

# INTERPRETATION AND EDUCATION

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# INTERPRETATION AND EDUCATION

## 0900 INTRODUCTION

Interpretation is part education, part inspiration, part entertainment. It is a sharing of knowledge, enthusiasm, appreciation, and wonder. It is a profession; it is an art. A Department handbook on interpretation includes eight separate definitions—all of which involve establishing connections and communicating meanings.

Interpretation comes in a variety of forms—from campfire programs to living history demonstrations, from interactive videos to trail guides printed in Spanish or in Braille. Interpretation may be displayed prominently on the walls of a visitor center, or it might be hidden in a casual conversation with a ranger. Interpretation includes (but is not confined to) facilities, programs, media, concessions, and use of collections—each of which will be considered in this chapter.

Even so, there are some important commonalities. For instance, all interpretation should be relevant—that is, appropriate to the needs and experiences of the visitor, as well as appropriate to the park. Similarly, all interpretation should be thematic, or organized around a single concise, complete idea. And all interpretation aims to enhance the public's enjoyment and benefit from parks—partly through a better understanding of park resources, and by fostering an awareness of California State Parks' values, too.

The Department's commitment to interpretation is evident not just in the broad scope of its program and in the fact that interpretation is one of the Department's six core programs, but in the dedication of its staff of paid professionals and volunteers. That commitment is also affirmed in various official documents—the DPR Mission Statement, a Parks Commission policy (#IV.6), and various initiatives and plans. It is the responsibility of staff at all levels of the Department to contribute to creating and delivering high-quality interpretive services for the public.

Interpretation always has been a fundamental part of the state park experience. Today's interpreters of natural history carry on the fine tradition of post-World War I “park naturalists” and depression-era “nature guides.” Interpreters of cultural history have an even longer pedigree—one that easily predates the State Park System itself. As early as 1903, the California Historical Landmark League sponsored illustrated informative lectures to generate support for preserving Fort Ross, the Sonoma Mission, and other future state historic parks.

In fact, a case could be made that modern interpretation traces its roots—philosophically, at least—to a report prepared by the famed park planner Frederick Law Olmsted in 1865. It was the duty of government, wrote Olmsted, to provide places—parks—“of an impressive character” that minister to the “health and vigor” of citizens, “and especially to the health and vigor of their intellect” (*Yosemite and the Mariposa Grove: A Preliminary Report, 1865*). In time, this belief would be echoed by Newton Drury and other visionary founders of the State Park System, who saw parks as “shrines” where inspiration and enlightenment could be sought. “The heart of our movement is a thing of the spirit,” Drury observed, “although the material we deal with is land” (unknown source, 1957). No aspect of park work is more “a thing of the spirit” than interpretation.

It is important to distinguish the purpose and value of interpretation from that of education. Education and interpretation share many common elements and their differences are not black and white; rather the differences are a matter of degree of importance of those common elements. Typically, education places a higher degree of importance on information than interpretation does. Interpretation typically places a higher degree of importance on inspiring

and provoking the audience than education does. While interpretation contains information and education attempts to inspire, it is the degree to which each strives for these goals that differentiates the two. Although most of our interpretive services strive to impart knowledge to visitors, this is not their overall purpose. For the purposes of this chapter, education principally refers to the Department's efforts specifically directed at school group audiences. During these programs we both strive to reach our interpretive goals and also to support the school's educational goals. By aligning all our school group interpretive programs with appropriate academic content standards we can support education's efforts to impart specific information while providing the provocative and inspiring stories so important to our interpretive efforts.

From the Department's standpoint, interpretation and education are valuable because they can help achieve several worthwhile ends. They can reduce resource management problems through better-informed visitor use. They can improve public safety. They can promote a sense of pride in the richness and diversity of California's natural and cultural heritage. Finally, they can convey important messages of interrelatedness and stewardship to park visitors...and, through outreach programs, they can speak to the larger community beyond.

Still, interpretation's best benefits are reserved not for any organization, but for the individual. Through interpretation, the receptive person will see seemingly ordinary objects, events, and places come alive with meaning. A broader view of scenic and historic landscapes will come to light, and one's place within them will be better understood. Through an attentive, systematic, and skillfully presented approach, interpretation can have an impact that is powerful and lasting. Historian, author, and interpreter Kenneth L. Ames may have expressed it best: "Ideally, interpretation helps us gain not just knowledge but that rarer and more precious commodity, wisdom" (*Ideas and Images: Developing Interpretive History Exhibits*, 1992).

## 0900.1 **Mission Statements**

### 0900.1.1 **Department 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 California State Parks 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.

### 0900.1.2 **Department 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 California State Parks and in the classroom, assisting educators with curriculum needs and offering activities that enable students to investigate, research, and participate in interactive learning.

## 0900.2 **Guiding Principles of Interpretation**

The interpretive experience:

- Should be carefully planned, engagingly presented, and adequately promoted.
- Should capture the audience's attention, promote thought and involvement, and foster an emotional connection with the subject/resource.
- Should be enlightening and memorable; in most cases the experience should be entertaining, and at best it will be inspirational.
- Must be accessible to visitors of diverse ages, backgrounds, and abilities.

- Should have positive, measurable outcomes that can be assessed (although many important benefits of interpretation are not easily measured).

The interpretive message:

- Should reflect the interpretive guidelines set forth in official park unit planning documents.
- Should be well researched, informative, accurate, up-to-date, and properly credited. Controversial issues must be presented in a fair and balanced way, without personal bias or opinions.
- Should be logically organized and creatively developed to support a single central concept, or theme.
- Should relate to the needs and interests of the audience.

The interpreter:

- Should be properly trained, fully prepared, and regularly evaluated.
- Should employ good communication skills and convey a sense of confidence and enthusiasm.
- Should share, however subtly, something of his/her self. Doing so not only makes a presentation distinctive, but elevates it to the level of a gift.

### 0900.3 **General Policies on Interpretation**

#### 0900.3.1 **Interpreting the Role and Purpose of the Department Policy**

Through interpretation of the Department's principles, traditions, and goals, California State Parks will enhance the experience of park visitors and will cultivate a more committed park constituency. The Department shall strive to interpret, to both park employees and the general public, the following general topics:

- The Department's purposes and its guiding philosophy, as outlined in its mission statement and other official documents;
- The story of the State Park System's creation and development, noting key individuals, institutions, and events; and
- The importance of state parks to Californians today.

#### 0900.3.2 **Quality Interpretive Services**

Interpreters strive to establish a good rapport with visitors. For this reason, the word "rapport" is used by the Department as an acronym for the essential elements of quality interpretive services. Interpretive services is a term intended to encompass all types of interpretation conducted by the Department (it is important to note this term is entirely separate and distinct from the definition of the term as it is used in relation to concessionaires and cooperating associations in Section 0909.3 of this chapter). Interpretive services are often broadly categorized into "personal interpretation" (presented programs) and "non-personal interpretation" (facilities such as exhibits, interpretive trails, and panels, and media, such as audio-visual programs, publications, and the Internet).

For more information and explanation of the RAPPORT terms, see *Aiming for Excellence: An Evaluation Handbook for Interpretive Services in California State Parks and Basic Interpretation Learning System: Basic Interpretation Handbook*.

### 0900.3.2.1 **Quality Interpretive Services Policy**

Each park unit's interpretive and educational facilities, media and programs will be grounded by its resources, related themes, and park- and system-wide interpretive goals and objectives. Interpretation provided by California State Parks will be honest, objective, inclusive, current and accurate. To fulfill this responsibility, all interpretive services, which include programs, facilities and media, shall incorporate, as applicable, the essential elements of quality interpretation as represented by the acronym RAPPOR: Relevant, Accurate, Provocative/Enjoyable, Programmatically Accessible, Organized, Retained, and Thematic.

To further ensure interpretive services provided by the Department are of the highest quality, those developing interpretive programs, facilities and media will work with natural and cultural resources staff early in the planning stages as well as during development of the service. Resource management staff shall be given the opportunity to review the content of interpretive services prior to production, including those services created by outside entities, including contractors.

### 0900.3.3 **Accessibility of Interpretive Services**

As a public agency serving the people of California and its visitors, the Department has a legal and moral obligation to ensure all programs, media, and facilities available to the general public are also accessible for use by and enjoyment of people with disabilities. Parks offering visitors physical access to interpretive facilities cannot be considered totally accessible unless staff and volunteers are able to communicate effectively with all visitors. Access to both facilities and programs is equally important.

The Department produces two publications that provide policies for improving accessibility to our facilities and programs: *California State Parks Accessibility Guidelines* and *Transition Plan*, which both appear on the Department's website. A reference work for park staff, *All Visitors Welcome: Accessibility in State Park Interpretive Programs and Facilities*, provides a wealth of ideas for creating accessible programs and projects. See also DOM 2600, Accessibility.

#### 0900.3.3.1 **Accessibility of Interpretive Services Policy**

All interpretive services provided by California State Parks must meet accessibility requirements as set forth in the current versions of the Department's *California State Parks Accessibility Guidelines*, the *Transition Plan*, and DOM 2600, Accessibility.

### 0900.3.4 **Critical Resource Issues Policy**

The Department shall strive to interpret critical (and often controversial) resource management issues that affect the State Park System and its users. Department resource management policies, resource management projects and problems, and conflicts between resource protection and recreational use are some examples of the issues to be addressed through interpretation. At times, all interpretive services may be required to include urgent messages regarding critical resource issues, as possible.

State Parks employees must have a clear understanding of the Department's mission and of guiding policies and management practices relating to critical resource issues. Such an understanding is essential in order to communicate a clear and consistent message to the public.

Critical resource interpretation should not be limited to state park staff and visitors; outreach programs should carry the message to the larger community, such as school audiences and local property owners, among others.

### 0900.3.5 **Interpreting Cultural Diversity**

Freeman Tilden, one of the early proponents of interpretation and author of *Interpreting our Heritage* (1977), argued that interpretation must be both relevant to the experience of the audience and comprehensive, addressing whole “larger truths” rather than just a part of the story. Given the unparalleled diversity of California’s land and its people, this presents a formidable challenge indeed. California State Parks strives to present factual and appropriately balanced interpretation to represent the variety of cultures that make up our state. Understanding their natural and historical legacy gives our citizens a sense of place and continuity in a rapidly changing world.

For the purposes of this discussion, “cultural diversity” refers to the wide range of cultural perspectives that form our rich heritage. Under Federal regulations, it is important to note, “cultural diversity” refers to the condition, expressions and experiences of historically under-represented groups who have been characterized as “minority constituents.” These include Asian Americans/Pacific Islanders, Latinos, African Americans and Native Americans/American Indians.

People of many cultural backgrounds may have a traditional affiliation with a particular park. The Department must be diligent in consulting with groups whose cultural systems or ways of life have an association with park resources. These may include contemporary park neighbors, ethnic or occupational communities (e.g. mining, ranching, logging), traditional residents, and former residents who remain attached to the park area.

When developing cultural stories, accuracy demands more than just rigorous academic research. The advice and counsel of experts from the associated communities is essential to revealing the heart and soul of the story. For a further discussion of interpreting diversity and consulting with representatives of associated communities, see the *Workbook for Planning Interpretation in California State Parks*.

#### 0900.3.5.1 **Interpreting Cultural Diversity Policy**

The content of interpretive and educational services shall be historically and culturally accurate and free of cultural, ethnic and personal bias. To ensure appropriate content, the Department will regularly evaluate these services and will actively seek guidance from cultural and community groups in the planning, development, and presentation of interpretive and educational services and other activities traditionally associated with the group(s).

### 0900.3.6 **Interpreting Native California Indians**

The Department acknowledges a special responsibility as a steward of many sites of cultural significance to living Native peoples of California. Numerous parks contain sites of spiritual and cultural significance, including ancient villages, sacred sites and cultural preserves. Through interpretive programs and special events, the Department provides opportunities for the public to learn about historical and contemporary Indian culture. As centers for learning about the history, practices and beliefs of California’s Indian people, state parks have a special responsibility to ensure the culturally appropriate interpretation of Native California Indian resources.

#### 0900.3.6.1 **Interpreting Native California Indians Policy**

Formal consultation is required when presenting the story of Native California Indian people in the Native voice. This policy is detailed in the Native American Consultation Policy and Implementation Procedures in DOM 0400, Cultural Resources.

### 0900.3.7 **Training for Interpretive Presenters**

The quality of interpretive and educational programs presented to the public, and therefore the image and reputation of California State Parks, is directly related to the skills, training, and professionalism of those who provide the service. A competent, well-trained workforce is essential to the delivery of high-quality programs.

Training takes many forms: formal instruction (e.g., in-service and out-service), and informal instruction (e.g., coaching, mentoring, planned experiences, etc.). Choosing the proper training is critical to ensuring that all interpretive presenters, including volunteers, develop the skills needed to present interpretive and educational programs.

Taking into consideration adult learning requirements and in accordance with recognized adult teaching techniques, formal interpretive training presented by the Department need not be restricted to traditional classroom instruction, but should itself be interpretive in nature by taking advantage of new technologies (such as the Internet) and by providing alternative venues, hands-on experiences, and participatory exercises carried out in a comfortable, safe and supportive environment.

The *Basic Interpretation Learning System* (BILS) provides a comprehensive, standardized resource for introductory interpretive training. Intended primarily as a reference for ranger and lifeguard cadets, it is also a valuable resource for all interpretive training.

For more information see DAM 0300, Training and Development.

#### 0900.3.7.1 **Training for Interpretive Presenters Policy**

Managers, supervisors and employees have a responsibility to ensure all interpretive presenters are given opportunities to develop the knowledge, skills, and abilities needed to provide high-quality interpretive programs to our visitors. All employees and volunteers involved in the delivery of interpretive programs will be provided initial training to a level such that they can demonstrate proficiency in the theory and techniques of interpretation. For permanent employees in non-peace officer classifications that are primarily responsible for delivering interpretive programs, this shall involve not less than 36 hours of basic interpretation instruction. This requirement is recommended before completing 24 months of employment.

Following this initial training, a minimum of 24 hours of interpretive instruction will be provided annually to all departmental employees and volunteers whose duties primarily involve the delivery of interpretive programs. For permanent employees in a peace officer classification where interpretation is not a primary duty, a minimum of 8 hours of interpretive instruction shall be provided annually. Formal Department training, district-led training, and out-service training opportunities are all options that may be used to meet this training requirement.

#### 0900.3.7.2 **Basic Interpretation Instruction in the Peace Officer Academy Policy**

Before graduation from the academy, cadets in peace officer classifications shall:

- Receive a minimum of 80 hours of basic interpretation instruction;
- Research a topic germane to the park unit to which they will be assigned; and
- Design, organize and present a basic, thematic interpretive program.

Instructor emphasis on creating high-quality interpretive programs shall be equivalent to that of all other academy learning domains insofar as individual counseling and an opportunity to remediate an unsuccessful presentation will be provided. Each presentation will be scored by

a panel of subject matter experts, and scores will be included in the final academy point total and/or ranking.

#### 0900.3.8 **Interpretive Services Evaluation**

Evaluation of interpretive services allows the Department to make qualitative improvements to our programs and facilities, thereby providing immediate and long-term benefits for visitors and staff and ultimately helping to preserve park resources.

The Department has produced a handbook on effectively evaluating interpretive programs entitled *Aiming for Excellence: An Evaluation Handbook for Interpretive Services in California State Parks*. To assist in evaluating interpretive programs, three versions of an evaluation form for interpretive services have been developed—DPR 461, 461A, and 461D.

#### 0900.3.8.1 **Interpretive Presenters Evaluation Policy**

Interpretive presenters shall be monitored and evaluated on a regular basis to maintain high quality and to gather data for continuous improvement. Specifically:

- Each district must develop a plan for evaluating its interpretive presenters.
- All interpretive staff members who present interpretive programs shall have their performance evaluated at least twice per year, including at least one evaluation by an interpretive coordinator, lead person, or supervisor using the Standard RAPPORT Evaluation (DPR 461) form. For purposes of evaluation, interpretive staff includes, but is not limited to, any full-time permanent, seasonal or volunteer staff member who conducts interpretive programs as a majority of his or her regular duties.

#### 0900.3.8.2 **Interpretive Facilities and Media Evaluation Policy**

All interpretive media and facilities shall be evaluated upon their completion or their implementation, and results of the evaluation shall be maintained in the project file.

#### 0900.3.9 **School Group Program Evaluation**

A statewide School Group Program Evaluation is regularly conducted to measure, on a statewide level, congruity of our programs with educational curricula. For more information about the School Group Program Evaluation, refer to *Aiming for Excellence: An Evaluation Handbook for Interpretive Services in California State Parks*.

#### 0900.3.9.1 **School Group Program Evaluation Policy**

All districts and park units that provide programs for school groups shall participate in the statewide School Group Program Evaluation as directed by the Interpretation and Education Division.

#### 0900.3.10 **Interpretive Services File Retention**

Files related to the creation of interpretive services have significant value for future researchers and interpreters, as well for purposes of verifying and validating the information presented in interpretive projects and programs.

#### 0900.3.10.1 **Interpretive Services File Retention Policy**

Files related to the creation of interpretive services shall be preserved and maintained permanently in an organized manner and in a location that is accessible to the staff in the applicable unit(s). If these files cannot be maintained at the unit, sector, or district office, they



shall be sent to the Department Archives. For completed facilities and media, all files shall be sent to the Department Archives when applicable based on the pertinent retention schedule(s).

#### 0900.3.11 **Foreign Language Translation**

Translation of interpretive services (whether they be presented programs, media or facilities) into languages other than English is strongly encouraged. Factors to consider when determining if foreign language translation is warranted include changes in visitor trends; the demographics of the surrounding community as well as target audience for the park unit; and the park's history and heritage. Foreign language translation should always be done by a professional translation service, not by Department staff or volunteers who may speak the language (although such resources can be used to check translations before they are finalized). Because demographics change over time, staff should periodically revisit translation options and decisions to ensure they are keeping current with changing trends.

In addition to or in lieu of foreign language translation, staff who are planning interpretive services should also consider alternate methods of delivering messages without using words, such as with graphics or objects that don't require knowledge of English to understand.

For information about when foreign language translation is required by law, see Government Code §§ 7290-7299.8. For more information about reaching out to persons with limited English proficiency, see *All Visitors Welcome: Accessibility in State Park Interpretive Programs and Facilities*.

### 0901 **RESPONSIBILITIES FOR INTERPRETATION**

Creating and delivering high-quality interpretive services for the public is the responsibility of staff at all levels of the Department's organizational structure. Each individual supports a certain aspect that contributes to the overall strength and effectiveness of the Department's interpretive programs and facilities. At different levels of the organization, management ensures support for the Department's mission, goals and objectives, and ensures interpretive services meet the needs of the public.

Individuals who staff and directly support field units, including park aids who staff the entrance stations, rangers, maintenance personnel, etc., are the Department's frontline interpreters with important responsibilities for delivering interpretive services in an effective manner.

The roles, responsibilities and expectations for interpretive services for each level of the Department's structure are defined below in order to provide the best support for interpretation.

#### 0901.1 **Park Operations**

Park Operations, under the direction of its Deputy Director, is responsible for the management of all field operations. It provides technical leadership for the field through its Program Divisions, which includes the Interpretation and Education Division. DOM 0200, Park Operations Functions and Responsibilities, Figure 0202.1 provides an organization chart of Park Operations.

##### 0901.1.1 **Deputy Director for Park Operations**

The Deputy Director for Park Operations provides oversight and direction to the field as well as Policy Divisions, reports to the Director through the Chief Deputy Director, and must approve any exceptions to Department policy.

### 0901.1.2 **Field Division Chiefs**

The Northern Field Division Chief and the Southern Field Division Chief are designees of the Deputy Director of Park Operations and oversee the day-to-day management of field operations, including interpretive and educational responsibilities. District Superintendents report to the Field Division Chiefs.

### 0901.1.3 **Interpretation and Education Division**

The Interpretation and Education Division offers training, resources, advice, and advocacy in interpretive program areas. Specific statewide programs include natural resource stewardship interpretation; cultural heritage interpretation; K-12 educational programs and environmental education; volunteer management; cooperating associations; photographic archival management; and interpretive publications.

The mission of the Interpretation and Education Division is to inspire and promote excellence in interpretation and education for California State Parks. The division fulfills its mission by providing leadership, coordination and support for interpretive services statewide. A number of handbooks, training tools and resources are developed, maintained and disseminated by this division. The division also manages certain statewide funding programs.

