California from 1777 to 1846. Abrahamson 1989, 19.
21. The Noche Buena land grant (1862) would be the primary landholding that later makes up FORT ORD DUNES SP. *Mexican Land Grants*, (Berkeley, CA: UC Berkeley Library, Apr. 2004), <http://cluster3.lib.berkeley.edu/EART/MontereyRanchos.html> (accessed July 9, 2013).
22. Roberts, Lois J. and Zahniser, Jack L., *Cultural Resources: Literature Search and Overview Fort Ord, California*, Sacramento, CA: Department of the Army Sacramento Corps of Engineers, 1994 (CSP AR-476-867).
23. U.S. military forces including Lieutenants Edward O.C. Ord and William T. Sherman landed in Monterey in 1847. These men become important Civil War generals, and they left a lasting legacy in the area.
24. Abrahamson 1989, 32.
25. Dairy Research and Information Center, UC Davis, David Jacks (1822-1909), n.d. [http://drinc.ucdavis.edu/dfoods3\\_new.htm](http://drinc.ucdavis.edu/dfoods3_new.htm) (accessed July 9, 2013).
26. David Jacks arrived in Monterey in 1848 and worked for a Boston merchant. He became a wealthy landowner and agriculturalist. Delos R. Ashley was a lawyer. Both men served in the Monterey City government (Dairy Research and Information Center, UC Davis n.d.).
27. Dairy Research and Information Center, UC Davis n.d.
28. California State Military Department, The California Military Museum: Historic California Posts: Fort Ord, n.d., <http://www.militarymuseum.org/FtOrd.html> (accessed July 9, 2013).
29. Carol McKibben, *Racial Beachhead: Diversity and Democracy in a Military Town*, (Stanford University Press: 2011), 9.
30. Gigling Station, Camp Gigling, and Gigling Reservation were all named after this German family.
31. Dairy Research and Information Center, UC Davis n.d.
32. Dairy Research and Information Center, UC Davis n.d.
33. Gigling Station was built at the future site of the Fort Ord rail transport hub.
34. Dairy Research and Information Center, UC Davis n.d.
35. California State Military Department n.d.
36. *Daily Alta California*, "The Third Infantry in Camp," San Francisco, CA: Aug 29, 1884. Additional research of newspaper articles could reveal earlier dates for military training on the coast.
37. Annual Reports of the Secretary of War 1903, 4.
38. United States Army, *Target Range Data Folder*, Defense Language Institute, c. 1940.
39. *The San Francisco Call Friday*, "Camp to Train Reserves: Monterey Presidio to Begin Course," June 27, 1913.
40. This later became known as the East Garrison. Information about the purchase can be found in the David Jacks Dissolution Papers. David Jacks Corporation 1919, 46-49.
41. Office of the Secretary of War n.d.
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43. The United States Army, *The History of the Presidio*, n.d, <http://www.monterey.army.mil/About/history.html> (accessed July 12, 2013).
44. Ibid n.d.
45. *11<sup>th</sup> U.S. Cavalry History*, n.d. [http://www.m11thcav.com/html\\_pages/history.html](http://www.m11thcav.com/html_pages/history.html) (accessed July 12, 2013).
46. The Hennekens family lived near present-day Henneken Lake, which was on the Gigling Reservation. They lived there from the 1880s until 1901, and maintained a ranch until the 1930s. Bureau of Land Management 2012.
47. The United States Army n.d.
48. History of Fort Ord, <http://www.fora.org/> (accessed December 9, 2015).
49. California State Military Department n.d.
50. California State Military Department n.d.
51. National Park Service. *Fort Ord, Soldiers' Club, California State Highway 1 near Eighth Street, Seaside, Monterey County, CA. Historic American Buildings Survey, HABS CA-2701-A*, National Park Service, Documentation compiled after 1933, 3.
52. Roberts, Lois J. and Zahniser, Jack L. "Cultural Resources: Literature Search and Overview Fort Ord, California." Department of the Army Sacramento Corps of Engineers, Sacramento, 1980 (CSP AR-476-867), 55.
53. Stilwell Hall was located on Fort Ord Dunes SP property until it was removed in 2003 due to severe coastal erosion.
54. Bureau of Land Management, *Fort Ord History - Fort Ord National Monument*, Sept 25, 2012, <http://www.blm.gov/ca/st/en/fo/hollister/cultural/lightfighters.html> (accessed Jul 11, 2013).
55. Roberts and Zahniser 1980, 53.
56. U.S. Army Corps of Engineers, St. Louis District. "U.S. Department of Defense Base Realignment and Closure Ordnance Explosive Waste: Archives Search Report (Supplement No. 1), Fort Ord, California, Monterey County, California." 1997.
57. Raugh, Jr., Harold E. *Images of America: Fort Ord*. Charleston: Arcadia Publishing, 2004. Refer to Appendix C for specific information about the Beach Ranges and training activities that occurred there.
58. U.S. Army Corps of Engineers, St. Louis District, "U.S. Department of Defense Base Realignment and Closure Ordnance Explosive Waste: Archives Search Report (Supplement No. 1), Fort Ord, California, Monterey County, California, 1997; and Harold E. Raugh, Jr., *Images of America: Fort Ord*, (Charleston: Arcadia Publishing, 2004).
59. The U.S. Army Medical Department. "Office of Medical History - Army Nurse Corps History." Office of Medical History - Army Nurse Corps History. <http://history.amedd.army.mil/ancwebsite/anchome.html> (accessed June 11, 2014).
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61. Townsell, Tonya . "ARMY.MIL, The Official Homepage of the United States Army." Women's History Month: WACs at the Presidio. [http://www.army.mil/article/121958/Women\\_s\\_History\\_Month\\_WACs\\_at\\_the\\_Presidio/](http://www.army.mil/article/121958/Women_s_History_Month_WACs_at_the_Presidio/) (accessed June 11, 2014).
62. Bellafaire, Judith A. "The Women's Army Corps." The Women's Army Corps. <http://www.history.army.mil/brochures/WAC/WAC.HTM> (accessed June 11, 2014).
63. Fort Ord Reuse Authority n.d.
64. These development projects are occurring in the cities of Del Rey Oaks, Seaside, Marina, and Monterey County. For more information, see: Fort Ord Reuse Authority, "Fort Ord Reuse Authority Development Projects." Last modified 2012. <http://www.fora.org/> (accessed December 9, 2015).
65. Bischoff, Matt. "The Beach Ranges at Fort Ord Dunes State Park." Historic research on Fort Ord Beach Ranges, Monterey, n.d., 14
66. Hang gliders are often seen flying over the park. Hang glider launching and landing is not permitted at Fort Ord Dunes SP, but hang gliders do fly by the property from launch sites to the north and south of the park.
67. U.S. Department of the Interior, Bureau of Land Management, "Fort Ord National Monument-Recreation Opportunities." Last modified 07-31-2012. [http://www.blm.gov/ca/st/en/prog/nlcs/Fort\\_Ord\\_NM/recreation.html](http://www.blm.gov/ca/st/en/prog/nlcs/Fort_Ord_NM/recreation.html) (accessed December 9, 2015).
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## CHAPTER 3: ANALYSIS

*The Interpretation Master Plan (IMP) process evaluated Fort Ord Dunes State Park's (SP) existing interpretive services and considered the many ways visitors experience the park. The plan examined how visitors use the park, regional attractions and events, tourism trends, and demographics. The IMP also assessed the effects to park infrastructure, operational needs, and natural and cultural resources when considering new interpretive facilities and services.<sup>1</sup> The Analysis chapter presents the key findings.*

Fort Ord Dunes State Park opened in 2009. As a new park, it has limited infrastructure and visitor amenities, and minimal staffing. There are no interpretive programs and only a few interpretive panels along recreational trails and in the Stilwell Hall day use parking lot. Interpretive content is limited to an overview of the park's natural and cultural history. In addition, the park does not have a volunteer program or a cooperating association to help support interpretive services.

Thousands use the park annually, though mostly for recreation. Overall visitation is low in comparison to Monterey County tourism statistics. Low visitation rates may be due in part to poor signage from State Route 1 and a lack of directional signage within the park. Other reasons may include limited park promotion and trip planning information.

Public safety and resource protection are high on the minds of park managers. Visitors are creating "volunteer" trails through the dunes and restricted areas of the park. This behavior damages dune ecosystems, threatens protected species, and is a public safety concern. Vandalism to historic structures and features is also major concern.

The New Campground and Beach

Access major capital outlay project will resolve some of these issues by adding new facilities and improving park infrastructure. The multipurpose building and campfire center will provide the necessary infrastructure to support some interpretive services at the park. These facilities will serve as a place for interpretive staff, volunteers, and interpretive partners to work. Accessible restrooms, parking, and a beach access trail and overlook will provide basic amenities and expand access to the park. Interpretive facilities in the project area will provide a location to present interpretive and educational programs. In addition, a second park entrance, improved directional signage, and trailhead markers will improve park orientation. These facilities have non-interpretive uses, which could generate revenue to support interpretive services.

### *Special Concerns*

While the major capital outlay project addresses some issues identified in the IMP, many others remain unresolved. Monterey District expects the campground to be full most of the year. Increased visitation will likely have an effect on the cultural and natural resources at the park. Higher use and park employee presence may decrease vandalism and off-trail use. However, the park may have to install additional barriers to protect structures and restricted areas.

Recreational, campground, school groups, and day-use visitors all have different needs and expectations. Many of the new interpretive facilities will be located adjacent to or in the campground. Special attention should be given to providing access to interpretive services while addressing safety or security concerns.

California's population and demographics will change rapidly over the next thirty years. It will be important to collect census and tourism data to develop and

effectively market interpretive services. For example, as the population and demographics change, visitor needs will likely change. We should expect that different groups and type of visitors will have varying needs. In addition, attention should be given to shifts in visitor use during regional special events and especially during peak visitation seasons. Interpretive and recreational programs should offer something tailored to this audience during these events.

Interpretive staff, volunteers, and possibly concessions should offer a variety of interpretive services and recreational opportunities. Some interpretive projects may need district support and collaboration with state and federal agencies. Other projects and programs could be given in partnership with other interpretive providers and/or concessions. These relationships will require consistent staffing and attention to establish and maintain these relationships.



*Endnotes*

1. Although this plan focuses specifically on interpretation, it is recognized that some park infrastructure and operational concerns must be addressed to support interpretive projects.



## CHAPTER 4: INTERPRETIVE DIRECTION

*Chapter 4 presents the mission and vision statements, interpretive periods, and themes for California State Parks (CSP) and Fort Ord Dunes State Park (SP). The material in this chapter provides the foundation for interpretive services at the park. It includes previous interpretive planning, some of which was updated and developed further for this plan.*

### 4.1 DEPARTMENT INTERPRETIVE FRAMEWORK

#### *CSP Mission*

The mission of the California Department of Parks and Recreation 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.<sup>1</sup>

#### *CSP Vision*

California State Parks will strive for a future in which Californians are healthier in mind, body and spirit through discovering, enjoying and learning about California’s extraordinary parklands and diverse heritages. California State Parks makes these treasured natural and cultural resources and wide-ranging recreational opportunities available to all. Californians protect and expand this State Parks legacy for future generations.<sup>2</sup>

#### *CSP Interpretation Mission Statement*

Interpretation is a special form of communication that helps people understand, appreciate, and emotionally connect with the rich natural and cultural

heritage preserved in parks. It is the mission of interpretation in CSP to convey messages that initially will help visitors value their experience, and that ultimately will foster a conservation ethic and promote a dedicated park constituency (DOM 0900.1.1).

#### *CSP Education Mission Statement*

The most powerful forms of education involve students in meaningful experiences that promote critical thinking and appeal to different learning styles. Our mission is to provide educational opportunities both in CSP and in the classroom, assisting educators with curriculum needs and offering activities that enable students to investigate, research, and participate in interactive learning (DOM 0900.1.2).

### 4.2 STATEWIDE PROGRAMS AND CAMPAIGNS

Both the Children’s Outdoor Bill of Rights and Children in Nature are part of a growing movement to get children outside to play and learn about their environment. These campaigns may influence interpretive planning at Fort Ord Dunes SP.

The California Roundtable on Recreation, Parks and Tourism is a consortium of state, federal, local, academic institutions, private and nonprofit organizations founded in 1998 to encourage cooperation between public and private entities involved in outdoor recreation, public lands and tourism in California. It created the Children’s Outdoor Bill of Rights.

#### *Children’s Outdoor Bill of Rights*

##### Mission

To encourage California’s children to participate in outdoor activities and discover their heritage.<sup>3</sup>

## Objective

That every child in California should, by the end of their 14th year, have the opportunity to experience each of the activities listed with the California Children's Outdoor Bill of Rights.

## Goals

Every child should have the opportunity to:

- Play in a safe place
- Explore nature
- Learn to swim
- Go fishing
- Follow a trail
- Camp under the stars
- Ride a bike
- Go boating
- Connect with the past
- Plant a seed

## *Children in Nature*

### Mission

To energize, educate and engage public, private, and nonprofit entities to increase the number and variety of opportunities for California children to experience and benefit from interacting with the natural world. <sup>4</sup>

Vision: All California children will be inspired to actively and creatively engage with and appreciate the natural environment.

## Goals

- To promote California State Park programs
- To focus on regional coordination and collaboration among partners to provide seamless information and opportunities for children to get outdoors
- To increase the number and capacity of public, private and nonprofit organizations committed to providing opportunities to connect children with nature
- To engage the private sector for funding and other support for the campaign
- To help provide opportunities for children to participate in unstructured play in the natural environment
- To further the welfare of California's children by:
  - Encouraging children to experience nature and giving them the opportunity to develop a sense of wonder and joy for the natural world
  - Increasing children's awareness that nature is everywhere
  - Building children's knowledge of the interconnectedness of natural systems
  - Helping children develop the critical scientific and social skills necessary to address environmental issues, both locally and globally

## 4.3 FORT ORD DUNES SP INTERPRETIVE FRAMEWORK

*The Fort Ord Dunes State Park General Plan (2004) sets the direction for interpretation at the park. The interpretive framework provides the unit vision, interpretive topics, themes, and periods from the General Plan, with additional guidelines developed for the Interpretation Master Plan.*

### 4.3.1 Declaration of Purpose

A Declaration of Purpose is required by Public Resources Code Section 5002.2(b), “setting forth specific long-range management objectives for the unit consistent with the unit’s classification...” The Declaration of Purpose is the “mission statement” for each unit of the State Parks system and describes the purpose of the park. It is the broadest statement of management goals designed to fulfill the vision for the park and provides direction for the development of the General Plan.

The purpose of Fort Ord Dunes State Park is to preserve and make available for public use, inspiration, aesthetic enjoyment and education, an area along the Monterey Bay shoreline of unique natural beauty and scientific significance, including sandy beaches, coastal dunes, and remnants of the site’s military history. All scenic, natural, cultural, and recreational resources shall be managed as a whole, preserving and restoring the natural and cultural character of the park.

The purpose will be accomplished through the management and restoration of park resources in order to ensure the perpetuation of its environmental complexes, scenic values, and history; to interpret them effectively; and to provide, consistent with resource protection, recreation facilities, educational programs, and support services as are necessary for the public’s enjoyment of the unit.<sup>5</sup>

### 4.3.2 Unit Vision

The park vision provides guiding images of what the park should be like in the future. As stated in the General Plan:

The park will retain its relatively undeveloped character and spectacular natural and scenic beauty. The undeveloped beach environment will be preserved, the coastal dune vegetation communities will continue to be restored and maintained, and sensitive plants, animals, and habitats will be protected, preserved, and expanded, resulting in a natural area unencumbered by visual intrusions to allow visitors to experience relaxation, rejuvenation, recreation, and inspiration in the park’s natural environment.

The military history of the site will be remembered. Interpretation and education programs will also emphasize dune ecology and the adjacent marine sanctuary. Facilities will be developed to facilitate diverse appropriate visitor experiences in harmony with the environment, and promote preservation, appreciation, and stewardship of cultural and natural resources. The park will offer visitors of all ages, backgrounds, and abilities the opportunity to experience and discover its distinctive plant and animal life, explore the military history of the area, and enjoy the coastal environment during all seasons and times of day.

Access to the beach and other points of interest will be provided. It will emphasize the many scenic vista points from which all of Monterey Bay can be viewed. Interpretive information will be established at significant points of interest, providing visitors with a heightened awareness of the significance of the dune ecosystem. Regional trail connections and other unique regional recreation opportunities will be enhanced and established. Opportunities

for partnerships, interpretation, and research will be encouraged, including cooperation with regional educational institutions and Monterey Bay area jurisdictions.<sup>6</sup>

### **4.3.3 Interpretive Significance**

The Fort Ord coastal area has attracted people to its shores for millennia. The Rumsien tribelet of the Ohlone Indians used the land for hunting, fishing, and gathering. The Spanish settled into Monterey around 1770 and founded a mission and presidio. During the Mexican and early American occupation (1822-1916), the land was part of several land grants and was used for ranching, farming, dairy operations, and operating a small railroad.

The U.S. Government purchased land north of Monterey in 1917 to create a military training facility and called it Gigling Reservation. Part of the Monterey Presidio, these coastal areas were used for maneuvers and field target range. Infantry and cavalry units trained on the beaches on horseback and with horse-drawn equipment and weaponry. During WWII, Gigling Reservation was renamed Fort Ord. It became an important processing center throughout World War II and served to train troops for the Korean, Vietnam, and Gulf conflicts.

Fort Ord provided opportunities for its military personnel that may not have been available at other locations. The 9<sup>th</sup> Cavalry, a segregated African American Unit,<sup>7</sup> was assigned to the Monterey Presidio in 1902. In 1913, High School cadets trained there. Women trained and served at Fort Ord starting in the 1940s as nurses, and later as drill sergeants in the 1970s. Fort Ord had the distinction of being a Project VOLAR site, the volunteer army test program created during the Vietnam War.<sup>8</sup>

In 1991, Fort Ord was selected to close through the Defense Base Closure and Realignment Act (1990). By 1994, the majority of soldiers were reassigned to other posts. Fort Ord became public lands soon after. The Bureau of Land Management (BLM) and the Secretary of the Army (SA) managed the entire property, while the National Park Service oversaw the transfer of lands for park and recreation use. In 1994, 900 acres of land west of State Route 1 became a new California State Park unit and included rifle ranges and ammunition supply bunkers as well as four miles of undeveloped coastline. In April 2012, President Obama signed a proclamation making Fort Ord a National Monument for its significant cultural and natural resources.<sup>9</sup> While Fort Ord Dunes SP is not part of the monument lands, park staff works closely with the agencies who manage it.

Thousands of visitors every year enjoy the beauty and serenity of Fort Ord Dunes SP's beaches and dunes. The undeveloped and secluded nature of the parkland is a sanctuary for humans, plants, and animals alike. The land is valued for its natural habitat and several protected species make their home in the fragile dune habitat. Conversely, veterans, their families, and history buffs come to the park to remember or learn about Fort Ord's past as an important military base.<sup>10</sup>

### **4.3.4 Fort Ord Dunes SP Mission and Vision Statements**

#### *Mission for Interpretation*

To interpret Fort Ord Dunes SP's long history of human use, foster appreciation and protection of the coastal dune environment, and encourage responsible use of the park's resources.

#### *Vision for Interpretation*

To be a valuable resource where people

can learn about Fort Ord’s significant cultural stories and Monterey’s coastal dune environment, and a place to recreate and share experiences in a fun and safe manner.

### 4.3.5 General Plan Interpretive Goals and Guidelines

The goals and guidelines are from Fort Ord Dunes SP’s general plan and guide the overall direction of interpretation.<sup>11</sup>

#### *Goal 1*

Provide interpretive and educational opportunities for both in-park and out-of-park visitors that emphasize central themes that respond to the area’s sense of place, history, and meaning and that will increase visitors’ knowledge and appreciation of the significant resources at the park and expand their understanding of ecological and cultural relationships. Heighten visitor awareness of and sensitivity to human impacts on these resources.

#### *Guidelines*

INT-1: Prioritize coordinated park signage and park information for all park entrances, parking areas, public transit connections, trail connections, and all visitor use facilities. Design an identity and way-finding program that will establish design guidelines and standards for park signage, and provide guidelines for the location and distribution of signs throughout the park.

INT-2: Explore options for inclusion of interpretive displays along all trails.

INT-3: Consider retaining and interpreting the existing firing range pit wall and associated lookouts as a physical reminder of the historic use of the property as a military firing range. Interpret other existing or former military structures as appropriate, i.e., the former Stilwell Hall

and the ammunition storage bunkers.

INT-4: Where appropriate, provide “camping lightly” interpretive brochures informing campers of steps they can take to reduce their impact on park resources. Such instructions and restrictions could include prohibiting fire except in camping stoves and noise restrictions.

INT-5: Consider development of an interpretive program that educates the public on ways to improve and maintain water quality.

INT-6: Ensure all brochures, printed material, web sites, and other media reflect the park’s resources and values to the extent feasible.

INT-7: To the extent feasible, ensure that programs and publications for schoolchildren are congruent with the California State Standards.

INT-8: Coordinate efforts to protect and restore natural habitat with education programs whenever feasible, in conjunction with park-provided visitor interpretive programs, area schools, and other youth programs. Where feasible, include technological links between the park and park facilities to other science facilities and educational institutions, such as California State University Monterey Bay, and nonprofit organizations providing environmental or science education.

INT-9: Consider using innovative technology to reach the out-of-park visitor, such a digital network to deliver study programs to classrooms around the state.

#### *Goal 2*

Provide interpretive and educational programs, exhibits, and displays that share the thoughts, ideas, and memories of former military personnel associated with Fort Ord Dunes SP.

### Guidelines

INT-10: Explore ways to develop an oral history program to document memories of former military personnel, including exhibits and displays that are coordinated with other interpretive materials regarding the past military history of Fort Ord Dunes SP (figure 25).



**Figure 25.** Postcard of the Bar at Stilwell Hall

### Goal 3

Provide interpretive and educational opportunities through the active support of volunteers and a cooperating association.

### Guidelines

INT-11: Consider development of a Volunteers in Parks Program for Fort Ord Dunes SP. Provide volunteer program management, training, evaluation and support, as appropriate.

INT-12: Consider developing cooperating associations and coordinate with resource and historical societies and organizations within the region to support the Fort Ord Dunes SP interpretive program.

### Goal 4

Provide interpretive and educational opportunities focusing on the relationship of the Monterey Bay National Marine Sanctuary to Fort Ord Dunes SP.

### Guidelines

INT-13: Explore ways to develop collaborative exhibits and displays regarding the Monterey Bay National Marine Sanctuary and Fort Ord Dunes SP, through partnerships with the National Oceanic and Atmospheric Administration and other interested and pertinent agencies and organizations.

INT-14: Consider inclusion of information about the Monterey Bay National Marine Sanctuary and its programs within the overall Fort Ord Dunes SP interpretive program.

## 4.4 INTERPRETIVE PERIODS

*Interpretive periods set the historic framework for park interpretation within Fort Ord Dunes SP, directing and focusing interpretive themes, facilities, and activities to represent specific years. The following interpretive periods were identified in the Fort Ord Dunes SP's General Plan.<sup>12</sup>*

### *Primary Interpretive Period*

The primary interpretive period for the park spans late pre-history to the present with emphasis on the past use of the land (in particular by the military) and the future use of the land.

### *Secondary Interpretive Period*

The secondary interpretive period spans geologic times to the present, with an emphasis on natural history.

### *Periods of Significance*

The following interpretive periods were developed from the general plan and the Interpretation Master Plan. These periods identify significant cultural and natural stories at the park.



The primary period of significance is the U.S. Military’s occupation of the site from 1939 to 1994.