#### 0901.1.3.1 **Interpretation and Education Division Policy**

The Interpretation and Education Division, in consultation with all areas of the Department, is responsible for policy formulation and development, as well as the overall direction, management, coordination and implementation of statewide-level interpretive and educational services, and review of appropriate legislation.

#### 0901.1.3.2 **Interpretive Publications Section**

This section researches, designs, writes and produces brochures, posters, handouts and other interpretive and educational materials, and manages various contracts for publication services. This section consults with and advises Department staff and other clients on the conception, planning, design and consistency of layout of various publication projects. The Publications Section also reviews and edits publications from other units and divisions. The distribution of the Department logo is managed by this section to ensure consistency of use and protection of our trademark. This section maintains a master file of publications it has produced that are provided in alternate formats for ADA compliance and in electronic format for inclusion on the Department's website.

#### 0901.1.3.3 **Planning and Programs Section**

This section strives to continually improve interpretive services throughout the state by working closely with park units, districts, the Service Centers and other divisions and executive staff to plan, design, evaluate and implement interpretive activities, programs and facilities. It provides training on interpretive philosophy, trends and methods, and acts as consultant to District Superintendents and other field staff on accessibility of interpretive programs and plans. This section has lead responsibility for environmental education and development of teacher's guides within the division; maintenance and analysis of interpretive statistics; management of the Junior Ranger and Litter-Getter programs; the statewide School Group Program Evaluation; and review of general plans and interpretation plans. Upon request, this section reviews and comments on major capital outlay projects to ensure interpretation needs are addressed and meet statewide goals. Strategies are developed and implementation is coordinated with field and Headquarters units to enhance and promote high quality natural and cultural heritage interpretation in our parks, which includes working with the concessions program. The section also maintains databases of vendors who specialize in equipment, supplies, services or consultation on park interpretation.

#### 0901.1.3.4 **Partnership Support Section**

This section provides liaison and support for volunteers and cooperating associations throughout the state. It works closely with field units, districts, and divisions as well as volunteers and cooperating associations to forge positive relationships that are mutually supportive. The section has responsibility for the Volunteers In Parks (VIP) Program, which involves policy development and implementation for the statewide program, volunteer management training, preparation of forms and reports, including the VIP Program Guidelines and the annual report on volunteer activity, the awards program for volunteers, general recruitment efforts, and management of Volunteer Enhancement Program funds. The section also has responsibility for overseeing the Cooperating Associations Program, which includes a statewide network of independent nonprofit organizations operating under contract with the Department. These organizations assist state park units with fundraising for interpretation and education activities. This section provides support for associations and staff through policy and guidelines development, training, contract agreements, compiling annual reports, and other services.

#### 0901.1.3.5 **Photographic Archives Section**

The Photographic Archives Section serves as the Department's statewide repository for photographic collections, ensuring these materials are housed in a secure, controlled environment. This section preserves and makes accessible images depicting a wide range of subjects focusing on development of the State Park System, including park features, park usage, flora, fauna and historic images. State law requires the Department to protect intellectual property rights for the large number of images it owns, which includes providing for the licensing of these images. The Photographic Archives Section maintains all appropriate records to document Department ownership of images and the associated intellectual property rights. This section is responsible for adding to the existing collection by accepting and housing images previously held in park units and by individuals. It is also charged with maintaining an inventory and accounting for all images in the collection. The Photographic Archives is a valuable resource for state park staff, researchers and students with the goal of making this magnificent collection of images available to all.

#### 0901.1.3.6 **Parks Online Resources for Teachers and Students (PORTS) Section**

The PORTS section conceives, researches, designs, develops, produces, and implements distance learning/interpretive programs for use with schools. This section works closely with district employees who manage and present distance education/interpretive programs to ensure that programs are of the highest quality and meet the needs of both the Department and schools. This section also works closely with the Department's Information Technology Office to coordinate efforts necessary to successfully accomplish program goals. PORTS staff members work with educational and educational technology organizations, administrators and on-site school personnel to facilitate the multitude of tasks necessary to carry out these programs. They work with private and public funding entities to provide the resources to produce and carry on these programs. This section trains, evaluates, and coaches interpreters to present these programs and recruits, contacts, trains, coordinates, and schedules school participation. The primary distance learning/interpretive program administered by this section is the Parks Online Resources for Teachers and Student program. Other efforts include providing leadership in the use of state-of-the-art technology in the delivery of interpretive services and evaluating the effectiveness of different technological applications for distance learning purposes.

#### 0901.1.4 **Natural Resources Division**

The Natural Resources Division provides overall leadership and direction to the Department's natural resource management program, including planning, setting priorities, monitoring and

documenting resources, and managing statewide funding programs. The Division is the Department's best repository of scientific information and park specific records. Natural Resources staff members familiarize interpretive planners as well as field personnel with current issues in resource management, collaborating in the development of interpretive storylines for accuracy, depth and balance, and reviewing projects as they progress. The Division identifies human behavior that impacts park resources, prioritizes critical issues for interpretation, and participates in the training of interpretive staff, to clarify policies and management practices relating to resource issues.

For more information, see the Department's *Resource Management Handbook*, and DOM 0300, Natural Resources.

#### 0901.1.5 **Archaeology, History, and Museums Division**

The Archaeology, History, and Museums Division provides statewide leadership and direction for the Department's management of heritage resources. The Division familiarizes interpretive planners and field staff with current issues in heritage preservation, identifies objects from collections that are suitable for display or other interpretive uses, reviews interpretive project plans related to cultural resources, and manages statewide funding programs. Division staff members collaborate in the development of culturally-sensitive storylines, promoting accuracy, depth, and balanced perspectives. They facilitate consultation with representatives of cultural groups. The Division also helps to identify visitor behaviors that degrade cultural landscapes, prioritizing critical issues for interpretation. Division staff members participate in training for interpreters to ensure their understanding of policies and practices related to heritage preservation.

For more information see the Department's two-volume *Museum Collections Management Handbook*, DOM 0400, Cultural Resources, and DOM 2000, Museum Collections Management.

#### 0901.1.6 **Concessions, Reservations, and Fees Division**

The Concessions, Reservations, and Fees Division takes the statewide lead in developing and administering contracts between the Department and various private and public entities. These contracts provide additional facilities, products and services for the convenience and safety of the public. Concession operations communicate a message to visitors about the State Park System and the resources preserved by parks. Concessions Division staff collaborate with interpretive planners and field staff to identify opportunities to enhance the park visitor recreational and educational experience. Staff develop and execute concession contracts, as well as monitor performance and quality of the services. They provide guidance in writing contract specifications to ensure consistency with interpretive principles and the identified themes and historic periods of the affected park units. In addition to concession contracts, the Division is responsible for the Department's operating agreements, which are contracts with local public agencies to operate a park unit or portion thereof.

The Division also negotiates and provides oversight for the Department's contract for reservation services. In addition to regular camping and day use reservations, the services include reservations for heavily booked interpretive programs, and school and commercial tours in some units.

For more information see DOM 1900, Concessions and Reservations.

#### 0901.2 **Acquisition and Development**

Acquisition and Development provides specialized services to Headquarters and Districts with regard to acquisitions, real property, and development projects. Some of the services provided include: acquisition of real property, leases, easements, right of entry permits; land

ownership mapping, records and research; and boundary surveys, legal description preparation and reviews. They are also responsible for Capital Outlay Projects, including their various interpretive components.

#### 0901.2.1 **Service Centers (Northern and Southern)**

Specialized disciplines within the Service Centers support park and Headquarters projects that range from initial project scoping to planning, design and construction. Major and minor capital outlay projects form the bulk of the Service Centers' assigned funded, multi-year projects throughout the state. The Service Centers also routinely provide District support for a wide range of interpretive services, including advice and technical assistance for smaller-scale park projects. These projects are funded through a variety of sources, including the budgets of Park Operations, Districts, and/or Service Centers, or through nonprofit or grant resources. Finally, the Service Centers support general plan efforts in guiding interpretation and develop more specific plans as requested.

The Service Centers' Museum and Interpretive Sections provide statewide, regional and park-specific project support including, but not limited to, feasibility studies, scoping, cost estimating, planning, design development, fabrication and installation of interpretive exhibits, audiovisual media development, and collections management for exhibits and house museum furnishings. Like the rest of the Service Centers, the Section's primary workload is from legislatively-approved major capital outlay projects funded by voter-approved bonds and matching sources (e.g., grants, donations, etc.). Staff also routinely provides support assistance to Districts in the form of collections inventories, integrated pest management programs, furnishing plans, research and writing for interpretation plans, and fabrication and installation of exhibits. Additionally, they assist in preparing Requests for Proposals and other contract documents necessary to hire specialized firms to help carry out these aspects of interpretive projects.

#### 0901.2.2 **Accessibility Section**

The Accessibility Section provides review staff to assist in the planning of interpretive programs and projects that can be enjoyed by visitors of all ages, backgrounds, and abilities. The work of park staff, contractors, and/or volunteers is subject to review for compliance with the Americans with Disabilities Act (ADA) of 1990. Title II of the ADA stipulates that public entities must evaluate and modify all of their programs, activities and services, to ensure that no one is denied the benefits they provide because of a lack of accessibility. The Accessibility Section reviews Department accessibility compliance for all interpretive programs and projects. For example, the section reviews publications, exhibits and panels, public programs and facilities in state parks, regardless of funding source.

##### 0901.2.2.1 **Accessibility Section Policy**

The Accessibility Section must be given the opportunity to review and comment on all interpretive programs, facilities, and media produced by or for the Department prior to production. For more information, see DOM 2600, Accessibility.

#### 0901.3 **Off-Highway Motor Vehicle Recreation Division**

The Off-Highway Motor Vehicle Recreation (OHMVR) Division provides statewide leadership in the area of off-highway vehicle (OHV) recreation. The Division acquires, develops, and operates state-owned vehicular recreation areas (SVRAs), and provides for a statewide system of managed OHV recreational opportunities through the funding of other public agency projects. The Division's responsibilities include providing education, conservation, and enforcement efforts to balance OHV-recreation impacts, including programs that conserve and protect cultural and natural resources. The Division administers grants that

support the care, restoration, and management of OHV-recreational lands and the education of riders and other visitors.

#### 0901.4 **Planning Division**

The Planning Division provides planning, technical support and research for California public park and recreation lands and facilities, both within and outside of the State Park System. The division conducts statistical research and comprehensive planning in support of the units and major properties of the California State Park System; provides research and support on a variety of topics related to outdoor recreation planning in California; provides planning, grants and support for statewide trails issues; and offers technical assistance and research related to current issues and trends affecting all park and recreation providers in California. The General Plan Section of the Planning Division is most directly involved with interpretation, because park general plans include interpretation planning. The General Plan Section, working closely with district staff, oversees all general plans in development, and is primarily responsible for the General Plans' interpretive direction. The section is also occasionally involved in the development of park management plans, including interpretation plans, and "Naming and Classification" documents.

#### 0901.5 **Training Section**

The Training Section manages the Department's centralized training program at the Mott Training Center and other venues, and establishes a training policy and an annual plan consistent with the State Training Policy and the Department's mission and goals. The Section collaborates and consults with districts, units, and individuals to systematically improve performance with a varied approach to training—both formal and on-the-job coaching—and evaluation. The Section confers with the Interpretive Performance Improvement Team (IPIT) and the Park Operations Policy Group (POPG) to evaluate and recommend employee training needs. The Section consults and provides assistance with training in interpretive theory and technique, as well as knowledge of park resources and values.

##### 0901.5.1 **Interpretive Performance Improvement Team**

The Interpretive Performance Improvement Team (IPIT) serves as a standing committee whose role is to make available high-quality training and related resources for the Department's interpreters, both employees and volunteers. To accomplish its mission, IPIT focuses on identifying specific training needs, developing courses and resources to address these needs, and evaluating the effectiveness of these courses and resources in an ongoing cycle of continuous improvement. IPIT members represent a broad cross-section of the Department that includes the Chief of the Interpretation and Education Division, representatives from the Training Section and Service Centers, and a variety of field staff. The group generally meets six times a year and presents an annual report of its activities at the annual meeting of District Interpretive Coordinators.

The mission of the Interpretive Performance Improvement Team is to facilitate the improvement of interpretive performance of employees and volunteers of California State Parks by identifying needs, developing high-quality training experiences and other resources, and evaluating outcomes.

#### 0901.6 **District Superintendent**

District Superintendents are responsible for the quality, and quantity, of interpretive services offered within their district. They are expected to provide not only the focus, but also the continual inspirational leadership necessary to produce an effective district-wide interpretive effort. Their leadership must extend to all staff, not just visitor services employees, to sustain a dynamic, balanced program. The District Superintendent is responsible for the appointment

of several interpretive advisory and coordinating functions. As with all core functions performed at the district level, accountability for each District's overall interpretive services performance, both in quality and in quantity, rests with the District Superintendent, including ensuring information about interpretive services in the district is included in the appropriate Unit Data File (UDF) and is tracked in the Computerized Asset Management Program (CAMP), and that interpretive services needs are included in the Park Infrastructure Database (PID).

#### 0901.6.1 **District Superintendent Policy**

The District Superintendent is responsible for all interpretive services offered in his/her district and shall designate specific members of their staff to support and coordinate the district's interpretive services, ensure they satisfactorily perform their duties, and inform the Interpretation and Education Division of these appointments. If no coordinator appointments are made, the Interpretation and Education Division shall rely on the District Superintendent to provide the coordination function. The District Superintendent shall appoint the following:

The **District Interpretive Coordinator** serves as the primary conduit for sharing information, represents the district at statewide interpreters' meetings, and has primary responsibility for coordinating interpretive services throughout the district. Often this person is in an interpretive classification; however, every district must have a designated District Interpretive Coordinator, whether the District maintains a position in this classification or not. Alternate or sector representatives may be listed to receive information copies of mailings as well. See below for specific responsibilities of the District Interpretive Coordinator.

The **Junior Ranger and Litter-Getter Coordinator** handles distribution of program support materials and assists with training, publicity, and program evaluation.

The **Interpretive Publications Coordinator** organizes district publications priorities with the Interpretive Publications Section, facilitates, reviews, and approves material for content and accuracy, and arranges for payment for printing, if necessary.

The **Concessions Specialist** serves as the liaison between the Department and concessionaires within the district. Interpretation and Education Division staff members typically provide individual assistance with developing interpretive concession plans and advises concessionaires on such matters as appropriate furnishings, attire, merchandise, product display, interpretive activities, advertising and promotion.

The **Photo Work Request Coordinator** coordinates the district's photographic services requests, which includes approving and signing DPR 108 forms (Photographic/Audio-Visual Work Requests), prioritizing district requests, and arranging for payment, when necessary.

The **Volunteer Coordinator** provides liaison between sector and/or unit volunteer coordinators and the volunteer programs manager in the Interpretation and Education Division. Responsibilities include record-keeping and ordering volunteer recognition materials. This person may also oversee district-wide usage of Volunteer Enhancement Program (VEP) funds.

The **Volunteer Enhancement Program Coordinator** prioritizes district VEP projects, monitors their progress, and reports VEP expenditures to the Interpretation and Education Division. Typically this is the responsibility of the District (Regional) Interpretive Specialist.

The **Cooperating Association Liaison** ensures the relationship between cooperating associations and the Department is managed in accordance with the Cooperating Association Program Guidelines.

**0901.7 District Interpretive Coordinator**

Appointed by the District Superintendent, the District Interpretive Coordinator (DIC) plays a vital role in advising, coordinating, and evaluating the District's interpretive efforts. The DIC represents the district when attending statewide interpreter meetings and training programs and shares the information derived with other staff. The DIC typically is an employee from the Interpreter series, with knowledge and mastery over various aspects of interpretation. The DIC is most effective when included as part of the District's core management team and is involved in ongoing meetings and discussions with maintenance and administrative chiefs regarding interpretive and educational services.

**0901.7.1 District Interpretive Coordinator Policy**

The District Interpretive Coordinator will:

- Inspire, advocate for, monitor and evaluate interpretive programs and facilities;
- Provide training and access to resources for those providing interpretive services in the District;
- Foster, coordinate and implement statewide interpretive/educational programs in the District, such as Junior Rangers, Junior Lifeguards, Volunteer Enhancement Program, and exhibit projects;
- Maintain communications between the District and Department Headquarters staff to facilitate and promote District program improvements;
- Manage the interpretive statistics reporting system for accuracy and timeliness;
- Prepare, coordinate and/or support the production of interpretive publications;
- Develop and produce interpretation planning documents for the District and Department;
- Ensure that interpretive services meet Park Accessibility Standards.
- Assist with locating funding sources and obtaining materials for interpretive projects, including ensuring that the District's Park Infrastructure Database (PID) projects are current and correct;
- Work with cooperating associations, as outlined in the Cooperating Associations Program Guidelines;
- Provide oversight of District concessions in matters relating to interpretive programs and facilities;
- Advise and assist with increasing community support for, and involvement in, the District's interpretive efforts; and
- Assist with the development of interpretive capital-improvement projects, including the preparation of capital outlay budget packages for proposed interpretive facilities.

**0901.8 Sector Superintendent**

The Sector Superintendent will be responsible, and held accountable through annual job performance evaluations, for a high quality interpretive program. Accountability for the sector's overall interpretive program, in both quality and quantity of services offered, rests with the Sector Superintendent, who is expected to provide continual inspirational leadership in promoting the importance, need, and focus necessary for a successful district-wide interpretive effort. This leadership must extend to all staff, not just visitor services employees, to sustain a dynamic, balanced program.



### 0901.8.1 **Sector Superintendent Policy**

In order to achieve a consistently high level of interpretation, the Sector Superintendent will:

- Ensure visitor services staff and other applicable classifications are involved in all aspects of their job description, including interpretation, and make interpretive accomplishments an integral part of job performance evaluation;
- Budget for and support training programs that will ensure employees acquire the skills needed to create and deliver a powerful interpretive program;
- Allocate funds to support the interpretive program and work with cooperating associations in order to enhance and complement the sector's interpretive efforts;
- Involve staff and volunteers in planning and training to meet the sector's interpretive goals;
- Review and provide input on interpretation plans, unit classification recommendations, park general plans, interpretive concession proposals and other interpretation documents;
- Coordinate review of interpretive programs to maintain the historic and scientific accuracy of all messages, ensure the appropriateness at each site, and monitor the impact of interpretation on natural and cultural resources;
- Ensure evaluations are performed for all staff, whether paid or volunteer, involved with the presentation of interpretive programs according to Department policy (see Section 0900.3.8); and
- Actively participate in interpretive events to maintain direct contact with the visiting public whenever possible.

### 0901.9 **Lead Person for Interpretation**

Most interpretation takes place at the park unit level. The unifying, primary, and secondary interpretive themes for each unit are conveyed directly to the visitor through various media and personal contacts. If the park or interpretive program is of sufficient size, a permanent employee should be selected as lead person for interpretation. If the size of the unit or the interpretive program does not warrant such treatment, then the unit should be grouped with those nearby and assigned to this key staff member.

The designated lead will devote the majority of his or her time and give the highest priority to the interpretive function. Classifications used for the Lead Person for Interpretation include, but are not limited to, the following series: State Park Interpreter, Guide, Museum Curator, State Park Peace Officer (Ranger and Lifeguard).

#### 0901.9.1 **Lead Person for Interpretation Policy**

The lead person for interpretation shall:

- Initiate interpretive activities, ensure resources, scheduling, and training are provided for programs, and make certain the appropriate information and interpretive themes are conveyed to the visitor through various interpretive media.
- Ensure that alternate formats and equipment for accessibility in interpretive programs are available and maintained in working order.
- Plan and conduct interpretive programs.
- Act as a communications link between interpretive activities, district staff, and various related organizations.

- Assist District management in staff development by recommending and participating in interpretive training and evaluation of permanent and seasonal staff and volunteers.
- Participate in the development of interpretive planning documents for the unit(s) under his/her jurisdiction.
- Work with the District Interpretive Coordinator to ensure he/she is aware of developments in the areas of interpretive and educational services at specific park units and has the opportunity to review and comment on planning for such services.
- Coordinate with the District Interpretive Coordinator so that data about interpretive program attendance recorded in the Computerized Asset Management Program (CAMP) is current and accurate.

## 0902 **PLANNING FOR INTERPRETATION**

Cultural and natural resources are silent unless interpretation gives them a voice. Their significance can be brought out through interpretation to enrich the visitor experience. Consideration for interpretation begins with the acquisition of a property and continues as the park develops. Effective interpretation not only enables visitors to better understand their relationship to the environment, but also helps promote the preservation and sustainable use of resources within and beyond park boundaries and guides appropriate visitor access. Interpretive projects may include publications, audio-visual installations, exhibits, visitor centers, and historic building restorations, as well as such activities as living history and environmental living programs.