Natural History:

Late Pleistocene Epoch to present

Native American: Pre-contact to present

Spanish and Mexican: 1602 to 1847

American, Pre-Military: 1847 to 1912

US Military: 1913 to 1994

California State Parks: 1994 to Present

## 4.5 INTERPRETIVE THEMES

*Thematic statements are essential to the development of effective interpretive services and planning. A theme is a succinct, central message about a topic of interest that a communicator wants to get across to an audience. Themes clearly describe the significance of the resources and describe a park’s reason for being. They are the messages visitors are meant to understand about the park. They set the direction of interpretive programs and exhibits at the park, and evolve over time, depending on new research and any changes in approach to interpretation resources.<sup>13</sup>*

*The first interpretive themes were developed for the 2004 General Plan.<sup>14</sup> Some interpretive themes were developed and others were expanded during the Interpretation Master Plan (IMP) process. It is expected that interpretive themes and storylines will be reviewed, expanded, and updated over time to remain relevant and accurate. This is especially true when historic and scientific research reveals new information about the site.*

### 4.5.1 Terminology

A *unifying theme* provides a conceptual focus and general approach for the park’s interpretive services. It establishes the overall tone and direction and implies the desired outcome interpretation should have on visitors’ attitudes and perspectives.

*Primary themes* define the most essential ideas of the unifying theme to tell a complete story. They expand on the unifying theme and help illustrate it.

*Secondary themes* provide valuable, but nonessential information related to the unifying and primary themes. Secondary themes may be only tangentially related to the unifying theme.

*Supporting themes* provide detailed perspectives on one or more of the primary and secondary themes.

### 4.5.2 Fort Ord Dunes SP General Plan Interpretive Themes

*The park’s unifying, primary, and secondary themes from the Fort Ord Dunes SP General Plan.<sup>15</sup>*

#### *Unifying Theme 1*

Many cultures have left their imprints on the landscape.

#### *Primary Themes*

People have utilized the dunes and impacted the sensitive dune ecosystem since the Spanish Period.

The hazardous materials and other pollutants impact the park and offshore areas.

The military has left the greatest imprint on the land and the community.

Volunteers and visitors are an important part of park management

### *Unifying Theme 2*

The coast is a dynamic and changing place.

### *Primary Themes*

Dunes, and the vegetation and wildlife that inhabit them, represent a rare and rapidly disappearing feature of the California coast.

Protecting and restoring native plant communities is a priority at Fort Ord Dunes State Park.

The ocean view and a “sense of remoteness” are important aesthetic resources of the park.

Recreation will be an important component of the park experience.

## **4.5.3 Interpretation Master Plan Themes**

*The following interpretive themes were developed for the Interpretation Master Plan. These themes supplement and expand upon the themes in the 2004 General Plan.*

### *Secondary Themes*

Despite varying conditions, the Fort Ord Dunes contain complex and fragile ecosystems that support many plants and animals.

The U.S. Army and National Guard found the Fort Ord Coast ideal for training soldiers, especially the infantry, cavalry, and artillery units.

Fort Ord’s military training programs, its soldiers and its workforce, made significant contributions to the nation and the world, from the WWI, WWII, Korean and Vietnam conflicts, through the Persian

Gulf War.

Transitioning a former Army base into a park is a complex process involving state and federal agencies, extensive planning efforts with the community, and long-term resource management.

Visitors value Fort Ord Dunes State Park for its many recreational opportunities, its beauty, and its sense of remoteness and serenity.

Rising sea levels, coastal erosion, and other effects of a changing climate may make Fort Ord Dunes State Park a different place for the next generation.

Your help is needed to maintain and protect the park’s resources for the next generation.

## **4.5.4 Supporting Themes**

*These supporting themes were developed for the Interpretation Master Plan. Related storylines are shown as additional bullets.*

### *Natural History*

Natural history themes will illustrate the dynamic and changing Fort Ord coast, focusing on the interaction and relationship between plants, animals, topography, climate, and geology. Coastal dune formation, geologic history, and dune ecology will be important topics for interpretation. Themes will highlight some of the many ways that the coastal dune environment has supported plants, animals, and human activity over time. They convey the message that the coastal dunes are a sanctuary for protected plants and animals, but also a treasured resource for people. Themes can be used to inform about dune ecology, habitat management zones, the snowy plover, and other protected species habitat, and they can show visitors how they can protect the natural resources.

The Fort Ord Coastal dunes are part of an extensive dune system — the Monterey Dune Fields — which spans 40 square miles.

Sand and wind are the essential ingredients for building a dune.

Native plant and animal communities have adapted to survive the harsh coastal dune environment, which includes high winds, low moisture, and moving sands.

Coastal erosion caused by wind, weather, human activities, and rising oceans dramatically changes the landscape; the land you see now may be very different for the next generation.

Fort Ord Dunes SP is home to several state and federally protected plant and animal species, and its waters are part of the Monterey Bay National Marine Sanctuary.

Snowy plover and other sensitive plant and animal species make their home on the dunes and beaches of the park; you can help them survive and prosper here.

As more of the California coastline is developed, there are fewer habitats for these plants and animals to live and thrive.

*Natural History and Cultural Legacy*

People have used the Fort Ord lands for thousands of years. Since the Spanish era, Europeans and Americans have made dramatic changes to the landscape. The introduction of exotic species, agriculture, the construction of buildings and infrastructure during the military era, and even today’s visitors affect the delicate ecosystems within the park and the Monterey Bay. This theme will demonstrate the relationship between human activities and their impact on the natural resources in the area. It will discuss how humans have affected the land over time and include recent restoration and preservation efforts.

The Rumsien tribelet of the Ohlone Indians were the people most closely associated with this coastal area.

Fort Ord Dunes State Park was a part of several large ranchos during the Spanish and Mexican era, and was used for cattle grazing and agricultural pursuits. The coastal landscape was altered to suit these needs.

The military’s activities at Fort Ord left the greatest imprint on the land.

The Army extensively modified the natural topography of the dunes during construction of the fifteen firing ranges, for military training and recreation.

Fort Ord was identified as a federal Superfund site based on groundwater contamination discovered on the base in 1990. Much work has been done to clean up and protect these public lands.

Native dune habitat is thriving in the park, although it is threatened by aggressive growth of invasive, non-native species.

Protecting and restoring dune habitat and native plant communities requires ongoing research and restoration work by scientists, park personnel, and volunteers.

California State Parks collaborates with other agencies and organizations to preserve the park for visitors to enjoy and to protect the plants and animals that live there.

California State Parks’ ongoing habitat and dune restoration programs improve the delicate ecosystems native wildlife and protected species need to thrive.

A key controlling document is the base-wide Habitat Management Plan (HMP). The HMP requires that 700 acres of the Fort Ord Coast be maintained as open

space and restored to native northern foredunes and dune scrub habitat.

### *Fort Ord's Military History*

From 1917 to its closure in the 1990s, Fort Ord served as an important training and staging facility for infantry troops. Fort Ord Dunes SP encompasses the beach firing ranges, the part of the base where much of the training took place. Themes will highlight Fort Ord's military history, training programs, contributions the base made to the nation and the local community, and personal stories of military personnel who trained there.

Hundreds of thousands of men and women trained at Fort Ord beginning in WWI and continuing through WWII, the Vietnam conflicts and the first Persian Gulf War.

Fort Ord integrated the African American soldiers of the 9<sup>th</sup> Calvary in 1902, and again during WWII.

Many veterans who trained at Fort Ord are active in preserving the park's military history for the next generation.

Women became a significant part of Fort Ord when the Army Nurse Corps was established in 1940.

The many infantry divisions based at Fort Ord were in conflicts from WWI through the Persian Gulf War.

The 7<sup>th</sup> Infantry Division, based at Fort Ord for most of its history, is best known for its participation in the Pacific theater of WWII; the division also made significant contributions in the Korean War, and domestically, during the 1992 Los Angeles Riots.

Stilwell Hall became a dramatic and historic symbol of Fort Ord, drawing close ties to the community.

Fort Ord's four-mile stretch of shoreline beach with beautiful views of Monterey Bay was once filled with the noise of shouts and gunfire.

The beach ranges were a critical component of training troops for combat readiness.

By the early 1960s, basic infantry training included urban warfare techniques on Fort Ord's beaches.<sup>16</sup>

Horses long played a critical role in training soldiers for war. Cavalry and horse-drawn artillery units trained along the Fort Ord coast and in the dunes for nearly half a century.

The beach ranges and related structures on the coast were a critical part of Fort Ord's combat training and military readiness.

The communities surrounding Fort Ord grew and changed considerably along with the base.

### *Recreation and Sense of Place*

Fort Ord Dunes State Park and Fort Ord National Monument are public treasures; thousands of visitors each year enjoy the beauty and recreational activities these places offer. Interpretive themes highlight the park's scenic, historic, and aesthetic resources and connect the visitor to these resources. Themes can illustrate military training activities, and interpretive services can provide enjoyable activities that reinforce the historic connection. At the same time, themes support the park's aesthetic resources, and set guidelines for activities that promote the park's serenity and sense of remoteness. Finally, interpretation can enrich recreational activities and provide regulations that help protect visitors and the resources they are using. For example, interpretation can highlight the fish commonly caught in the surf and include best times to catch fish as

well as fishing regulations.

Recreation has been an integral part of the Fort Ord experience since the late 19th century.

The expansive views of the coastal dunes, windswept beaches, and Monterey Bay are enduring features for residents and visitors.

Visitors value and seek out the park's serene setting and sense of remoteness to relax and rejuvenate from their hectic lives.

Fort Ord Dunes State Park and the Fort Ord National Monument lands provide access to thousands of acres of scenery and history to explore and enjoy.

The beautiful and remote beach and dunes of Fort Ord were once alive with Army training activities. The landscape you see today is dramatically different from what it was like 100 years ago.

While the park's beaches are a fun place to recreate, being aware of hidden dangers in the surf will greatly improve your experience.

programs, exhibits, and services.<sup>17 18</sup> For the purpose of this plan, the curriculum framework that relates most directly to the park's significant resources, interpretive periods, and themes were included. See Appendix H for the more information.

## 4.6 CURRICULUM

Teachers utilize State Parks' interpretive programs and services as a way to enhance their students' learning through engaging multiple learning styles and hands-on experiences.

Fort Ord Dunes SP has the potential to offer a variety of interpretive programs for grades K-12 that focus on history, social science, science, and environmental learning.

CSP follows the California Common Core State Standards and the Education and Environmental Initiative (EEI) curriculum when developing content for interpretive

## Endnotes

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5. California State Parks, Fort Ord Dunes State Park Preliminary General Plan and Draft Environmental Impact Report SCH # 2003051145, (Sacramento: State of California, 2004), 3-2.
6. Ibid, 3-3.
7. Also known as Buffalo Soldiers, these men served in combat during the Spanish American Wars. They were deployed from Monterey in 1903 to protect Yosemite and nearby Sequoia National Parks against poachers and timber thieves, and to fight forest fires.
8. Griffith, Robert. *The U.S. Army's Transition to the All-volunteer Force, 1968-1974*. Government Printing Office, 1997.
9. Fort Ord Dunes SP comprises 900 of the total 14,650 acres of the original Fort Ord Military Base.
10. The interpretive significance was written for the Interpretation Master Plan.
11. California State Parks 2004, 3-27 to 3-28.
12. California State Parks 2004, 3-19.
13. California State Parks 2004, 3-19 to 3-26.
14. See Appendix G for the complete interpretation section from the General Plan.
15. California State Parks 2004, 3-20 to 3-27.
16. *11<sup>th</sup> U.S. Cavalry History*. n.d. [http://www.m11thcav.com/html\\_pages/history.html](http://www.m11thcav.com/html_pages/history.html) (accessed July 12, 2013).
17. California State Board of Education. *Content Standards*. Sept 27, 2011. <http://www.cde.ca.gov/be/st/ss/index.asp> (accessed April 12, 2012).
18. California Environmental Protection Agency. *Education, and the Environment Initiative*. n.d. <http://www.californiaeei.org/> (accessed March 19, 2013).

## SECTION 2: INTERPRETIVE DIRECTION

Figure 26. New campground and beach access project area







## CHAPTER 5: RECOMMENDATIONS

*Chapter 8 presents Goals, Objectives, Strategies, and Tasks that will expand interpretive services and enhance the visitor experience at Fort Ord Dunes State Park (SP). Goals are broad, general concepts that describe the desired outcomes that interpretation should achieve. Interpretive goals support the park's mission and vision statements and provide direction for planning and developing interpretive programs and media. Each goal has an introduction that describes its intent, followed by measurable objectives and strategies for meeting the goal. Tasks are the steps needed to carry out strategies. Objectives, strategies, and tasks are laid out in this chapter to show their relationship in accomplishing the goal.*

### 5.1 GOAL 1: ORIENT VISITORS TO FORT ORD DUNES SP

Visitors will identify Fort Ord Dunes as a California State Park, know about its interpretive and recreational opportunities, and where to find them in the park.

#### *Intent*

Interpretation will provide visitors with trip planning information and help them easily locate park services, facilities, and amenities. It will also highlight Fort Ord Dunes SP's interpretive and recreational opportunities, and provide accurate and updated park hours and schedules (*figure 27*).



**Figure 27.** Interpretive panels orient visitors to the park

Objective 1.1: Visitors will easily locate information about Fort Ord Dunes SP while planning their visit.

Strategy 1.1.1: Ensure information about Fort Ord Dunes SP is clear, consistent, easy to locate, and uses a variety of methods and formats for presenting park information.

Task 1.1.1.a: Provide clear, updated information about Fort Ord Dunes SP, its interpretive services, and its recreational opportunities to interpretive partners, interpretive providers, social media sites, and tourism boards.

Task 1.1.1.b: Conduct a visitor survey and research how visitors get their information about the park.

Task 1.1.1.c: Collaborate with partners and interpretive providers to promote each other's interpretive services and offerings.

Objective 1.2: Visitors will easily find Fort Ord Dunes State Park.

Strategy 1.2.1: Ensure park entrance and directional signage is clear and easy to find.

Task 1.2.1.a: Coordinate with Caltrans to make sure park signage on State Route 1 is clear and easy to see.

Task 1.2.1.b: Coordinate with local communities adjacent to Fort Ord Dunes SP to place permanent directional signage to Fort Ord Dunes SP in appropriate locations.

Objective 1.3: Once in the park, visitors will easily locate information about the park's interpretive and recreational opportunities.

Strategy 1.3.1: Visitors will easily find trail maps, information about recreational opportunities and interpretive services, and park services at prominent locations within the park.

Task 1.3.1.a: Provide orientation nodes at parking lots, at the campground, and at prominent locations within the park.

Objective 1.4: Visitors will be aware of the park's interpretive services.

Strategy 1.4.1: Use a variety of methods and formats for promoting interpretive services and presenting park information.

Task 1.4.1.a: Develop downloadable trip planning programs and information for personal devices.

Task 1.4.1.b: Coordinate with local communities to provide park information at public transportation hubs.

Task 1.4.1.c: Develop a park brochure with key information that includes maps, recreational opportunities, interpretive services, and park services.

Task 1.4.1.d: Ensure that information about interpretive services is consistent and accurate on popular (and CSP-approved) social media sites.

Task 1.4.1.e: Develop a roving interpretation program that assists visitors in locating services and learning more about the park's resources.

Strategy 1.4.2: Expand park information and promotional materials to include Monterey County's core markets — San Francisco, Central California, and Los Angeles.

Task 1.4.2.a: Coordinate information and promote Fort Ord Dunes SP through routine contact with tourism boards in San Francisco, Central California, and Los Angeles, as well as state and regional parks.

Objective 1.5: CSP will work with Bureau of Land Management, Hollister Office (BLM) staff at the Ford Ord National Monument to develop joint interpretive programs, special events, and joint brochures to promote both units.

Strategy 1.5.1: Integrate the military history associated with the Ford Ord National Monument lands with the military history of the U.S.

Task 1.5.1.a: Collaborate with BLM to create a joint brochure describing the military history of lands at the Ford Ord National Monument and Fort Ord Dunes SP.

Strategy 1.5.2: Promote unit locations, interpretive offerings, and recreational opportunities to tourists and locals.

Task 1.5.2.a: Develop a card rack for distribution to visitors through regional Chambers of Commerce, visitors' bureaus, and hotels.

Task 1.5.2.b: Develop an annual special event in collaboration with interpretive providers at the Fort Ord National Monument.

## 5.2 GOAL 2: CONNECT VISITORS TO THE PARK'S HUMAN STORIES

Visitors will be aware of Fort Ord Dunes SP's significant cultural history, particularly its military history.

### *Intent*

Interpretation at Fort Ord Dunes SP will highlight the park's significant human stories. Interpretive programs and services will provide visitors with opportunities to explore the military history of the area and learn how people have used the land over time (figure 28).



**Figure 28.** Coastal Artillery Training at Fort Ord

Objective 2.1: Visitors will be able to identify different individuals and groups who used the land before the military arrived, and explain at least one impact each had on the landscape.

Strategy 2.1.1: Expand interpretation of the Rumsien Ohlone, Spanish, Mexican, and American (pre-military) uses of Fort Ord lands.

Task 2.1.1.a: Develop guided programs that explore the pre-military history land use at Fort Ord Dunes SP.

Task 2.1.1.b: Develop self-guided interpretive projects that present the pre-military land use at Fort Ord Dunes SP.

Task 2.1.1.c: Develop interpretive projects about the changing ways the coastal Fort Ord lands have been used over time, which can be used at the campfire center, multi-use building, in interpretive panels, and as content on the park website.

Task 2.1.1.d: Develop special events and interpretive projects that celebrate the many cultures whose histories are connected to Fort Ord Dunes SP.

Objective 2.2: Visitors will be able to identify Fort Ord Dunes State Park as part of the Fort Ord Army base.

Strategy 2.2.1: When developing new facilities, directional signage, interpretive exhibits, and interpretive panels, use fonts, colors, design elements, and building styles that relate to the Fort Ord Army base operations and historic unit insignia.

Task 2.2.1.a: Develop self-guided interpretive projects that tell the Army's use of the coastal property through time.

Task 2.2.1.b: Acquire surplus Army vehicles for use by park staff as service vehicles.

Task 2.2.1.c: Interpretive panels will use consistent design throughout the park. Use the existing banner style that was created for the interpretive panels at Stilwell Hall.

Objective 2.3: Visitors will know and describe at least two ways the military used the coastal property and identify a significant Army structure or feature located there.

Strategy 2.3.1: Identify military features and develop interpretation to highlight their use.

Task 2.3.1.a: Develop an exhibit within a historic ammunition bunker that demonstrates its original use.

Task 2.3.1.b: Collaborate with the National Guard, Armored Unit to develop special events that interpret Fort Ord's military history on the coastal property.

Task 2.3.1.c: Recreate firing positions, outdoor programs, and/or exhibits at Range 8 to interpret Army training at the Beach Ranges.

Task 2.3.1.d: Develop an orienteering program that teaches map reading, using a compass, GPS, or astronomy to find locations within the park. Include information about Fort Ord's orienteering training programs.

Task 2.3.1.e: Relocate Range 8 interpretive panels affected by the construction of the New Campground and Beach Access Project and re-install once the project is completed.

Task 2.3.1.f: Develop an interpretive node and/or media at Range 8 that describes historic uses, structures, and features.

Objective 2.4: Visitors will list three skills Army personnel trained for at the coastal property.

Strategy 2.4.1: Illustrate training tactics at the areas where training took place.

Task 2.4.1.a: Develop interpretive projects that simulate training activities soldiers received from WWI through the Gulf War on the coastal property.

Strategy 2.4.2: Incorporate examples of training at Fort Ord into interpretive programs and activities.

Task 2.4.2.a: Create a fitness par course in the park that simulates physical fitness training at the Fort Ord Army Base.

Strategy 2.4.3: Use historic resources in conjunction with interpretive signage and programs to highlight historic uses.

Task 2.4.3.a: Develop interpretive projects that use photographs, Army-produced films related to Fort Ord, and veterans' experiences to tell stories.<sup>1 2</sup>

Objective 2.5: Visitors will be able to identify two wars or peacekeeping operations that occurred during the time Fort Ord was a military base, and describe how units assigned to Fort Ord participated in them.

Strategy 2.5.1: Interpret the major wars and peacekeeping operations in which Fort Ord trained troops.

Task 2.5.1.a: Develop interpretive projects about the participation of troops from Fort Ord in major wars.

Task 2.5.1.b: Develop a speaker series where veterans, employees, and subject matter experts discuss Fort Ord's participation in major wars and peacekeeping operations.

Task 2.5.1.c: Collaborate with the Fort Ord Veterans Association, CSUMB, and BLM to develop a joint online museum project that describes Fort Ord's participation in major wars and peacekeeping operations.

Objective 2.6: Visitors will explain significant contributions Fort Ord's personnel made to the nation and the local community.

Strategy 2.6.1: Illustrate programs at Fort Ord like Project VOLAR, troop integration, and the Women's Army Corps and each program's significant contributions.

Task 2.6.1.a: Develop interpretive projects about women's participation in the Women's Army Corps, the Nurses Army Corps, and other positions women held at the Fort Ord Army Base.

Task 2.6.1.b: Collaborate with the Fort Ord Veterans Association, CSUMB, and BLM to

develop changing exhibits for the multi-use building and/or traveling exhibits.

Task 2.6.1.c: Provide a means for veterans to share and record their memories of their time at Fort Ord Army Base.

Task 2.6.1.d: Develop a database and/or online program where visitors access veterans' stories and experiences.

Task 2.6.1.e: Collaborate with CSUMB and other organizations to develop an internship or Capstone project where students interview Fort Ord veterans, capturing their stories and experiences.<sup>3</sup>

Strategy 2.7.2: Expand interpretation on Stilwell Hall to discuss its role as a recreation hall for Fort Ord and as a community center.

Task 2.7.2.a: Develop interpretive projects about the USO and/or other recreational activities at Fort Ord (e.g. – Create a special event that simulates a USO dance or other activity. Include era-appropriate dance lessons, music, and food).

Task 2.7.2.b: Develop programs and media about Stilwell Hall.

### **5.3 GOAL 3: CONNECT VISITORS TO THE PARK'S NATURAL RESOURCES**

Visitors will become aware of Fort Ord Dunes SP's significant natural resources.

#### *Intent*

Interpretation will highlight the park's significant plants, animals, and geological resources, especially dune ecology. Interpretive programs and services will provide visitors with opportunities to learn about and discover the park's natural resources, the Monterey Bay National Marine Sanctuary, and CSP's ongoing restoration and preservation

efforts at Fort Ord Dunes SP (*figure 29*).



**Figure 29.** Native plant, Monterey Ceanothus, is being restored at the park

Objective 3.1: Visitors will be able to use general terms to describe dune formation, and recognize that the park's dunes are part of the Monterey Dune Fields.

Strategy 3.1.1: Incorporate information about the Monterey Dune Fields into interpretive programs in ways that demonstrate dune formation and other geologic processes.

Task 3.1.1.a: Collaborate with interpretive providers to develop joint environmental science, workshops, and interpretive programs. These programs should be hands-on, and actively involve visitors in learning about the Monterey Dunes, dune ecology, and dune formation. Programs should be presented at multiple locations and should use the park as an outdoor classroom.

Task 3.1.1.b: Develop self-guided interpretive projects that discuss dune formation, dune ecology, and their function within the MBNMS.

Task 3.1.1.c: Provide a location for changing exhibits on topics about dune

formation and dune ecology.

Objective 3.2: Visitors will be able to list at least three plants and animals that live in the dunes, littoral zone, and near shores and waters of the park. Special emphasis will be placed in interpreting Fort Ord Dunes SP's native species, species of special concern, and threatened or endangered species.

Strategy 3.2.1: Interpret the plants and animals that make their home at Fort Ord Dunes SP.

Task 3.2.1.a: Collaborate with interpretive providers to develop environmental science and interpretive programs about the relationship between native and invasive plants and animals.

Task 3.2.1.b: Develop guided interpretive projects about Fort Ord Dunes SP's plants and animals, their habitats, and ecosystems.

Task 3.2.1.c: Develop self-guided interpretive projects about the park's plants and animals, their habitats, and ecosystems.

Task 3.2.1.d: Develop changing or traveling exhibits, interpretive kits, or online content about Fort Ord Dunes SP's plants and animals, their habitats, and ecosystems.