### 0902.1 **Planning Process**

Interpretive planning documents are used to guide long- and short-term projects to help realize the park unit's critical goals and objectives. Interpretive planning can occur at many levels; it may be facilitated by headquarters, the Service Centers, a district, park unit, support organizations or by contract.

#### 0902.1.1 **Planning Process Policy**

The District Superintendent shall be responsible for developing a systematic process for interpretive planning and for review and approval of interpretive planning documents within his/her district. Interpretation planning shall:

- Identify and describe cultural, natural and/or recreational resources of significance;
- Involve interested constituencies;
- Gather, organize and analyze documents, data and references;
- Articulate interpretive themes that appropriately represent the park resources;
- Establish interpretive period(s) for cultural resources;
- Identify educational content standards and learning objectives;
- Designate suitable locations (e.g., outdoor settings, facilities) for accessible interpretive activities;
- Select methods and media for conveying the interpretation;
- Develop content—the background information or storylines to be highlighted through interpretation;
- Create a process for evaluating completed interpretive facilities and programs.

## 0902.2 **Research**

An important part of interpretation rests in an assumed, but seldom expressed contract with visitors to provide information that is resource-based, relevant, and accurate. Research is fundamental to the preservation and understanding of California State Parks' resources. It lies at the heart of good interpretation.

Research involves identifying the natural, cultural and recreational resources that make a place special, as well as examining scholarship concerning their history, science, and condition. Systematically gathering, recording, reviewing and organizing this data is the key to its usefulness. This is especially important when determining the themes and content that make the visitor experience more meaningful.

Methods for collecting and managing resource information are described in the Department's *Workbook for Planning Interpretation in California State Parks* and in the *Basic Interpretation Learning System: Basic Interpretation Handbook*.

### 0902.2.1 **Research Policy**

Department research is valuable and shall be collected, organized, and retained as hard copies and electronically in a secure location for present and future use. This location is most appropriately the Unit Data File (UDF). For more information about the UDF, see the California State Parks Planning Handbook.

## 0902.3 **Stakeholder Involvement**

Reaching out to Department staff, user groups, docents and volunteers, neighbors, cooperating associations, concessionaires, government agencies, community decision-makers and others during the interpretive planning process is important for stimulating discussions about the park unit and its values in local, regional and national contexts. These discussions are especially worthwhile when planning for interpretive projects and services. Keeping the public involved and informed about current and future projects may also facilitate long-term support for the park unit.

Consultation with California State Parks' diverse constituencies is essential for the development of effective and meaningful interpretive and educational programs. Consultation ensures appropriate content and accuracy, identifying multiple points of view and potentially sensitive issues. Acknowledging different perspectives does not require interpretive and educational programs to provide equal time, or to disregard the weight of scientific or historical evidence. The Department has specific policies regarding consultations with California Native Indian people and the portrayals of ethnic or cultural groups (see DOM 0400, Cultural Resources).

Refer to the *Workbook for Planning Interpretation in California State Parks* for information on working with stakeholders.

### 0902.3.1 **Stakeholder Involvement Policy**

When planning for interpretive services, the Department may hold public meetings and/or consult with the park's stakeholders. California Indian groups or other ethnic communities that are culturally affiliated with an interpretive planning project shall be included as stakeholders during the planning process. (See Interpreting Diversity, Section 0900.3.5, for information regarding formal consultation requirements.)

## 0902.4 **Thematic Interpretation**

The best interpretation is characterized by its clear sense of purpose. Theme statements offer a point of view or an approach to a particular subject. A theme is the complete idea that defines the informational scope and the perspective of a topic. Interpretive themes offer a bridge to help visitors understand the significant natural, cultural, and recreational resources of a park.

For more information about themes, see the Department's *Workbook for Planning Interpretation in California State Parks* and the *Basic Interpretation Learning System: Basic Interpretation Handbook*.

### 0902.4.1 **Thematic Interpretation Policy**

All interpretive programs will be developed or organized around the concept of one or more interpretive themes. Most types of interpretive facilities and media also shall meet this requirement, as applicable. These themes will be identified in approved interpretive planning documents.

## 0902.5 **Planning for Services to Schools**

Specifically planning for providing interpretive services to schools and schoolchildren is an important part of the overall planning process. Because the message, as well as the media, used to connect the visitor with the resources may or may not be appropriate for all audiences, it is important to consider the needs of teachers and students as a distinct service separate from that provided to other visitors. Children learn and process information differently, depending upon their ages, education, and experiences so it is imperative that we consider these factors in planning for services to schools.

Refer to the *Workbook for Planning Interpretation in California State Parks* and the *Basic Interpretation Learning System: Basic Interpretation Handbook* for more direction on planning for educational services.

See also section 0904.6.16 for information and policies related to school group programs.

## 0902.6 **Planning Documents**

Interpretation requires a structured planning approach that gives focus and direction to the development of park unit facilities and activities. Interpretive planning documents vary according to their purposes and the details required for supporting the level of interpretive development. As new interpretation has the potential to affect more than just visitors, it is important to involve all park stakeholders early in the planning process when moving forward with planning.

Refer to the Department's *Planning Handbook* and *Workbook for Planning Interpretation in California State Parks* for further information on the contents of the different plans.

### 0902.6.1 **Planning Documents Policy**

Park unit interpretive facilities and services will be developed in accordance with approved interpretive planning documents. Copies of all final interpretation planning documents will be sent to the Interpretation and Education Division and the Department Archives.

### 0902.6.2 **General Plan**

The "Interpretation Resources, Opportunities and Constraints" section of the "Existing Conditions" chapter of the General Plan inventories and evaluates the appropriateness and

effectiveness of existing interpretive programs and facilities. The “Unit-wide Interpretation Section” of the “Plan” chapter of the General Plan makes recommendations for future development. It articulates a unifying theme for the unit along with supporting primary and secondary themes, as well as primary and secondary interpretive periods for cultural resources and key goals and guidelines. It makes general recommendations for interpretation of the unit’s cultural, natural and recreational resources.

By law the State Park and Recreation Commission has the authority to review and approve General Plans of the State Park System. These documents are subject to review under the California Environmental Quality Act (CEQA).

#### 0902.6.2.1 **General Plan Policy**

A new General Plan or an amendment to an existing General Plan is required prior to developing any new major interpretive facilities, if those facilities are not consistent with the approved General Plan.

#### 0902.6.2.2 **Interpretive Prospectus**

When there is no approved General Plan for a park unit or the approved General Plan does not contain sufficient detail to adequately guide the development of interpretive services for a unit, an Interpretive Prospectus may be developed to guide the unit’s overall interpretation. This document contains the same interpretation information as the General Plan and evaluates existing conditions for interpretation in the park unit. The Prospectus identifies a unifying theme for the unit, along with supporting primary and secondary themes, primary and secondary interpretive periods for cultural resources, and key goals and guidelines. The Prospectus also makes general recommendations about suitable methods and media for interpreting the unit’s cultural, natural and recreational resources.

The Interpretive Prospectus should be considered a provisional document, as it does not have the same authority that is vested in an approved General Plan.

For more information, see the *Workbook for Planning Interpretation in California State Parks* and the Department’s *Planning Handbook*.

#### 0902.6.2.2.1 **Interpretive Prospectus Policy**

All Interpretive Prospectuses produced for units of the State Park System will be reviewed and approved according to Department policy related to Review of Management Plans (see DOM 0500, Park Planning).

#### 0902.6.3 **Interpretation Management Plans**

Interpretation Management Plans more specifically define the objectives, methodologies and concepts for how goals and guidelines identified in the General Plan, will be achieved. The length and complexity of an Interpretation Management Plan will vary based upon an array of factors, including park unit size, diversity of resources, interpretive themes and periods, and interested constituencies and park stakeholders.

The development process for Interpretation Management Plans must be inclusive and involve all possible stakeholders, not just those involved in interpretation. When preparing these documents, appropriate review and approval must occur at the district and Headquarters levels.

Refer to the *Workbook for Planning Interpretation in California State Parks* for more information on the process of development.

### 0902.6.3.1 **Interpretation Management Plans Policy**

All Interpretation Management Plans produced for units of the State Park System will be reviewed and approved according to Department policy related to Review of Management Plans (see DOM 0500, Park Planning). For purposes of this policy, Interpretation Management Plans include Interpretation Master Plans and Interpretation Action Plans, but not Annual Interpretation Implementation Plans nor Project and Program Plans.

### 0902.6.3.2 **Interpretation Master Plan**

An Interpretation Master Plan takes a long-range approach to interpretation planning and may be developed for a unit, sector, or geographical region, or may be used for particular resources found throughout the state. It updates and expands upon the General Plan and is intended to help guide park unit staff toward realizing its vision for interpretation. The Master Plan provides greater background and context, while analyzing existing conditions and looking at opportunities and constraints for expanding interpretation and meeting visitor needs. A Master Plan offers recommendations for facilities, media and programs, with objectives and strategies that are in line with the park unit's goals and guidelines. The Master Plan can be a stand-alone document or combined with an Action Plan. Master Plans may be used to request and attract funding for project-specific development.

Refer to the *Workbook for Planning Interpretation in California State Parks* for information on Master Plan development.

#### 0902.6.3.2.1 **Interpretation Master Plan Policy**

It is strongly recommended that an Interpretation Master Plan be prepared prior to developing any new major interpretive facilities or programs, or an amendment to an existing plan should be put in place if such facilities or programs are not addressed in the existing Master Plan. Factors to consider in determining whether to develop an Interpretation Master Plan include the size and scale of the facility (both in physical size and in budget) or program in relation to the size of the park unit.

### 0902.6.3.3 **Interpretation Action Plan**

An Interpretation Action Plan should follow the development of a Master Plan and may be set up as a stand-alone document. The Action Plan is a "roadmap," offering a realistic and flexible mechanism for achieving the park unit's interpretive goals, objectives and strategies. Guided by the Action Plan, park staff can methodically approach interpretive development, adapting to the continuing evolution of the park unit while moving toward the realization of the stakeholders' shared vision.

Refer to the *Workbook for Planning Interpretation in California State Parks* for direction on Action Plan development.

### 0902.6.4 **Annual Interpretation Implementation Plan**

The Annual Interpretation Implementation Plan is a versatile planning tool available to Districts to help give structure and direction to their overall interpretation program. As the name implies, this type of interpretation planning document is prepared each year by District and park staff to identify objectives of the interpretation program for the District and set priorities for the coming year. Once developed, the plan is reviewed throughout the year to help ensure objectives are met.

### 0902.6.5 **Interpretive Services Plans**

Interpretive Services Plans, which include, but are not limited to Exhibit Plans, Furnishing Plans, Audio-Visual Plans, Interpretive Trail Plans, Living History Plans and Environmental Living Plans, take their direction from the park unit's General Plan and Interpretation Management Plans. Interpretive Services Plans make detailed recommendations for producing formal exhibits, furnishing historic settings, creating audio-visual media, developing trails and wayside exhibits, or producing such interpretive programs as living history or environmental living activities.

Refer to the *Workbook for Planning Interpretation in California State Parks*, the *Guide for Preparing a Furnishing Plan: Furnishing and Interpreting Historic Structure Museums* and *Basic Interpretation Learning System: Basic Interpretation Handbook* for further information on interpretive project and program planning.

#### 0902.6.5.1 **Interpretive Services Plans Policy**

District Superintendents are responsible for developing a process for district-level review and approval of all interpretive services plans; this review should involve all applicable internal and external entities, taking advantage of organizations and individuals with expertise in the subject area(s) or type of project or program addressed in a particular plan. This may include asking staff in policy divisions or the Service Centers or representatives of external organizations to review drafts of the plan

Copies of all completed interpretive services plans shall be sent to the Department Archives and the Interpretation and Education Division.

### 0902.7 **Park Infrastructure Database**

The Park Infrastructure Database (PID), a tool developed to identify unfunded plans and projects and track their status, is used for budgeting, planning and implementing projects throughout the Department. Identifying interpretive plans and projects within PID will allow for the identification and the timely replacement of interpretive exhibits, campfire centers, interpretive shelters and other facilities.

#### 0902.7.1 **Park Infrastructure Database Policy**

To be considered for funding, interpretive plans and projects must be entered into the Park Infrastructure Database (PID), where they must be clearly articulated, reasonably budgeted, and updated on a regular basis.

## 0903 **REFERENCE SOURCES FOR INTERPRETATION**

Valuable references may be found among veteran staff members and volunteers, descendants of native people or early settlers, park neighbors, the local college faculty, or members of preservation or recreation groups. In addition to their own unique insights, knowledge and affection for the park, they can also offer interpreters an introduction to other experts and reference collections.

Assessing the suitability and authority of references is a key to good planning for interpretation. Primary sources (first-hand accounts or original research) are not only preferred for authenticity, but they usually provide more compelling stories than secondary sources such as textbooks. Every reference source brings a certain point of view to the story that must be considered. Careful scrutiny of draft storylines should become habitual, both to check the facts and for current and balanced thinking on the subject, regardless of the source.

For more specifics about interpretive research, see the *Basic Interpretation Learning System*.

#### 0903.1 **Unit Data Files**

Park unit histories and research contained in Unit Data Files provide critical information for the development of interpretation. It is the responsibility of all Department staff to contribute to and manage the research and observations contained in these files. However, unit and sector staff are in a unique position to continuously observe the resources and note the seasonal events or changes when roving and/or providing interpretive activities.

##### 0903.1.1 **Unit Data Files Policy**

Every park unit will develop and maintain a Unit Data File. For more information about Unit Data Files, see the California State Parks Planning Handbook.

#### 0903.2 **Unit and/or Sector Interpretive Libraries**

Staff members must be able to take advantage of appropriate reference materials for on-the-job informal learning to support and improve park unit interpretation. Access to reliable, current information is important for developing interpretive projects and programs in California State Parks.

##### 0903.2.1 **Unit and/or Sector Interpretive Libraries Policy**

Every park unit having interpretive facilities and/or programs will develop and maintain an Interpretive Library for use by staff, docents, volunteers and concessionaires. For some units, this library is most appropriately located in the unit itself, for others it may be more suitable to place the library in a District or Sector office.

#### 0903.3 **Photographic Archives**

The Photographic Archives Section serves as the Department's statewide repository for photographic collections. The Photographic Archives preserves its materials in a secure, controlled environment and ensures appropriate access to the images. It maintains an inventory and accounting for all images in the collection and appropriate records to document and manage the Department's ownership of images and their associated intellectual property rights. The Archives also holds master copies of non-presented interpretive audio-visual programs. Archives staff members are responsible for accessioning objects from outside the Department or previously held elsewhere by the Department and provide a variety of duplication services.

#### 0903.4 **Interpretive Museum Collections**

A major resource held and administered by the Department is that of cultural and natural history objects. These artifacts and objects document and illuminate California's rich heritage. They are used for historic setting displays, formal exhibits, interpretive programs and scholarly research. Cultural and natural objects intended for use in interpretive programs are discussed in Section 0904.7 of this chapter.

Management policies for the collections are guided by DOM 2000, Museum Collections Management, and the *Museum Collections Management Handbook*.

#### 0903.5 **Department Archives**

The Department Archives collects, organizes, preserves, and provides access to records of permanent value to the Department. These materials pertain to the growth and development of the State Park System as a whole, as well as to individual units. Document types include



studies, reports, surveys, correspondence, bibliographies, plans, project files, and background research materials. The Department Archives is the primary repository for the Department's master planning documents, including General Plans, Interpretive Prospectuses, Interpretive Master Plans, Exhibit Plans, Management Plans, and other foundation documents. The Department Archives also administers the Unit Data File database of electronic documents for preservation and dissemination.

For information about the Department Archives, consult DOM 0400, Cultural Resources.

#### 0903.6 **Central Records**

California State Parks' Central Records houses the current records of the Department's transactions and decision-making. They include: memos, correspondence, deeds, management directives, delegations of authority, contracts, budgets, accounting records, and reports. The State Records Management Act directs the activities of Central Records, a unit of the Business and Fiscal Services Section. DAM 0800, Records, Forms and Manuals, guides the management of the records.

#### 0903.7 **Other Department Records**

The Department's Archaeology, History and Museums, Natural Resources, and Planning Divisions, along with the Office of Historic Preservation and the Service Centers, maintain project and program records, and materials that can be a source for park interpretation. The Acquisition and Development Division also maintains a map room that may be useful for interpreters.

#### 0903.8 **Museums, Libraries and Archives**

Public and private libraries, local historical societies, museums, courthouses, local and regional archives, and private collectors may provide resources for interpretive research and project development. The California State Library and the California State Archives are major repositories of Department records and both therefore contain documentary and published materials related to the Department and its history.

An extensive list of research institutions in California is included as an appendix in the *Workbook for Planning Interpretation in California State Parks*.

#### 0903.9 **Internet Sites**

The Internet provides instant, on-demand, global access to information. It offers a self-publishing library full of facts, opinions, stories, interpretations, and statistics. Information may be produced by an expert or an amateur. The information offered may be updated daily or could be out of date or in error. As with any information resource, but perhaps even more so due to the ease with which information can be published to the Internet, it is important to evaluate the content as well as the author or provider of the information. Websites also may change or be removed from the web.

##### 0903.9.1 **Internet Sites Policy**

All information received via the Internet shall be confirmed by at least one other independent and credible source. When websites are used as a source for research, record the author, title, and date the page was created or updated, and the date it was accessed, as well as the web address.

## 0904 INTERPRETIVE PROGRAMS

California State Parks staff and volunteers stimulate interest at parks and museums through interpretive programs and activities that expand understanding and appreciation for cultural, natural and recreational resources and their values. Presented interpretive programs, sometimes referred to as “personal interpretation,” are geared to the size and interest of the group attending and oriented in such a manner as to make the material as relevant as possible to the background and experience of the audience. A park experience with a well-prepared interpreter can be the most rewarding and memorable part of an individual’s visit. Presented programs can also address community needs, such as supporting educational standards, public safety, and resource preservation, promoting healthful ways of living, and increasing cultural awareness.

For additional information on presented interpretive programs see the *Basic Interpretation Learning System: Basic Interpretation Handbook*.

For information on interpretive programs presented by non-Departmental entities and on collection of fees for programs or activities, see Section 0909.3.

### 0904.1 General Interpretive Programs Policy

Interpretive and educational programs and activities shall support interpretive themes and periods identified in the park unit’s general plan and interpretation management plans.

### 0904.2 Interpretive Programs Retention

Development of interpretive programs involves considerable time and creative effort. A formal interpretive program is developed to meet a particular need and is presented multiple times. It is important the Department protect and preserve this valuable resource.

#### 0904.2.1 Interpretive Programs Retention Policy

Files shall be maintained for all formal interpretive programs. Each file shall contain, at a minimum, a print copy, and an electronic copy if available, of all records related to the program, such as contracts, outlines, quotes, notes, references, lists of props and supplies, maps, etc. If the file is for a presented A/V program, it shall also contain a copy of the program, labeled with title and production date, as well as visual media release forms for any images with identifiable individuals and any agreement documents for images or audio used in the A/V program that are not the property of the Department. (See also Section 0900.3.10 above.)

### 0904.3 Interpretive Program Safety

Among the most memorable and enjoyable park experiences are those that take visitors beyond the bounds of everyday life, whether it’s hiking a mountain-top, paddling a kayak, or watching sparks fly from a blacksmith’s anvil. While enjoying new experiences, visitors should have confidence that Department-sponsored interpretive programs are safe and well organized.

#### 0904.3.1 Interpretive Program Safety Policy

Staff and volunteers conducting interpretive programs and activities shall ensure:

- Activities are well supervised, with group size limited to a safe number;
- Proper equipment is available and is regularly inspected and maintained;
- Emergency communications, first aid, and evacuation plans are in place;
- All staff and volunteers conducting programs are trained in safety procedures;

- Visitors are informed of inherent risks, such as poison oak, and the physical demands of the activity;
- Participants are properly dressed and equipped for the activity; and
- Interpreters keep groups to established routes, of which supervisors are aware.

#### 0904.4 **Interpretive Program Accessibility**

In addition to facility access, interpretive programs and activities must be accessible to all visitors, who may have a wide range of capabilities and needs. This includes programs and activities that are readily accessible to, and usable by, individuals with disabilities.

##### 0904.4.1 **Interpretive Program Accessibility Policy**

Interpretive activities and programs in California State Parks must meet current accessibility requirements (see DOM 2600, Accessibility, and the *California State Parks Accessibility Guidelines*), ensuring they are accessible to persons with disabilities.

When a program or event is being planned where oral communication is part of the program, any printed or electronic announcements, flyers, and advertisements must include the following statement: "To request a sign language interpreter or other auxiliary aids or services for people with disabilities, please contact [appropriate staff person]." This should be the District Accessibility Coordinator, if the district has designated one, or event coordinator's contact number. For more information, refer to DOM 1800, Park Operations.

#### 0904.5 **Interpretive Data Reporting and Analysis**

The Interpretation and Education Division tracks the quantity of interpretive services provided by California State Parks. This information is valuable for budgetary purposes, for personnel management and training, and for generating more widespread support for the Department's interpretive efforts.

##### 0904.5.1 **Interpretive Data Reporting and Analysis Policy**

Park employees shall keep accurate records regarding the type and number of interpretive programs and other interpretive services offered, the amount of staff and visitor time involved, and the number of park visitors who attend.

Designated park staff members will report interpretive data using the Computerized Asset Management Program (CAMP) system on at least a monthly basis. The District Interpretive Coordinator will review district data for accuracy and completeness. The Interpretation and Education Division will coordinate statewide data collection and will analyze and report the statistical results.

Failure to input accurate data may impact a District's ability to compete for grants and other types of Department funding available for interpretive services development.

#### 0904.6 **Categories of Interpretive Programs**

The following programs are typical of the most common interpretive programs offered in parks in which employees or volunteers interact with visitors. Each may differ in media and approach, but are similar in their use of a central theme. The decision as to what type of interpretive program will be the most effective in communicating the park's themes and achieving the desired goal(s) should be determined through thoughtful planning.

### 0904.6.1 **Audio-Visual Presentations**

In California State Parks, audio-visual (AV) presentations are presented by an interpreter with the active participation of the audience. AV presentations include movies, slide programs, PowerPoint, video programs (both interactive and passive), and audio messages. AV programs are well suited for telling sequential stories and for providing overviews of park resources.

Refer to Section 0905.10 for policies on audio-visual installations. See also Section 0906.3 for information related to non-presented AV programs.

### 0904.6.2 **Campfire Programs**

A tradition in California State Parks, the campfire program is an essential part of many park experiences. The comforting, relaxing, and informal qualities of campfire programs make visitors receptive to ideas, particularly concerning the protection of nearby resources and of the world in general. Evening gatherings usually include announcements, group participation in songs or stories, and an interpretive presentation.

### 0904.6.3 **Community Involvement Programs**

Educational activities are often presented as part of the Department's community involvement programs. They include FamCamp<sup>®</sup>, State Park Police Activities League, informational fairs, workshops, conferences, and special events, among others.

### 0904.6.4 **Demonstrations**

Demonstrations are useful for presenting or showing skills or physical activities, either to teach them to participants or just as a matter of interest or information. They teach visitors new recreational skills, and show traditional activities and crafts that not only help visitors to step back into another time, but also bring them closer to other customs and cultures. Demonstrations may also involve the interpretation of natural resources and phenomena. The District Superintendent may authorize the use of cultural demonstrators, and, if they are not Department employees, may allow them to sell their hand-crafted items in parks, through a special event permit, concession agreement or other appropriate instrument. For a further discussion of policies and procedures pertaining to interpretation in the Native voice, see DOM 0400, Cultural Resources. See also information and policies about Living History programs below.

#### 0904.6.4.1 **Demonstrations Policy**

Demonstrators must be well versed in their crafts and welcome visitors' inquiries. Safety at demonstrations must be carefully monitored. Historic techniques must be presented as accurately as possible for a specific interpretive period. Cultural demonstrators shall be clearly introduced as representing one individual's perspective from the particular culture or group being presented.

### 0904.6.5 **Guided Hikes, Walks, Talks, and Tours**

Guided hikes, walks, talks, and tours bring together skilled interpreters with interested visitors. They make the fullest use of the resources at hand, whether they include flora and fauna, geographic features, historic buildings or artifacts, or a site where an important event occurred. As a general rule, hikes are conducted in natural settings and tours at historic or other cultural sites.

**0904.6.6 Informal Interpretive Contacts**

Park personnel not specifically assigned to interpretive duties may have brief interpretive discussions with visitors in the course of other responsibilities. Contacts that are more than informational—organized, thematic, and relevant—are considered informal interpretive contacts.

**0904.6.7 Interpretive Concessions**

Some park concessions, by contract, not only produce revenue, but also assist the Department in its interpretive efforts through their activities and, within historic units, their appearance. Interpretive concessions provide a “living” historic environment, interactive activities, period-style food, and quality merchandise that may become lasting mementos of a visitor’s park experience. For more information, see Section 0908.5 and DOM 1900, Concessions and Reservations.

**0904.6.8 Interpretive Special Events**

Interpretive special events are activities significantly different from general park use, but linked to the purpose or history of the park, its interpretive period and theme(s). Events may be focused on only the park or may be in collaboration with other organizations, agencies, cities, counties or special districts. Special events require a Department-issued Special Event Permit, DPR 246/246a. Program elements should conform to the Department’s current accessibility standards and RAPPORT (for more information, see Section 0900.3.2).

**0904.6.9 Junior Lifeguards**

The Junior Lifeguard Program emphasizes teamwork, leadership, and aquatic safety while introducing young people to safe marine and aquatic recreation opportunities. The program is designed to provide quality water safety education while improving young people’s physical conditioning, their understanding and respect for the environment, and their respect for themselves, their parents, and their peers. Youths between the ages of 8 and 15 of all abilities and skill levels may participate. For more information, see DOM 1200, Aquatics.

**0904.6.10 Junior Rangers**

“Junior Rangers” is a statewide interpretive program designed for children, ages 7 to 12 years. The program fosters appreciation for California’s rich natural and cultural heritage, emphasizing the stewardship of park resources and their connection to global issues. Children typically earn awards by taking part in activities presented by park staff, but youths may also participate via the Internet or by completing the Junior Ranger Adventure Guide. The program reaches tens of thousands of young park visitors every year. For more information, see the Department’s *Junior Ranger Program Handbook*.

**0904.6.11 Litter-Getters**

“Litter-Getters” is a statewide environmental education program that encourages young park visitors to reduce, reuse and recycle litter. The program informs visitors about the importance of reducing and reusing litter, the impact it has on parks and communities, and the role that recycling can play in improving the quality of life. Participating children are given engaging program materials, including a trash bag. Through the program, they earn prizes by collecting and disposing of park litter. See also Demonstrations, Section 0904.6.4.

**0904.6.12 Living History Programs**

Authentic activities, objects, and historical characters in period-appropriate attire are combined through “living history” to animate an occurrence or an event. The goal is to relate

the past in a way that personalizes and humanizes it. First-person living history interpreters immerse themselves to portray the human feelings, attitudes, beliefs, and social interactions of a particular era. Third-person interpretation, which is the recommended type of living history program for the Department, uses the same information, but communicates it through a modern-day perspective. Planning, meticulous research, training and preparation are critical to a program's success. See also information and policies about Demonstrations, Section 0904.6.4.

#### 0904.6.12.1 **Living History Programs Policy**

Living history programs must be authentic and appropriate and must be accompanied by orientation/interpretation for the visitor that allows him or her to have a meaningful interaction with living history presenters. Factors to consider in relation to authenticity and appropriateness of living history programs include such things as interpretive theme(s) and period(s) of the park unit, the individuals selected to fill certain "roles" or characters (age, race, gender, ways of speaking, accents, etc.), and clothing.

#### 0904.6.13 **Recreational Clinics**

The Department may offer clinics and educational activities as part of recreational programs at the park or offsite. Clinics encourage new uses of the park and further exploration, and provide a great opportunity to promote visitor safety and the protection of park resources. Examples include a fishing clinic, beginner snowshoe walk, or canoe class.

#### 0904.6.14 **Roving Interpretation**

Roving interpretation involves mingling with the public by park personnel, who are specifically assigned to interpretive duty. Contacts may range from brief presentations to spontaneous interpretive responses to questions asked. Roving interpretation can be a very cost-effective method of providing interpretive services to visitors who may have limited time available and cannot or do not want to take participate in a formal program.

#### 0904.6.15 **Self-guided Interpretive Programs**

Self-guided interpretation occurs daily in venues such as visitor centers, museums, nature centers, interpretive centers, historic structure museums, and on interpretive trails. These programs are self-directed by the visitor and involve little or no participation by park staff or volunteers. The quality of the experience depends considerably upon the interpretive planning that preceded the development of signs, exhibits, audio-visual programs, and brochures, as well as the knowledge brought to the park by the visitor.

#### 0904.6.16 **School Group Programs**

California's school children represent the park system's most consistent and diverse visitors. Schools, school districts, and county offices of education represent the greatest opportunity for partnerships and collaborations. Effective partnerships with schools today will result in an environmentally and culturally literate society in the future. Programs created for school groups should incorporate hands-on and/or interactive learning opportunities and take into account different learning styles. Such programs should also support the needs of the educational community, and thus it is important for program planners and presenters to keep abreast of current educational trends and initiatives nationally, on the state level, and locally.

##### 0904.6.16.1 **School Group Programs Policy**

All programs developed for school groups shall be aligned with State of California educational frameworks and their associated academic content standards, as applicable. Any information distributed about specific programs (such as teacher's guides, information packets, and

announcements) shall reference which academic content standards are met by the program(s).

Refer to the *Basic Interpretation Learning System: Basic Interpretation Handbook* for more direction on creating programs for school groups.

See also the *Workbook for Planning Interpretation in California State Parks* and section 0902.5 of this chapter for information related to planning for services to schools.

#### 0904.6.16.2 **Environmental Living/Studies Programs**

Environmental Living Programs (ELPs) provide children overnight park experiences that explore the interaction between people and their environment. Immersed for a brief time in the past, students learn from their own experiences about earlier cultures and lifestyles. Environmental Studies Programs (ESPs) have similar goals to ELPs but are organized without the overnight stay. Both are equally structured to provide the most informative experience in the allotted time, focusing on the unit's interpretive themes, and are coordinated with concepts taught in the classroom (they differ from standard tours and programs in their in-depth nature, their length, and their immersion of the children in the subject matter being discussed). Programs incorporate demonstrations, hands-on activities, and follow-up student assignments.

#### 0904.6.16.2.1 **Environmental Living/Studies Programs Policy**

Environmental Living and Environmental Studies Programs shall incorporate demonstrations, hands-on activities, and follow-up student assignments. The Department shall require that teachers and/or parents attend a pre-program workshop before bringing students for an ELP or ESP. At the workshop, teachers and/or parents shall be given, at a minimum, an outline of the content of the program and a listing of the academic content standards covered by the program.

#### 0904.6.16.3 **Parks Online Resources for Teachers and Students (PORTS)**

This statewide interpretive program is a cooperative venture between public schools and California State Parks. The program uses California's K-12 High Speed Network to bring a series of academic content standards-based Units of Study from parks into classrooms throughout the state. The PORTS website provides teachers and students with resources necessary to participate in a series of lessons that use parks to address various academic standards. These resources include lesson plans, digital images, digital video, historic documents, and other items. Each Unit of Study also contains at least one live, two-way videoconference between the park and the classroom where the park interpreter speaks directly with the students.

The PORTS program is highly dependent on myriad partnerships involving various Department and public education entities. A great deal of communication, coordination, and management is necessary to ensure all partners' needs are met and the quality and consistency of the program is maintained.

#### 0904.6.16.3.1 **Parks Online Resources for Teachers and Students (PORTS) Policy**

The Interpretation and Education Division shall be responsible for the management and operation of the PORTS program on a statewide basis. Units and Districts wishing to participate in the PORTS program must enter into a formal agreement or understanding with the Interpretation and Education Division that identifies the specific requirements of the program and who will be responsible for what activities or actions.

#### 0904.6.16.4 **Service Learning**

This teaching method, which blends community-based learning with theory and practice, is intended to help students gain a better understanding of curricula while also helping meet community needs. Community service (such as picking up trash, planting trees, maintaining trails, etc.) does not constitute service learning unless it is accompanied by a formal teaching program.

#### 0904.7 **Use of Objects in Interpretive Programs**

Objects that may be touched, smelled, or used for their intended purpose have long remained a dependable part of the interpreter's toolkit. Teachers often ask for hands-on learning for their students, with substantial research to support their preference. Hand-held objects reach out to all the senses and span the range of abilities and learning styles. Whether the object at hand is an otter pelt, a mammoth tusk, or a hand-crank machine for shelling corn, the impulse to touch is almost irresistible.

Close examination of objects, photos, maps or other documents can ignite the excitement of real investigation. Visitors are especially enthralled by those tangible objects directly associated with the park itself, or with historical events or famous people. This is a deep human response, widespread through time and across cultures.

However, many museum objects, particularly those unique to a park, are irreplaceable and might also be hazardous due to the types of chemicals used to preserve them in the past. For this reason, staff should know the background of an object before considering it for hands-on use. Most museum objects are extremely fragile, and repeated handling is a prescription for damage and loss. Deterioration occurs even in the most controlled environments. Therefore, Department policies are intended to allow only those uses that are consistent with their preservation. Exceptions are discussed in DOM 2000, Museum Collections Management. For more information see the Department's *Museum Collections Management Handbook*.

#### 0904.7.1 **Use of Objects in Interpretive Programs Policy**

Decisions regarding the proposed use of collections will be made by the District Superintendent in consultation with interpretive and curatorial staff and appropriate stakeholders, including cultural groups, based on criteria listed in Chapter 2000, Museum Collections Management.

High quality reproductions or commonly available pieces are always the preferred alternative for regular hands-on use, except under those circumstances described in Chapter 2000.

Reproductions and period pieces acquired for interpretive purposes should be documented as such; if they are gifts or are loaned to the park, they should be recorded on a DPR 922 (Gift or Loan of Personal Property) and not the DPR 925 or 926, which pertain to museum collections objects only. When displayed or demonstrated, reproductions should be identified as such, along with the reason for their use.

#### 0904.7.2 **Use of Natural Specimens as Hand-Held Objects**

Natural specimens, which include both game and non-game species, can be virtually irreplaceable, and many are subject to both state and federal protection. California State Parks has written permission from the Department of Fish and Game to possess non-game species or their parts (feathers, pelts, skulls, etc.) for educational purposes (permission is not required for game species). However, this document specifically excludes possession of threatened or endangered species, which by law must be fully documented and permitted according to both state and federal regulations. For more information, see the Department's *Museum Collections Management Handbook*.



How natural specimens are acquired raises ethical questions, even though all legal requirements are met. Children will ask interpreters who are using mounted animal specimens in an exhibit or demonstration, "Did you kill him?" Interpreters should always be able to answer that question with a clear knowledge of exactly how the specimen came to be in the park's collection.

#### 0904.7.2.1 **Use of Natural Specimens as Hand-Held Objects Policy**

Interpretive staff must always be prepared to display documentation for all specimens of threatened or endangered species in their possession, on demand to a law enforcement officer.

The decision to purchase natural specimens on the open market will be made by the District Superintendent only when the species is critical to the park's interpretive themes, no other source is available, and a reputable vendor has been carefully researched.

#### 0904.8 **Use of Live Animals**

Animals, both wild and domestic, captivate park visitors of every age and background. Many people come to parks longing for a closer connection with them. Interpreters sometimes use captive wildlife specimens as a living illustration of the park's story and as a tactic for attracting and holding an audience. Heritage breeds of livestock are often kept to enliven a historic landscape, and can serve as a popular multi-sensory exhibit. However, the use of live animals presents a host of ethical, practical and safety considerations that often outweigh these benefits.

##### 0904.8.1 **Native Animals Policy**

It is the policy of the Department that native animals are to be interpreted and appreciated in their natural habitat, with a minimum of human influence. Exceptions to this policy may be granted by the Deputy Director of Park Operations only after the District Superintendent submits a written management plan for native animal(s) that demonstrates:

- All appropriate permits are on file at the park for display on request;
- Park staffing, budgeting, record-keeping and training protocol will sustain high standards of husbandry and hygiene;
- Proper acquisition, emergency evacuation, and disposition of specimens will be ensured;
- The animals are not suitable for release, and the species is known to be successfully maintained in captivity;
- The species supports the park's interpretive plan and/or themes, and interpretation addresses conservation and the ethical issues of captivity;
- The animal(s) will not negatively impact employee or visitor health and safety, and
- Written procedures in place ensure the animal is not subjected to unnecessary handling, or any handling by untrained staff members or volunteers.

##### 0904.8.2 **Domestic Animals Policy**

District Superintendents may approve the use of domestic animals to enhance the cultural landscape and interpretation of historic parks or sites when there is a written livestock management plan that demonstrates:

- Park staffing, budget, record-keeping and training protocol will sustain high standards of husbandry and hygiene;
- The breed(s) support the park's interpretive themes and identified historic period;

- The animal(s) can be properly housed without intrusion on the historic scene;
- Livestock will not negatively impact visitor health and safety or park resources; and
- Proper acquisition, emergency evacuation, and disposition of animals will be ensured.

#### 0904.8.3 **Ownership of Animals Policy**

Native or domestic animals kept in state parks for interpretive purposes must be owned and maintained by the Department, unless one of the following exceptions exist:

- The animal(s) are allowed on Department property pursuant to a concession contract or other written agreement. These agreements must specify a high standard of husbandry and hygiene.
- The animal(s) are on loan to the Department pursuant to a DPR 922, Gift or Loan of Personal Property. Loaned animals are not exempted from the approvals and written management plan described above.
- Use of native or domestic animals owned by Department staff or volunteers must follow the policies in place for personal property as reflected in DAM 0900, Property, which includes that they may not be kept at the work site.

#### 0904.8.4 **Use of Animals under a Special Event Permit Policy**

Special event permits may allow for the use of native or domestic animals if, at a minimum, the following conditions are in place (additional conditions may be written into the permit):

- The animals support the park's interpretive theme(s) and interpretive period
- The animals will not negatively impact visitor health and safety or park resources
- The permittee has obtained all appropriate permits for native animals and these are available for inspection by Department staff upon request.

#### 0904.9 **Use of Historic Weapons in Interpretation**

History comes alive with re-creations of activities that occurred in the past. The use and/or display of historic weapons, tools and equipment can contribute to the accuracy of an interpretive event. However, participant safety requires diligence and focus to prevent accidents or injuries.

#### 0904.9.1 **Use of Historic Weapons in Interpretation Policy**

The use of historic weapons in interpretive programs shall be conducted in a manner that ensures, to the greatest extent possible, the safety of visitors, staff, volunteers, and participants at all times and that complies with all applicable State and Federal laws and regulations.

### 0905 **INTERPRETIVE FACILITIES**

Interpretive facilities, sometimes referred to under the broad category of "non-personal interpretation," contribute to the overall visitor experience and further understanding of the park's resources. They also invite further exploration and encourage visitors' safe enjoyment of the park. For purposes of this chapter, interpretive facilities include interpretive installations such as exhibits, panels, and non-presented audio-visual programs.

For information about sales areas in interpretive facilities, see Section 0909.1, Sales Areas.

**0905.1 Interpretive Facility Access Policy**

Interpretive facilities in California State Parks must meet current accessibility requirements (see the *California State Parks Accessibility Guidelines* and DOM 2600, Accessibility) ensuring they are accessible to persons with disabilities.

**0905.2 Bulletin Boards**

Bulletin boards play important roles in conveying information that can help visitors get more out of their visit and be safer doing so. For policies related to bulletin board maintenance and postings, see DOM 1800, Park Operations.

**0905.3 Interpretive Signs, Panels and Exhibits**

Interpretation should enhance the visitor experience. Signs, panels and exhibits should be located in places that will preserve the integrity of the park's resources, while helping to expand visitors' understanding of them. They should not overwhelm or detract from the experience.

**0905.4 Visitor Centers and Museums**

Visitor centers (often also called interpretive centers) help individuals and groups transition from their cars or other transportation modes to the natural, cultural or recreational environments of a park. Museums are less of a transition and more of a destination in and of themselves. Both museums and visitor centers are thematically organized, offering in-depth interpretive media—formal exhibits, historic setting vignettes, and audio-visual installations—to inspire visitors to learn about, explore, enjoy, and protect the resources. Depending upon the mission of the facility, original and/or reproduction objects and natural specimens may be displayed. Most visitor centers provide information services, restrooms, drinking fountains, interpretive sales and staff offices. Some also may contain museum collections storage, theaters or multipurpose rooms for events or school programs, and classroom facilities.

Refer to the *Workbook for Planning Interpretation in California State Parks* and *California State Parks Accessibility Guidelines* for more information and direction.