Task 3.2.1.e: Host or develop special events that actively involve the public in learning about Fort Ord Dunes SP's plant and animal species (e.g. Monterey Christmas Bird Count).<sup>4</sup>

Task 3.2.1.f: Develop guided programs about dune ecology and information about MBNMS.

Objective 3.3: Visitors will know that the Monterey Bay National Marine Sanctuary (MBNMS) borders the park.

Strategy 3.3.1: Incorporate information about MBNMS in interpretive programs, exhibits, on panels, for online content, and on applications.

Task 3.3.1.a: Collaborate with MBNMS staff to develop interpretive content and joint programs about the Sanctuary and Fort Ord Dunes SP.

Task 3.3.1.b: Provide links to other sites about the MBNMS on CSP-sponsored websites and social media sites.

Strategy 3.4.2: Visitors will be able to describe two ways inland water quality affects the health of the MBNMS.

Task 3.4.2.a: Provide a location for CSUMB and other organizations to hold watershed and dune restoration programs and use the park as an outdoor classroom.<sup>5</sup>

Task 3.4.2.b: Develop a campfire program and junior ranger program that discusses watershed-themed conservation messaging and gets visitors involved in keeping the park clean.

Objective 3.5: Visitors will be able to describe several effects of the changing climate on the park's plants and animals, and the health of the dune fields.

Strategy 3.5.1: Incorporate information into interpretive programs and self-guided interpretation about the effects of coastal erosion and changing climate on dunes and coastal habitat.

Task 3.5.1.a: Collaborate with CSUMB, MBNMS, and other organizations to develop interpretive content and joint programs about the effects of climate change on Fort Ord Dunes SP and the MBNMS.

Task 3.5.1.b: Develop guided interpretive programs that incorporate information about the effects of the changing climate

on the park's plants and animals, and the health of the dune fields.

Task 3.5.1.c: Develop self-guided interpretive projects about the effects of the changing climate on the park's plants and animals, and the health of the dune fields.

Task 3.5.1.d Provide opportunities for visitors to participate in dune stabilization projects. Provide information and lead discussions about the effects of the changing climate on the park's plants and animals, and the health of the dune fields during the program.

Task 3.5.1.e: Develop a campfire program and a junior ranger program that discusses climate change themes and gets visitors involved in protecting the park's dunes.

## 5.4 GOAL 4: INTEGRATE INTERPRETATION AND RESOURCE PROTECTION

Visitors will support and understand that rules and regulations exist to balance public access with resource protection.

### *Intent*

Interpretation is an excellent way to inform visitors about park resource management. Environmental education programs, park service programs and cleanup events, and historic preservation programs are ways interpretation can be used to educate the public about cultural and natural resource protection. It can also be used as a tool to positively influence and change visitors' behavior in the park (*figure 30*).



**Figure 30.** Interpretation will educate visitors about Western Snowy Plover nesting

Objective 4.1: Increase the number of interpretive, environmental education, and service-learning programs at Fort Ord Dunes SP.

Strategy 4.1.1: Develop or host environmental education and service learning programs that focus on resource protection.

Task 4.1.1.a: Collaborate with organizations like CSUMB and BLM to develop joint environmental science programs and interpretive programs that focus on resource protection.<sup>6</sup>

Task 4.1.1.b: Develop a junior ranger program that gets children involved in resource protection.

Strategy 4.1.2: Develop or host special events around service-learning activities.

Task 4.1.2.a: Increase the number of beach cleanup or park cleanup events (e.g. California Coastal Cleanup Day).<sup>7</sup>

Task 4.1.2.b: Collaborate with CSUMB to develop a Capstone or internship project that focuses on resource protection.

Objective 4.2: Visitors will become aware of CSP's environmental cleanup, habitat restoration, and historic preservation efforts.

Strategy 4.2.1: Provide timely information to the public about the park habitat and historic preservation programs.

Task 4.2.1.a: Promote park restoration programs on social media sites and the CSP website. Show before and after images with results.

Task 4.2.1.b: Develop interpretive messaging and projects for habitat conservation sites and cultural resource projects.

Task 4.2.1.c: Train park staff working on cultural and natural resource protection projects in methods of interpreting their work to the public.

Strategy 4.2.2: Provide opportunities for visitors to participate in environmental cleanup and habitat restoration programs.

Task 4.2.2.a: Hold service projects where visitors work with park professionals to preserve a resource (e.g. stabilizing dunes using native plants).

Strategy 4.2.3: Develop interpretation for K-12 schools about the park's resource protection programs.

Task 4.2.3.a: Develop hands-on learning projects that get schoolchildren involved in protecting the resource.

Objective 4.3: Visitors will discuss why it is important to follow rules and regulations and how their behaviors positively and negatively affect the park's resources.

Strategy 4.3.1: Combine interpretation with regulatory information.

Task 4.3.1.a: Develop interpretive messaging for restricted areas and during seasonal closures that explain why the area is closed, what resource is being protected, and what visitors can do to help.

Task 4.3.1.b: Develop interpretive messaging to be used at orientation nodes, during interpretive programs, and on CSP websites that makes clear how visitors and their pets can lessen their impacts on park resources (e.g. snowy plover nesting and pet restrictions).

Task 4.3.1.c: Discuss the importance of regulatory information at interpretive programs.

Task 4.3.1.d: Provide training for park staff and volunteers about regulatory information, seasonal closures, habitat conservation programs, and measures taken to protect sensitive species habitat.

Strategy 4.3.2: Provide visitors with concrete examples of how they can help protect the park's resources during their visit.

Task 4.3.2.a: Provide conservation information alongside recycling bins and trashcans.

Task 4.3.2.b: Provide information about water conservation at restrooms and campground areas.

Task 4.3.2.c: Develop campfire programs to teach fire safety and ways to minimize campers' environmental effects.

Task 4.3.2.d: Provide information to visitors about the importance of containing food and trash to protect the park's wildlife and plants (e.g. posters, brochures, public service announcements, information at campfire programs, and signs).

Strategy 4.3.3: Clearly interpret how seemingly harmless actions negatively affect the dunes for visitors, plants, and animals.

Task 4.3.3.a: Develop interpretive projects that encourage discussion about how



human activities and behaviors affect dune habitat.

Task 4.3.3.b: Develop interpretive programs and media about the negative effects of feeding wildlife in the park.

Objective 4.4: Vandalism will decrease.

Strategy 4.4.2: Increase park staff and volunteer presence at the park to deter vandalism.

Task 4.4.2.a: Provide roving interpretation at popular locations within the park during peak use to monitor trails and provide information.

Objective 4.5: Visitors will stay on trails and respect seasonal and permanent closures.

Strategy 4.5.1: Interpretation will promote responsible trail use.

Task 4.5.1.a: Promote responsible trail use during interpretive programs, at orientation nodes, trailheads, and the CSP website.

Task 4.5.1.b: Display public safety messages about unexploded ordnance at park orientation nodes and along trails.

Strategy 4.6.1: Park staff and volunteers will accurately address park regulatory information, including seasonal trail closures, restricted zones, and unexploded ordnance in the park.

Task 4.6.1.a: Provide park staff and volunteers with regularly updated information, training, and Department policy.

Task 4.6.1.b: Hold joint staff and volunteer training with BLM and CSP staff regarding unexploded ordnance at Fort Ord National Monument and Fort Ord Dunes SP on a regular basis. Collaborate with U.S. Army

training officers to provide training and safety information.

## 5.5 GOAL 5: ENHANCE RECREATION

Interpretation will be an integral part of the recreational experience at Fort Ord Dunes State Park.

### *Intent*

As most visitors come to Fort Ord to recreate, interpretation will encourage recreational activities to promote physical fitness and healthy visitors.

Physical fitness was a requirement for soldiers at the Fort Ord Army Base. Target practice at the Beach Ranges (that make up Fort Ord Dunes SP) and training for war required one to be physically and mentally fit. Many of these same training activities, such as par courses, running, and hiking are pursued for enjoyment by the public. Interpretation and recreation can be combined to create new experiences and enhance the public's appreciation and understanding of Fort Ord's human stories.

Objective 5.1: Integrate interpretation into recreational opportunities.

Strategy 5.1.1: Provide interpretation where visitors recreate.

Task 5.1.1.a: Offer guided walks and bicycle tours along the MBNMS Scenic Trail.

Task 5.1.1.b: Many of Monterey's coastal trails travel through the original Fort Ord Army Base. Collaborate with local organizations and agencies to deliver interpretive content, programs, and media about Fort Ord's cultural and natural history along these trails.

Task 5.1.1.c: Collaborate with BLM to hold

recreational programs that highlight Fort Ord's cultural and natural history.

Strategy 5.1.2: Develop recreational facilities, programs, and activities that will enable the public to see, enjoy, and learn about the park's significant resources. Ensure these programs engage a diverse audience and varying abilities.

Task 5.1.2.a: Hold themed recreational events that incorporate Fort Ord Dunes SP's interpretive themes (e.g. – themed family fun rides, walks along the Monterey Bay Sanctuary Scenic Trail, Army-themed fitness events).

Task 5.1.2.b: Offer a surf-fishing class that integrates information about the fish they catch. Incorporate information about the MBNMS and safe fishing practices.

Strategy 5.1.3: Explore the potential for concessionaires and cooperating associations to provide themed recreational opportunities.

Task 5.1.3.a: Develop interpretive projects and recreational programs that complement regional activities and events.

Task 5.1.3.b: Collaborate with recreational providers to hold their programs at Fort Ord Dunes SP or to add interpretation about the park to their programs.

Objective 5.2: Visitors will learn about Fort Ord's military training activities through recreational activities.

Strategy 5.2.1: Develop recreational programs that replicate military training activities.

Task 5.2.1.a: Develop a geocaching program that includes information about Fort Ord's military history.

Task 5.2.1.b: Develop guided walks/hikes that highlight Fort Ord's military stories.

Task 5.2.1.c: Recruit Fort Ord Veterans to consult, to train park staff and volunteers, and to present recreational programs regarding military training activities.

Objective 5.3: Safety incidents for recreational activities will decrease.

Strategy 5.3.1: Include public safety information in interpretive programs, printed and online materials, and interpretive signage.

Task 5.3.1.a: Start every interpretive program with a safety talk.

Task 5.3.1.b: Include a safety component in recreational programs.

Task 5.3.1.c: Promote beach safety during interpretive programs, at orientation nodes, trailheads, and the CSP website.

Objective 5.4: Visitors will be able to describe the recreational activities allowed in the park and areas within the park to recreate.

Strategy 5.4.1: Include information about allowed recreational activities on printed and online materials and interpretive signage.

Task 5.4.1.a: Include permitted recreational activities at orientation nodes, trailheads, and day use areas.

Task 5.4.1.b: Update and revise information about permitted recreational activities and seasonal trail closures on the CSP website and links from other partner sites.

## 5.6 GOAL 6: PARK STEWARDSHIP AND COMMUNITY SUPPORT

Local community members, organizations, and government agencies will take an active role in supporting interpretive services and will inspire them to preserve park resources.

### *Intent*

Interpretation encourages visitors to make emotional connections to the park and inspires them to be good stewards. Getting visitors involved in preservation programs, being consultants on interpretive projects, and volunteering are all ways they can be actively involved in supporting the park. The park is a resource for the local community. Interpretive services provide educational and recreational programs and spaces for visitors to gather (*figure 31*).



**Figure 31.** Interpretive trails and overlooks provide opportunities for programs and gatherings

**Objective 6.1:** Increase community financial support of interpretive programs and services.

**Strategy 6.1.1:** Work with local community members to form a cooperating association that will contribute financial and in-kind support to the park's interpretive services.

**Task 6.1.1.a:** Work with the community to

form a cooperating association to support interpretive programs and services.

**Objective 6.2:** Increase the number of volunteers at Fort Ord Dunes SP to support interpretive services and park stewardship.

**Strategy 6.2.1:** Develop a volunteer program to provide consistent support of interpretive services.

**Task 6.2.1.a:** Develop a volunteer training and recruitment program following CSP policies and procedures.

**Task 6.2.1.b:** Train volunteers and evaluate their programs on an annual basis.

**Task 6.2.1.c:** Recruit local veterans and the National Guard chapter to volunteer at events and to give programs about the park's military history.

**Objective 6.3:** Increase the number of secondary and college-level students who take part in park stewardship programs and interpretive services.

**Strategy 6.3.1:** Provide a location for high schools and colleges to hold classes and programs and offer internship opportunities.

**Task 6.3.1.a:** Coordinate with partners to develop joint training programs and opportunities for volunteers to participate in each other's programs.

**Task 6.3.1.b:** Recruit interns from local colleges and universities to conduct research and prepare interpretive content for programs.

**Task 6.3.1.c:** Recruit and train students to lead interpretive programs.

**Task 6.3.1.d:** Provide opportunities for professionals, students, and the public to conduct research at Fort Ord Dunes

SP that fits with the park’s mission and themes.

Task 6.3.1.e: Involve students in native plant and habitat restoration programs at Fort Ord Dunes SP.

Objective 6.4: Visitors and community members will support the park’s resource protection programs.

Strategy 6.4.1: Get the local community involved in resource preservation projects at the park.

Task 6.4.1.a: Develop a speaker series and interpretive programs about Fort Ord’s military history, natural history, and resource protection programs to present ways visitors can help protect the resource.

Task 6.4.1.b: Hold community service projects where visitors work with park professionals to preserve a resource.

Objective 6.5: Increase the number of interpretive, environmental education, and service-learning programs at Fort Ord Dunes SP through partnerships.

Strategy 6.5.1: Provide a location for organizations to expand their programs to Fort Ord Dunes SP and collaborate with organizations to present joint programs at the park.

Task 6.5.1.a: Identify locations to host interpretive programs for regional interpretive providers. Develop resource and marketing materials to promote these locations.

Task 6.5.1.b: Identify organizations whose programs fit the park’s interpretive periods and themes, develop a partnership agreement with them, and collaborate to develop interpretive content and programs.

## 5.7 GOAL 7: VISITOR OUTREACH

Interpretation will be used as a tool to increase non-traditional users to the park and to reach visitors who cannot visit Fort Ord Dunes SP.

### *Intent*

Interpretation is an effective tool to communicate information about the park to a wide range of users. As California’s complex demographics change, visitors will have different needs and expectations for getting information and using the park. Interpretive messages will be presented in a variety of methods to reach visitors from different age groups, ethnic backgrounds, and abilities. Interpretive services can also reach those who cannot visit the park. Programs can be presented off site at schools and organizations. Technologies such as videoconferencing and online media will be explored as ways to connect visitors to the park’s significant stories and resources (*figure 32*).



**Figure 32.** Interpretive program at California State Parks

Objective 7.1: Increase the diversity of nontraditional visitors to the park.

Strategy 7.1.1: Determine current and potential visitor and user groups.

Task 7.1.1.a: Conduct focus group and visitor surveys to find out who uses the park.

Task 7.1.1.b: Conduct a survey of interpretive and recreational providers to determine who uses their services.

Strategy 7.1.2: Broaden interpretive services to ensure they are inclusive to all visitors.

Task 7.1.2.a: Develop interpretive materials in a variety of methods and media to reach more visitors.

Task 7.1.2.b: Develop interpretive materials, programs, and media in multiple languages and formats.

Task 7.1.2.c: Collaborate with organizations like CSUMB, Monterey Bay Aquarium, and the Defense Language Institute to develop joint online museums and research portals.

Objective 7.2: Visitors, schoolchildren, and community groups outside Monterey County will access the park's interpretive resources and programs.

Strategy 7.2.1: Explore methods to present interpretive programs and messages outside the park.

Task 7.2.1.a: Develop a PORTS program, webinar, or similar program to reach park visitors and classrooms around the state.<sup>8</sup>

Task 7.2.1.b: Collaborate with local interpretive providers to present information about Fort Ord Dunes SP at their programs.

Task 7.2.1.c: Develop interpretive projects that can be delivered on personal hand-held devices.

Task 7.2.1.d: Provide a space in the park where visitors can produce and display public art relating to Fort Ord Dunes SP themes and using different mediums and forms of expression. Record the artwork and display them online.

## Endnotes

1. The Army produced several training films at Fort Ord that highlight training on the beach during the Vietnam Era. These were produced for recruiters to use. These films could be used in interpretive programs, online content, or exhibits. *The Big Picture: Basic Vietnam Era Training Part 1-3 1967.*
2. The Library of Congress has a Veteran Oral History Project that can be used for reference for these programs. The Library of Congress, American Folklife Center 2013.
3. For more information about Capstone projects at CSUMB, visit the website: <http://capstone.csumb.edu/>
4. Monterey Audubon Society, "Events," <http://www.montereyaudubon.org/events.html>, 2012.
5. California State University, Monterey Bay 2013. CSUMB's "Return of the Natives" program teaches children through adults about the importance of watersheds through hands on service learning projects like restoration of waterways and lands that drain into the Bay.
6. California State University, Monterey Bay (CSUMB) and the Bureau of Land Management (BLM).
7. California Coastal Commission, *California Coastal Cleanup Day*, 2012.
8. California State Parks, "Parks Online Resource for Teachers and Students," <http://www.ports.parks.ca.gov/>, (accessed June 4, 2013).

## SECTION 3: INTERPRETATION ACTION PLAN

Figure 33. Hiking to the planned campground overlook point







## CHAPTER 6: INTERPRETATION ACTION PLAN

*The Interpretation Action Plan (IAP) is a roadmap for achieving Fort Ord Dunes SP's interpretive recommendations, detailed in Chapter 5. The IAP guides the park's Annual Interpretation Implementation Plans (AIIP) and Interpretive Service Plans (ISP). These planning documents put the interpretive strategies and tasks into action, implementing interpretive facilities, exhibits, signage, educational programs, and recreational opportunities at the park.*

Many short-range projects (1-5 years) will be accomplished with the development of the New Campground and Beach Access Major Capital Outlay Project. Once completed, two new interpretive facilities will be available for presenting programs. Exhibits in a restored ammunition bunker, interpretive nodes at pathway intersections, and panels along trails and overlooks will provide natural and cultural resource interpretation.

Mid-range projects (5-10 years) include recruiting volunteers and a cooperating association to provide staff and fiscal support for the development of interpretive programs. During this time, the park will work towards developing environmental science, resource protection, and cultural history programs. Collaboration with partners and interpretive providers will help deliver a variety of educational and recreational programs and improve its public outreach.

Long-range projects (10-20 years) include new capital outlay projects (interpretive facilities), projects requiring additional staff, exhibits, special events, internship programs, park service projects, and expanded educational and interpretive programs.

### 6.1 HOW TO USE THIS CHAPTER

The Interpretation Action Plan organizes Tasks in a matrix format by importance, duration, and cost range. Each task is shown with its related Goal and intent.<sup>1</sup> Each Task can be completed as a stand-alone project or program. It may be funded in its entirety by a grant, a designated capital campaign, or a state bond-funded program. Some tasks may be completed at no or low cost with the support of volunteers and staff. Tasks may be combined and accomplished in phases, depending on available staffing and funding capabilities in a particular fiscal year. They may also be completed individually as time and funding permit.

Each Task is assigned a priority number from 1-3. Priority "1" indicates the Task is the highest priority to accomplish in the near term. Coupled with each Task's prioritization is a timeframe for completing the Task, identified as its Duration. This is presented in three increments: *Years 1-5, Years 5-10 and Years 10-20.*

Some Tasks may be listed as *Priority 1* but have a duration of *Years 5-10*. This apparent incongruity should alert the reader that the Task has significant logistical constraints. It is a top priority but there is an acknowledgement that advance work is needed before the Task can be achieved. The advance work might include studies by specialty disciplines like historians, archaeologists, or biologists. It might mean architectural or engineering work is needed to upgrade park infrastructure before the Task's interpretive function can be accomplished.

Park administrators and their community partners should take note of the assigned prioritization and its duration to ensure that the Task is completed within the identified timeframe.

Each Task includes a funding range or cost estimate shown with one or more dollar sign symbols (*table 13*). In estimating the value, consideration was given to all likely costs, including labor, supplies and materials, travel and per diem, and contracts.

**Table 13.** Estimated funding range

Priority	Funding Range
\$	<\$50K
\$\$	\$50K-\$500K
\$\$\$	\$500K-\$1M
\$\$\$\$	>\$1M

The cost estimates for each Task are included in California State Parks' Park Infrastructure Database (PID). Park staff regularly updates project costs in PID. This database should be referred to when a more up-to-date cost is needed than the general price range provided here in the IAP.

CSP is responsible for approving and implementing the IAP Tasks. Typically, a multidisciplinary team will accomplish the scope of work for each Task. The core team will include park administrators, Fort Ord Dunes SP staff, and support from headquarters (e.g. Interpretation and Education Division, and Acquisition and Development, if the project includes infrastructure improvements).

CSP also is responsible for coordinating interpretive content development and delivery with its partners (e.g. cooperating associations and foundations, Native California Indian representatives, subject-matter experts, stakeholders, concessionaires) to carry out the objectives of any given Task. CSP will ensure that all applicable laws, regulations, and departmental guidelines are followed in implementing any project.

Finally, the IAP should be reviewed frequently and updated as conditions change to meet the needs of park managers, interpretive staff, and visitors. Fluctuations in funding and staffing levels as well as costs to complete tasks will change over time. As visitor demographics change, so will the types of programming and activities the park has to offer. New partnerships may change the direction projects will take. The IAP matrix should also be updated to reflect completed projects as well as new projects.

*New Campground and Beach Access Project*

When completed, the New Campground and Beach Access project will accomplish several IAP tasks. For example, the multipurpose building and campfire center will be a staging area for interpretive programs and the Bunker 12 exhibit will provide interpretation on Fort Ord's military history. Interpretive nodes and panels will provide resource protection and conservation messaging, public safety information, cultural and natural history stories, and recreational opportunities, among other topics. In addition, directional signage and a second park entrance with a kiosk will orient visitors to the project site. These project tasks are indicated in the IAP by an asterisk, and may be considered for other areas of the park.

*Endnotes*

1. Refer to the Recommendations (Chapter 5) to see related Objectives and Strategies.



## GOAL 1: ORIENT VISITORS TO FORT ORD DUNES STATE PARK

Visitors will identify Fort Ord Dunes as a state park and will know about its interpretive and recreational opportunities and where to find them once at the park.

### *Intent*

Interpretation will provide visitors with trip planning information and help them easily locate park services, facilities, and amenities. It will also highlight Fort Ord Dunes SP’s interpretive and recreational opportunities, and provide accurate and updated park hours and schedules (*table 14*).

*Note: Tasks are sorted by Priority.*

**Table 14.** Goal 1 Tasks

Task #	Task Description	Priority	Duration	Cost Range
1.1.1.a	Provide clear, updated information about Fort Ord Dunes SP, its interpretive services, and recreational opportunities to interpretive partners, interpretive providers, social media sites, and tourism boards.	1	1-5	\$
1.1.1.c	Collaborate with partners and interpretive providers to promote each other’s interpretive services and offerings.	1	1-5	\$
1.3.1.a	Provide orientation nodes at parking lots, at the campground, and at prominent locations within the park.	1	1-5	\$\$
1.4.1.c	Develop a park brochure with key information that includes maps, recreational opportunities, interpretive services, and park services.	1	1-5	\$
1.4.1.d	Ensure information about interpretive services is consistent and accurate on popular (and CSP-approved) social media sites.	1	1-5	\$
1.1.1.b	Conduct a visitor survey and research how visitors get their information about the park.	2	5-10	\$
1.2.1.a	Coordinate with Caltrans to make sure park signage on State Route 1 is clear and easy to see. Install new signage if needed.	2	5-10	\$\$
1.4.1.e	Develop a roving interpretation program that assists visitors in locating services and learning more about the park’s resources.	2	5-10	\$

Task #	Task Description	Priority	Duration	Cost Range
1.4.2.a	Coordinate information and promote Fort Ord Dunes SP through routine contact with tourism boards in San Francisco, Central California, and Los Angeles, as well as state and regional parks.	2	5-10	\$
1.5.1.a	Collaborate with BLM to create a joint brochure describing the military history of lands at the Ford Ord National Monument and Fort Ord Dunes SP.	2	5-10	\$
1.5.2.a	Develop a card rack and promotional materials that will be distributed to visitors through regional Chambers of Commerce, visitors' bureaus, and hotels.	2	5-10	\$\$
1.2.1.b	Coordinate with local communities adjacent to Fort Ord Dunes SP to place permanent directional signage to Fort Ord Dunes SP in appropriate locations.	3	10-20	\$\$
1.4.1.a	Develop downloadable trip planning programs and information for personal devices.	3	10-20	\$\$
1.4.1.b	Coordinate with local communities to provide park information at public transportation hubs.	3	10-20	\$
1.5.2.b	Develop an annual special event in collaboration with interpretive providers at the Fort Ord National Monument.	3	10-20	\$\$

## GOAL 2: CONNECT VISITORS TO THE PARK’S HUMAN STORIES

Visitors will become aware of Fort Ord Dunes SP’s significant cultural history, particularly its military history.