**0905.4.1 Visitor Centers and Museums Policy**

The information offered within a museum or visitor center must be current and accurate, relate to the park's resources and themes, and be guided by an approved interpretive services plan (see Section 0902.6.5 for more information about interpretive services plans). All exhibits, including audio-visual media and signage, must conform with the Department's accessibility standards as stated in the *California State Parks Accessibility Guidelines*.

Interpretation in museums and visitor centers must follow current department guidelines and recommendations for planning, development and operation.

**0905.4.2 Visitor Center and Museum Hours of Operation**

Museums and visitor centers are often the most visible interpretive state park facilities—the places to which most visitors likely will gravitate first. The District Superintendent is responsible for establishing hours for museums and visitor centers (see Section 0901.6). These facilities should be open to the public as many hours as practical. Standard operating hours are between 1000 and 1700, seven days a week, during the busy season. Operational needs and unusual visitation patterns may necessitate longer or shorter hours.

**0905.4.2.1 Visitor Center and Museum Hours of Operation Policy**

Museums and visitor centers shall be open during hours that are convenient for the greatest number of visitors.

**0905.5 Museum, Visitor Center and Interpretive Trail Attendance**

Visitors to our parks enjoy the opportunity to visit and experience our museums, visitor centers and interpretive trails. Capturing accurate information is important in making informed management decisions. It is essential to establish a valid sampling to accurately count visitors and the length of their activities. There are a variety of ways to obtain this data, including hand counting and estimation.

**0905.5.1 Museum, Visitor Center and Interpretive Trail Attendance Policy**

Attendance information for museums, visitor centers, and interpretive trails will be put into the CAMP database as appropriate. Those Districts that use estimating for establishing data regarding visitation and length of stay for these types of facilities shall, at least once every two years, validate the basis of estimation under a variety of conditions (weekdays, weekends, peak season, off season, etc.).

**0905.6 Interpretive Trails**

Blending interpretation with recreation, interpretive trails are a cost-effective way of reaching a large number of visitors and offering them opportunities to explore. Interpretation on trails may take many forms but generally falls within two categories—personal (interpreter-led walks, roving interpretation) and self-guided (publications, trail signs, markers, audio tours). It is important to note that any trail may be interpretive, even if it was not originally designated or designed for this purpose.

**0905.6.1 Interpretive Trails Policy**

Interpretation on trails must be aligned with the interpretive goals and themes in the park unit's general plan or other planning documents.

When new trails, or changes to existing trails, are being planned, consideration shall be given to how the trail may be designed so that it may be used interpretively to assist visitors to better understand and appreciate the park's resources.

**0905.7 Campfire Centers**

Campfires recall our deepest roots as social beings. They inspire the same feelings of warmth, security, and conviviality our forebears may have experienced around the fire. A campfire center is a facility located near a campground with seating to accommodate anticipated audiences. Where campfire centers are a major focus in a state park, they require careful planning and design to best serve interpreters and park visitors. Campfire center design must consider layout, audio-visual equipment and the sound systems to be used, along with wiring, lighting, and safety. Most centers have a projection screen, electricity, and lighting.

**0905.7.1 Campfire Centers Policy**

When appropriate and in accordance with an approved General Plan, all parks with developed campgrounds should have a campfire center. All campfire centers will use appropriate design concepts to meet current delivery methodologies and be adaptable to a variety of interpretive styles. All campfire centers must have a safe area for building and maintaining a wood fire, unless fire danger precludes such a facility.

Refer to the *Guidelines for Designing Campfire Centers*, available from the Acquisition and Development Division, for more information.

#### 0905.8 **Audio-Visual Installations**

Audio-visual installations are important components of many interpretive facilities. Learning and practicing the basic principles of operation and maintenance of audio-visual installations will aid program quality and prolong the life of equipment.

##### 0905.8.1 **Audio-Visual Installations Policy**

All employees and volunteers working in a facility with an audio-visual installation will be trained in the proper operation of this equipment, and written information about equipment operation will be kept near the equipment for ease of access.

### 0906 **INTERPRETIVE MEDIA**

The Department uses various types of media to interpret park resources for the public. These media may include publications, audio-visual programs, panels, or the Internet and are sometimes referred to under the broad category of “non-personal interpretation.”

#### 0906.1 **Photographic Materials**

Photographic materials (defined as images and collections of images) and the rights to use those materials represent an asset to the Department and the public and must be protected. Documenting ownership rights is the primary step in protecting these assets. See Section 0907.2.4 for policies related to photographic materials as intellectual property of the Department.

For purposes of these policies, “photographic materials” includes: Original and duplicate slides; prints; negatives; digital (still and video) images; video tapes and film; movies, including collections composed in any part of any of these photographic materials; other forms of photographic materials that may be based on the development of future technologies.

##### 0906.1.1 **Photographic Materials Policy**

It is the policy of the Department to document photographic material created by the Department in order to preserve use rights, to protect against unauthorized use, to allow for copyright registration where appropriate, and to facilitate licensing for third party use. In order to document photographic materials, the Department shall record the following five types of information, when possible:

- Photographer’s last name and first initial;
- Park name or location;
- Date photograph was taken (as specific as possible);
- Primary subject matter (determined by photographer);
- Names of individuals, if any, who are identifiable in an image, which should be noted and kept on file with completed Visual Media Consent forms (DPR 993).

##### 0906.1.2 **Photographic Materials Numbering**

Each division/district is encouraged to establish a photo numbering system as a means to link documented photos and their related information. The Department suggests using the

originating unit's number followed by a photograph number (e.g., for Red Rock Canyon State Park, the numbering system would start with 577-0001).

## 0906.2 **Interpretive Publications**

Publications include brochures, booklets, books, announcements, advertisements, park maps, campground maps, plans, technical reports, teacher materials, and newsletters, as well as electronic versions of such publications. For assistance with publications development and review, contact the Interpretive Publications Section.

### 0906.2.1 **Interpretive Publications Policy**

The following policies apply to all interpretive publications produced by or for the Department:

- Interpretive publications shall incorporate, as applicable, the essential elements of quality interpretive services as represented by the acronym RAPPOR (see Section 0900.3.2 of this chapter).
- Interpretive publications shall meet current accessibility requirements (see DOM chapter 2600, Accessibility), ensuring they are accessible to persons with disabilities.
- Interpretive publications are considered intellectual property of the Department and are therefore subject to the policies related to intellectual property discussed in Section 0907 of this chapter.
- Interpretive publications must be sent to the Accessibility Section for review prior to finalizing and printing. They should be sent after they have been designed, and the item sent should, as much as possible, appear as it will when printed.
- The solicitation of bids and/or other hiring of printing and/or sponsorship opportunities must comply with Government Code § 14612, involving the Office of State Publishing. California State Parks is not authorized to sell paid advertising in its publications unless such advertising goes through the Office of State Publishing (Government Code §14851).
- Files shall be maintained for all interpretive publications. Each file shall contain, at a minimum, a copy of the publication as printed, an electronic version of the publication itself and any linked image files, visual media release forms for any images with identifiable individuals, any applicable contract documents (e.g., contracts with writers, designers, printers), and any agreement documents for images or text used in the publication that are not the property of California State Parks. For publications produced by an individual unit or district, this file may be sent to the Interpretive Publications Section for storage.
- Four copies of all publications shall be sent for filing: Two copies to the Interpretive Publications Section, one copy to Central Records, and one to the Department Archives.
- All publications intended for teachers shall be developed in line with current educational content standards and shall reference the applicable educational content standards met by the materials.
- Interpretive publications shall be made as widely available as possible and shall be posted on the Internet unless there is a compelling reason for not doing so.

### 0906.2.2 **Leadership Names on Publications Policy**

The names of the Governor, Resources Agency Secretary and Department Director shall be listed only on publications for which it is important to identify the leaders under whom the document was created. These types of publications include such items as plans, reports, and other administrative publications.

In order to maximize the lifespan of publications so that they do not need to be revised or reproduced with every change in leadership, these names shall not be listed on any publications intended for distribution to or viewing by the general public, nor on any training manuals or Department guidelines/handbooks. These policies shall be phased in as appropriate. Therefore, previously created publications that are not in line with the policies above are acceptable until such time as they are reproduced.

### 0906.2.3 **Electronic Publications Policy**

In addition to the policies outlined in the section above, the following policies apply to electronic versions of interpretive publications. Contact the Interpretive Publications Section or the Information Technology Office for more information on these requirements.

Electronic publications shall be in formats that are widely available, be of a manageable file size, and follow the guidelines set forth in the Department's digital preservation strategy. Color electronic publications shall be easily readable when printed in grayscale or black-and-white.

### 0906.3 **Non-presented Audio-visual Programs Policy**

The following policies apply to all non-presented audio-visual programs (A/V programs) that are produced by the Department, copyrighted to the Department and/or shown to visitors:

#### Intellectual Property Rights

- All A/V programs shall follow the Department's intellectual property policies (see Section 0907 and the *California State Parks Intellectual Property Handbook*) and the guidelines set forth in the Department's digital preservation strategy, as applicable.
- Contracts for the development of A/V programs by external entities shall specify, whenever possible, that all raw footage, video or still, shall be given to the Department as a deliverable under the contract and the copyright for such footage is the property of the Department.

#### Accessibility

- All A/V programs shown to visitors shall be captioned. (Open captions remain on the screen at all times, closed captions are decoded by the monitor or projector and can be turned on and off, and subtitles are coded onto a DVD and are turned on and off through the DVD player.) A/V programs shall be open-captioned unless a notice is posted that specifies closed captions (or subtitles) are available and explains how to turn on the closed captions/subtitles or request assistance. Additionally, if visitors do not have the ability to turn on closed captions/subtitles without assistance, all staff and volunteers must be trained in how to turn on closed-captions/subtitles.
- Electronic transcripts (or hard copies if electronic versions are not available) of all A/V programs shall be sent to the Interpretation and Education Division for placement on the Department's website.

#### Retention and Longevity

- All A/V programs produced by the Department and/or whose copyright is owned by the Department shall have a title, and all cases and containers shall be labeled, at a minimum, with the title and copyright date (date of production). In order to maximize their lifespan, A/V programs shall not list leadership names (Governor, Resources Agency Secretary, Department Director).
- At least one copy of all A/V programs produced by the Department and/or whose copyright is owned by the Department, along with masters or duplicate masters, shall be sent to the Department's Photographic Archives for storage.
- Files shall be maintained for all A/V programs produced by the Department and/or whose copyright is owned by the Department. Each file shall contain, at a minimum, a print copy and an electronic copy of the transcript of the A/V program, visual media release forms

for any images with identifiable individuals, any applicable contract documents (e.g., contracts with writers, producers, captioning firms), and any agreement documents for images or audio used in the A/V program that are not the property of California State Parks. This file may be sent to the Department's Photographic Archives for storage.

- As technologies change and become obsolete, it is important to convert existing programs to new Department standards to allow for the greatest possible access and distribution of interpretive programs. Consult the Information Technology Office for current Department standards.
- New audio-visual programs shall be developed in line with Department standards for audio-visual installations (i.e., appropriate for the type of presentation equipment/hardware, software, etc.). Existing interpretive programs shall be evaluated and converted to Department audio-visual technology standards as appropriate.

#### 0906.4 **Visual Media Consent Form (DPR 993)**

The Visual Media Consent Form is designed to protect the Department's right to fully use visual media that feature images of identifiable individuals by avoiding the violation of privacy rights (as specified in California Civil Code §3344) regarding display or use of images featuring members of the public.

##### 0906.4.1 **Visual Media Consent Form (DPR 993) Policy**

The following policies shall apply to the use of the Visual Media Consent Form (DPR 993):

- In order to maximize usefulness of visual media, Department personnel shall obtain completed DPR 993 Visual Media Consent Forms from members of the public, concessionaires, and volunteers whenever the image or likeness of said members of the public appear in a recognizable manner in any publication, website, video, etc.
- The DPR993 Visual Media Consent Forms shall be completed and signed at the time the visual media is created.
- The original DPR 993 Visual Media Consent Forms shall be retained with the original version of the media itself (or, if for a volunteer, with that volunteer's file). Copies of the DPR 993 shall accompany any copies of the visual media that are distributed within the Department.
- Copies of the DPR 993 shall NOT accompany visual media sent to an outside agency or entity.

#### 0907 **INTELLECTUAL PROPERTY**

"Intellectual property" is a generic term referring to patents, trademarks, copyrights, trade secrets, and any other tangible personal property that is created through the intellectual efforts of its creator or creators. The Department creates and owns intellectual property and uses intellectual property created and owned by others. The rights related to intellectual property exist in and of themselves, apart from the actual creation. That is, while a person may physically own a painting, musical recording, photographic print, etc., the actual owner of the intellectual property rights connected to said material is the creator of the property, unless those rights were explicitly assigned, given, or sold by the creator to another party. For more information about intellectual property rights, see the Department's *Intellectual Property Handbook*.



## 0907.1 **Intellectual Property Policy**

It is the policy of the Department to:

- Protect its intellectual property rights by properly documenting and, when appropriate, formally registering intellectual property created or acquired by the Department. (Section 0906.1 provides policies and guidelines for the proper documentation of photographic materials owned by the Department.)
- Protect its intellectual property against unauthorized use, whether intentional or unintentional, by individuals or organizations, to the extent practicable.
- Obtain ownership or appropriate license rights to intellectual property created pursuant to contracts between the Department and third parties.
- Grant licenses for use of material copyrighted by the Department when it furthers the mission and goals of the Department and benefits the public. Copyright licensing should be consistent with providing maximum protection of the integrity of the copyrighted material while allowing public access and use under the appropriate conditions. (For more information on copyright licensing, including forms, see Section 0907.2.3)
- Grant licenses for use of the Department's trademarks only when appropriate to promote the public's recognition of products and services associated with the Department, and increase the Department's visibility while also protecting the integrity of the Department, its goals and mission. (For more information on trademark licensing, see Section 0907.2.3)
- Avoid infringing on intellectual property rights owned by others. The Department should use its best efforts to document ownership of copyrights in connection with materials in the Department's possession and seek permission for use of material in which the Department does not own the copyright when required by the applicable laws. (For more information on the use of intellectual property owned by outside entities, including forms, see Section 0907.4)
- Require that any person or entity using copyrighted material obtained from the Department take full responsibility for avoiding any infringement resulting from that use. Where the Department does not own the copyright for the material it provides, the Department should notify the prospective user, and it will be the user's responsibility to obtain a license from the appropriate source.

## 0907.2 **Department-owned Intellectual Property**

Generally, the Department owns the rights to all intellectual property created by employees in the scope of their employment; by volunteers who create property on volunteer time and have a current, signed Volunteer Service Agreement; by contractors; and by cooperating associations. In these instances, the product is considered a work made for hire and the copyright is owned by the Department unless there is a separate written agreement that specifies otherwise. Thus, the Department generally owns the intellectual property rights to works created by its employees, volunteers, and contractors within the scope of their employment, agreement or contract.

### 0907.2.1 **Department-owned Intellectual Property Policy**

All volunteers shall have a written agreement in place that clearly delineates the Department's ownership of the copyright in works created by the volunteer within the scope of his assigned volunteer duties. (The standard DPR volunteer services agreement has a boilerplate provision covering intellectual property; if the language in this agreement is amended, it must be approved by the Chief of the Interpretation and Education Division.)

Department contracts for services with a third party that involve production of creative works shall include an explicit agreement that the products of the contract are intended to be works for hire and that the Department will be the owner of the copyrights to the created materials. This language appears in the Department's standard services agreement.

#### 0907.2.2 **Notice of Copyright and Trademark Policy**

To protect a copyright, notice of copyright shall be placed on publicly distributed copies of the copyrighted material. This notice must include the copyright symbol (©), followed by year of first publication and the name of the copyright owner (and the month and year of last revision if applicable). For example, © 2000 California State Parks (rev. 12/04). In lieu of using the copyright symbol (©) the word "Copyright" or the abbreviation "Copr." may also be used. It is important to maintain the year of first publication in the copyright line (rather than replacing it with a new year each time an item is reproduced) in order to protect the Department's ability to enforce its ownership of a copyright.

The registration symbol (®) shall be used in connection with each use of registered trademark logos unless it is infeasible from a design or fabrication standpoint (such as for patches or decals). Alternatively, if the registration symbol is not used at all (for design reasons, for example), a statement that the name or design is a registered trademark of the California Department of Parks and Recreation, registered with the U.S. Patent and Trademark Office, may be used somewhere on the material (e.g., on copyright page, on credits screen, at bottom of panel) to provide notice of registration. For registered trademarked names, however, it is not necessary to use the symbol with every subsequent use of the trademarked name in/on the same material once the name has initially appeared with the symbol (or, as stated above, a statement is made somewhere in the material that the name is a registered trademark). The "™" symbol shall be used to designate trademarks that are in the process of being federally registered.

#### 0907.2.3 **License Agreements for Department-owned Intellectual Property**

Both trademarks and copyrights can be licensed for use by non-Departmental persons or entities. Use of Departmental intellectual property displayed on a website or in any other electronic medium is subject to the same licensing requirements as any other use of intellectual property.

#### 0907.2.3.1 **License Agreements for Department-owned Intellectual Property Policy**

The Department shall require that any person or entity using copyrighted material obtained from the Department take full responsibility for avoiding any infringement resulting from that use. Where the Department does not own the copyright for the material it provides, the Department will notify the prospective user, and it will be the user's responsibility to obtain a license from the appropriate source. (The DPR 990 and 990A forms both contain language that addresses this requirement.)

Forms DPR 990 and 990A shall be used to license use of copyrighted materials by external entities. If the standard language in either of these forms is customized in order to allow for different use than the standard language allows, the customized form must be reviewed and approved by the Department's Legal Office prior to signing. Copyright license agreements must be signed by the District Superintendent (or Division Chief for Headquarters units) or his or her designee, and a copy of each agreement must be sent to the Interpretation and Education Division for filing. Alternate forms provided by an outside entity may not be used nor signed by the Department unless they have been reviewed and approved by the Legal Office.

Districts and other Department offices shall not grant trademark licenses without first consulting with the Legal Office. For use of the Department logo, all external entities must

obtain written permission from the Chief of the Interpretation and Education Division, documented by an appropriate license agreement, unless the license is being granted as part of a contract that includes the Department's standard language for logo/trademark use, such as the standard cooperating association contract or concessions contract. Copies of all trademark licenses and contracts/agreements with language that licenses use of Department trademarks must be sent to the Interpretation and Education Division for filing.

The Department may charge licensing fees for use of its intellectual property by outside entities. General questions about license fees may be directed to the Interpretation and Education Division. For specific questions, or to put in place a policy of charging license fees, consult with the Legal Office. When the licensee has made some contribution towards the creation of the intellectual property, the Department does not normally charge license fees.

#### 0907.2.4 **Department-Owned Visual Media**

To allow greatest use of visual resources, employees may copy Department-owned materials for distribution. Whenever copies of photographs, digital images, etc. are made or provided, documentation on the materials must be transferred to the copies. See policies above on requirements for licensing use of intellectual property (which includes visual media) by entities outside the Department and information below on the use of the DPR 993 form when distributing copies of visual media within the Department.

##### 0907.2.4.1 **Department-Owned Visual Media Policy**

When copying images for which the Department holds copyright, staff members shall transfer the following minimum information from the original to the copy:

- Original photographer's last name and first initial
- Park name or location
- Date photograph was taken (as specific as possible)
- Primary subject matter (determined by original photographer)

Duplication of visual materials from the Department's Photographic Archives requires the completion of the DPR 108 Photographic Work Request form, with appropriate approval by the District Interpretive Coordinator or designated staff member.

#### 0907.3 **Intellectual Property Developed by a Cooperating Association**

The copyright for original works of authorship created with the joint resources of a cooperating association and the Department may be owned by the Department, the cooperating association, or both. Sole ownership by the Department is preferable. Standard default language protecting the Department's intellectual property rights is included in all cooperating association contracts.

##### 0907.3.1 **Intellectual Property Developed by a Cooperating Association Policy**

Any changes to the cooperating association standard contract language in relation to intellectual property rights must be approved by the Department's Legal Office. In special situations where a copyright is to be owned by a cooperating association and the Department needs to have the ability to use the work, the Department shall strive to obtain a license from the association for the Department's convenient use of the material.