### Intent

Interpretation at Fort Ord Dunes SP will highlight the park’s significant human stories. Interpretive programs and services will provide visitors with opportunities to explore the military history of the area and learn how people have used the land over time (table 15).

**Table 15.** Goal 2 Tasks

Task #	Description	Priority	Duration	Cost Range
2.1.1.b	Develop self-guided interpretive projects that present the pre-military land use at Fort Ord Dunes SP.	1	1-5	\$\$
2.2.1.a	Develop self-guided interpretive projects that tell the Army’s use of the coastal property through time.	1	1-5	\$\$
2.2.1.c	Interpretive panels will use consistent design throughout the park. Use the existing banner style that was created for the interpretive panels at Stilwell Hall.	1	1-5	\$
2.3.1.a	Develop an exhibit within a historic ammunition bunker that demonstrates its historic use.	1	1-5	\$\$
2.3.1.e	Relocate Range 8 interpretive panels affected by the construction of the New Campground and Beach Access Project and re-install once the project is completed.	1	1-5	\$
2.3.1.f	Develop an interpretive node and/or media at Range 8 that describes historic uses, structures, and features.	1	1-5	\$
2.1.1.a	Develop guided programs that explore the pre-military history of land use at Fort Ord Dunes SP.	2	5-10	\$\$
2.5.1.a	Develop interpretive projects about troop participation in major wars at Fort Ord.	2	5-10	\$\$
2.6.1.a	Develop interpretive projects about women’s participation in the Women’s Army Corps, the Army Nurse Corps, and other positions women held at the Fort Ord Army Base.	2	5-10	\$

Task #	Description	Priority	Duration	Cost Range
2.6.1.c	Provide a means for veterans to share and record their memories of their time at Fort Ord Army Base.	2	5-10	\$\$
2.6.1.f	Collaborate with CSUMB and other organizations to develop an internship or Capstone project where students interview Fort Ord veterans, capturing their stories and experiences.	2	5-10	\$\$
2.4.3.a	Develop interpretive projects that use photographs, Army-produced films related to Fort Ord, and veterans' experiences to tell stories.	2	5-10	\$\$
2.1.1.c	Develop interpretive projects about the changing ways the coastal Fort Ord lands have been used over time, which can be used at the campfire center, multi-use building, interpretive panels, and in content on the park website.	3	10-20	\$\$
2.1.1.d	Develop special events and interpretive projects that celebrate the many cultures whose histories are connected to Fort Ord Dunes SP.	3	10-20	\$\$
2.2.1.b	Acquire surplus Army vehicles for use by park staff as service vehicles.	3	10-20	\$\$
2.3.1.b	Collaborate with the National Guard, Armored Unit to develop special events that interpret Fort Ord's military history on the coastal property.	3	10-20	\$\$
2.3.1.c	Recreate firing positions, outdoor programs, and/or exhibits at Range 8 to interpret Army training at the Beach Ranges.	3	10-20	\$\$\$
2.3.1.d	Develop an orienteering program that teaches map reading — using a compass, GPS, or astronomy — to find locations within the park. Include information about Fort Ord's orienteering training programs.	3	10-20	\$\$\$
2.4.1.a	Develop interpretive projects that simulate training activities soldiers received from WWI through the Gulf War on the coastal property.	3	10-20	\$\$
2.5.1.b	Develop a speaker series where veterans, employees, and subject matter experts discuss Fort Ord's participation in major wars and peacekeeping operations.	3	10-20	\$



Task #	Description	Priority	Duration	Cost Range
2.5.1.c	Collaborate with the Fort Ord Veterans Association, CSUMB, and BLM to develop a joint online museum project that describes Fort Ord’s participation in major wars and peacekeeping operations.	3	10-20	\$
2.6.1.b	Collaborate with the Fort Ord Veterans Association, CSUMB, and BLM to develop changing exhibits for the multi-use building and/or traveling exhibits.	3	10-20	\$\$
2.6.1.d	Develop a database and/or online program where visitors can access veterans’ stories and experiences.	3	10-20	\$\$
2.4.2.a	Create a fitness par course in the park that simulates physical fitness training at the Fort Ord Army Base.	3	10-20	\$\$\$
2.7.2.a	Develop interpretive projects about the USO and/or other recreational activities at Fort Ord (e.g. create a special event that simulates a USO dance or other activity. Include era-appropriate dance lessons, music, and food).	3	10-20	\$\$
2.7.2.b	Develop programs and media about Stilwell Hall.	3	10-20	\$\$

## GOAL 3: CONNECT VISITORS TO THE PARK'S NATURAL RESOURCES

Visitors will become aware of Fort Ord Dunes SP's significant natural resources.

### *Intent*

Interpretation will highlight the park's significant plants, animals, and geological resources, especially dune ecology. Interpretive programs and services will provide visitors with opportunities to learn about and discover the park's natural resources, the Monterey Bay National Marine Sanctuary (MBNMS), and CSP's ongoing restoration and preservation efforts at Fort Ord Dunes SP (*table 16*).

**Table 16.** Goal 3 Tasks

Task #	Description	Priority	Duration	Cost Range
3.1.1.b	Develop self-guided interpretive projects that discuss dune formation and dune ecology, and their function within the MBNMS.	1	1-5	\$\$
3.2.1.c	Develop self-guided interpretive projects about the park's plants and animals, their habitats, and ecosystems.	1	1-5	\$\$
3.3.1.b	Provide links to other sites about the MBNMS on CSP-sponsored websites and social media sites.	1	1-5	\$
3.5.1.c	Develop self-guided interpretive projects about the effects of the changing climate on the park's plants and animals, and the health of the dune fields.	1	1-5	\$
3.2.1.b	Develop guided interpretive programs about Fort Ord Dunes SP's plants and animals, their habitats, and ecosystems.	2	5-10	\$
3.2.1.f	Develop guided interpretive programs about dune ecology and information about MBNMS.	2	5-10	\$
3.3.1.a	Collaborate with MBNMS staff to develop interpretive content and joint programs about the MBNMS and Fort Ord Dunes SP.	2	5-10	\$\$
3.5.1.a	Collaborate with CSUMB, MBNMS, and other organizations to develop interpretive content and joint programs about the effects of climate change on Fort Ord Dunes SP and the MBNMS.	2	5-10	\$

Task #	Description	Priority	Duration	Cost Range
3.5.1.b	Develop guided interpretive programs that incorporate information about the effects of the changing climate on the park's plants and animals, and the health of the dune fields.	2	5-10	\$
3.4.2.a	Provide a location for CSUMB and other organizations to hold watershed and dune restoration programs that use the park as an outdoor classroom. <sup>1</sup>	2	5-10	\$
3.4.2.b	Develop a campfire program and junior ranger program that discusses watershed-themed conservation messaging and gets visitors involved in keeping the park clean.	2	5-10	\$
3.1.1.a	Collaborate with interpretive providers to develop joint environmental science, workshops, and interpretive programs. These programs should be hands-on and actively involve visitors in learning about the Monterey Dunes, dune ecology, and dune formation. Programs should be presented at multiple locations and use the park as an outdoor classroom.	3	10-20	\$\$
3.1.1.c	Provide a location for and develop changing exhibits on topics about dune formation and dune ecology.	3	10-20	\$
3.2.1.a	Collaborate with interpretive providers to develop environmental science and interpretive programs about the relationship between native and invasive plants and animals.	3	10-20	\$\$
3.2.1.d	Develop changing or traveling exhibits, interpretive kits, or online content about Fort Ord Dunes SP's plants and animals, their habitats, and ecosystems.	3	10-20	\$\$
3.2.1.e	Host or develop special events that actively involve the public in learning about the Fort Ord Dunes SP's plant and animal species (e.g. Monterey Christmas Bird Count).	3	10-20	\$\$
3.5.1.d	Provide opportunities for visitors to participate in dune stabilization projects. Provide information and lead discussions about the effects of the changing climate on the park's plants and animals, and the health of the dune fields during the event.	3	10-20	\$

Task #	Description	Priority	Duration	Cost Range
3.5.1.e	Develop a campfire program and junior ranger program that discusses climate change themes and gets visitors involved in protecting the park's dunes.	3	10-20	\$

## GOAL 4: INTEGRATE INTERPRETATION AND RESOURCE PROTECTION

Visitors will support and understand that rules and regulations exist to balance public access with resource protection.

### *Intent*

Interpretation is an excellent way to inform visitors about park resource management. Environmental education programs, park service programs and cleanup events, and historic preservation programs are ways interpretation can be used to educate the public about cultural and natural resource protection. It can also be used as a tool to positively influence and change visitors’ behavior in the park (*table 17*).

**Table 17.** Goal 4 Tasks

Task #	Description	Priority	Duration	Cost Range
4.2.1.a	Promote park restoration programs on social media sites and the CSP website. Show before-and-after images with results.	1	1-5	\$
4.2.1.b	Develop interpretive messaging and projects for habitat conservation sites and cultural resource projects.	1	1-5	\$
4.2.1.c	Train park staff working on natural and cultural resource protection projects in methods of interpreting their work to the public.	1	1-5	\$
4.3.1.a	Develop interpretive messaging for restricted areas and during seasonal closures that explains why the area is closed, what resource is being protected, and what visitors can do to help.	1	1-5	\$
4.3.1.b	Develop interpretive messaging to be used at orientation nodes, during interpretive programs, and on CSP websites that makes clear how visitors and their pets can lessen their impacts on park resources (e.g. snowy plover nesting and pet restrictions).	1	1-5	\$
4.3.1.c	Discuss the importance of regulatory information at interpretive programs.	1	1-5	\$
4.3.1.d	Provide training for park staff and volunteers about regulatory information, seasonal closures, habitat conservation programs, and measures taken to protect sensitive species habitat.	1	1-5	\$

Task #	Description	Priority	Duration	Cost Range
4.5.1.a	Promote responsible trail use during interpretive programs, at orientation nodes, trailheads, and the CSP website.	1	1-5	\$
4.5.1.b	Display public safety messages about unexploded ordnance at park orientation nodes and along trails.	1	1-5	\$
4.6.1.a	Provide park staff and volunteers with regularly updated information, training, and Department policy.	1	1-5	\$
4.6.1.b	Hold joint staff and volunteer training with BLM and CSP staff regarding unexploded ordnance at Fort Ord National Monument and Fort Ord Dunes SP on a regular basis. Collaborate with U.S. Army training officers to provide training and safety information.	1	1-5	\$
4.3.2.a	Provide conservation information alongside recycling bins and trashcans.	1	1-5	\$
4.3.2.b	Provide information about water conservation at restrooms and campground areas.	1	1-5	\$
4.3.2.d	Provide information to visitors about the importance of containing food and trash to protect the park's wildlife and plants (e.g. posters, brochures, public service announcements, information at campfire programs, and on signs).	1	1-5	\$
4.3.3.b	Develop interpretive programs and media about the negative effects of feeding wildlife in the park.	1	1-5	\$
4.1.1.b	Develop a junior ranger program that gets children involved in resource protection.	2	5-10	\$
4.1.2.a	Increase the number of beach cleanup or park cleanup events (e.g. California Coastal Cleanup Day).	2	5-10	\$
4.3.2.c	Develop campfire programs to teach fire safety and ways to minimize campers' environmental effects.	2	5-10	\$
4.3.3.a	Develop interpretive projects that encourage discussion about how human activities and behaviors affect dune habitat.	2	5-10	\$
4.4.3.a	Provide roving interpretation at popular locations within the park during peak use to monitor trails and provide information.	2	5-10	\$

Task #	Description	Priority	Duration	Cost Range
4.1.1.a	Collaborate with organizations like CSUMB and BLM to develop joint environmental science programs and interpretive programs that focus on resource protection.	3	10-20	\$\$
4.1.2.b	Collaborate with CSUMB to develop a Capstone or internship project that focuses on resource protection.	3	10-20	\$\$
4.2.2.a	Hold service projects where visitors work with park professionals to preserve a resource (e.g. stabilizing dunes using native plants).	3	10-20	\$
4.2.3.a	Develop hands-on learning projects that get schoolchildren involved in protecting the resource.	3	10-20	\$\$

## GOAL 5: ENHANCE RECREATION

Interpretation will be an integral part of the recreational experience at Fort Ord Dunes State Park.

### *Intent*

As most visitors come to Fort Ord to recreate, interpretation will encourage recreational activities to promote physical fitness and healthy visitors.

Physical fitness was a requirement for soldiers at the Fort Ord Army Base. Target practice at the Beach Ranges (that make up Fort Ord Dunes SP) and training for war required one to be physically and mentally fit. The public enjoys many of these same training activities, such as par courses, running, and hiking. Interpretation and recreation can be combined to create new experiences and enhance their appreciation and understanding of Fort Ord's human stories (*table 18*).

**Table 18.** Goal 5 Tasks

Task #	Description	Priority	Duration	Cost Range
5.3.1.a	Start every interpretive program with a safety talk.	1	1-5	\$
5.3.1.b	Include a safety component in recreational programs.	1	1-5	\$
5.3.1.c	Promote beach safety during interpretive programs, at orientation nodes, trailheads, and the CSP website.	1	1-5	\$
5.4.1.a	Include permitted recreational activities at orientation nodes, trailheads, and day use areas.	1	1-5	\$
5.4.1.b	Update and revise information about permitted recreational activities and seasonal trail closures on the CSP website and include links from other partner sites.	1	1-5	\$
5.1.1.a	Offer guided walks and bicycle tours along the MBNMS Scenic Trail.	2	5-10	\$
5.2.1.b	Develop guided walks/hikes that highlight Fort Ord's military stories.	2	5-10	\$
5.1.1.b	Many of Monterey's coastal trails travel through the original Fort Ord Army Base. Collaborate with local organizations and agencies to deliver interpretive content, programs, and media about Fort Ord's cultural and natural history along these trails.	3	10-20	\$\$



Task #	Description	Priority	Duration	Cost Range
5.1.1.c	Collaborate with BLM to hold recreational programs that highlight Fort Ord's cultural and natural history.	3	10-20	\$
5.2.1.a	Develop a geocaching program that includes information about Fort Ord's military history.	3	10-20	\$
5.2.1.c	Recruit Fort Ord Veterans Association to consult, train park staff and volunteers, and to present recreational programs regarding military training activities.	3	10-20	\$
5.1.2.a	Hold themed recreational events that incorporate Fort Ord Dunes SP interpretive themes (e.g. themed family fun rides, walks along the Monterey Bay Sanctuary Scenic Trail, Army-themed fitness events).	3	10-20	\$
5.1.2.b	Offer a surf-fishing class that integrates information about the fish they catch. Incorporate information about the MBNMS and safe fishing practices.	3	10-20	\$\$
5.1.3.a	Develop interpretive projects and recreational programs that complement regional activities and events.	3	10-20	\$\$
5.1.3.b	Collaborate with recreational providers to add interpretation about Fort Ord Dunes SP in their programs or to hold their programs at the park.	3	10-20	\$

## GOAL 6: PARK STEWARDSHIP AND COMMUNITY SUPPORT

Local community members, organizations, and government agencies will take an active role in supporting interpretive services and inspire visitors to preserve park resources.

### *Intent*

Interpretation encourages visitors to make emotional connections to the park and inspires them to be good stewards. Getting visitors involved in preservation programs, acting as consultants on interpretive projects, and volunteering are all ways they can be actively involved in supporting the park. The park is a resource for the local community. Interpretive services provide educational and recreational programs and spaces for visitors to gather (*table 19*).

**Table 19.** Goal 6 Tasks

Task #	Description	Priority	Duration	Cost Range
6.1.1a	Work with the community to form a cooperating association to support interpretive programs and services.	2	5-10	\$
6.2.1.a	Develop a volunteer training and recruitment program following CSP policies and procedures.	2	5-10	\$
6.2.1.b	Train volunteers and evaluate their programs on an annual basis.	2	5-10	\$
6.3.1.a	Coordinate with partners to develop joint training programs and opportunities for volunteers to participate in each other's programs.	2	5-10	\$
6.5.1.a	Identify locations to host interpretive programs for regional interpretive providers. Develop resource and marketing materials to promote these locations.	2	5-10	\$
6.2.1.c	Recruit local veterans and the National Guard chapter to volunteer at events and to give programs about the park's military history.	3	10-20	\$
6.3.1.b	Recruit interns from local colleges and universities to conduct research and prepare interpretive content for programs.	3	10-20	\$
6.3.1.c	Recruit and train students to lead interpretive programs.	3	10-20	\$
6.3.1.d	Provide opportunities for professionals, students, and the public to conduct research at Fort Ord Dunes SP that fits with the park's mission and themes.	3	10-20	\$

Task #	Description	Priority	Duration	Cost Range
6.3.1.e	Involve students in native plant and habitat restoration programs at Fort Ord Dunes SP.	3	10-20	\$
6.4.1.a	Develop a speaker series and interpretive programs about Fort Ord's military history, natural history, and resource protection programs to present ways visitors can help protect the resource.	3	10-20	\$
6.4.1.b	Hold community service projects where visitors work with park professionals to preserve a resource.	3	10-20	\$
6.5.1.b	Identify organizations whose programs fit the park's interpretive periods and themes, develop a partnership agreement with them, and collaborate to develop interpretive content and programs.	3	10-20	\$

## GOAL 7: VISITOR OUTREACH

Interpretation will be used as a tool to increase non-traditional visitors to the park and through various media, to reach those unable to visit Fort Ord Dunes SP.

### *Intent*

Interpretation is an effective tool to communicate information about the park to a wide range of users. As California's complex demographics change, visitors will have different needs and expectations for getting information and using the park. Interpretive messages will be presented in a variety of methods to reach visitors from different age groups, ethnic backgrounds, and abilities. Interpretive services can also reach those who cannot visit the park. Programs can be presented off site at schools and organizations. Technologies such as videoconferencing and online media will be explored as ways for connecting visitors to the park's significant stories and resources (*table 20*).

**Table 20. Goal 7 Tasks**

Task #	Description	Priority	Duration	Cost Range
7.1.1.a	Conduct focus group and visitor surveys to find out who uses the park.	2	5-10	\$\$
7.1.1.b	Conduct a survey of interpretive and recreational providers to determine who uses their services.	2	5-10	\$
7.1.2.a	Develop interpretive materials in a variety of methods and media to reach more visitors.	2	5-10	\$
*7.1.2.b	Develop interpretive materials, programs, and media in multiple languages and formats.	2	5-10	\$\$
7.2.1.a	Develop a PORTS program, webinar, or similar program to reach park visitors and classrooms around the state.	3	10-20	\$\$
7.2.1.b	Collaborate with local interpretive providers to present information about Fort Ord Dunes SP at their programs.	3	10-20	\$
7.2.1.c	Develop interpretive projects that can be delivered on personal hand-held devices.	3	10-20	\$\$
7.2.1.d	Provide a space in the park where visitors can produce and display public art relating to Fort Ord Dunes SP themes, and using different mediums and forms of expression. Record the artwork and display them online.	3	10-20	\$\$

Task #	Description	Priority	Duration	Cost Range
7.1.2.c	Collaborate with organizations like CSUMB, Monterey Bay Aquarium, and the Defense Language Institute to develop joint online museums and research portals.	3	10-20	\$\$

## TASK AND PRIORITY CHECKLIST

Many tasks have similar steps for accomplishing each one. For example, interpretive content and curriculum will need to be developed for all topics. Likewise, multiple methods for presenting information should be considered for each task. Developing interpretive panels, exhibits, printed and online media are all ways to communicate your message. Use table 21 as a checklist to plan interpretive projects.

**Table 21.** Task and Priority Checklist

Prioritize topics to interpret

- Identify and meet with stakeholders to consult with and to help prioritize topics.
- Use focus group surveys and visitor surveys as tools to prioritize topics and presentation methods.
- Review the list of topics on an annual basis to ensure continued relevancy and presentation methods.
- Expand interpretation of a topic, group, or organization.
- Consult and collaborate with (group, tribe, organization, experts) when developing interpretive programs regarding their culture.
- Develop interpretive content and curriculum for K-12 children.
- Develop interpretive content for personal and non-personal interpretation.
- Identify specific park natural and historic features and use them to tell stories and provide interpretation at their locations.
- Provide a location for (group, tribe, organization, experts) to present programs.
- Develop interpretive kits for use at schools or other locations.
- Develop online activities and programs for teachers, students, and the public.
- Place interpretive panels along trails and paths to highlight stories and provide safety and regulatory information.
- Using a variety of presentation methods, address multiple learning styles to interpret Fort Ord Dunes SP's natural and cultural history.
- Develop changing or traveling exhibits for display at local organizations, museums, and community centers.
- Repeat key information in different parts of the park to reinforce messages.
- Review and update interpretive material annually to ensure relevancy.
- Incorporate Army insignia from units based at Fort Ord into programs and exhibit designs.

*Endnotes*

1. California State University, Monterey Bay 2013. CSUMB's "Return of the Natives" program teaches children through adults about the importance of watersheds through hands-on service learning projects like restoration of waterways and lands that drain into the Bay.





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## APPENDICES

### APPENDIX A: INTERPRETATION MASTER PLAN WORKSHOP

May 16, 2013, Monterey District office from 5:30-8:30 p.m.

Representatives from local organizations, educational institutions, government agencies, Native American Tribes, and subject area experts were invited to participate in an interpretation master planning workshop (*table 22*). At the meeting, people shared information about their organization, programs, and user groups. Participants then worked in small groups to suggest locations at Fort Ord Dunes SP to discuss topics and types of activities CSP could provide. Finally, the group discussed possible partnership and collaboration opportunities for interpretation and recreational activities.

Information from this workshop facilitated the development of the Interpretation Action Plan and sections of the Interpretation Master Plan. Many participants noted that the meeting was a good opportunity to meet and explore ways to share resources and expand interpretive opportunities.