#### 0907.4 **Intellectual Property Not Owned by the Department**

The Department often uses intellectual property owned by external entities. In order to do so, the Department must secure written permission to use the material from the individual or organization/agency that owns the intellectual property rights to the material; this includes videos the Department would like to show in specific parks. In some cases, it may not be possible to secure permission for use due to an inability to locate or determine the owner of the material. If this is the case, a thorough search shall be conducted using all available sources of information (Internet, libraries and repositories, word of mouth, etc.), and written documentation of the research conducted in trying to locate or determine the owner must be retained with the files for the project where the material is to be used.

It is important to note that “use” of intellectual property in relation to the policies below includes public performance. These policies therefore apply to any playing of music in state parks or showing of videos or other media.

##### 0907.4.1 **Intellectual Property Not Owned by the Department Policy**

The Department shall make a good faith effort to identify the copyright owner of material it is seeking to use. If, after making this effort, the Department is unable to identify or locate the copyright owner, the material may be used. In these instances, all documentation regarding research conducted to identify and locate the copyright owner shall be retained with the master file for the project in which the material was used.

Employees and volunteers who have created intellectual property on their own time, using their own equipment, and requiring no special access to locations, resources, or facilities, may license material for use by the Department. In such instances, a written license agreement must be executed, and credit given as specified in the policies below. Employees and volunteers seeking to retain ownership of intellectual property created on their own time, using their own equipment, and through no special access must follow all rules and regulations required of any member of the general public (e.g., obtain the necessary permit from the California Film Commission for filming and commercial photography on State property). Additionally, employees must ensure they meet the criteria contained in the Department’s Conflict of Interest and Incompatible Activities policies (see DAM 0200, Incompatible Activities, and DAM 1500, Labor Relations).

DPR 992A, Copyright License Agreement, shall be used for material the Department would like to use but for which the copyright would be retained by the copyright holder. DPR 992B, Copyright Assignment Agreement, shall be used when the copyright holder is agreeing to transfer ownership rights to the Department. Forms or letters supplied by the intellectual property owner are also acceptable if they express the owner’s permission to use said intellectual property and outline permitted Department uses, but should be reviewed by the Legal Office if they contain any requirements that cause concern, such as indemnification language. Copyright License Agreement forms shall be kept on file with the project or publication in which the material being licensed was used. Copyright Assignment Agreement forms shall be filed with the material being transferred to the Department. If the material is sent to another location in the Department, a copy of any such forms shall accompany it.

The Department shall obtain from the copyright owner completed release/consent documentation whenever the material it seeks to use features identifiable images or likenesses of members of the public. The documentation provided by the copyright owner shall be retained with the file for the project in which the material is being used.

##### 0907.5 **Credits for Intellectual Property Policy**

Listing credits for Department-owned intellectual property created by employees, volunteers or contractors shall be determined by the District Superintendent (or Headquarters Division

Chief) or his or her designee. Issues that should be taken into consideration include whether there is a clear author or creator of the intellectual property (as opposed to a team of people), whether space allows for credits given the nature of the product in question, and whether the location of credits will affect the overall design and appeal of the product.

Credit must be given for use of intellectual property owned by external entities. Usually, such credit is requested by the owner, who specifies the language to be used—generally either “Courtesy of [name of owner]” or “© [date of creation, if provided and applicable] [name of owner].” Ordinarily such language is used next to or below the material being used (such as for a photograph), or is listed on a copyright page, credit screen of a video, or bottom of an interpretive panel. In relation to listing the name of the intellectual property owner, be aware this may be either an individual’s personal name, or the name of a business, organization, or agency. However, additional information such as logos and website addresses (unless the website address is itself the name of a business), shall not be included.

#### 0907.6 **Copy Equipment Posting Policy**

In order to assist in the implementation of the Department’s intellectual property policies, and in accordance with the American Library Association’s recommendation, the following language is required to be posted at all copy equipment throughout the Department: “The Copyright Law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using this material is liable for any infringement.”

#### 0907.7 **Department Name Policy**

California State Parks is the approved name to use for the Department. When used to refer to the Department, this name is used in the singular and is grammatically correct with singular verbs (for example, “California State Parks manages a wide array of natural and cultural resources”). This name should not be prefaced with the article “the” (for example, “California State Parks provides educational opportunities for young and old alike” is correct, while “The California State Parks manages a number of grant programs for local park districts” is incorrect). Previously created signs, publications, videos, etc., that feature other Department names are acceptable only until such time as they are replaced. All new material should use the current “California State Parks” name as detailed in this notice.

Depending on individual circumstances, the use of the term “the department” or “the Department” may be appropriate (such as in operational documents, plans and reports) and is allowed after the name California State Parks has been introduced in a document. The decision as to whether to use the lowercase “department” versus the capitalized “Department” is at the discretion of the office preparing the document in question, but whichever option is chosen, it must be used consistently throughout the document.

Alternative names should not be used except under the following specific circumstances:

- *California Department of Parks and Recreation* - This is the legal name of the Department, and should be used in situations where the legal name is called for (for example, references in state codes and regulations, legal documents such as contracts, court filings, administrative filings, official documents, etc.).
- *California State Park System* - This name collectively refers to all of the classified and unclassified park properties managed by the Department. It should only be used in circumstances when all parks are being referred to as a collective unit and the use of the name California State Parks is not appropriate (for example, “The California State Park System serves visitors from throughout the world.”). The term “California’s state parks” can be used as an alternative to refer to the units that make up the California State Park System, and in such an instance, the words “state” and “parks” would not be capitalized.

## 0907.8 Department Logo Policy

It is the policy of the Department that the Department logo should be displayed on all products produced by or copyrighted to California State Parks, wherever practical, to build the strongest possible visibility and recognition for the Department and its resources, services, products and personnel. Where appropriate, this will be done in conjunction with approved individual unit marks/logos. The Department logo shall be used in/on publications, web pages, audio-visual programs, letterhead, envelopes, business cards, mailing labels, fax coversheets, press releases, vehicle and equipment decals, signs and panels, State Park passes, and other such products and property as might be appropriate. Previously created signs, publications, videos, etc., that feature old Department logos are acceptable only until such time as they can be replaced.

When Department offices, or individual employees, are having the logo embroidered or screened onto fabric, a sample must be sent to the Chief of the Interpretation and Education Division for review and approval before production unless the work is being done by a pre-approved vendor (vendor list available from the Interpretation and Education Division). It is strongly advised that a mock-up of the intended use of the logo be sent to the Interpretation and Education Division before a sample is made in order to avoid incurring costs for a use that may not be approved.

Use of the logo is restricted to Department publications and activities, unless the Department allows otherwise. Use of the logo by external entities, including cooperating associations and concessionaires, must not be allowed unless the association created through use of the logo is consistent with promoting the goodwill of the Department and the Department's goals. When the logo is used by an external entity, the following policies apply:

- A written license agreement must be executed by the Department and the third party entity, confirming the terms and conditions of use. This may be incorporated into an existing agreement (e.g., concession and cooperating association contracts, donor agreements, memoranda of agreement or understanding) or may be crafted as a separate license agreement. Agreements that incorporate logo license language must be reviewed and approved by the Legal Office prior to approval. Copies of all such agreements must be sent to the Interpretation and Education Division for permanent retention.
- Once an entity has been licensed, advance approval must be obtained before each specific use of the logo. For entities using the logo under a stand-alone license agreement, that approval must come from the Chief of the Interpretation and Education Division, or his or her designee. For entities using the logo under language contained in a valid contract or other written agreement (such as a Memorandum of Understanding or Memorandum of Agreement), approval must come from the California State Parks employee responsible for administering that contract or agreement, or his or her designee.
- The logo shall not be the most prominent design element (unless the license agreement states otherwise, such as when the logo is used on uniforms and merchandise).
- The logo shall not be used in a manner that implies editorial content has been authored by or represents the views or opinions of the Department.
- The logo shall not be used in any venue that displays adult content, promotes gambling, involves the sale of tobacco or alcohol, or violates applicable law.
- The logo shall not be used in a manner that is determined by the Department in its sole discretion to be misleading, defamatory, infringing, libelous, disparaging, obscene, or otherwise objectionable.

### 0907.8.1 Specific Logo Use Policies

It is the policy of the Department that:

- Because the logo is a trademark registered with the U.S. Patent and Trademark Office, the registration symbol ® must be used in connection with each use of the logo unless it is infeasible from a design or fabrication standpoint (such as for patches or decals). The ® registration symbol must now be used instead of the trademark symbol ™ that had previously accompanied the logo before it was registered. Versions of the logo with the ™ symbol may no longer be used.
- Logo components may not be altered, and the components of the logo may not be used separately. For instance, the bear cannot be used alone or replaced with another element and/or the lettering cannot be used without the bear or replaced with different words.
- The logo may not be used to create other, new logos.
- The logo must always appear clear and crisp.
- The logo may not be tilted, skewed, or distorted.
- To maintain clarity, the logo must be a minimum of 5/8" in diameter.
- The logo may be reproduced only from camera-ready proofs or electronic printing files. It may not be redrawn or traced.
- Due to its low resolution, the logo may not be downloaded and printed from the Department's website.
- The logo may not be cropped, overprinted, screened, superimposed, or printed behind art or copy.
- To make sure the logo stands out clearly, it must be placed within an area of unobstructed space. This also applies to the placement of the logo relative to the edge of a page or screen. There are two ways to determine the clear zone around the logo:
  - The space must be the "l" height of the type in the word "CALIFORNIA" in the logo.
  - The space must be approximately 1/8 of the diameter of the logo. For example, if the logo is 2 inches in diameter, then the clear zone would measure 1/4 of an inch.
- The full-color logo may not be converted to grayscale. Instead, the black-and-white version of the logo must be used.
- The full-color logo may not be copied on a black ink photocopier (except in the case of providing printouts of presentations that use the color logo). Instead, the black-and-white version of the logo should be used.
- The logo, in both full-color and black-and-white, may be used on colored paper, backgrounds, and fabrics.
- When printing in less than four colors, only the black-and-white version of the logo may be used. When printing in more than one color, the logo must be printed in the darkest color available.
- When embroidering the logo or screening it onto fabric, the full-color version may be used, or the black-and-white version of the logo can be reproduced in any single color.
- Except in the case of printing, screening, or embroidering the logo in one color as specified in the policies above, the logo colors may not be added to, changed or altered.
- Exceptions to the policies above must be approved by the Chief of the Interpretation and Education Division.

## **0908 SUPPORTING INTERPRETATION AND PARK OPERATIONS**

### **0908.1 Partnerships**

California State Parks relies on the support of a variety of partners to achieve its mission, goals and objectives. For decades, the Department has utilized the assistance of individuals and organizations to help increase program offerings and to facilitate park improvements. These partnerships serve to promote the values represented by California State Parks.

The Department recognizes many partners, including, but not limited to, individuals and groups of volunteers, cooperating associations, concessionaires, businesses, corporations and foundations, nonprofit organizations, and other government agencies.

This section provides policy and background for two statewide partnership programs—the Volunteers in Parks Program and the Cooperating Associations Program. Interpretive concessionaires are also discussed.

#### **0908.1.1 Partners Providing Interpretive Services Policy**

California State Parks strives for excellence in our interpretive services, regardless of who is delivering those services. Agreements with outside entities providing educational or interpretive services in state parks will ensure high standards of interpretive excellence that may include Department participation in the training of non-State staff and volunteers or reference specific standards that are identified in various interpretive resources.

#### **0908.1.2 Partnerships Recognition Policy**

Recognition of partners shall follow the policies and guidelines in DOM 1800, Park Operations, and the Department's *Donor and Sponsorship Recognition Guidelines*.

#### **0908.1.3 Partnerships Internet Links Policy**

California State Parks encourages Internet links with partners and other organizations with similar values. Such links shall, whenever possible, be reciprocal links between a California State Parks webpage and an external website. Links to external organizations shall, when feasible, be accompanied by the statement: "This link provided for informational purposes only. California State Parks does not endorse the content or opinions of this site."

### **0908.2 California State Parks Foundation**

The California State Parks Foundation is a statewide nonprofit organization dedicated to protecting, enhancing and advocating for California's magnificent State Parks. The California State Parks Foundation is an independent, nonprofit 501(c)(3) membership organization. The Foundation raises funds from members, corporations and foundations to improve and expand park programs and facilities, with special emphasis on environmental education, diversity, volunteerism and stewardship. Through advocacy, the Foundation educates the public, media and elected officials.

### **0908.3 Volunteers in California State Parks**

Volunteers are integral to the overall operation of California State Parks. The Volunteers in Parks Program (VIPPP) provides an organized, efficient, cost-effective, and legally-based approach to managing a wide range of volunteer programs in California State Parks. Volunteers can augment existing programs or begin new projects at a minimal cost to taxpayers. They can provide service on a temporary basis or on long-term assignments. They often bring expertise that is not otherwise available to the Department. Volunteer efforts enrich the visitor experience and are of personal value to the volunteers themselves.



At home in their communities, well-informed volunteers can help to communicate the Department's mission, values and goals, raise visibility of issues affecting parks, and advocate for parks in a variety of arenas.

### 0908.3.1 **Authorization**

The California State Government Volunteers Act (Government Code §§3110-3119.5), passed in 1978, recognized the value of volunteerism to State government. The Department developed the Volunteers in Parks Program (VIPP) in compliance with the Act, which states: "Each state department or division utilizing the services of volunteers shall:

- Provide sufficient staff for the effective management and development of volunteer programs.
- Develop written rules governing job descriptions, recruitment, screening, training, responsibility, utilization, supervision, and insurance of volunteers.
- Take such actions as are necessary to ensure that volunteers understand their duties and responsibilities."

Government Code §31129g declares: "It is not the intent of the Legislature that volunteers replace or supplant public employees, where such employees are providing services deemed necessary for the government to perform, but that they add new dimensions to providing of governmental services."

Government Code §3118 states: "All volunteers shall comply with applicable department and other state policy regulations." The Department does not consider volunteers as employees. The relationship between a volunteer and the Department must be one of mutual benefit.

A thorough discussion of laws, policies, practices and procedures is contained in the *Volunteers in Parks Program Guidelines*.

### 0908.3.2 **Volunteer Program Administration**

The organization and management of the Department's volunteer program is a multi-level responsibility, with overall policy and guidelines developed and maintained by the Volunteer Programs Coordinator in the Interpretation and Education Division. The diversity of volunteer programs, along with their wide-ranging geographic locations, requires management at the local (district, sector, unit) level.

#### 0908.3.2.1 **Volunteer Program Administration Policy**

The District Superintendent (or Division Chief for Headquarters Divisions) shall designate a Department representative, hereinafter referred to as the Volunteer Coordinator, to manage and supervise volunteer programs at the local level.

The Department employee serving as the Volunteer Coordinator shall not concurrently be a Cooperating Association Liaison (CAL). Operational needs and staffing levels may create temporary conditions for exceptions, but they are to be considered provisional and should be corrected as soon as possible.

The Department shall not accept volunteer services that result in the layoff or reduction of hours or services of any existing State employee.

### 0908.3.3 **Types of Volunteers**

Volunteers come from every age group, ethnicity, background, income level, gender, and type of job skills. In a well-planned program with adequate staff support and funding,

everyone can be viewed as a potential volunteer for our parks. Each successful placement, however, depends on effective job design and description, recruitment, training, coordination, and evaluation.

#### 0908.3.3.1 **Adult Volunteers**

The Department defines adults as individuals 18 years of age and older.

#### 0908.3.3.2 **Emancipated Minors as Volunteers Policy**

The Department treats emancipated minor volunteers as adult volunteers.

The California Emancipation of Minors Law states: "A person under the age of 18 years is an emancipated minor if any of the following conditions are satisfied:

- The person has entered into a valid marriage, whether or not the marriage has been dissolved.
- The person is on active duty with the armed forces of the United States.
- The person has received a declaration of emancipation pursuant to the California Family Code §7122."

#### 0908.3.3.3 **Juveniles as Volunteers Policy**

The Department defines juveniles as individuals under the age of 18, with the exception of emancipated minors. Juveniles may serve as volunteers provided the Department has written consent on file from a parent or legal guardian.

#### 0908.3.3.3.1 **Parental/Guardian Permission and/or Presence Policy**

The District Superintendent shall determine the minimum age requirements and shall document in the volunteer duty statement the specific tasks, hours of service, and times when a parent or guardian is required. Juveniles who arrive in a state park with adults who are not their parents or legal guardians shall not be permitted to participate in volunteer activities without the written permission of a parent or guardian.

#### 0908.3.3.3.2 **Juvenile Volunteers Prohibited Duties Policy**

Juveniles shall not perform any work considered potentially hazardous to life or limb, such as operating motor vehicles, working on or around machinery, on railroad equipment, or with hazardous chemicals.

#### 0908.3.3.4 **Student Interns Policy**

The Department shall manage adult or juvenile unpaid student interns as either short-term or long-term volunteers, and manage paid student interns as seasonal employees.

#### 0908.3.3.5 **Court Referrals Policy**

The Department does not consider individuals referred by court jurisdictions as volunteers. Neither the Department nor the assigning jurisdiction is authorized to use volunteer documents for registration of court referrals.

#### 0908.3.3.6 **Current Department Employees Policy**

California State Parks employees may volunteer their services, but shall not participate in duties the Department pays them to perform within the scope of their employment.

Prohibited duties include those based on State Personnel Board classification specifications, in addition to those in the employee's duty statement.

Refer to California Fair Labor Standards Act (Employees Exempt Under the Act: 3. Volunteers).

#### 0908.3.3.7 **Family Members of Department Employees Policy**

Family members of employees may perform volunteer services for the Department provided they follow all established guidelines. Department employees shall not act as the designated Department representative in approving the Volunteer Service Agreement (DPR 208) for volunteer services to be provided by their immediate family members.

Refer to Dam Chapter 0200 Personnel, regarding placement of and working relationships between people with close personal relationships.

#### 0908.3.3.8 **Former Department Employees Policy**

Former Department employees may provide volunteer services under the following conditions:

- A Department supervisor or manager shall not coerce or pressure any former employee to volunteer for the Department. A supervisor who accepts volunteer services from a former employee shall inform the individual that the Department may not provide preferential treatment in any future hiring decisions.
- The former employee has been separated from the Department for at least one full pay period. Note: This requires that actual time worked (ATW) employees are not placed on "inactive status," but are formally separated from state service.
- Former employees shall not, to the extent possible, be assigned duties they previously performed while employed by the Department.
- Former employees shall cease their volunteer services one full pay period prior to applying for any position with the Department.
- If a former employee offers to volunteer for the Department, the offer shall be referred to the Volunteer Coordinator, who shall determine whether to accept the offer. If the Volunteer Coordinator is uncertain whether the Department may properly accept the offer, he/she shall discuss this matter with the respective supervisor.

#### 0908.3.3.9 **Cooperating Association Members and Volunteers as Department Volunteers Policy**

Cooperating association members and volunteers may serve as Department volunteers using Department registration processes. The Department shall differentiate clearly volunteer duties performed for the Department from volunteer duties provided to the cooperating association. Department volunteers are not required to become members of a cooperating association or any other Department affiliated organization.

#### 0908.3.4 **Volunteer Status**

Volunteers are designated as either long-term or short-term and as active or inactive, based on the following definitions.

##### 0908.3.4.1 **Long-Term Volunteer**

Long-term volunteers are those who serve more than three consecutive days.

**0908.3.4.2 Short-Term Volunteer**

Short-term volunteers serve for three days or less; for example, a one-day or weekend special event.

**0908.3.4.3 Active Volunteer**

The status of volunteers will vary from unit to unit depending upon standards established by each District and approved by the District Superintendent, based on assessments of district and park program needs.

**0908.3.4.3.1 Active Volunteer Policy**

The District Superintendent shall establish the minimum number of hours a volunteer shall serve to qualify as an active volunteer.

**0908.3.4.4 Inactive Volunteer**

An inactive volunteer is one who has not met or maintained the minimum requirements for active status, as established by the District. The inactive volunteer does not enjoy privileges or benefits beyond those of state park visitors.

**0908.3.5 General Volunteer Policies**

The following policies apply to all Department volunteers:

**0908.3.5.1 Recruitment Policy**

The Department shall recruit volunteers without regard to race, religion, color, ancestry, gender, sexual orientation, age, national origin, or disability.

The Department is not required to accept or retain every person who volunteers his or her services.

**0908.3.5.2 Registration Policy**

The Volunteer Coordinator shall register individuals and groups using the Volunteer Service Agreement (DPR 208) prior to a volunteer beginning service.

**0908.3.5.3 Duty Statement Policy**

The Volunteer Coordinator shall prepare duty statements for each long-term volunteer position before the volunteer begins service, and shall ensure that the volunteer understands his or her duties and responsibilities.