**Table 22.** Workshop Participants

Name	Title	Organization
Brady Owens	Partnership, Outreach, and Planning Coordinator	Bureau of Land Management, Hollister Field Office
Tammy Wright Owens	Park Ranger	Bureau of Land Management, Hollister Field Office
Erik Zaborsky	Archaeologist	Bureau of Land Management, Hollister Field Office
Dave Anderson	Professor of History	California State University, Monterey Bay (CSUMB)
Emily Howard	Education Coordinator, Return of the Natives Program	CSUMB
Suzy Worchester	Professor of Biology	CSUMB
Patrick Orozco	Tribal Chair	Costanoan Ohlone Rumsien-Mutsun Tribe or Pajaro Valley Ohlone Indian Council
Cameron Binkley	Deputy Command Historian	Defense Language Institute, Presidio of Monterey Chamberlin Library
Jim Covell	Senior Manager of the Guest Experience	Monterey Bay Aquarium

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Dawn Hayes	Acting Deputy Superintendent/Program Operations Coordinator	NOAA, Monterey Bay National Marine Sanctuary
Liz Love	Education Specialist	NOAA, Monterey Bay National Marine Sanctuary
Tami Huntley	Administrator	Monterey Institute for Research in Astronomy
Jackie Nelson	Environmental Education Supervisor	Monterey Peninsula Regional Park District
David Klein	Retired	National Guard Reservist
Todd Lewis	Acting Monterey District Superintendent	California State Parks, Monterey District
Sean James	Acting Monterey Sector Superintendent	California State Parks, Monterey District
Amy Palkovic	Environmental Scientist	California State Parks, Monterey District
Joan Carpenter	Associate Civil Engineer	California State Parks, Monterey District
Ken Gray	Staff Park and Recreation Specialist, Retired	California State Parks, Monterey District
Patricia Clark-Gray	Regional Interpretive Specialist	California State Parks, Monterey District
Chris Swiden	Museum Curator III	California State Parks, Northern Service Center
Kathy Schulz	Regional Interpretive Specialist	California State Parks, Northern Service Center
Katie Metraux	Regional Interpretive Specialist	California State Parks, Northern Service Center



## APPENDIX B: FORT ORD DUNES SP VEGETATION ZONES, PLANT AND ANIMAL ZONES

Table 23 and Table 24 present vegetation, plant, and animal zones at Fort Ord Dunes SP. These tables were extracted from the Fort Ord Dunes SP General Plan (2004). More information about plants, animals, and ecological zones can be found in the General Plan, Habitat Conservation Plan, and Habitat Management Plan.<sup>1</sup>

**Table 23.** Vegetation Zones, Communities, and Associated Vegetation and Wildlife

Vegetation Zone	Associated Vegetation Community	Dominant Common Plant Species	Associated Special status Plant Species	Associated Wildlife Habitat	Dominant Common Animal Species	Associated Special Status Animal Species
Coastal Dune	Beaches, Bluffs, And Blowouts	Sea Rocket, Beach Evening, Primrose, Yellow Sand Verbena		Barren	Loons, Caspian Tern, Cormorants, Grebes, California Gull, Heermann's Gull, Least Sandpiper, Black-Bellied Plover, Killdeer, European Starling, Red Fox, Feral Animals	Western Snowy Plover, Globose Dune Beetle
	Northern Fore dune	Buckwheat Species, Seacliff, Beach Sagewort, Seaside Paintbrush, Douglas' Bluegrass, Pink Sand Verbena, Iceplant	Monterey Spineflower, Yaden's Wallflower, Sand Gilia, Coast Wallflower, Sandmat	Coastal Scrub	Common Insects, Red-Tailed Hawk, Northern Harrier, White-Tailed Kite, American Kestrel, Sharp-Shinned Hawk, Feral Animals	Smith's Blue Butterfly, Globose Dune Beetle, Black Legless Lizard

Vegetation Zone	Associated Vegetation Community	Dominant Common Plant Species	Associated Special status Plant Species	Associated Wildlife Habitat	Dominant Common Animal Species	Associated Special Status Animal Species
Coastal Dune	Central Dune Scrub, (Or Coastal Dune Scrub)	Subshrubs, Silver Beach Lupine, Deerweed, Mock Heather, Coyote Brush, Poison Oak	Monterey Spineflower, Sand Gilia, Monterey Ceanothus, Coast Wallflower, Sandmat	Coastal Scrub	Common Insects, White-Crowned Sparrow, Brown-Head Cowbird, Anna's Hummingbird, Bushtit, Red-Tailed Hawk, Northern Harrier, White-Tailed Kite, American Kestrel, Sharp-Shinned Hawk, Feral Animals	Smith's Blue Butterfly, Globose Dune Beetle, Black Legless Lizard
	Northern Coastal Scrub	Coyote Brush, Poison Oak, Blue Blossom, California Coffeeberry, Cow Parsnip, Bee Plant, California Man-Root, Common Yarrow And Soap Plant	Monterey Spineflower, Sand Gilia, Monterey Ceanothus, Coast Wallflower, Sandmat	Coastal Scrub	Common Insects, Red-Tailed Hawk, Northern Harrier, White-Tailed Kite, American Kestrel, Sharp-Shinned Hawk, Feral Animals	Globose Dune Beetle, Black Legless Lizard
	Maritime Chaparral	Blue Blossom, Manzanita Species, Mock Heather, Coyote Brush, California Sagebrush, Poison Oak	Monterey Ceanothus, Coast Wallflower	Mixed Chaparral	Common Insects, Red-Tailed Hawk, Northern Harrier, White-Tailed Kite, American Kestrel, Sharp-Shinned Hawk, Feral Animals	Globose Dune Beetle

Vegetation Zone	Associated Vegetation Community	Dominant Common Plant Species	Associated Special status Plant Species	Associated Wildlife Habitat	Dominant Common Animal Species	Associated Special Status Animal Species
Invasive Species Dominant	Disturbed Dunes	Cut Leaved Plantago, Ripgut Brome, Kikuya Grass		Annual Grassland	European Starling, Ground Squirrel, Deer Mouse, Red Fox, Feral Animals	
	Ice Plant	Ice Plant			Squirrel, Red Fox, Feral Animals	

**Table 24.** Special-status plant species reported at Fort Ord Dunes and the immediate vicinity<sup>2</sup>

Common Name <i>Scientific Name</i>	Listing Status (USFWS / CDFW / CNPS)	General Habitat	Project Site Occurrence
<b>FEDERAL OR STATE LISTED SPECIES</b>			
Monterey spineflower <i>Chorizanthe pungens</i> <i>var. pungens</i>	FT / -- / List 1B	Coastal dunes and scrub on sandy soil	Present and restored at Fort Ord Dunes SP and remaining former Fort Ord area
Robust spineflower <i>Chorizanthe robusta</i> <i>var. robusta</i>	FE / -- / List 1B	Sandy terraces and bluffs within cismontane woodlands, dunes, or scrub	Unconfirmed presence at Fort Ord Dunes SP
Seaside bird's-beak <i>Cordylanthus rigidus</i> <i>ssp. littoralis</i>	-- / CE / List 1B	Closed-cone coniferous forest, maritime chaparral, cismontane woodland, coastal dunes, coastal scrub (sandy, disturbed sites)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
Yadon's wallflower <i>Erysimum menziesii</i> <i>ssp. Yadonii</i>	FE / CE / List 1B	Coastal dunes	Restored at Fort Ord Dunes SP, and present in remaining former Fort Ord area

<b>Common Name Scientific Name</b>	<b>Listing Status (USFWS / CDFW / CNPS)</b>	<b>General Habitat</b>	<b>Project Site Occurrence</b>
Sand gilia <i>Gilia tenuiflora ssp. arenaria</i>	FE / CT / List 1B	Coastal dunes, coastal scrub on sandy soil	Present and restored at Fort Ord Dunes SP
Tidestrom's lupine (Clover Lupine) <i>Lupinus tidestromii</i>	FE / -- / List 1B	Coastal dune, and other coastal habitats	Not observed or reported at Fort Ord Dunes SP or remaining former Fort Ord area
Yadon's rein orchid <i>Piperia yadonii</i>	FE / -- / List 1B	Coastal bluff scrub, closed-cone coniferous forest, maritime chaparral (sandy soil)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
<b>FEDERAL SPECIES OF CONCERN</b>			
Monterey ceanothus <i>Ceanothus cuneatus var. rigidus</i>	FSC / -- / List 4	Closed-cone coniferous forest, maritime chaparral, coastal scrub	Present in the northern portion of Fort Ord Dunes SP
Coast wallflower <i>Erysimum ammophilum</i>	FSC / -- / List 1B	Maritime chaparral, coastal dunes, coastal scrub (sandy)	Present and restored at Fort Ord Dunes SP and remaining former Fort Ord area
Kellog's horkelia <i>Horkelia cuneata ssp. sericea</i>	FSC / -- / List 1B	Closed-cone coniferous forest, maritime chaparral, coastal scrub (sandy or gravelly)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
<b>CALIFORNIA NATIVE PLANT SOCIETY SPECIES ONLY</b>			
Hickman's onion <i>Allium hickmanii</i>	-- / -- / List 1B	Closed-cone coniferous forest, maritime chaparral, coastal prairie, coastal scrub, grassland	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
Hooker's manzanita <i>Arctostaphylos hookeri ssp. hookeri</i>	-- / -- / List 1B	Closed-cone coniferous forest, maritime chaparral, cismontane woodland, coastal scrub (sandy)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area

Common Name <i>Scientific Name</i>	Listing Status (USFWS / CDFW / CNPS)	General Habitat	Project Site Occurrence
Monterey manzanita (Toro manzanita) <i>Arctostaphylos montereyensis</i>	-- / -- / List 1B	Maritime chaparral, cismontane woodland, coastal scrub (sandy)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
Sandmat manzanita <i>Arctostaphylos pumila</i>	-- / -- / List 1B	Coastal dunes, coastal scrub on sandy soil	Present at Fort Ord Dunes SP and remaining Former fort Ord area
Eastwood's goldenbush <i>Ericameria fasciculata</i>	-- / -- / List 1B	Closed-cone coniferous forest, maritime chaparral, coastal scrub (sandy)	Absent from Fort Ord Dunes SP, but present in remaining former Fort Ord area
STATUS CODES:			
FEDERAL: USFWS		STATE: CDFW	
FE = Listed as endangered by the federal government		CE = Listed as endangered by the State of California	
FT = Listed as threatened by the federal government		CR = Listed as rare by the State of California	
FSC = Federal Special Concern			
FPE = Federally proposed for listing as endangered			
CNPS			
List 1B = Plants rare, threatened, or endangered in California and elsewhere			
List 2 = Plants rare, threatened, or endangered in California but more common elsewhere			
List 3 = Plants about which more information is needed			
List 4 = Plants of limited distribution			
-- = No listing status			

*Endnotes*

1. California State Parks 2004, 2-26 to 2-27
2. Ibid, 2-31 to 2-32

## APPENDIX C: FORT ORD'S BEACH RANGES

Appendix C describes in more detail the coastal area of Fort Ord, which makes up the present Fort Ord Dunes SP. This is excerpted from the CSP report, *The Beach Ranges at Fort Ord Dunes State Park*. See the park map (*figure 34*) to reference the military features discussed in this section.



**Figure 34.** Ford Ord coastal area showing Beach Ranges after 1940

### *Development of Beach Ranges*

At least one report indicates that the area that later became known as the beach ranges was used for troop training during the 1930s.<sup>1</sup> According to another report, anti-aircraft training with machine guns firing at targets towed behind aircraft was conducted in the area in 1938 and 1939.<sup>2</sup> It also appears that the beach area was used as a recreation area before being converted to range use.

In 1940, the beach area of the newly expanded fort was identified as ideal for target ranges. The land was unoccupied, the sand dunes provided perfect backdrops for firing ranges, and a restricted area could be maintained over the ocean to the west. The Southern Pacific Railroad and SR 1 would separate the beach ranges from the rest of the base. No firing would be conducted across the highway and the beach area provided plenty of clear space, up to 600 yards. Different caliber rifles and guns were

used at the ranges. The Army also planned to establish anti-aircraft ranges in the area. Later that same year, the Salinas and Monterey Peninsula communities donated 274 acres to the south of Marina and west of the railroad to the Army. This land would soon form part of the beach ranges.<sup>3</sup>

...At the outbreak of World War II, Fort Ord was developed as a training ground and staging area for large numbers of troops. Soldiers were trained in the use of a variety of weapons, hand-to-hand combat, amphibious landings, jungle warfare, among many other tactics. To support this training, many different ranges were developed including combat ranges, mortar ranges, antitank ranges, anti-aircraft ranges, artillery ranges, moving target ranges, heavy (.50) and light (.30) machine gun ranges, rifle ranges, pistol ranges, known distance ranges, and artillery ranges.<sup>4</sup>

For the known distances ranges, there were 200-, 300-, and 500-yard ranges. Standard "sliding targets" were used on these ranges. Overhead telephone lines connected places on the ranges with range houses. Cable was buried along the length of the range as well as the width of each firing point to provide for this communication.<sup>5</sup>

By October of that year, Fort Ord had the following ranges in place:

- 200-yard .30-cal. range
- 300-yard .30-cal. range
- 500-yard .30-cal. range
- 3 combat ranges
- .22-cal. ranges
- 1,000 inch machine gun range
- .45-cal. pistol range

- 37mm and mortar range
- chemical warfare range
- 37mm and 75mm or larger range (up to 5000 yard)

...By late in the year work on the beach ranges in the western portion of the post was underway by Works Progress Administration (WPA) crews. Six known distance ranges were built on a mile-long front facing the sand dunes. It appears that the northern part of the beach range area was developed first.<sup>6</sup> Numerous small buildings were also under construction to support the firing activities. These included range houses and latrines, as well as signal wire and terminal boxes. Initially, each range had 1-2 range houses and 2-3 latrines.

By May 1941, fences and a lighting system were requested for a magazine area, indicating that the magazines themselves had likely been constructed by that time.<sup>7</sup> By September 1941, the beach area contained at least five ranges, including the following:

- 200-yard rifle range
- 300-yard rifle range
- 1000-inch rifle range (.30 or .22 caliber)
- 1000-inch light and heavy machine gun range (.30 caliber or Browning Automatic Rifle)
- 1000-inch .50 or .30 caliber machine gun range

These ranges contained between 2-3 latrines each, at the head of the range behind the firing line, along with a range house on three of them. There were also two range storehouses, and a large warehouse....<sup>8</sup>

During the war, the beach range area was also used for amphibious assault training, with troops disembarking from landing craft in the ocean and “storming” the beach area.<sup>9</sup>

The ranges at Fort Ord, including the beach ranges, were extremely well organized, orderly, and well kept. Vegetation was carefully maintained. Trainees fired from firing positions to the east, firing at targets to the westward at the dunes. The range numbering changed throughout the years, with numbers 10 and 13 omitted at certain points while utilized at other points. There were generally 17 or 18 ranges in total.

By 1946, the beach range area included 18 ranges that included 200- and 300-yard rifle ranges, machine gun ranges, pistol ranges, a skeet range, an infiltration course, and an obstacle course. The area between the Balloon Track and Stilwell Hall was used as a general training area by that time. By 1949, a Rifle Instruction Circle (RIC) was developed to the southeast of Stilwell Hall. The RIC was used for training in the aiming and sighting of rifles.

By 1951, there were several ranges designated as Trainfire ranges, along with a 1000-inch .30-caliber machine gun range, a known distance (Range 8), a skeet range, and a pistol range.<sup>10</sup> By 1953, there were 18 ranges (1-18) along with the RIC and a Bayonet Assault Course. No range 9 is depicted on a map dating from 1957.

Beginning in the early 1960s Chemical Biological and Radiological (CBR) training was conducted on the beach ranges. This training involved the identification of targets while wearing gas masks, and did not involve the use of chemical, biological, or radiological materials themselves. There were also Target Detection Ranges, which were used to train soldiers in the identification of targets while wearing a gas mask. By the early 1960s, it appears



that the general arrangement of the modern beach range area had taken shape with ranges 1-17 in place. There was an indoor range between Ranges 14 and 15. The Beach Range Headquarters was located by Range 9.<sup>11</sup>

Two basic types of ranges emerged at the beach range area: the known distance and the combat range. The known distance range involved firing at targets from an established distance, whereas the combat ranges involved moving forward and firing at targets at different and unanticipated distances. Similarly, there were several types of targets: bull's-eye, silhouette, and combat. The targets used on the known distance ranges were larger than those used on combat ranges.

By the 1980s, there was frequently no range 10 or 13, though by 1992 these ranges are utilized again. There was also a "George S. Patton Jr. Park in the range area".

Eventually, the 952-acre beach range area contained bivouac areas; a bayonet assault course near Range 7 with two buildings at its head camouflage area; an infiltration course;<sup>12</sup> an indoor range; and an ammunition supply point with several large concrete bunkers. The range area contained a large railroad siding with loading platform. Practice mortars with inert training devices were also used in certain ranges. Amphibious assault landings and battle demonstrations were also a part of the use of this portion of Fort Ord.<sup>13</sup>

*Ammunition Supply Point (ASP, also ammunition storage area)*

Several range operation activities were also housed at the ammunition storage area, including repair of targets, lane markers, etc. There were also several offices in this area, as well as a guard tower (still standing).

The ammunition storage magazines (or bunkers) stored a variety of ammunition, including high explosive shells. There were two types of magazines, 8 of which measured 26'6" x 60'8" and the other 4 measure 26'6" x 40'8." They are all constructed of reinforced concrete including floors, walls, and roofs. The fore walls on the bunkers are larger than the front dimension. A narrow heavy metal door on the front provides the only access. Each bunker was equipped with 110-volt electrical power.

A series of steel buildings were added to the ASP area in the mid-1980s with berms constructed around them. There were reports of ammunition found during this construction, reportedly from individuals stealing the ammunition, then burying them.<sup>14</sup>

*Range Activities*

Red flags flying from flag poles at the head of each range indicated that the range was in use.

Targets were housed in warehouses at the range, and then transported to smaller range buildings at the downrange position. Targets were generally canvas set in a wood frame (6'x8'). Soldiers, while training on the ranges each had to rotate through various positions, including what was known as "pulling targets" or lifting targets up for those on the range to fire at. Generally there were between 30-40 soldiers on each range at one time, constantly cycling through until the unit completed its time on the range.

Safety was constantly drilled into the soldiers so that it would become second nature. This was particularly important, and true on the ranges. Soldiers were taught and admonished to keep their weapons pointed downrange (Willie Smith personal communication 2007).

Upon reaching the range, soldiers would

be issued their ammunition, which they had to account for. All brass casings were collected and turned in at the completion of time on the range.

Each firing position and firing lane had a number, which denoted lines of fire. These were marked with wood stakes at the head of the range. Black triangle signs served as range boundary markers, denoting the edge of one range. Soldiers fired from four positions: freestanding, kneeling, sitting, and prone. The M14 rifle fired a 7.62mm, whereas the M16 fired a 5.56mm round.

Officer of the Day was generally a Lieutenant or Captain in rank. He was stationed in a tower overlooking the range and ran the operation of the range.

The range had personnel assigned to operate it. A detachment ran range control, which handled all material on the range including the targets. Range personnel consisted of one man per five soldiers. These personnel relayed orders and messages by the officer of the day. The Training NCO for each unit would come out to the range. In addition to these beach ranges, soldiers trained in transition and field firing in other locations on the post.

...Before ever stepping foot on the range, the new trainee received preliminary instructions on the use of his rifle. After classroom work, the trainee went to the Rifle Instruction Circle (RIC) where he was taught the four basic firing positions, as well as items such as sight pictures, triangularization boards and how to use the sights on his rifle. Finally, the trainee was taken out to the range. The first phase was on the 1,000-inch range where principles taught in the classroom are applied in the field with live ammunition. From there, the next phase was on the Known-Distance Range where all the previous training in breathing, trigger squeeze, proper positioning, sighting, and others were applied. The trainee then qualified for the record at distances of 200,

300, and 500 yards.

Under the qualification system, there were three categories (in order of proficiency)

- Marksman
- Sharpshooter
- Expert (for which you were paid an extra \$1.00 per month)

Expert was the top honor for riflemen. There was a lot of competition on the firing range between platoons.<sup>15</sup>

### *Training*

An infantry training company generally consisted of 250 men, or five platoons of 50 each. In command of the company was an officer, generally a First Lieutenant or Captain. Every company also had a First Sergeant, generally a master sergeant, E-8, who handled all the administrative matters and essentially ran the company. Platoon drill sergeants, usually a sergeant first class, E-7, generally oversaw the training. The platoon drill sergeant was generally a career Non-Commissioned Officer, and was in charge of the day-to-day training of raw recruits, creating passable soldiers in an eight-week cycle. The drill sergeant was out with his troops at all hours and all weather.

Repetitive drill, in close order drill, and the manual of arms were used to ensure that each recruit was proficient within a few weeks. After rigorous calisthenics, recruits had breakfast and cleaned the barracks for inspection. Then the company would march out in ranks to the rifle range, obstacle course, machine gun range, or compass and map reading.<sup>16</sup> Other training included marching, keeping the barracks in order, rifle drills, inspections of weapons, equipment, personal gear and uniforms, and gas training, where gas masks were worn, and gas was released.<sup>17</sup>

### *Buildings*

Numerous buildings were constructed on the beach ranges, primarily to support the range firing activities. They primarily consisted of range houses, towers, latrines, and offices. There were also storage buildings, an indoor range, a paint shed, pump house, guard posts, and Quonset huts. Two sewage treatment plants were also in place, the Ord Village Sewage Treatment Plant and the Main Garrison Sewage Treatment Plant. Seven storm drain outfalls, which collected storm water from the Main Garrison area of Fort Ord, also discharged into the bay.<sup>18</sup>

### *Stilwell Hall*

The most famous and recognizable building in the beach ranges, and arguably on the entire post, was the Soldier's Club, commonly known as Stilwell Hall. During World War II, the Soldier's Club was built in the beach range area. It was the brainchild of General Joseph Stilwell, who sought to create a recreation center for enlisted soldiers, instead of the customary officers club found on most posts. Its construction was funded by a combination of funds, including the federal government and funds provided by every soldier.<sup>19</sup>

...Completed in 1943, it was situated prominently on the top of a bluff close to the ocean. Several murals were painted by WPA artists and installed in the hall... Other artwork in the hall included drapes, lamps, wrought iron, mosaics, and woodwork, all custom made for the Soldier's Club. In 1960, the Soldier's Club was renamed Stilwell Hall to honor "Vinegar Joe" Stilwell who commanded Fort Ord at the beginning of World War II...<sup>20</sup>

The building was determined eligible for listing in the National Register of Historic Places under criteria A, B, and C...Because of extensive coastal erosion (particularly in storms during 1983) a massive rock embankment was built to protect Stilwell

Hall in 1984. Soon thereafter, the Army concluded that to protect the building adequately would require the construction of a permanent seawall, at a cost greater than the cost of the building. When initially constructed, the building was 400 feet away from the ocean. By the late 1990s, however, the building and site was in danger of falling into the sea...<sup>21</sup> The Stilwell Hall Preservation Society formed in an effort to save the Soldiers Club, hoping to move the building before coastal erosion took it into the sea. Despite valiant efforts, the building was demolished in 2003. Four murals and one framed painting were viewed as particularly significant. Though the painting and one of the murals were stolen in 1995, the other most significant artwork from the building was removed.<sup>22</sup>

*Endnotes*

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7. Geisee, Capt., J E. "Fencing of Critical Areas." 1941.
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10. United States Army Corps of Engineers. "Main Garrison Layout. Drawing Number H-36.4. 1:300' scale. Approved 4 September, 1951. Corps of Engineers, U.S. Army, Office of the Post Engineer, Fort Ord, California." Fort Ord, CA, 1951.
11. Heassler, Fenton and Flynn 2004, 22-3.
12. An infiltration course consisted of machine guns equipped with height restrictors and fired over the heads of troops who crawled under barbed wire through a course between 100 and 150 yards long. Charges in pits within the course would also be detonated, producing a report and smoke. These courses were designed to acclimatize troops to the sights and sounds of the battlefield.
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15. Bischoff, Matt. "The Beach Ranges at Fort Ord Dunes State Park." Historic research on Fort Ord Beach Ranges, Monterey, n.d., 7.
16. Compass and map reading may have taken place in other areas of the base.
17. For more information about training, see Matt Bischoff's report. Bischoff n.d.
18. Bischoff n.d., 12-13
19. Ibid., 12
20. Ibid., 13
21. Ibid., 13
22. Fort Ord Alumni Association. *Stilwell Hall: The Past, Present & Future July 20, 2000*. October 2008. <http://foaa.csusb.edu/archives/stilwell-hall> (accessed October 12, 2012).

## APPENDIX D: FORT ORD DUNES SP STRUCTURE INVENTORY, DEMOLITION, AND REUSE LIST

The closure of the Fort Ord Army Base was announced in 1991. State Parks applied for the property in 1992 and the application was approved in 1994. The property was transferred from the Federal Government to the State of California in 2009, and opened to the public that same year. State Parks began planning for the establishment of the park and undertaking management activities in the early 1990s. Between 1994 and 2009, existing structures were surveyed for the presence of asbestos and lead, current condition, historic value, and potential reuse. Seventy-seven buildings were removed, and four were retained for interpretation and reuse. Funding was provided by a Resources Agency grant, the U.S. Army and State Parks. Table 25 presents a list of these buildings.