The Volunteer Coordinator shall attach a duty statement to the Volunteer Service Agreement (DPR 208), clearly indicating the expected tasks, time requirements, performance standards, reporting authority, and training and skills required.

**0908.3.5.4 Orientation and Training Policy**

Successful long-term volunteers grasp the Department's mission, as well as policies and procedures related to their duties. They have the skills needed to perform their tasks efficiently, and know who to talk to if they have a problem.

The volunteer coordinator shall ensure that, at a minimum, all volunteers receive sufficient training to perform safely and effectively the duties assigned to them. Volunteers providing

interpretive services must meet the training requirements described in Section 0900.3.7 of this chapter.

#### 0908.3.5.5 **Evaluation Policy**

Volunteers must know when they are successful or need improvement in completing their assignments. Effective evaluation of volunteers should be used to uncover problems and to reward accomplishments during a volunteer's term of service.

The District Superintendent shall ensure the district has a plan for evaluating volunteers using the Performance Evaluation found in the *Volunteers in Parks Program Guidelines*.

Using the volunteer's duty statement as criteria, the Volunteer Coordinator shall provide long-term volunteers a Periodic Evaluation Summary, which is located in the Volunteer Service Agreement (DPR 208).

#### 0908.3.5.6 **Termination Policy**

The Volunteer Coordinator has the prerogative and the responsibility for determining whether a specific volunteer or volunteer group is appropriate for the needs and requirements of the Department.

The Volunteer Coordinator or the volunteer may terminate the volunteer relationship at any time and without cause.

#### 0908.3.5.7 **Medical Conditions and Physical Limitations Policy**

Physical health or medical conditions may impact a volunteer's ability to complete the essential functions of an assignment, and may determine what activities they can be assigned.

The Volunteer Coordinator shall ensure that all new prospective long-term volunteers complete and have on file an approved Essential Functions Health Questionnaire (STD 910).

#### 0908.3.5.8 **Travel Expenses Policy**

The Department may ask volunteers to travel as a part of their park activities and may reimburse volunteers, using the same limits for mileage, meals, and lodging that apply to non-represented State employees.

The Department shall reimburse volunteers for travel expenses that meet all the criteria and conditions specified in the *Volunteers in Parks Program Guidelines*.

#### 0908.3.5.9 **Confidential Information Policy**

All documents containing personal information collected by the Department from volunteer applicants are subject to both the Information Practices Act and the Public Records Act. The Department accords these confidential documents the same confidentiality and protections as similar records of Department employees and job applicants, and should disclose information only as may be required by law.

The Volunteer Coordinator shall not have access to, nor retain, the volunteer's confidential information, unless the Volunteer Coordinator is also the Division/District/Sector/Unit personnel officer. The Volunteer Coordinator shall forward confidential information to the appropriate personnel officer for retention.

**0908.3.5.10 Workers' Compensation and Tort Liability Policy**

The Department extends workers' compensation insurance program coverage to properly registered long-term volunteers. Short-term volunteers waive coverage when they are registered. The Department's obligations (tort liability) regarding injury to a person or damage to property caused by volunteers through negligence, intentional acts or omissions will be determined on a case-by-case basis. In some cases, depending upon the circumstances, the Department may be liable for the actions of a volunteer acting within the scope of his or her assigned duties.

**0908.3.5.11 Risk Management Policy**

Risk management imposes constraints on certain types of volunteer assignments. Volunteers must observe the same safety precautions as employees, and the Volunteer Coordinator must evaluate carefully any use of volunteers in jobs considered hazardous, such as wood splitting or chainsaw operation. To the extent possible, the Department should include volunteers in training about workplace safety.

The following risk management policies shall apply:

- Volunteers may provide public information, observation, and reporting services.
- Volunteers shall not perform physical law enforcement or security activities, nor shall they be assigned duties that place them in life-threatening situations.
- Volunteers shall not be assigned duties that they do not feel comfortable completing, or do not willingly agree to perform.
- The Division or District must provide adequate first-aid training and proper equipment and communicable disease protection to all volunteers whose duty statements specifically include administering first aid services to visitors, staff, or other volunteers. In accordance with DOM 1100, Emergency Medical Services, the District Superintendent shall determine which Department volunteers will be given Emergency Medical Services training and at what levels, in order to meet the District's needs.

**0908.3.5.12 Firearms/Ammunition Policy**

Volunteers are not authorized to handle contemporary firearms and/or ammunition while serving in a volunteer capacity. This policy does not apply to volunteer use of antique firearms, replicas of antique firearms, or black powder.

Refer to Section 0904.9 on use of historic weapons.

**0908.3.5.13 Volunteers in State Housing Policy**

Active Department volunteers may reside in state housing under the same policies that apply to seasonal employees.

Refer to DOM 2200, Department Housing.

**0908.3.5.14 Uniforms Policy**

Volunteers shall be readily identified to park visitors and their uniform shall be clearly distinguishable from department employees. The District Superintendent may authorize the wearing or display of specially designed park unit patches, name badges and hour bars, vests, and/or other clothing items for use by volunteers.

**0908.3.5.15 Period Attire Policy**

Volunteers shall conform to the park's established guidelines regarding period dress. Period attire that allows the public to recognize a volunteer's official capacity shall be worn without the volunteer patch. If appropriate, a volunteer nametag may be worn on the outside of period clothing.

**0908.3.5.16 VIP Passes Policy**

The VIP Statewide Pass (DPR 208E) shall be given to individuals or Host couples who have volunteered 200 hours or more during the previous calendar year. The VIP District Pass (DPR 208F) may be given to active volunteers as determined by the District Superintendent.

Only those hours worked directly as a Department volunteer, under the Volunteer Service Agreement (DPR 208) and a written duty statement, may accrue toward earning the statewide pass. Hours worked as an employee or volunteer of a state park cooperating association shall not be counted toward the 200 hours of volunteer service required for a statewide pass.

**0908.3.6 Camp and Park Host Program**

The Camp and Park Host Program is a specialized program within the Volunteers in Parks Program.

**0908.3.6.1 Sector or Unit Host Coordinator Policy**

The district superintendent shall designate a host coordinator for parks that have a host site. A host coordinator will oversee issues such as host recruitment, orientation, training, scheduling, record keeping, evaluation and recognition. The host coordinator may also serve as volunteer coordinator.

**0908.3.6.2 Chain of Command/Supervision/Lead Policy**

While non-supervisory staff may provide most of the day-to-day oversight (lead) of the Host Program, a designated supervisor must accomplish supervisory-specific jobs such as host registration, termination and providing formal performance appraisals.

**0908.3.6.3 Designated Host Site Policy**

The district superintendent or their designee shall assign a campsite for the host's residential use while the host actively provides volunteer services. Host occupancy of the site shall be a required condition of volunteer service and must be the host's primary residence during the service period. Host duties must have a clear operational connection to the host site.

The department shall not hire hosts as paid staff while the host lives in a designated host site and performs services as a host.

A district superintendent or their designee may approve occupancy of a host site by department staff, but staff shall be subject to the same lease requirements as any other paid staff residing in state housing.

**0908.3.6.4 Host Qualifications Policy**

Hosts must be over the age of 18 and physically able to carry out the assigned duties. Hosts must supply a suitable motor home, trailer, or camper in good repair, subject to approval of the district superintendent or their designee.

#### 0908.3.6.5 **Host Duties and Responsibilities Policy**

The primary role of a host is to provide park visitors with information, direction, and service. Secondary duties can include staffing a visitor center, interpreting resources, maintaining facilities, removing litter, collecting fees, and selling firewood and/or publications for a cooperating association.

Hosts represent California State Parks and shall:

- Comply with all state park rules and regulations
- Wear the appropriate volunteer uniform and maintain a neat appearance
- Maintain a neat and orderly campsite at all times
- Respond to requests for assistance in the park
- Be available and responsive to visitor inquiries, and provide correct information in a courteous and thoughtful manner
- Be available during scheduled duty hours (recommended 30 hours a week per site) and be available during the times scheduled to meet park operational needs.

Hosts shall be observant at all times, and report on and advise campers of infractions through informational non-law enforcement contacts. Hosts must clearly understand the difference between informing and enforcing.

Hosts shall report emergencies they observe or that park visitors report to them, by using the appropriate methods of communication (calling 911, dispatch, contacting ranger staff, etc.) Hosts shall report all violations to park staff as instructed.

Hosts may collect fees in relief of park staff assigned to that function.

Hosts may assist in or lead interpretive programs.

Hosts are encouraged to participate in evaluating the Host Program.

#### 0908.3.6.6 **Length of Host Occupancy Policy**

Hosts shall serve a maximum of 6 months annually in any single unit. If no other qualified applicants are available, the district superintendent may extend the time limit on a month-by-month basis, up to an additional 2 months. District superintendents may establish a shorter period as a maximum.

#### 0908.3.6.7 **Condition of Premises Policy**

Hosts shall maintain and keep the site clean, sanitary and in good repair. Upon termination of the occupancy, the host shall return the premises to a condition similar to that which existed when the host took occupancy, except for ordinary wear and tear. The host shall remove all personal property when vacating the site.

The host shall immediately notify the district superintendent or designee of any defects or dangerous conditions in and about the site when the host becomes aware of them.

#### 0908.3.6.8 **Damage to the Premises Policy**

The host shall reimburse the department for the cost of any repairs to the premises damaged by host, household members, pets, or guests through misuse or neglect.

The department is not required to repair or replace host's property unless the department is responsible for causing the damage.



**0908.3.6.9 Pets Policy**

For the purpose of this policy, “pets” refers to dogs or cats. No more than 1 dog and 1 cat may be permitted per host site. Animals which remain inside the host’s residence in a cage, aquarium, or other container will normally be allowed. Other or additional animals are prohibited unless authorized in writing by the district superintendent. It is the host’s responsibility to keep the campsite free of all pet/animal waste. Hosts shall be responsible for damages to the host site or private property by their pets/animals.

Pets permitted in host sites shall be subject to legal regulation, including:

- State Park regulations, including California Code of Regulations §4312 Dogs; Animals
- City/county regulations
- Refer to DOM 2200, Department Housing, Section 2206, Animals.

**0908.3.6.10 Private Vehicle Registration Policy**

A host using a vehicle registered outside California shall register the vehicle in California if the vehicle is located or operated in California for a greater amount of time than it is located or operated in any other individual state during the registration period in question (California Vehicle Code 40004b).

**0908.3.6.11 Home Based Occupations / Commercial Activities Policy**

The host may conduct home-based occupations and or commercial activities on park property only with prior written approval from the district superintendent or designee, when such activity complies with:

- Federal and State laws, including the California Code of Regulations.
- California State Park and Recreation Commission policies, local and county ordinances, local coastal plans, and fire district regulations.
- The department’s Incompatible Activities Policy found in DAM 0200, Personnel, Section 0260.6.
- Refer to DOM 2200, Department Housing, Section 2210.2, Commercial Activities.

**0908.3.7 Special Requirements for Volunteers**

Policies and guidelines may apply to individual volunteers in positions with special requirements designated by the Department.

**0908.3.7.1 Using Equipment and Vehicles Policy**

Certain volunteer duties may require use of state equipment or motor vehicles, or use of private motor vehicles on State business.

Volunteers are prohibited from operating law enforcement or emergency vehicles, unless the vehicle is clearly marked “out of service.”

When operating state vehicles and equipment, and/or when operating private equipment and vehicles on state business, volunteers are subject to the same legal and administrative requirements as Department employees. Operation of certain vehicles may require special licenses or testing. Refer to DAM 0200, Personnel, Policy for Drug and Alcohol Testing Program.

Before a volunteer may operate a state or private motor vehicle on official state business, the Volunteer Coordinator must:

- Verify the volunteer is at least 18 years old and has a valid California driver license.
- Conduct a driving record check through the California Department of Motor Vehicles for California residents. For out-of-state residents, follow procedures for seasonal employees (see DAM 0200, Personnel).
- Complete and submit the Authorization to Use Privately Owned Vehicles on State Business form (STD 261), if a privately owned vehicle will be used.
- Instruct each volunteer on proper vehicle operation, maintenance, and safety, including seat belt use and accident reporting requirements.
- Administer a driving test, which must be passed for each type of vehicle to be operated.
- Require each volunteer to maintain a current Equipment Operators Qualification Card (DPR 161) for any vehicle or special equipment (chainsaws, power tools, etc.) to be operated. See DAM 1200, Employee Safety, for information on the Equipment Operators Qualification Card.

#### 0908.3.7.2 **Criminal History Background Checks Policy**

Certain volunteer duties/positions require a criminal history background check. Refer to DAM 0200, Personnel, Section 0215.3, Employment/Pre-Employment Criminal History Checks. A criminal history background check that includes fingerprinting is required prior to a volunteer performing any of the following activities:

- Serving as a host.
- Supervising or having sole control over minors, such as in Junior Ranger programs, nature walks, museum tours, and other programs specifically designed for children.
- Having independent access to security systems, warehouses, master keys, locked offices, shops, museum collections, or expensive equipment.
- Working with purchase documents or large sums of money (amount to be determined by the District Superintendent).
- Having access to the California Law Enforcement Telecommunications System (CLETS) or other criminal justice records.
- Having authorization to possess reproduction firearms and/or black powder in a park.

When a criminal history background check is required, the volunteer must complete the appropriate Department forms, including DPR 883, Pre-employment Arrest/Conviction Disclosure Statement, that request permission from the volunteer for completion of a background check and the District shall bear responsibility for completion of the Request for Live Scan Service (BCII 8016) and pay all fees for the processing of the fingerprint scan by the Department of Justice.

#### 0908.3.7.3 **Conditional Appointments Policy**

Processing of a volunteer's health questionnaire and background checks may take an extended period of time. In certain cases, a volunteer may begin supervised volunteer training while awaiting final clearance. The District Administrative Officer shall determine whether to grant a prospective volunteer a conditional appointment, pending formal approval of their health questionnaire and/or background checks. The District Superintendent shall inform the volunteer that if either the health questionnaire or the background check is not approved, his/her status as a Department volunteer will cease.

## 0908.4 **Cooperating Associations Program**

The Cooperating Associations Program helps fund and support interpretation and education in California State Parks. Through this program the Department may enter into formal agreements with local charitable nonprofit organizations known as “cooperating associations.” These organizations are involved with one or more state parks and are committed to funding and supporting publications, programs, events, and facilities that advance education and interpretation in California State Parks. Each park unit normally has only one cooperating association.

### 0908.4.1 **Authorization**

The Public Resources Code (PRC) establishes and governs California State Parks and cooperating associations. The specific code sections authorizing the Cooperating Associations Program are PRC §§ 513, 5009, and 5009.1 through 5009.3.

### 0908.4.2 **Interpretation and Education Division Responsibilities Regarding Cooperating Associations**

The Department's Interpretation and Education Division shall manage and oversee the Cooperating Associations Program. The Interpretation and Education Division will develop and manage the standard contract, standard lease, annual report, program guidelines, and other documentation relating to cooperating association relationships.

### 0908.4.3 **District Responsibilities Regarding Cooperating Associations**

The Department is responsible and accountable for all activities on Department property, and, through the District Superintendent, monitors and oversees association activities as they relate to park policy, interpretive operations and public image. The District Superintendent has the ultimate responsibility and authority to work with cooperating associations in his or her district.

#### 0908.4.3.1 **District Responsibilities Policy**

The District Superintendent will ensure:

- Day-to-day state park operations are not delegated to a cooperating association.
- The Department, not a cooperating association, is responsible for orientation, training, and administration of Department volunteers, although cooperating associations may fund Volunteers in Parks Program activities, including training and operational support.
- Cooperating association employees and volunteers will not use State vehicles for association business.
- Cooperating association employees and volunteers will not undertake any function or activity that would lead the public to conclude they are State employees. If association employees come into regular direct contact with the public, they must be easily identified as association employees/representatives.

### 0908.4.4 **Cooperating Association Liaison (CAL)**

The CAL is the official liaison between the Department and the cooperating association, and is key to a successful relationship.

#### 0908.4.4.1 **Cooperating Association Liaison Policy**

The District Superintendent will serve as the Cooperating Association Liaison (CAL) or will appoint someone to serve in that capacity in order to represent him or her to the association.

The Cooperating Association Liaison (CAL) will:

- Have a broad understanding of unit, sector or district operations and have the authority and competency to speak on relevant policy matters involving the State and nonprofit organizations.
- Monitor expiration dates of contracts, insurance certificates and other documents to ensure their timely renewal and submission to the Interpretation and Education Division.
- Receive training in nonprofit corporation procedures and responsibilities, including the role of associations in California State Parks.
- Review the Cooperating Association Annual Report (DPR 973) for completeness and accuracy and approve and sign it before submitting it to the Interpretation and Education Division.
- Ensure publications, projects or programs involving cooperating associations comply with Department policies and standards.
- Ensure visitor information facilities and sales areas used in conjunction with a cooperating association meet Department accessibility requirements.
- Not be directly involved in the cooperating association's financial or governance matters (e.g., a CAL may not sign association checks, prepare bank deposits, authorize association expenditures, or develop board policy).
- Review all requests made by the cooperating association and respond in a timely manner.
- Be a permanent Department employee.

#### 0908.4.5 **Department / Association Relationships**

The Department and the cooperating association are separate entities in a contractual sales and fundraising relationship. Understanding, recognizing, and managing the contract, the authority, the administrative processes, and the limitations of both the Department and the cooperating association will help promote a cohesive relationship. Ongoing dialogue and collaboration between the association and the Department is necessary to ensure high quality interpretive and educational opportunities are available to the public.

Refer to the Department's *Cooperating Associations Program Guidelines* and the Cooperating Associations Program contract for more information.

#### 0908.4.5.1 **Department / Association Relationships Policy**

In administering a cooperating association relationship, the Department will:

- Maintain a distinct separation between management, administration, and operation of Department and cooperating association activities.
- Use the Special Event Permit (DPR 246A) whenever a cooperating association is independently conducting a program or special event in a state park unit, or when the Department is sponsoring an event in which the cooperating association is involved (in this instance, the permit serves as a written agreement to specify responsibilities of the cooperating association).
- Recognize that Department employees may be general members of an association on their own time. However, Department employees, permanent and seasonal, may not

serve as officers or voting members of the board of directors of a cooperating association.

- Ensure Department employees will not be involved in preparing or transporting bank deposits or maintaining cooperating association accounting records.
- Ensure cooperating association income is kept separate from State receipts.
- Ensure cooperating association funds are placed in a separate, association-owned safe and accounted for separately by association personnel.
- Ensure there is a clear distinction between Department volunteers and cooperating association volunteers, due to liability and workers' compensation issues.

The Department will not:

- Supervise cooperating association employees, but may provide lead direction and evaluation of cooperating association employees, with the concurrence of the association.
- Allow a cooperating association to supervise Department employees, nor may the association provide lead direction or evaluation of Department employees.
- Allow cooperating associations or others to collect park user fees without a legally authorized agreement.
- Allow cooperating associations to provide services that supplant or replace Department employees or the rights of concessionaires at state park visitor centers, museums, or other interpretive facilities.

#### 0908.4.6 **Cooperating Association Program Elements**

##### 0908.4.6.1 **Standard Agreement (Contract)**

The Standard Agreement (STD 213), with related exhibits and attachments, constitutes the basis for the Cooperating Associations Program contract. The contract is developed at the District level with assistance from the Interpretation and Education Division, and must conform to Department of General Services contracting policies.

##### 0908.4.6.1.1 **Standard Agreement Policy**

California State Parks shall only establish and maintain Cooperating Associations Program contracts with organizations that are nonprofit charitable organizations pursuant to State and Federal laws.

The District Superintendent is responsible for ensuring all agreements with associations are legally-based, accountable and well-managed. Toward this end, the District Superintendent will:

- Ensure all cooperating associations within her/his district have a current contract.
- Enforce all aspects of the contract, including annual reports, leases, and other elements.
- Initiate leases with cooperating associations that have exclusive use of commercially-rentable Department facilities.

##### 0908.4.6.1.2 **Contract Deviations Policy**

Deviations from contract language must be submitted to the Interpretation and Education Division for review and approval.

**0908.4.6.2 Annual Report (DPR 973)**

The information gathered from annual reports (DPR 973) is valuable for compiling contact information, understanding statewide and regional trends, determining training needs, and evaluating accomplishments.

**0908.4.6.2.1 Annual Report (DPR 973) Policy**

The Cooperating Association Liaison will analyze, review, approve and route the Cooperating Association Annual Report (DPR 973) by May 31 of each year.