**Table 25.** Structure Inventory, Demolition, and Reuse List

Location	Facility #	Type	Year Built	Year Removed
Ammo Supply Pt.	914	Quonset Storage		2007
Ammo Supply Pt.	915	Concrete Storage		2007
Ammo Supply Pt.	916	Metal Warehouse		2007
Ammo Supply Pt.	919	Wood Frame Office		2007
Ammo Supply Pt.	924	Metal Storage		2007
Ammo Supply Pt.	919A	Wood Frame Storage		2007
Ammo Supply Pt.	S921	Metal Storage		2007
Ammo Supply Pt.	T914	Quonset Storage	1965	1997
Ammo Supply Pt.	T920	Office	1942	1997
Ammo Supply Pt.	T921	Metal Storage		2007
Ammo Supply Pt.	T925	Office		1997
Balloon Spur	1A99	Wood Frame Office		2007
Range 01	S2050C	Storage	1951	1997
Range 01	T2044D	Tower		1997

<b>Location</b>	<b>Facility #</b>	<b>Type</b>	<b>Year Built</b>	<b>Year Removed</b>
Range 01	T2050B	Storage	1951	1997
Range 01	T2050D	Storage		1997
Range 01	TR9010	Range House	1984	1997
Range 02	T2044C	Tower		1997
Range 02	TR9020	Support	1984	1997
Range 02	TR9021	Latrine	1984	1997
Range 03	S2050	Storage	1951	1997
Range 03	S2050A	Storage	1951	1997
Range 03	T2044B	Tower		1997
Range 03	TR9030	Latrine	1984	1997
Range 03	TR9031	Latrine	1984	1997
Range 04	2019	Latrine		2007
Range 04	T2019	Tower		1997
Range 04	TR9040	Office		1997
Ranges 5 and 6	T2027B	Tower		1997
Ranges 5 and 6	T2028B	Tower		1997
Ranges 5 and 6	TR9070	Classroom		2007
Ranges 5 and 6	TR9050	Latrine		1997
Range 07	T2020A	Tower		1997
Range 07	TR9070	Latrine		1997

Location	Facility #	Type	Year Built	Year Removed
Range 08	4B44	Wood Frame Latrine		Retained For Interpretation
Range 08	T2026R	Tower		1997
Range 08	T2026S	Tower		1997
Range 08	T2026T	Tower		1997
Range 08	T2026W	Tower		1997
Range 08	T2026Z	Storage		Retained For Interpretation
Range 08	TR9080	Wood Frame Classroom		Retained For Interpretation
Range 08	TR9081	Wood Frame Tower		Retained For Interpretation
Range 08	TR9082	Latrine		1997
Range 08	TR9083	Latrine		1997
Range 08	TR9084	Latrine	1984	1997
Range 08	TR9085	Latrine	1984	1997
Range 08	TR9086	Latrine	1984	1997
Range 08	TR9087	Latrine	1984	1997
Range 09	2066	Warehouse		2007
Range 09	T2090A	Latrine	1941	1997
Range 09	T2090B	Tower		1997
Range 09	T2090C	Storage	1945	1997
Range 09	T2090D	Storage	1941	1997
Range 11	2079	Concrete Sewer Pump Station		2007

<b>Location</b>	<b>Facility #</b>	<b>Type</b>	<b>Year Built</b>	<b>Year Removed</b>
Range 11	2093B	Tower		1997
Range 11	T2093A	Latrine	1941	1997
Range 12	T2094A	Tower		1997
Range 12	T2094B	Storage	1941	1997
Range 12	T2094C	Latrine	1941	1997
Range 14	S2095A	Latrine		1997
Range 14	S2096D	Latrine		1997
Range 14	T2096E	Storage	1945	1997
Range 14	T2096F	Tower		1997
Range 14	T2096G	Storage	1983	1997
Range 14	TR9130	Storage		1997
Range 15 and 16	T2097A	Storage	1941	1997
Range 15 and 16	T2097B	Latrine	1941	1997
Range 15 and 16	T2097C	Tower	1941	1997
Range 15 and 16	T2098A	Tower		1997
Range 17	T2099A	Latrine	1941	1997
Range 17	T2099B	Storage	1941	1997
Range 17	T2099C	Latrine	1941	1997
Ranges	T2027A	Office		1997
Ranges	TR09060	Latrine		1997



<b>Location</b>	<b>Facility #</b>	<b>Type</b>	<b>Year Built</b>	<b>Year Removed</b>
RR Loading Dock	1A39	Wood Frame Office		2007
Stilwell Area	1A121	Office		1997
Stilwell Area		Stilwell Hall		2003



## APPENDIX E: SCOPE OF COLLECTIONS STATEMENT

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Date: October 2011

### E.1 Purpose

The purpose of a Scope of Collection Statement (SOCS) is to provide a comprehensive museum collection plan, which specifically defines the types of objects a unit collects and why it does so. A SOCS describes a park unit's current collection, what they might want to add in the future, what not to add, and what may need to be removed from the collection. The SOCS acts as a guide in evaluating new acquisitions, in budgeting, prioritizing resources, and the overall planning and management of a park unit's museum collection.

### E.2 Introduction

#### *Unit Description*

Fort Ord Dunes SP is located on the coastal strip of Monterey Bay between the City of Marina and the City of Seaside and Sand City in the County of Monterey, State of California. The park unit has a total of 990 acres.

#### *Natural Resources*

The park supports hundreds of different species of wildlife and plants. It includes fragile dune ecology, such as beaches, bluffs, dune scrub, coastal strand and the Monterey Bay National Marine Sanctuary. Seven plant species are considered rare,

endangered, or threatened:

- sand gilia
- Monterey spineflower
- coast wallflower
- Yadon's wallflower
- sandmat manzanita
- Monterey ceanothus
- Monterey Indian paintbrush

Six species of wildlife are also endangered, threatened, or species of special concern:

- sea otter
- Smith's blue butterfly
- Western snowy plover
- bank swallow
- California black legless lizard
- globose dune beetle

State parks employees are in the process of carefully planning for the removal of non-native vegetation (i.e. African ice plant, pampas grass, etc). and the reintroduction of native dune plants. For an in-depth description of the park's natural resources, refer to Fort Ord Dunes SP Preliminary General Plan, 2004.

#### *Cultural Resources*

No archaeological sites have been recorded in Fort Ord Dunes SP. There are however, many historic structures from the military period. These include:

- 12 underground ammunition bunkers
- Two wooden guard and firing range observation towers

- A concrete firing range pit wall and attached wooden firing range target storage building
- A concrete railroad loading dock
- Two small wooden general-purpose support buildings.

Many of these structures could be used for interpretive and storage purposes in the future. Stilwell Hall, which was a Soldiers' Club built by the U.S. Army Quartermaster Corps, WPA workmen, and artists. This significant structure was being considered for use as a Visitor Center. Unfortunately, it was necessary to tear the structure down in 2006 as the ocean was undercutting the supporting bluff.

#### *Prehistory*

This coastal area of the Monterey Peninsula may have been used only peripherally by the Rumsien who were of the Ohlone or Costanoan Indian groups. The absence of fresh water and a deficiency of food resources, especially shellfish, may have led to this stretch of coast being rarely utilized. If archaeological sites ever were present, they would have been buried by the shifting sands or the installation of the firing ranges. Many archaeological studies have been done for the Fort Ord Dunes SP area, but no archaeological sites have been recorded within a mile of the park's boundaries.

#### *History and Significance*

European explorers visited the Monterey Coast in the early 17<sup>th</sup> Century. The voyage of Sebastian Vizcaino in 1602 was the first extensive exploration of the area. Naming Monterey Bay after the Viceroy of New Spain, Vizcaino reclaimed Alta (Upper) California for Spain. His favorable descriptions of Monterey Bay led to the overland explorations of Captain Gaspar de Portolá in 1769. Franciscan Junípero Serra, who led the establishment of

missions in California, was among the members of de Portolá's company.

In 1770, Gaspar de Portolá founded the Presidio and Father Serra established the Mission of San Carlos Borromeo de Monterrey. The mission was moved to its current location near the present-day town of Carmel-by-the-Sea in 1771. Many of the local Indians were taken into the Mission and trained as plowmen, shepherds, cattle herders, blacksmiths, and carpenters. Father Serra managed this mission until his death in 1784. The area later encompassed by Fort Ord was used during the Spanish era of occupation for cattle grazing.

Mexico obtained independence from Spain in 1822 and for nearly 25 years, the Mexican flag flew over the Monterey Bay area. The town, which became the provincial capital, expanded beyond the old Presidio walls. Mission secularization in 1834 led to the distribution of mission lands around Monterey Bay as Mexican land grants. Even though American traders were in the Mexican-ruled Monterey Bay area by 1822, the American Army/Navy forces landed in Monterey in 1846 (during the Mexican-American war) to take over control of California for the United States.

The Fort Ord Dunes SP coast area was claimed by the City of Monterey in 1853, but conflicting claims for this same property kept it tied up in court until 1859. The City of Monterey's title was proven with the U.S. Land Commission; however, the City of Monterey was bankrupted by the long legal proceedings. It was forced to sell the 28,000 acres of land to Delos Ashley and David Jacks to pay for the City's legal representation. David Jacks soon owned the acreage that included the present day Fort Ord Dunes SP coast area, Marina State Beach and Monterey State Beach.

From the 1880s to the 1940s, Monterey Bay became the center of a thriving fishing

and canning industry and grew through the contributions of many ethnic groups. Chinese and Japanese villages sprang up around abalone and squid fishing and later the area became known for its sardine fisheries.

In the 1880s, the David Jacks Corporation sold 7,000 acres to the Southern Pacific Railroad, a subsidiary of the Pacific Improvement Company. The famous Del Monte Hotel, built by the Pacific Improvement Company, was reached by Southern Pacific's new rail line that ran from Castroville to Monterey (through the Fort Ord properties).

The Presidio at Monterey was established in August of 1902. As it was close to San Francisco, the Army valued the adjacent space on the Monterey Bay for maneuvers and training. The David Jacks Corporation allowed the Army stationed at the Presidio to utilize land, which later became Fort Ord, for additional gunnery ranges. High School Cadet Training began in this same area in 1913 at what was called the Gigling Reservation, after a local rancher. This area later became known as Camp Ord, and finally as Fort Ord.

It was not until 1917 that the War Department appropriated money to purchase 15,000+ acres of land from the David Jacks Corporation. Gigling Reservation (or Camp Gigling) was intended to serve the needs of the troops at the nearby Presidio, especially for artillery practice. Soon after purchase, an active Army artillery unit was stationed at the Presidio of Monterey.

Infantry, cavalry, and horse-drawn artillery were the primary units assigned until 1940, when the 76<sup>th</sup> Field Artillery moved to Fort Ord, and the 11<sup>th</sup> Cavalry was sent to patrol the Mexican border. Civilian Conservation Corps (CCC) units 3346 and 3347 were established in 1935. The personnel from these units were to be used for brush clearing and the

construction of new structures on the base. By 1939, Gigling Reservation had become Camp Ord (named after Civil War Major General Edward Otho Cresap Ord). With the reactivation of the 7<sup>th</sup> Infantry Division in 1940, Camp Ord becomes Fort Ord.

After the CCC units were disbanded, the U.S. Army Quartermaster Corps, WPA workers, and artists were hired in 1941 to construct Stilwell Hall at Fort Ord. This facility was to comply with the Morale Operations Branch of the War Department requirements for construction of quality of life facilities (i.e. churches, recreational halls, hospitals, etc.) on all military installations. The WPA was dismantled in 1943 due to the war, so private contractors finished the construction of Stilwell Hall.

Basic and specialized combat training were held at Fort Ord from 1940 until the base closed in 1994. New weapons and tactics development were also a key part of the base operation starting in 1957. The beach area that made up this portion of Fort Ord consisted of ammunition storage, railroad loading and unloading, and numerous ranges for training with various types of weapons.

### **E.3 Museum Collections**

#### *History of the Collection*

There are presently no museum collections owned and/or managed by Fort Ord Dunes SP. Individuals and other agencies have saved personal military items and architectural features from the Soldiers' Club known as Stilwell Hall. The personal items include postcards and letters from Fort Ord, personal photographs, artwork made at the base. The architectural material includes WPA murals, chandeliers, a long bar tile, and other items.

#### *Relationship to State Park and Non-State*

### *Park Collections:*

These parks have similar interpretive themes and collections to Fort Ord Dunes SP:

- Angel Island State Park (military Civil War-Cold War)
- Monterey State Historic Park (Monterey cultural history)
- Monterey State Beach (Monterey Bay ecology)
- Andrew Molera State Park (Central coast dairy and ranching)
- Wilder Ranch State Park (Central coast dairy, ranching, and agriculture)
- Natural Bridges State Beach (Monterey Bay marine ecology)
- The Bureau of Land Management, Hollister Office, has overlapping interpretation and interpretive periods, as it was part of the Fort Ord Army base.
- The Friends of the Fort Ord Warhorse (FFOW) interprets the history of the Fort Ord Army warhorses and soldiers. FFOW holds a collection of Fort Ord-related 1930-1940s-era military artifacts.
- According to their website, the Presidio of Monterey Museum interprets Monterey's military development from the indigenous period, which highlights the area's native populations through the Spanish and Mexican periods, up to the present day. Because of the important role of the military in Monterey between 1902 and today, the majority of the museum is dedicated to the development of the Presidio as a training base.
- The Monterey Bay Aquarium interprets the living marine life of the Monterey Bay, which is quite different from what the focus will be at Fort Ord Dunes SP.
- Presently the Museum of Monterey History and Art Association is exhibiting a section of the original Stilwell Hall bar.
- The Department of Defense Veterans Administration Clinic in Marina is expected to display the conserved WPA mural. The mural is owned by the Army. This mural had been a fixture of Stilwell Hall, before it was torn down. Two other important U.S. Army Stilwell Hall murals are on long-term loan and displayed at CSUMB.
- The Army maintains other artifacts from Stilwell Hall.
- Although the Command History Office, Defense Language Institute does not generally maintain other museum items, they do have considerable archival resources relating to Fort Ord.
- The Fort Ord Museum and Archive Program (FOMA) is in the process of collecting historical memorabilia related to Fort Ord. They are planning for a museum (but do not yet have a building) to exhibit and store Fort Ord-related archives and objects.
- Similar interpretation and collections may be found at the Presidio of San Francisco, which is managed by the National Park Service.

### *Monterey City and County*

- Presidio of Monterey Museum
- Museum of Monterey
- Monterey Bay Aquarium

- Monterey Bay National Marine Sanctuary office

#### **E.4 People Consulted**

- Matt Bischoff, State Historian III
- Kris Quist, Museum Curator II, Monterey District
- Dr. Steven Payne, Historian with Army Language Institute
- Lisa Crunk, Archivist with the Army Language Institute
- Steve Levenson, Professor at CSU Monterey Bay
- Dave Anderson, Professor at CSU Monterey Bay
- Sergeant First Class Burke, Army National Guard

#### **E.5 Planning Documents Consulted**

- Cultural Resources: Literature Search and Overview, Fort Ord, California, Prepared for the Department of the Army, Sacramento Corps of Engineers, Sacramento, California, contract DACA05-78-C-0160 By Environmental Research Archaeologists (9179)
- Fort Ord Coast Project Resource Summary, CSP (1994)
- Documentation for the Naming and Classification of the Fort Ord Dunes State Park, California Department of Parks and Recreation (1995)
- Fort Ord Dunes State Park, Preliminary General Plan, CSP (1996)
- The Museum System (TMS)

- Guide for Writing a Scope of Collections Statement, 2009

#### **E.6 Interpretation**

Fort Ord Dunes SP has an Interpretive Element as part of its general plan (2004). Interpretation will help visitors understand the significant natural, cultural, and recreational resources, and encourage them to appreciate these valuable assets. It also has an Interpretation Master Plan (2013).

##### **E.6.1 Interpretive Periods**

Periods set the historic framework of park interpretation within Fort Ord Dunes SP, directing and focusing interpretive themes, facilities, and activities to represent specific years.

- The primary interpretive period is the late pre-history to the present with emphasis on the past use of the land (in particular by the military) and the future use of the land.
- The secondary interpretive period is geologic times to the present — the natural story.

#### **E.7 Collection Development Goals**

Listed below are suggested items that pertain to Fort Ord that should be considered for future acquisition into the museum collections. These items should focus on what might have been used or found in this beach portion of Fort Ord.

##### *Items to Consider*

- Historic military vehicles from the 1920s to 1980s, such as troop and equipment trucks, water trucks, tanks, rail cars, etc.

- Historic military items such as uniforms, targets, training posters, printed creeds, and training props such as demonstration guns and compasses
- Historic military ammunition containers or plans that will allow these objects to be accurately constructed
- Historic military objects such as canteens, mess kits, food carriers, garbage cans used to sterilize the dishes in field mess situations
- Original architectural plans and drawings of military buildings that would have been situated along this beach portion of the Fort
- Architectural features from the WPA-constructed Soldiers' Club (Stilwell Hall)
- Archival material such as photographs, pamphlets, books, and reports that document the military presence and use of this beach area
- Natural history specimens that can be used to interpret the plants and wildlife of Fort Ord Dunes SP and the local area
- Objects from the Rumsien that are appropriate to interpret this group

## **E.8 Collection Management Goals**

- If concession contracts are written, the contract shall state clearly that all furnishings, art, military objects, etc. brought in by the concession are "personal property" that shall be removed from Fort Ord by the concessionaire at the end of the contract. It shall be emphasized that

no concession objects will be assumed part of CSP's museum collection without the review of the objects by the district's Museum Curator (Chapter 2000 of the DOM Manual). The district museum curator will make recommendations about the significant objects to the District Superintendent, who will then decide which objects, if any, will be acquired. All donations from concessionaires must be documented on the Deed of Gift forms, with original signatures on all copies of the forms.

- The concession contract shall also state that the concessionaire shall not collect in competition with the State Park. Any offers of objects to the concessionaire must be immediately referred to the district museum curator who will review these offers with the district Superintendent to decide if they should be included in the museum collections.
- Dedicated Museum Collections Facility: Fort Ord museum collections must be stored in one secure and environmentally safe collection management facility. This facility should be dedicated to collections management work, research, and storage. Only park staff designated as Collections Managers should have access to this facility. It should be big enough to store all the collections and their associated documentation and it should have a work area where staff can clean, catalog and inspect the objects on a regular basis. There should also be an area set aside for researchers working with the museum collections.
- Cataloging and documentation: An accession book shall be started and all objects considered museum collections



- shall be immediately accessioned, cataloged, photographed or scanned and the information about the objects and their storage locations entered into The Museum System (TMS) database.
- Staff training: Park staff shall be provided with regular collections management training to ensure that the department’s collection management policies and procedures are met. This includes the appropriate methods of reporting, documenting and storing incidental finds and proposed donations. The accession book will be updated as new accessions are processed.
  - Conservation: The museum collections shall be evaluated regularly by a Museum Curator to determine if they require conservation treatment. All conservation treatments must be documented in TMS.
  - Security: Museum collection documentation (accession book, gift documents, etc.) will be stored in locked filing cabinets with access given to the Designated Collections Manager and the Sector Superintendent. The areas where collections are stored will have a locking door with access given to designated trained district staff. These storage areas shall be environmentally safe (see below in “Environmental conditions” for specifications) and they should have a security, smoke detection, fire alarm and a fire suppression system.
  - Disaster plan: Staff shall develop a plan for handling the museum collections and documentation at Fort Ord Dunes SP in the event of a disaster.
  - Environmental conditions: The environment in the collection storage area will be maintained to avoid extreme daily fluctuations of the temperature (between 50 and 70 degrees) and Relative Humidity (from 45 to 55%). The temperature and relative humidity should be kept at a stable level (which means that the heat and/or air conditioning should not be turned on and off each morning or night).
  - Develop an Integrated Pest Management Program: An Integrated Pest Management program should be developed for all areas that house museum collections. This should include a regular housekeeping plan for these buildings and the information should be entered in the CAMP maintenance database.
  - Scope of Collection Update: The Scope of Collections Statement should be reviewed and updated on a regular basis (i.e. within a 5-year period).



## APPENDIX F: INTERPRETIVE PROVIDERS

Table 26 provides a partial listing of interpretive providers in the region. This table can be used when developing interpretive programs or when seeking partnership opportunities. It is organized by type of interpretive services, subject matter, and distance from the park.

**Table 26.** Interpretive Providers in the Monterey Bay Area

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
Agricultural History Project Museum Watsonville, CA	Preserve and promote the history of agriculture on the Central Coast.	x				
Boronda Adobe History Center, Salinas, CA	Interprets Spanish (Alta) California history in Monterey County	x				
Bureau of Land Management, Hollister Office	Lands on the former Fort Ord base offer 86 miles of trails on approximately 7,200 acres. They are open every day from dawn to dusk for hikers, mountain bikers, horseback riders, wildlife/wildflower photographers, and nature enthusiasts. BLM provides an outdoor classroom for environmental education and research science projects or for special field trips focusing on soil erosion, wetland ecology, or habitat restoration.	x	x	x	x	x
California State University, Monterey Bay (CSUMB) History Department	History of the Fort Ord base, public programs, lectures, exhibits, research facilities, library, archives, and college programs on the history of Fort Ord and the Monterey Bay area.	x	x	x	x	

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
CSUMB, Environmental Science Programs	Monterey Bay science and education programs, service learning, environmental education. Return of the Natives and Watershed Institute focuses on conservation, restoration, and preservation of the environment, especially on Fort Ord public lands and Monterey Bay Area. CSUMB offers teaching and school programs, community service programs, and environmental education programs.	x	x	x	x	
CSUMB, Fort Ord Alumni Association	Fort Ord base history, online archives, partner with Fort Ord Dunes SP	x				
Colton Hall Museum, Monterey, CA	Colton Hall is a historic town hall and public school and the location of California's first Constitutional Convention in October 1849. The house museum presents exhibits on the constitutional convention and early Monterey.	x				
Cooper-Molera Adobe, Monterey SHP, owned by the National Trust for Historic Preservation	House museum exhibits, barns, vegetable and fruit gardens, and a visitor center on two acres.	x				
Elkhorn Slough National Estuarine Research Reserve	Teacher Training Program, environmental education programs, visitor center and exhibits, kayak tours, interpretive programs about wetlands along the Monterey Bay.		x	x	x	x
Fremont Peak Observatory Association	Interpretive concessions of CSP provide public astronomy programs.		x			

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
Monterey Bay Aquarium, Monterey, CA	Marine ecology, ocean ecology, Monterey Bay natural history, aquariums, education, and conservation of the Earth’s oceans. Research institute, aquariums, teaching programs, extensive science and environmental education programs for schoolchildren, climate change research.	x	x	x	x	
Monterey County Youth Museum, Monterey, CA	Constructed as a microcosm of “what makes Monterey special,” this 8,500-square-foot museum is packed with a variety of hands-on exhibits. Focus is on children ages 10 and under.		x	x		
Monterey Museum of Art, Monterey, CA	The Museum features eight galleries devoted to exhibitions of American and early California painting, photography and contemporary art.	x				
Monterey State Historic Park	Monterey State Historic Park consists of significant historic houses and buildings interspersed throughout Old Monterey. The park’s primary interpretive focus is on Monterey’s cultural history. Significant topics include Native American history, Spanish and Mexican periods, California Missions, California’s First Capitol, the development of the Monterey Bay region, international, state, and local trade and commerce, and maritime history. Buildings include the Larkin House, Robert Louis Stevenson House, Custom House, California’s First Theatre, Casa del Oro, Casa Soberanes, First Brick House, Old Whaling Station, Pacific House, and Sherman Quarters.	x				

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
National Park Service Rivers, Trails and Conservation Assistance Program	RTCA works collaboratively, by invitation, with partners on a wide variety of conservation and recreation projects.					x
National Steinbeck Center, Salinas, CA	The National Steinbeck Center offers three distinct visitor experiences in literature and history, agriculture and art, as well as special events and educational programs.	x				
Pacific Grove Natural History Museum, Pacific Grove, CA	The Museum's mission is to inspire discovery, wonder, and stewardship of our natural world. The Museum has become a living field guide to the California Central Coast.		x			
Pajaro Valley Historical Association, Watsonville, CA	In 1940, the Pajaro Valley Historical Association was established to preserve, interpret, and promote the history of the diverse cultures that shaped California's Monterey Bay area.	x				
Presidio of Monterey Museum, Monterey, CA	Museum exhibits mostly dedicated to the development of the Presidio as a military training base, but include Native American, Spanish, Mexican, and American periods relating to Monterey.	x				
Recreational Equipment, INC, Marina, CA	REI, INC. is a for-profit outdoor recreation clothing and equipment company. REI offers local recreational programs, an outdoor school, and community service programs. It also provides partnership grants to nonprofits that support their mission.					x

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
San Juan Bautista SHP, San Juan Bautista, CA	There are guided tours of several historic buildings and grounds around the mission. Adjacent to the mission, the park includes several structures built in the 1800s. There are house museums and exhibits in the Plaza Hotel, the Zanetta House/Plaza Hall, the Plaza Stables, and the Castro-Breen Adobe. The park also features a blacksmith shop, the historic jail, and an early American settler’s cabin. Interpretive periods include the Spanish and Mexican eras, California’s Missions, Native American history, early San Benito County history, and American emigration.	x				
The Old Mission San Juan Bautista, San Juan Bautista, CA	The Catholic Church gives tours of the mission and grounds.	x				
Santa Cruz Museum of Natural History, Santa Cruz, CA	Native Peoples: The Ohlone, Geology of the Santa Cruz Region, Wildlife and Habitats of the Santa Cruz Region, Marine Life of the Monterey Bay, Garden Learning Center.	x	x	x	x	
Seymour Marine Discovery Center, Santa Cruz, CA	The Seymour Marine Discovery Center is a research and education facility of the University of California, Santa Cruz. The lab serves as a base for field research in Monterey Bay and the ocean beyond.		x	x	x	
Steinbeck Wax Museum, Monterey, CA	Steinbeck’s Spirit of Monterey Wax Museum features over 100 wax figures depicting 400 years of CA history. The museum hosts community heritage projects and guided tours.	x				

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
The Monterey Bay National Marine Sanctuary (MBNMS), Monterey Office	The MBNMS was established for the purpose of resource protection, research, education, and public use.	x	x	x	x	x
Sanctuary Exploration Center, Santa Cruz, CA	The center features engaging interactive and multi-media exhibits to help visitors explore the sanctuary's remarkable marine environment, highlighting their personal role in protecting this special underwater treasure.		x	x	X	
The Monterey County Historical Society	The Society is responsible for a massive collection of family, city, and county archival materials.	x				
UC-MBEST University of California Monterey Bay Environmental, Science, and Technology Center	Multi-partner research and development center aimed at developing innovative solutions to emerging issues of the 21 <sup>st</sup> Century.		x	x		
University of California Santa Cruz Arboretum, Santa Cruz, CA	Research and teaching facility committed to plant conservation, which serves both the campus and the public. California native plant programs include Native California uses of plants, conservation, and preservation of native plants. Special events, school programs, and guided tours.	x	x	x	x	



Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
<p>Monterey Bay Dunes Coalition, citizen group</p>	<p>Volunteers work to preserve the coastal dunes and beaches that stretch from Monterey to the north of the Salinas River. Educational Resources include curriculum exhibits and displays. Education Programs include the Beach Garden Project, a hands-on volunteer restoration of degraded dunes at state park beaches. Activities include seed collection, propagation workshops, out planting, and weeding. Includes classroom slide show about the Monterey Sand Dunes and restoration. Target Audiences: K-12, Adult, Teacher. Internships are available.</p>			<p>x</p>	<p>x</p>	
<p>Command History Office, Defense Language Institute Foreign Language Center (DLIFLC)</p>	<p>Maintains a Historical Records Collection focused on the history of DLIFLC, the Presidio of Monterey, and Fort Ord. The holdings relate to Fort Ord and Stilwell Hall items, is the only known (and nearly complete) archival collection of the Fort Ord Panorama Newspaper, photographs, blueprints, maps, etc. DLIFLC involves service learning students and archival interns in our Fort Ord history and archival projects, and the Command History Office mission includes research and interpretation of Fort Ord history, including occasional lectures or presentations on that topic.</p>	<p>x</p>			<p>x</p>	

Interpretive Provider	Topics and Historical Connection	Cultural History	Science education	Environmental education	Service learning	Outdoor Recreation
<p>Friends of the Fort Ord Warhorse (FFOW), Marina, CA</p>	<p>FFOW, a nonprofit status organization in Marina, interprets the history of the Fort Ord Army warhorses and soldiers. FFOV holds living-history events at the Marina Equestrian Center in the spring and on Veterans Day. The Friends are working for the preservation and protection of Army station veterinary hospital buildings and equestrian presence at and near the Marina Equestrian Center for living-history events, and development of a living-history museum. Greenways and trails interconnecting the historical Marina Equestrian Center park area with Fort Ord Dunes State Park and Fort Ord National Monument. Portions of stable buildings on General Jim Moore Boulevard and further documentation of their existence and importance. FFOV presents speakers and has an extensive collection of uniforms (both horse-related and general), tack, and memorabilia at its annual events, Veterans Day and Fort Ord Warhorse Day in the spring.</p>	x				x
<p>Fort Ord Reuse Authority: Community Information Center (CIC), Marina</p>	<p>According to their website, “The CIC combines a variety of interactive options including uses of historical artifacts, touchscreen computers, and other media. These resources assist users to be engaged and informed on subjects such as the history of Fort Ord, the Base Reuse Plan and current reassessment of the plan, ordnance and explosives removal, habitat preservation, construction projects, and recreational opportunities.”<sup>1</sup> The center has maps, photos, and artifacts on display from Fort Ord.</p>	x	x	x	x	x

*Endnotes*

1. Fort Ord Reuse Authority. *Fort Ord Reuse Authority*. n.d. <http://www.fora.org/about.html> (accessed August 30, 2012).



## APPENDIX G: GENERAL PLAN INTERPRETATION SECTION

The 2004 General Plan Social Resources Section sets the direction for interpretation at Fort Ord Dunes SP.

### *Interpretive and Educational Resources*

Interpretation and education are based on the premise that knowledge deepens the park experience and provides lasting benefits, not only to individuals but also to society in general. Interpretive themes define the point of view given to the presentation of the park's natural, cultural, aesthetic, and recreational resources. Interpretation and education assist in the preservation of these valuable resources by educating visitors to the impacts they have on resources and on park operations.

The park contains significant natural and military history features. This General Plan calls for sustaining native wildlife and plant habitat; thereby preserving the natural character of the area, which provides important environmental educational opportunities. The park will provide an opportunity to work closely with all levels of education providers to enhance curricula in science and history-social science frameworks as well as other frameworks. The park is in close proximity to a number of educational facilities and it will be imperative to develop communication with the education providers to ensure that interpretive and educational programming directly reflects the curriculums of local school children and the needs of other park visitors.

Specific areas of the park will have distinct and unique learning opportunities. The themes of the park will be used as a starting point to identify the rich interpretive values contained within the park.

The following presents the major interpretive themes created to help communicate resource information to the public and the interpretive goals and related guidelines for the park and its natural resources and past history. If this approach is successful, individuals will have an enriched park experience and, in turn, may be encouraged to help preserve and protect the varied resources found within the park.

### *Interpretive Period*

The primary interpretive period for the park is from late pre-history to the present with emphasis on the past use of the land (in particular by the military) and the future use of the land. The secondary interpretive period is from geologic times to the present — the natural story.

### *Interpretive Themes*

Interpretation relies on themes to describe the significant natural and cultural resources in personally meaningful ways. Themes help connect the various pieces of the park so that relationships between plants, animals, topography, climate, geology, and other elements and forces can be better understood. More importantly, thematic interpretation helps the park visitor understand the role humans have played and continue to play in interacting with and modifying these resources. The unifying and primary themes that would be interpreted at Fort Ord Dunes are listed as follows.

#### *Unifying Theme*

Many cultures have left their imprints on the landscape.

#### *Primary Themes*

People have utilized the dunes and impacted the sensitive dune ecosystem since the Spanish Period.

The park and offshore areas are impacted by the hazardous materials and other pollutants.

The military has left the greatest imprint on the land and the community.

Volunteers and visitors are an important part of park management.

### *Unifying Theme*

The coast is a dynamic and changing place. At Fort Ord Dunes State Park, we will balance the need to protect the valuable resources of the park with the need of providing public access and recreation.

### *Primary Themes*

Dunes, and the vegetation and wildlife that inhabit it, represent a rare and rapidly disappearing feature of the California coast.

Protecting and restoring native plant communities is a priority at Fort Ord Dunes State Park.

The ocean view and a “sense of remoteness” are important aesthetic resources of the park.

Recreation will be an important component of the park experience.

*The following sections further describe topics that will be interpreted at Fort Ord Dunes for each of the unifying and primary themes listed above.*

### *Unifying Theme*

Many cultures have left their imprints on the landscape.

### *Primary Theme*

People have utilized the dunes and impacted the sensitive dune ecosystem since the Spanish Period.

*Territory of the Rumsien.* Interpretation will focus on the lands around the park that were once part of the territory of the Ohlone/Rumsien Indians — mostly in the upland regions of Fort Ord. The Rumsien tribelet of the Ohlone Indians were the people most closely associated with the Fort Ord coastal area. These groups had minimal impact on the dune ecosystem.

*Lands of the Ranchos.* The lands were once part of Rancho Rincon de las Salinas. Prior to 1877, wealthy Monterey County loan broker David Jacks acquired Tract III, a 28,000-acre area that incorporated approximately 10 miles of beachfront below the southern boundary of Rancho Rincon de las Salinas. This vast tract included the present-day Fort Ord Dunes State Park, Marina State Beach, and Monterey State Beach. Interpretation will feature maps that illustrate how current lands were once part of the ranchos.

*Cattle grazing — impacts on the land.* Interpretation will discuss how the area was used during the Spanish and Mexican era of occupation as an area of cattle grazing and how this affected the native plants of the area.

*The land and agriculture.* During the latter part of the 19<sup>th</sup> and early part of the 20<sup>th</sup> centuries, the area east of the Fort Ord beachfront was devoted to agriculture. Interpretation will discuss what was grown in the area and the effect on the land.

*Military use of the dunes.* Interpretation will discuss how the natural topography and land use of the dunes has been extensively modified by the Army during construction of the fifteen firing ranges, use of the Dunes for military training and recreation (primarily former Stilwell Hall).

*The aggressive non-natives.* The native dune vegetation at Fort Ord is mostly absent or degraded because of the aggressive growth of ice plant and other

non-native species. Many of these species were planted by the Army to stabilize the dunes following construction of the firing ranges, the ammunition supply point, and other facilities along the Fort Ord coast. Interpretation will describe the affect of these species on native habitats.

*The causes of erosion.* Interpretation will discuss the many causes of erosion. People walking on the dunes and other activities that destroy vegetative cover contribute to erosion. Occasional fierce winter storms drive waves across the beaches eroding and steepening the ocean facing bluffs.

*Sand mines – the connection to coastal erosion.* Interpretation will illustrate that sand mines that operated north and south of Fort Ord may have removed up to 300,000 cubic yards of sand per year from the littoral zone and been responsible for extensive annual coastal erosion.

*Working together – habitat restoration.* Habitat restoration is an important resource management tool and involves members of the community. Interpretation will highlight the works of the community.

#### *Primary Theme*

The park and offshore areas are impacted by hazardous materials and other pollutants.

*Lead – legacy of the Army.* Interpretation will discuss how the use of firing ranges resulted in elevated lead levels, and discuss cleanup efforts undertaken by the Army and resultant lead levels. The potential impact of the lead on human health and native plants and animals will be discussed.

*Watershed and land activities.* Interpretation will discuss how the Army and associated activities had an impact on the watershed of the area. The potential impacts of future land uses outside the park will also be discussed.

*Coastal water quality.* Urban stormwater runoff that may be discharged from storm drains during periods of excessive stormwater flow may locally impair coastal water quality. Interpretation will discuss the influence of stormwater runoff on coastal water quality and on park resources.

*Connections to the Monterey Bay National Marine Sanctuary.* Most storm drain waters eventually end up in the bay which is now part of the Monterey Bay National Marine Sanctuary. Interpretation will discuss this impact and the impact of other land use activities on the marine resources the sanctuary is trying to protect. The beaches that are a significant part of Fort Ord Dunes State Park physically connect the park to the sanctuary and park users will be advised as to their potential impact on the sanctuary during their visit to the park. One marine resource, the California brown pelican, a state and federally listed endangered species, is often observed foraging offshore at Fort Ord Dunes. Other birds include a number of inshore birds, including western grebe, surf scoter, Caspian tern, and gulls. Marine mammals that live in Monterey Bay include harbor seals, California sea lions, dolphins, whales, and the federally-listed threatened southern sea otter. Interpretation will highlight the variety of wildlife of Monterey Bay and the impact of human activity on these wildlife species.

#### *Primary Theme*

The military has left the greatest imprint on the land and the community.

*Growth of the Army in the 1900's.* In 1917, the War Department first began acquisition in this area with a 200 acre area called Camp Clayton. The Gigling Field Artillery Target Range parcel was acquired next. In 1940, the Army began acquiring more land, including portions of Noche Bueno, Rincon de las Salinas, Rancho El Chamisal, Rancho El Toro, and

Rancho Laguna. The total land area with some later deacquisitions and acquisitions was 28,044 acres.

*Camp Ord.* The 11<sup>th</sup> Cavalry Regiment used the area in early years for counter-insurgency training. In 1933, the installation was named Camp Ord after Major General Ortho Cresap Ord, who achieved fame in the Civil War. Interpretation will inform visitors about Ord's life.

*A landmark – Fort Ord.* In 1940, the 7<sup>th</sup> Infantry Division was activated at Camp Ord with General Stilwell in command. During August 1940, the installation was renamed Fort Ord and became a permanent army installation. Interpretation will explain why Fort Ord has become a landmark, thus the justifying for the name – Fort Ord Dunes State Park.

*Stilwell Hall, an interface between soldiers and the local citizenry.* General Joseph W. Stilwell drew up the plans for the former Stilwell Hall with the help of men in his command. The Mission Revival style building included a bar, dance hall, and stage where many social events and ceremonies were held over the years, and created a dramatic, historic symbol of Fort Ord.

*The legacy of the military personnel.* Many young men and women trained at Fort Ord during their military careers from World War II through more recent wars such as the Panama Conflict and the Persian Gulf War. Interpretation will focus on the training, on social events such as USO dances, and on the sacrifices of the military men and women.

*Fort Ord – transformation to a State Park.* The process of turning a former Army base into a State Park is a complex process involving legislation, the General Plan process, community involvement, and financial and infrastructure planning.

#### *Primary Theme*

Volunteers and visitors are important parts of park management.

*Habitat restoration as a management tool.* Resource management is a primary goal in the operation of the park and a key controlling document is the base-wide HMP. The HMP requires that 700 acres of the Fort Ord Coast be maintained as open space and restored to native northern foredune and dune scrub habitat; this will be an important interpretive subject.

*Protecting these coastal lands is your responsibility.* The future environmental quality of the coastal lands lies with each visitor. Interpretation will stress how each visitor can contribute to environmental quality by making the proper life choices as far as recycling, driving habits, and resource consumption.

#### *Unifying Theme*

The coast is a dynamic and changing place. At Fort Ord Dunes State Park we will balance the need to protect the valuable resources of the park with the need to provide public access and recreation.

#### *Primary Theme*

Dunes, and the vegetation and wildlife that inhabit it, represent a rare and rapidly disappearing feature of the California Coast.

*Coastal dunes, part of a dune system.* Interpretation will illustrate how the Fort Ord coastal dunes are part of an extensive dune system adjacent to southern Monterey Bay and the geohistory of the dune system.

*How does a dune migrate?* Dune "blowouts" occur when the loose drifting mounds of sand move with the wind. They occur on dunes without vegetative cover. In the areas where dune blowouts exist, the prevailing winds are slowly moving the



dune mass eastward. Interpretation will explain this unique process.

*Winds of spring and summer.*

Interpretation will examine the strong offshore winds that are very common during the spring and summer months.

*The subtle microclimate of the dunes.* The large sand dunes along the Fort Ord coast produce a number of subtle microclimatic effects. The large expanses of bare sand are a heat sink, absorbing heat during sunny periods and radiating heat during foggy or cloudy periods and at night. Leeward swales between the dunes are protected from the almost constant wind and sheltered from the wind-borne salt spray. These subtle effects will be examined.

*How dunes grow.* As wind blows sand off the beaches the sand is trapped by the vegetation causing the dunes to build, increasing in height. Without vegetation, the coastal dunes are unstable and are constantly reshaped and blown inland by the prevailing onshore winds.

*Beaches – the interface of the land and the sea.* Coastal beach land occurs at the ocean and land interface. Portions of the beaches are covered with water during the high tides, and exposed during low tide. Drainage is excessive to very poor. Interpretation will show the connections.

*The black legless lizard.* Interpretation will feature the black legless lizard, a state species of concern found on dune habitats supporting native vegetation and where maritime chaparral and coastal scrub occur on loose sandy soils. Interpretation will discuss why the black legless lizard is losing habitat.

*Protecting the Western snowy plover.*

Western snowy plover, a federally listed threatened species and state species of concern, use beach and bare dunes areas. Biodiversity will be a component of the

interpretation. Interpretation will be important especially during the Western snowy plover breeding and nesting season (March through September).

*Butterflies and buckwheat.* Interpretation will explain why the federally listed endangered Smith's blue butterfly is completely dependent on buckwheat for oviposition and as food sources for larvae and adults, and why these plants need to be protected. Interpretation will also explain what is being done to increase Smith's blue butterfly habitat within Fort Ord Dunes.

*Primary Theme*

Protecting and restoring native plant communities is a priority at Fort Ord Dunes State Park.

*Non-native species versus natives.*

Interpretation will discuss how the native dune vegetation at Fort Ord Dunes is degraded because of the aggressive growth of ice plant and other non-native species.

*Coastal Dune Zone.* The Coastal Dune Zone supports four plant communities: northern foredune, central dune scrub, northern coastal scrub, and maritime chaparral:

*What is northern foredune?* Interpretation will feature northern foredune vegetation which is dominated by perennial herbs such as wild buckwheat, seacliff buckwheat, sand verbena, and Monterey paintbrush.

*What is central dune scrub (or coastal dune scrub)?* Coastal dune scrub occurs along the Fort Ord coast and lies directly inland from northern foredune vegetation. Dune scrub species include silver beach lupine, deer weed, mock heather, coyote bush, and poison oak. Dune scrub was historically extensive on the coastal area of Fort Ord, on what are now the Cities of

Marina and Seaside and the Fort Ord main garrison. Only a few small patches now remain. Interpretation will feature these unique plant communities and how on-going restoration efforts within Fort Ord Dunes will improve the migration corridor for native wildlife, including Smith's blue butterfly.

*What is northern coastal scrub?*

Interpretation will feature the northern coastal scrub community, which makes up roughly twenty acres of Fort Ord Dunes. The dominant shrub in this community is coyote brush.

*What is maritime chaparral?* Interpretation will feature the maritime chaparral community. Periodic disturbance such as vegetation removal or fire are important factors in maintaining chaparral and will be interpreted. Maritime chaparral is located in three small patches at Fort Ord Dunes, on the north and south sides of 8th Street and at the railroad balloon spur.

*It's a harsh life.* Dune vegetation is adapted to the harsh environmental conditions resulting from salt spray, strong winds, shifting sands, and low soil moisture. Adaptive features of dune plants include extensive root systems, low growing habit, hairy or waxy stems and leaves, and small, fleshy leaves.

*Protecting special-status plants.* Several special-status plant species are present in Fort Ord Dunes. Some plants have been listed by the state or federal governments as endangered or threatened. Interpretation will explain why they are special-status plants.

*Primary Theme*

The ocean view and a "sense of remoteness" are important aesthetic resources of the park.

*What a view!* Interpretation will highlight that the ocean view is a significant

aesthetic resource. The open, undeveloped shoreline is a major component of the positive experience of park visitors and the expansive views of the dunes are a major component of the positive experience of residents and visitors as they drive within the park and along the Monterey Peninsula. View plaques could be used as a tool to highlight landmark distances.

*Sense of remoteness.* Visitors can experience a "sense of remoteness" along the beach and dune areas of the park. This experience is taken into consideration in the planning of the unit and in the interpretation.

*Primary Theme*

Recreation will be an important component of the park experience.

*Dunes: a field laboratory.* Interpretation will illustrate the wide variety of objects that can be studied in the dunes environment and the tools that can be used such as magnifying glasses, binoculars, spotting scopes, microscopes, and other tools.

*Fishing for fun.* Interpretation will highlight fish commonly caught in the surf including surf perch, shiner perch, white sea perch, pacific sand dab, California halibut, and sole (various species). It will include the best time to catch fish as well as fishing regulations.

*Beaches and unique hiking experience.* Interpretation will contrast the unique experiences of hiking on the beaches versus hiking on boardwalks or trails through the dunes. Interpretation will explain the importance of boardwalks as a resource management tool to keep vegetation intact and to maintain the dunes.

*Be safe at the beach.* Interpretation will aid visitors by explaining the formation and

hazards of rip currents, sleeper waves, and backwash; methods swimmers can use to escape them; and other rescue techniques. It should also warn visitors about other dangers, such as stinging jellyfish, stingrays, sunburn, and buried fires and glass.



## APPENDIX H: CURRICULUM AND SCHOOL STATISTICS

Only the most relevant broad topics were included in the Interpretation Master Plan. When developing content for interpretive programs and services, the reader should consult the most current and complete content standards, framework, and curriculum.

### H.1 Core Curriculum Standards

#### Kindergarten

##### *Life Sciences*

Different types of plants and animals inhabit the earth.

- Related topics: dune ecology, coastal plants and animals

##### *Earth Sciences*

Earth is composed of land, air, and water.

- Related topics: effects of weather, characteristics of bodies of water and landforms, natural resources, conservation

##### *Social Sciences*

Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

- Related topics: job professions at Fort Ord and CSP

Compare and contrast the locations of people, places, and environments and describe their characteristics.

- Related topics: reading maps and knowing where Fort Ord Dunes SP is located

History relates to events, people, and

places of other times.

- Related topics: how Native American, Spanish and Mexican, American, and military personnel lived at Fort Ord Dunes SP and surrounding areas

#### Grade 1

##### *Life Sciences*

Plants and animals meet their needs in different ways.

- Related topics: habitats, coastal plants and animals, food web, basic plant processes

##### *Earth Sciences*

Weather can be observed, measured, and described.

- Related topics: weather, thermal processes

##### *Social Sciences*

Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

- Related topics: locate local communities, Fort Ord Dunes SP, and California on maps; how weather and coastal environment affected Fort Ord Dunes SP and the local community

Compare and contrast everyday life in different times and places around the world, and recognize that some aspects of people, places, and things change over time while others stay the same.

- Related topics: Horses, trains, and other methods of transportation at Fort Ord, life on the base, job professions at Fort Ord

Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

- Related topics: Californian and Rumsien Indian cultures, cultural diversity in personnel at Fort Ord, and the Women's Army Corps

Understand basic economic concepts and the role of individual choice in a free-market economy.

- Related topics: Job professions at Fort Ord

## Grade 2

### *Life Sciences*

Plants and animals have predictable life cycles.

- Related topics: life cycles, environment effects on organisms

### *Earth Sciences*

Earth is made of materials that have distinct properties and provide resources for human activities.

- Related topics: rock composition and weathering, sand and soil, resources

### *Social Sciences*

Differentiate between things that happened long ago and things that happened yesterday.

- Related topics: Fort Ord personnel and oral histories

Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- Related topics: read local and regional

maps

Explain governmental institutions and practices in the United States and other countries.

- Related topics: military defense history and Fort Ord, conflicts and wars

Understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

- Related topics: agriculture and military use of Fort Ord, supplying troops

## Grade 3

### *Physical Sciences*

Energy and matter have multiple forms, which can be changed from one form to another.

- Related topics: wave energy

### *Life Sciences*

Adaptations in physical structure or behavior may improve an organism's chance for survival.

- Related topics: plant and animal structures and their functions, dune and coastal environments, environmental effects on flora and fauna

### *Earth Sciences*

Objects in the sky move in regular and predictable patterns.

- Related topics: astronomy

### *Social Sciences*

Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize

information about people, places, and environments in a spatial context.

- Related topics: identify geographical features in their local region, local resources, how people modified the land at Fort Ord Dunes SP

Describe the American Indian nations in their local region long ago and in the recent past.

- Related topics: California and Rumsien Indian cultures

Draw from historical and community resources to organize the sequence of local historical events. Describe how each period of settlement left its mark on the land.

- Related topics: Spanish explorers, Mexican land grants, Monterey's defense history, Fort Ord history

Understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- Related topics: California and Rumsien Indians, Fort Ord's role in the community, significant people at Fort Ord

Demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

- Related topics: agriculture at Fort Ord, supplying the troops, supporting a base and community

#### **Grade 4**

##### *Life Sciences*

All organisms need energy and matter to live and grow.

- Related topics: food chains, food

webs, producers and consumers, decomposers

Living organisms depend on one another and on their environment for survival.

- Related topics: ecosystems, environment, and an organism's survival

##### *Earth Sciences*

The properties of rocks and minerals reflect the processes that formed them.

- Related topics: the rock cycle (e.g. how rocks turn to sand), mineral composition

Waves, wind, water, and ice shape and reshape Earth's land surface.

- Related topics: geologic and natural processes (e.g. erosion, earthquakes, water movement, sediment deposition)

##### *Social Sciences*

Demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- Related topics: How Monterey peninsula's physical characteristics and resources affected community growth, map reading

Describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- Related topics: California and Rumsien Indian cultures, Spanish explorers and missions, way of life, impact of missions, Mexican independence, land grants, rancho economy, secularization of missions

Explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- Related topics: Bear Flag Revolt, how California became a state, immigration to California, California women's history, WAC, Mexican settlements, Monterey as California's first capitol

Explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- Related topics: Gold Rush, immigration and migration to the Monterey Peninsula, WWII effects on Monterey Peninsula and at Fort Ord Dunes SP

## Grade 5

### *Life Sciences*

Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

- Related topics: basic cellular function in plants and animals

### *Earth Sciences*

Water on Earth moves between the oceans and land through the processes of evaporation and condensation

- Related topics: properties of liquids, water resources

Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.

- Related topics: weather patterns, ocean and land effects on weather, atmospheric conditions

The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

- Related topics: Sun, solar system

### *Social Sciences*

Trace the routes of early explorers and describe the early explorations of the Americas.

- Related topics: explorers to California

Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

- Related topics: California and Rumsien interactions with European and American settlers and government policy

Understand the political, religious, social, and economic institutions that evolved in the colonial era.

- Related topics: Colonial California and the Monterey Peninsula

Understand the course and consequences of the American Revolution.

- Related topics: California during the American Revolution

Trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

- Related topics: California statehood, Mexican settlers and Mexican territories in California, American emigration to California



**Grade 6***Earth Science*

Plate tectonics accounts for important features of Earth's surface and major geologic events.

- Related topics: plate tectonics, earth structure, major geologic events, California's geology

Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

- Related topics: how water changes California's landscape, river and beach systems, erosion, sand deposition, how geologic events change habitats

*Physical Sciences*

Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

- Related topics: atmospheric conditions, solar energy and natural processes (e.g. ocean currents, wind), convection currents, weather

*Life Sciences*

Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

- Related topics: photosynthesis, organisms and ecosystems, food web

Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

- Related topics: resources, natural energy

**Grade 7***Life Sciences*

All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.

- Related topics: cell biology and cellular function

A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.

- Related topics: life cycles and reproduction, genetics

Biological evolution accounts for the diversity of species developed through gradual processes over many generations.

- Related topics: evolution, classification system for organisms, adaptation, and extinction

*Earth Sciences*

Evidence from rocks allows us to understand the evolution of life on Earth.

- Related topics: geologic and earth processes, major geologic events, rock cycle, fossils, species distribution

The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.

- Related topics: structure and function in living systems

**Grade 8***Earth Sciences*

The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.

- Related topics: astronomy

### *Life Sciences*

All objects experience a buoyant force when immersed in a fluid.

- Related topics: density and buoyancy

### *Social Sciences*

Analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- Related topics: American emigration to California and Monterey Peninsula

## **Grades 9-12**

### *Life Sciences*

The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.

- Related topics: cell biology

Stability in an ecosystem is a balance between competing effects.

- Related topics: biodiversity, how changing habitats and ecosystems affect organisms, abiotic resources, natural cycles (e.g. nitrogen cycle, oxygen cycle, water cycle, food web)

The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.

- Related topics: evolution, genetic changes and species survival, Hardy-Weinberg theory

Evolution is the result of genetic changes that occur in constantly changing environments.

- Related topics: evolution, natural selection

As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.

- Related topics: physiology

### *Earth Sciences*

Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.

- Related topics: astronomy, big bang theory, geologic changes

Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth's surface.

- Related topics: geologic processes, major geologic events (e.g. earthquakes, plate tectonics, volcanoes), subduction

Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.

- Related topics: solar radiation, greenhouse effect

Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

- Related topics: atmospheric conditions, air pressure, ocean currents, temperature inversions, ocean ecology, geographic distribution of organisms, climate and climate change, computer modeling

Each element on Earth moves among

reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.

- Related topics: photosynthesis, nitrogen cycle, carbon cycle, earth's energy transference

Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.

- Related topics: structure and composition of the atmosphere

The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

- Related topics: importance and dependence on natural resources, California geology, water resources, geologic hazard maps

### *Social Sciences*

Analyze the causes and course of World War I.

- Related topics: Fort Ord's participation, base expansion, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration

Analyze the effects of World War I.

- Related topics: Fort Ord's participation, base expansion, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration

Analyze the causes and consequences of World War II.

- Related topics: Fort Ord's participation, base expansion, training, personnel,

U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration

Analyze the international developments in the post-World War II world.

- Related topics: Fort Ord's participation, base changes, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration, Korean and Vietnam conflicts, Cold War

Trace the rise of the United States to its role as a world power in the twentieth century.

- Related topics: Fort Ord's participation, base changes, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration, Korean and Vietnam conflicts, Cold War

Analyze America's participation in World War II.

- Related topics: Fort Ord's participation, base changes, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration

Analyze U.S. foreign policy since World War II.

- Related topics: Fort Ord's participation, base changes, training, personnel, U.S. defense, foreign policy, local and regional effects of Fort Ord, WAC, troop integration, Korean and Vietnam conflicts, Cold War

### **H.10 Education and the Environmental Initiative**

In 2009, the state of California unveiled its Education and the Environment Initiative

(EEI). The curriculum was created to bring education about the environment into the primary and secondary classrooms serving over 6 million students throughout California. The EEI curriculum examines the interactions and interdependence of human societies and natural systems using a unique set of California Environmental Principles.<sup>1</sup> When developing content for interpretive programs and services, the reader should consult the most current and complete version of this initiative. Only the most relevant EEI principles were included here.

### *Principle I: People Depend on Natural Systems*

The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.

As a basis for understanding this principle:

- Concept a. Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.
- Concept b. Students need to know that the ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.
- Concept c. Students need to know that the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.

### *Principle II: People Influence Natural Systems*

The long-term functioning and health of terrestrial, freshwater, coastal, and

marine ecosystems are influenced by their relationships with human societies.

As a basis for understanding this principle:

- Concept a. Students need to know that direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept b. Students need to know that methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept c. Students need to know that the expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept d. Students need to know that the legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.

### *Principle III: Natural Systems Change in Ways that People Benefit from and can Influence*

Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.

As a basis for understanding this principle:

- Concept a. Students need to know

that natural systems proceed through cycles and processes that are required for their functioning.

- Concept b. Students need to know that human practices depend upon and benefit from the cycles and processes that operate within natural systems.
- Concept c. Students need to know that human practices can alter the cycles and processes that operate within natural systems.

*Principle IV: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing between Systems*

The exchange of matter between natural systems and human societies affects the long-term functioning of both.

As a basis for understanding this principle:

- Concept a. Students need to know that the effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts.
- Concept b. Students need to know that the byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect.
- Concept c. Students need to know that the capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.

*Principle V: Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors*

Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

As a basis for understanding this principle:

- Concept a. Students need to know the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions.
- Concept b. Students need to know the process of making decisions about resources, natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.

**H.11 Monterey County Public School Statistics, Fiscal Year 2011-2012**

Table 27 presents schools in Monterey County.<sup>2</sup>

**Table 27.** Monterey Country Schools by Type

Type	No. of Schools	Enrollment	Full-Time Equivalent Teacher	Pupil-Teacher Ratio
Elementary	76	38,726	1,578.90	24.5
Middle	17	11,552	495.8	23.3
High School	15	18,426	767.7	24
K-12	4	562	27.7	20.3
Alternative	2	151	9.2	16.4

Type	No. of Schools	Enrollment	Full-Time Equivalent Teacher	Pupil-Teacher Ratio
Special Education	1	498	80	6.2
Charter	8	1,781	79.9	22.3
Continuation	8	876	52.5	16.7
Community Day	4	32	3	10.7
Juvenile Court	1	127	9.1	14
County Community	1	278	14.8	18.8
District Office	0	4	0	0
Total	129	71,232	3,038.70	23.4

*Endnotes*

1. California Environmental Protection Agency. California's environmental principles and concepts. <http://www.californiaeei.org/abouteei/whatistaught/epc/> (accessed February 3, 2016).
2. Monterey County Office of Education. "Statistical Report: Monterey County Schools, Number 63, Fiscal Year 2011-2012." February 7, 2012. <https://sites.google.com/a/mcoeapps.org/montereycoe-san/home/monterey-county-data> (accessed September 13, 2012).





## APPENDIX I: GENERAL PLAN RECOMMENDATIONS

Tables 28 through 30 were excerpted from the Fort Ord Dunes SP General Plan and Environmental Impact Report, 2004. These tables list recommendations that affect new interpretive facilities, visitor access within the park, and types of management zones. Recommendations should be reviewed when planning interpretive services and facilities to ensure compliance.

**Table 28.** Summary of Fort Ord Dunes SP General Plan Management Zone Uses and Facilities<sup>1</sup>

<b>Natural Resource Management Zone</b>	
<b>Visitor and Administrative Uses</b>	<b>Possible Facilities</b>
<ul style="list-style-type: none"> <li>• No motorized use by visitors (except to comply with Americans with Disabilities Act requirements); low impact walking/trail use through natural resources</li> <li>• Beach use, nature study and observation, interpretation, sightseeing</li> <li>• Emergency/operational vehicle access</li> </ul>	<ul style="list-style-type: none"> <li>• Limited new multi-use stabilized and/or paved trails, unpaved trails, boardwalks, vista points, outdoor exhibit stations/kiosks</li> <li>• Existing and new emergency and operational vehicle routes</li> </ul>
<b>8th Street Management Zone</b>	
<b>Visitor and Administrative Uses</b>	<b>Possible Facilities</b>
<ul style="list-style-type: none"> <li>• Walking/trail use, nature study and observation, sightseeing, pedestrian beach access, picnicking, interpretation, visitor arrival and orientation</li> <li>• Emergency/operational vehicle access</li> </ul>	<ul style="list-style-type: none"> <li>• New Entrance station, visitor center/kiosk</li> <li>• New vista point, paved and unpaved trails, outdoor exhibit stations, restroom/utilities infrastructure</li> <li>• Existing parking (approximately 90 to 100 day-use parking spaces may be appropriate within this zone)</li> <li>• New and existing Emergency/operational vehicle routes</li> </ul>

<b>First Street Management Zone</b>	
<b>Visitor and Administrative Uses</b>	<b>Possible Facilities</b>
<ul style="list-style-type: none"> <li>• Interpretation with walking/trail access and vehicular access, visitor arrival and orientation</li> <li>• New and existing emergency/operational vehicle routes</li> </ul>	<ul style="list-style-type: none"> <li>• New entrance station, visitor center/ kiosk</li> <li>• New paved and unpaved trails</li> <li>• Interpretation of existing former firing range and military era structures with outdoor exhibit stations</li> <li>• New vista point, limited short-term parking (approximately 15 to 20 parking spaces may be appropriate within this zone), restroom/utilities infrastructure</li> <li>• New and existing emergency/operational vehicle routes</li> </ul>
<b>Storage Bunker Zone</b>	
<b>Visitor and Administrative Uses</b>	<b>Possible Facilities</b>
<ul style="list-style-type: none"> <li>• Camping, day use parking, pedestrian beach access, and interpretation</li> <li>• Emergency/operational vehicle access, park operations, adaptive reuse of bunkers for storage</li> </ul>	<ul style="list-style-type: none"> <li>• New family and group campgrounds (approximately 50 to 110 campsites may be appropriate within this zone), paved and unpaved trails, boardwalks, new and existing day-use parking (approximately 40 to 80 day-use parking spaces may be appropriate within this zone), and outdoor exhibit stations</li> <li>• Adaptive reuse of existing bunkers and existing buildings</li> <li>• New restrooms/utilities infrastructure</li> </ul>

Park Support Administrative Zone	
Visitor and Administrative Uses	Possible Facilities
<ul style="list-style-type: none"> <li>• This zone will provide park administration and maintenance uses</li> <li>• East of SR 1 only, this zone will also provide additional uses such as orientation and interpretation and indoor overnight uses Beach use, nature study and observation, interpretation, sightseeing</li> <li>• Emergency/operational vehicle access</li> </ul>	<ul style="list-style-type: none"> <li>• New administrative facilities, maintenance/operations yard, employee housing</li> <li>• East of SR 1 only, new park or multi-agency visitor center, youth hostel, and visitor parking (approximately 40 to 80 visitor-serving parking spaces may be appropriate within this zone)</li> <li>• New and existing emergency/operational vehicle routes</li> </ul>

**Fort Ord Dunes SP General Plan Summary of Key Goals and Guidelines**

**Table 29.** Summary of Key Goals and Guidelines<sup>2</sup>

Aesthetic Resources	
Goals	Guidelines
Identify, preserve, and perpetuate the distinctive landscape qualities of the dunes.	AES-1 Limit the placement of park facilities and uses from which State Route (SR) 1 would be visible to those uses that are not dependent on high quality aesthetic resources, such as vehicular travel, entrance stations, and paved trail use.
Ensure manmade facilities complement and do not detract from the park’s natural setting.	AES-2 Develop unobtrusive park facilities to enhance and create public opportunities for viewing existing panoramic views from the dunes. Ensure manmade facilities complement and do not detract from the park’s natural setting.
	AES-4 Visually integrates park facilities into the environment with siting techniques, building forms, scale, materials, and colors. Work with adjoining jurisdictions regarding land use and development within the Fort Ord Dunes viewshed that may affect the park and its scenic resources.

	AES-5 Create architectural design guidelines that place a strong emphasis on the overall park vision, and that direct consistent implementation of design principles in all aspects of park management and development. Integrate guidelines into the design and siting of park components, buildings, and facilities to reflect the overall vision of the park.
<b>Recreation</b>	
Goals	Guidelines
Provide, plan, and manage a variety of recreational opportunities that will allow California’s diverse population to visit, enjoy, and better understand the significance of the dunes, while maintaining the highest levels of resource management and protection.	REC-1 Develop recreational uses that consider both user needs and resource protection requirements and are compatible with other visitor experiences. Where feasible, develop facilities and recreational and operational use areas that are already developed, disturbed, or of low resource value.
	REC-2 Develop and operate recreational facilities to enable the public to see, enjoy, and understand the primary resources of the park.
<b>Circulation</b>	
Goals	Guidelines
Establish a circulation system that establishes clear traffic patterns, conveys the park image, and minimizes traffic impacts.	CIR-1 Consider Fort Ord Reuse Authority, Marina, Seaside, Monterey County, Transportation Agency for Monterey County, and Caltrans transportation and circulation goals, guidelines, and traffic levels of service with respect to potential park entrances and travel corridors approaching entrances. Develop a Circulation and Access Management Plan to assess circulation, access (including beach access), and parking demands, in coordination with the plans of other agencies.
	Balance the need for parking with visitor experience, aesthetics, and protection of park’s natural and cultural resources.

Provide a system of trails that link all management zones of the park into an integrated whole and encourage development of trail connections to other nearby parks and open space providers.	CIR-12 Develop a Unit Trails Plan that would create opportunities for visitors to enjoy the unique and diverse topography, geology, biotic communities, and scenic values of the park. The actual location, distance, and use of future trails would be governed by this plan. Include specifications and policies concerning trail construction and maintenance, coordinated with soil erosion and sedimentation control measures.
	CIR-13 Develop trails that provide for public access within the park and to adjacent regional trail systems, with priority for achieving unit-wide resource management goals and objectives. Support regional trail objectives, coordinate with other land management agencies in the vicinity to evaluate and monitor resource conditions and share information to develop open space management programs and multiple use trail plans on a regional scale. Recognize the Monterey Bay Coastal Trail and California Coastal Trail as an important non-vehicular transportation corridor and an important means of unifying public use areas within the non-contiguous portions of Monterey Bay.

**Table 30.** Fort Ord Dunes SP General Plan Natural Resource Zone Land Use Matrix<sup>3</sup>

<b>Fort Ord Dunes SP General Plan, Natural Resource Zone Land Use Matrix</b>	
Area Description	This zone includes approximately 785 acres of undeveloped areas, beaches, restored dune areas, and other areas determined to be sensitive to development and public use.
Desired Resource Characteristics	<ul style="list-style-type: none"> <li>• Native natural resources to dominate throughout this zone</li> <li>• Zone to remain primarily undeveloped, with further restored native habitat</li> </ul>

Desired Visitor Experience	<ul style="list-style-type: none"> <li>• Visitors will be able to experience solitude and a sense of refuge or escape</li> <li>• Opportunities to learn about protected species and dune habitats will exist</li> <li>• Zone will allow for less contact with other visitors and greater distances to park facilities</li> </ul>
Possible Visitor and Administrative Uses	<ul style="list-style-type: none"> <li>• No motorized use by visitors (except to comply with Americans with Disabilities Act requirements); low impact walking/trail use through natural resources</li> <li>• Beach use, nature study and observation, interpretation sightseeing</li> <li>• Emergency/operational vehicle access</li> </ul>
Possible Facilities	<ul style="list-style-type: none"> <li>• Limited multi-use stabilized and/or paved trails, unpaved trails, boardwalks, vista points, outdoor exhibit stations/kiosks</li> <li>• Emergency/operational vehicle routes</li> </ul>

*Endnotes*

1. California State Parks 2004, ES-4.
2. Ibid, ES-5.
3. Ibid, 3-51.





## APPENDIX J: NEW CAMPGROUND AND BEACH ACCESS PROJECT IMP TASKS

When completed, the New Campground and Beach Access project area will meet many of the tasks in the Interpretation Action Plan (IAP). For example, the multipurpose building and campfire center will be a staging area for interpretive programs, and the Bunker 12 exhibit will provide interpretation on Fort Ord’s military history. Interpretive nodes and panels will provide resource protection and conservation messaging, public safety information, cultural and natural history stories, and recreational opportunities, among other topics. In addition, directional signage and a second park entrance with a kiosk will orient visitors to the project site (*table 31*).

*Progress toward accomplishing tasks in the IAP*

The New Campground and Beach Access Project will undertake the following tasks:

**Table 31.** Tasks to be accomplished for the New Campground and Beach Access Project

Task #	Task Description
1.3.1.a	Provide orientation nodes at parking lots, at the campground, and at prominent locations within the park.
1.4.1.c	Develop a park brochure with key information that includes maps, recreational opportunities, interpretive services, and park services. <sup>1</sup>
2.1.1.b	Develop self-guided interpretive projects that present the pre-military land use at Fort Ord Dunes SP.
2.1.1.c	Develop interpretive projects about the changing ways the coastal Fort Ord lands have been used over time, which can be used at the campfire center, multi-use building, interpretive panels, and content on the park website.
2.2.1.a	Develop self-guided interpretive projects that tell the Army’s use of the coastal property through time.
2.2.1.c	Interpretive panels will use consistent design throughout the park. Use the existing banner style that was created for the interpretive panels at Stilwell Hall.
2.3.1.a	Develop an exhibit within a historic ammunition bunker that demonstrates its historic use.
2.4.3.a	Develop interpretive projects that use photographs, Army-produced films related to Fort Ord, and veterans’ experiences to tell stories.
2.5.1.a	Develop interpretive projects about troop participation in major wars at Fort Ord.
2.6.1.a	Develop interpretive projects about women’s participation in the Women’s Army Corps, the Army Nurse Corps, and other positions women held at the Fort Ord Army Base.
3.1.1.b	Develop self-guided interpretive projects that discuss dune formation, dune ecology, and their function within the MBNMS.
3.1.1.c	Provide a location for and develop changing exhibits on topics about dune formation and dune ecology.

<b>Task #</b>	<b>Task Description</b>
3.2.1.c	Develop self-guided interpretive projects about the park's plants and animals, their habitats, and ecosystems.
3.4.2.a	Provide a location for CSUMB and other organizations to hold watershed and dune restoration programs and use the park as an outdoor classroom.
3.4.2.b	Develop a campfire program and junior ranger program that discusses watershed themes and conservation messaging and gets visitors involved in keeping the park clean.
3.5.1.c	Develop self-guided interpretive projects about the effects of the changing climate on the park's plants and animals, and the health of the dune fields.
3.5.1.e	Develop a campfire program and junior ranger program that discusses climate change themes and gets visitors involved in protecting the park's dunes.
4.2.1.b	Develop interpretive messaging and projects for habitat conservation sites and cultural resource projects.
4.3.1.a	Develop interpretive messaging for restricted areas and during seasonal closures that explain why the area is closed, what resource is being protected, and what visitors can do to help.
4.3.1.b	Develop interpretive messaging to be used at orientation nodes, during interpretive programs, and on CSP websites that makes clear how visitors and their pets can lessen their impacts to park resources (e.g. snowy plover nesting and pet restrictions).
4.3.2.a	Provide conservation messaging alongside recycling bins and trashcans.
4.3.2.b	Provide information about water conservation at restrooms and campground areas.
4.3.2.c	Develop campfire programs to teach fire safety and ways to minimize campers' environmental effects.
4.3.2.d	Provide information to visitors about the importance of containing food and trash to protect the park's wildlife and plants (e.g. posters, brochures, public service announcements, information at campfire programs, and on signs).
4.3.3.a	Develop interpretive projects that encourage discussion about how human activities and behaviors affect dune habitat.
4.5.1.a	Promote responsible trail use during interpretive programs, at orientation nodes, trailheads, and the CSP website.
4.5.1.b	Display public safety messages about unexploded ordnance at park orientation nodes and along trails.
5.1.3.a	Develop interpretive projects and recreational programs that complement regional activities and events.
5.3.1.c	Promote beach safety during interpretive programs, at orientation nodes, trailheads, and the CSP website.

Task #	Task Description
5.4.1.a	Include information about permitted recreational activities at orientation nodes, trailheads, and day use areas.
7.1.2.a	Develop interpretive materials in a variety of methods and media to reach more visitors.
7.1.2.b	Develop interpretive materials, programs, and media in multiple languages and formats.

*Endnotes*

1. This task was completed in May 2014 through the Publications Unit of the Interpretation and Education Division.