**0908.4.6.3 Audit Policy**

Department reviews and audits of association activities shall be conducted on a regular schedule. Department requests for association audits (to be completed by the Department's Audits Office) shall be directed to the Interpretation and Education Division. Each audit request shall explain why the audit is requested and describe any unusual financial circumstances.

**0908.4.6.4 Standard Lease**

PRC 5003.17 authorizes formal leases for administrative and storage space, for uses that "would be compatible with the use of the real property as a unit or part of a unit and with the sound management and conservation of resources within the unit."

**0908.4.6.4.1 Standard Lease Policy**

A lease is required if a cooperating association has exclusive use of a commercially-rentable office or building on Department property.

Leases must be approved by the Chief of the Interpretation and Education Division and by the Deputy Director for Acquisition and Development.

A lease will not be used to authorize a business that serves visitors where concession laws would be applicable.

**0908.4.7 Programs, Media and Materials**

Associations play a significant role in funding or producing programs, media and materials sold or used in state parks.

**0908.4.7.1 Programs, Media and Materials Policy**

The District Superintendent will:

- Work with cooperating associations to fund the Department's educational or interpretive programs.
- Review and approve, if applicable, affiliation and content information about California State Parks included in a cooperating association website, publication, or other public context. In approving a website, publication or other media, the District Superintendent will hold cooperating association-produced items to the same standards as Department-produced publications and media. (See Section 0906 and DAM 1600, Information Technology)
- Ensure cooperating associations follow all policies and guidelines regarding use of Department trademarks, including the Department logo, by reviewing in advance, and approving, when appropriate, each individual use.

For more information about cooperating association sales of materials and services, see Section 0909, Sales of Materials and Services.

#### 0908.4.8 **Resource Management Policy**

Cooperating associations may support and fund resource management and preservation projects pursuant when such projects contain significant interpretive components as determined by the District Superintendent.

#### 0908.4.9 **Public Works**

Cooperating associations may fund, under the criteria specified below, the repair or construction of visitor centers, historic buildings, and other public works projects. A public works contract (per Government Code §1101) is an agreement for the erection, construction, repair, or improvement of any public structure, building, or road. Restoring, improving, remodeling, or building new visitor centers, museums, offices, or exhibit areas are normally considered public works. However, projects constructed off site and then delivered to the park, are commodities and not public works. Questions about whether or not a specific project is a public work or a commodity should be directed to the Department's Legal Office. State contracting laws and policies must be followed when undertaking real property or facility improvements on State property, regardless of the funding source. These laws and policies require that State representatives sign and authorize all public works contracts and allow for representatives of non-State entities (such as cooperating associations) to sign and authorize commodity contracts. Pursuant to State contracting law and policies, cooperating associations may donate funds for a public works contract to the State Park Contingent Fund or a reimbursable account.

##### 0908.4.9.1 **Public Works Policy**

In working with associations on a public works project, the District Superintendent will:

- Review and approve, if appropriate, any plans, specifications, and contracts for public works projects on Department property proposed by a cooperating association.
- Ensure that public works projects on Department property are authorized under State contracts and not allow cooperating associations or other non-State entities to directly enter into a public works contract with a private contractor for work on Department property.

#### 0908.4.10 **Equipment and Gifts**

Associations and support organizations working with state parks are encouraged to assist the Department with its operations. For more information on collections, see DOM 2000, Museum Collections Management.

##### 0908.4.10.1 **Equipment and Gifts Policy**

In accepting items from associations, the District Superintendent will ensure:

- Tools, furniture, equipment, or other items purchased by a cooperating association and used by or with park personnel will be formally given or loaned to California State Parks.
- Approvals for cooperating association-owned items kept on Department property are documented on a Gift or Loan of Personal Property (DPR 922) form. See DAM 0900, Property, for information on the use of DPR 922 form.
- High value gifts are consistent with Department of Finance donation mandates.

Consistent with DAM 0942.4, when a cooperating association owns equipment that is shared with the Department, there must be a clear written understanding regarding responsibility for repairs and maintenance.

In accepting items from other entities, fair market value and donor valuation for tax purposes will not be determined by department staff. This determination is between the donor and the IRS/Franchise Tax Board.

#### 0908.4.10.2 **Gifts or Loans of Interpretive and Museum Collections Policy**

In accepting interpretive collections and museum objects given or loaned to the Department by a cooperating association, the District Superintendent will ensure:

- Cooperating associations will not collect museum objects in competition with California State Parks.
- Cooperating associations shall refer all donors to the District Superintendent and/or the designated Collection Manager for the District/Sector/Park. The District and not the association is the collection repository on behalf of California State Parks.
- Interpretive or museum objects to be used in interpretive programs, displayed or stored in state parks or by park personnel will be formally given or loaned to California State Parks.
- Approvals for cooperating association-owned or donated interpretive objects to California State Parks are documented on a Gift or Loan of Personal Property (DPR 922).
- Museum objects donated to the Department are documented on Deed of Gift (DPR 925). Museum objects loaned to the Department are documented on a Loan Agreement (DPR 926).
- High value gifts are consistent with Department of Finance donation mandates.

See DOM 2000, Museum Collections Management, for more information about interpretive collections and museum objects and the forms used to process gifts and loans.

#### 0908.5 **Interpretive Concessions**

In conjunction with the Department, interpretive concessions can play a significant role in enhancing the public's enjoyment of park resources. State Park Commission Policy I.4 "Operating Contracts" (5-4-94) states that interpretive concessions "directly relate to an interpretive theme, interpretive plan or general plan for the unit." Interpretive concessions may invite visitor involvement as well as offer lasting mementos of the park experience. Interpretive concessionaires must have, or be willing to develop, the special knowledge, experience, skills, or abilities appropriate to the interpretive needs of a park.

The primary sources of revenue for an interpretive concession should be derived from products or services that are in themselves interpretive or representative of the natural, cultural or recreational resources of the park. Refer to the DOM 1900, Concessions and Reservations, as well as the Concessions, Reservations, and Fees Division of California State Parks, for more information and specific policies concerning state park concessions.

#### 0908.5.1 **Interpretive Concessions Policy**

Interpretive concession contracts will state the interpretive goals and objectives to be achieved by the concession. Interpretive concession staff members will be trained to manage and support contract goals and objectives.



## **0909 SALES OF MATERIALS AND SERVICES**

### **0909.1 Sales Areas**

State park sales areas provide a needed public service consistent with the park's general plan and purpose. Establishing a sales area in a park purely for profit is not sufficient justification.

Sales area in parks may be operated in one of three ways: by the Department, by a concessionaire, or by the Department in conjunction with a cooperating association.

#### **0909.1.1 Sales Areas Policy**

An accessible environment shall be provided in all park sales areas, with services targeted toward the Department's multi-ethnic, multi-generational visitors, as well as those with disabilities. Staff members shall demonstrate an understanding of State and Federal accessibility laws and shall apply them on a daily basis. Sales materials should be available in languages other than English, as appropriate, based on the park unit's visitation.

#### **0909.1.2 Sales Areas Operated By the Department Policy**

A sales area operated solely by the Department may only sell publications for the wholesale price plus a reasonable administrative fee. (A reasonable administrative fee is defined as the cost of storing, accounting for, shipping, handling, and selling the item.) All money received shall be deposited into a State account.

#### **0909.1.3 Sales Areas Operated By a Concessionaire**

Concession sales generally occur at restaurants, snack bars, camp stores, retail shops, and other facilities that are traditionally operated for the safety and convenience of the public in their use and enjoyment of the State Park System. A sales area operated pursuant to a concession contract may sell items for a profit, and all funds are retained by the concessionaire except for a negotiated percentage returned to the Department as "rent."

Refer to DOM 1900, Concessions and Reservations, for more information about concessions.

#### **0909.1.4 Sales Areas Operated By the Department in Conjunction with a Cooperating Association**

Department/cooperating association sales areas are located in entrance stations, visitor centers, portable trailers, and other visitor information facilities. As sales areas increase in size, care must be taken to ensure the retail activities of the visitor information facility complement and enhance and do not overshadow the park's natural, cultural, or historical ambiance.

##### **0909.1.4.1 Sales Areas Operated By the Department in Conjunction with a Cooperating Association Policy**

A sales area operated in conjunction with a cooperating association may sell interpretive and educational materials provided by the association for a profit. All sales income from association-provided materials received by the Department must be returned to the association. These sales areas will have signage or graphics explaining that the sales facility is operated in conjunction with an official cooperating association. The sign shall convey that all funds derived from sales benefit the park's interpretive program.

Paid Department employees or Department volunteers may staff the sales area, sell materials provided by the association, and prepare deposits. Sales areas may also be

operated by cooperating association employees or volunteers. Department representatives shall not be involved in association bookkeeping or transporting or reconciling association bank deposits.

#### 0909.1.5 **Sales Areas in Historic Sites Policy**

Regardless of the entity operating the sales area, all sales areas in historic settings shall conform to the historic integrity and values of the park, as outlined in the park unit's general plan or other approved planning documents. Modern intrusions shall be minimized, and the following policies will be implemented:

- Staff members shall demonstrate special knowledge/skills associated with the park or the interpretive period, and understand the necessary elements to accurately portray the park's interpretive period.
- Furnishings shall be period appropriate and may include related landscaping, structural, and interior details, such as light fixtures, furniture (tables, chairs, benches, tableware), fixtures (counters, shelves), equipment (display apparatus, cash handling equipment), tools (related to the business), wall coverings (paint, wallpaper), and window treatments (shutters, curtains).
- Merchandise shall be in keeping with the historic period or nature of the park. The arrangement and display of goods (or promotion of services offered) will be appropriate to the period or style. A majority of the items offered for sale shall represent the interpretive period and be prominently displayed.
- The style of service shall enhance the visitor experience and understanding of the resources or the interpretive period. Sales staff will provide information about the park's history and offer interpretive demonstrations, presentations, or activities in keeping with the park or the period.
- Staff and volunteers should wear period-appropriate clothing and accessories consistent with the park unit's interpretive period. Staff members who are working should be attired appropriately throughout the day or when in view of the public.
- The historic character of the park should be reflected in all marketing and advertising. This includes exterior and interior signs, brochures, newspaper advertisements, posters, broadsides, radio, television, and web-based promotion. Special attention is directed toward fonts and arrangement of period-appropriate lettering, and, where appropriate, word messages.

#### 0909.2 **Materials**

For purposes of this chapter, materials are defined to be physical items sold or given away at visitor information areas to state park visitors. Materials commonly available in state parks fall into two categories—"interpretive and educational" or "non-interpretive and non-educational."

##### 0909.2.1 **Materials Policy**

Materials must have a connection to the park unit's values and resources, interpretive themes or visitor needs. California's state parks are not commercial venues. Opportunity for "high turnover" and/or high profits is insufficient justification to offer materials for sale. Only materials that have been pre-approved by the District Superintendent or his/her designee will be sold or given away on State property.

Classifying materials as "interpretive and educational" or "non-interpretive and non-educational" must be done on a case-by-case basis. The District Superintendent or his/her designee is responsible for determining if a material is interpretive and educational.

## 0909.2.2 **Interpretive and Educational Materials**

As stated in PRC § 513 “Educational and interpretive materials include items that promote visitor appreciation, understanding, and knowledge of natural, cultural and historic resources of the state park system, including educational and interpretive gifts and souvenirs.” Interpretive and educational materials support the department’s mission, relate significantly to educational and interpretive themes as defined in general plans, interpretive plans and other planning documents and, where applicable, to the interpretive period of the park unit where the materials are offered. They portray iconic images, objects, landscapes or words that embody a park unit’s heritage or sense of place. By enhancing the visitor experience and helping promote the park or park resources, they provide visitors with a lasting connection to the park or region. Interpretive and educational materials contribute to a better understanding of major park themes, provide site orientation to visitors, and support participation in educational and interpretive activities.

See the Department’s *PRC 513 Implementation Guidelines* for more information on interpretive and educational materials.

### 0909.2.2.1 **Interpretive and Educational Materials Policy**

The Department will participate in planning and design of interpretive materials produced by a cooperating association or concessionaire, whether to be sold or given away. The Interpretive Materials Review form (available from the Interpretation and Education Division) may be used to document approval. If this form is not used, then a similar decision-making process with written documentation will be followed.

Interpretive and educational materials must:

- Relate significantly to the interpretive and educational themes of the park unit where the materials is being sold or distributed or support the Department’s mission, and may relate to more than one state park unit;
- Be of high quality; and
- Include interpretive messages.

Items sold in park areas, through mail order catalogs, and at off-site sales outlets (excluding those sales outlets operated by an association in partnership with other government entities) must be approved in advance by the District Superintendent for appropriateness, price, quality, interpretive value, and accuracy.

## 0909.2.3 **Non-Interpretive and Non-Educational Materials**

If an item is not related to the interpretive and educational themes of the park unit and does not have interpretive text to explain its connection to the natural, cultural, and historic resources of the State Park System or individual park units, then it is considered non-educational and non-interpretive.

### 0909.2.3.1 **Non-Interpretive and Non-Educational Materials Policy**

The Department may authorize a cooperating association to sell non-interpretive and non-educational materials if the Department is unable to obtain, through a good faith effort, a concessionaire to provide such materials. The good faith effort must be documented prior to authorizing a cooperating association to engage in such sales to ensure the sales are justified.

See the Department’s *PRC 513 Implementation Guidelines* for more information on non-interpretive and non-educational materials.

**0909.2.4 Online Sales Policy**

The selection and approval of interpretive and convenience merchandise for online sales shall follow the same policies and guidelines as in-park sales.

**0909.2.5 Biological or Geological Specimens Policy**

The sale or distribution of biological or geological specimens may occur only with prior written approval of the Chief of the Natural Resources Division.

**0909.2.6 Inappropriate Merchandise**

As a resource management agency, the Department must ensure that merchandise sold or otherwise distributed in state parks reinforces our own resource management policies and practices. Care should be taken when selecting and approving sales merchandise to ensure the underlying message sent by the merchandise does not conflict with Department policies and practices. This encompasses such issues as non-native species, feeding wildlife, feral animal colonies, and providing artificial nesting opportunities, as just a few examples.

**0909.2.6.1 Inappropriate Merchandise Policy**

Inappropriate merchandise will not be sold or distributed in state parks. Inappropriate merchandise includes those items that meet one or more of the following criteria:

- Original artifacts and other historical, archaeological or paleontological specimens (replicas of such items must clearly be marked as replicas);
- Items that imply or perpetuate inaccurate information or stereotypes;
- Items that violate State, Federal or international laws in their production, manufacture, or sales;
- Items that violate a cultural or natural resource preservation mandate or conservation ethic;
- Items that violate Department resource protection policies and guidelines; or
- Items that violate terms of an existing concession contract.

**0909.3 Services****0909.3.1 Interpretive and Educational Services**

Interpretive and educational services are programs or activities that relate significantly to the interpretive and educational themes and, where applicable, the interpretive period of the park unit where the services are offered. These services support the Department's mission and reflect themes and goals identified in general plans, interpretive plans and related documents. Interpretive and educational services include those activities and programs that focus on natural, cultural, and historic resources of the State Park System and individual state parks. Such services are designed to forge emotional and intellectual connections between the interests of the audience and meanings inherent in the resource (adapted from the National Association for Interpretation's definition of interpretation). These services may be provided by a cooperating association and include seminars, classes, tours, and events.

Interpretive services offered on state park property that are conducted by non-State entities such as private businesses and cooperating associations may be subject to Special Event policies and guidelines.

### 0909.3.1.1 **Interpretive and Educational Services Policy**

The District Superintendent or his/her designee is responsible for determining if a service is interpretive and educational, and is appropriate. The Interpretive and Educational Services Review form (available from the Interpretation and Education Division) may be used to document approval. If this form is not used, then a similar decision-making process with written documentation will be followed.

In relation to interpretive and educational services provided by a cooperating association, the District Superintendent shall ensure:

- Services offered in support of parks shall be approved in advance and annually thereafter by the Cooperating Association Liaison (CAL);
- The association and the CAL have established standard operating procedures for conducting interpretive and educational programs and activities;
- All interpretive and educational services offered by the association on behalf of the Department are regularly evaluated for content, accuracy, and delivery to ensure they meet or exceed Department standards and guidelines;
- The Department assists the association in providing training to association staff appropriate to their interpretive activities;
- Association employees or volunteers conducting training possess and demonstrate the same or greater core competencies as Department staff;
- Collection of fees for services follows appropriate policies (see Section 0909.3.3.1).

### 0909.3.2 **Non-Interpretive and Non-Educational Services**

If a service is not related to the interpretive and educational themes of the park unit and has no specific connection to the park where the service is being sold or to the State Park System, then it is considered non-educational and non-interpretive.

#### 0909.3.2.1 **Non-Interpretive and Non-Educational Services Policy**

The Department may authorize a cooperating association to sell non-interpretive and non-educational services if the Department is unable to obtain, through a good faith effort, a concessionaire to provide such services. The good faith effort must be documented prior to authorizing a cooperating association to engage in such activities to ensure the sales are justified.

See the Department's *PRC 513 Implementation Guidelines* for more information on non-interpretive and non-educational services.

### 0909.3.3 **Interpretive and Educational Services Fees**

Many interpretive and educational services in state parks require the paying of a fee or the making of a donation by visitors for the privilege of attending the program or activity. Often this is the only means of covering the costs of these services and, therefore, to continue offering them to visitors.

For more information about the subject of fees, refer to Public Resources Code § 5010, DOM 1800 Park Operations, the Department Cash Handling Handbook, and the State Administrative Manual regarding cash handling requirements.

### 0909.3.3.1 Interpretive and Educational Services Fees Policy

Cooperating associations shall not charge for standard interpretive and educational services typically offered by the Department that are part of the traditional park experience such as nature walks, Junior Ranger programs, and campfire programs. These Department-provided services are included with paid entrance to a park unit. Fee-based association-provided services must be a “value added” service.

Pursuant to Public Resources Code § 5010.2, the Department shall not collect fees for day-use services to public and private schools (kindergarten through grade 12), except at Hearst San Simeon State Historical Monument, provided the groups are under the direction of school personnel and have made prior arrangements related to their visit.

When a cooperating association charges fees for interpretive and educational services, the District Superintendent shall ensure:

- Fee amounts have been pre-approved by the District Superintendent or the CAL.
- Fee collection meets Department standards for fund accountability and security.
- Fees are being paid for services that are not generally provided by Department personnel or volunteers
- Fee-based association-provided services are “enhanced” services that supplement traditional Department-provided services such as nature walks, Junior Ranger programs, and campfire programs.

## 0910 KEY DEFINITIONS

**Concessions:** A private business, operating under contract in a state park unit that provides products, services and programs not normally provided by State employees. Such services are intended to enhance the recreational or educational experiences of park visitors.

**Education:** For the purposes of this chapter, education principally refers to the Department’s efforts specifically directed at school group audiences. During these programs we both strive to reach our interpretive goals and also to support the school’s educational goals. By aligning all our school group interpretive programs with appropriate academic content standards we can support education’s efforts to impart specific information while providing the provocative and inspiring stories so important to our interpretive efforts.

**Enhanced Interpretive Service:** Services that go beyond traditional park interpretive services and programs such as nature walks, Junior Ranger programs, and campfire programs. These services may require advance ticketing or reservation and often require specialized supplies, equipment and training. They are often only available to a limited number of visitors. Such services may include seminars, overnight events, classes, special programs, kayak or bicycle tours, and special events.

**Environmental Living Program (ELP):** An overnight park experience for children that explores the interaction between people and their environment. Students are immersed in the past through a structured program that incorporates demonstrations, hands-on activities, and follow-up student assignments, all coordinated with concepts taught in the classroom. ELPs differ from standard programs in their in-depth nature, length, and immersion of the students in the subject matter being discussed.

**Environmental Studies Program (ESP):** Like an Environmental Living Program, but without the overnight stay.

**Intellectual Property:** Creative ideas and expressions of the human mind that have commercial value and receive the legal protection of a property right. The major legal mechanisms for protecting intellectual property rights are copyrights, patents, and trademarks. Intellectual property rights enable owners to select who may access and use their property and to protect it from unauthorized use.

**Interpretation:** A mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource.

**Interpretation Management Plan:** More specifically defines the objectives, methodologies and concepts for how goals and guidelines identified in the General Plan, will be achieved. Interpretation Managements Plans include Interpretation Master Plans and Action Plans.

**Interpretive Services:** Encompasses all types of interpretation conducted by the Department (it is important to note this term is entirely separate and distinct from the definition of the term as it is used in relation to concessionaires and cooperating associations in Section 0909.3 of this chapter). Interpretive services are often broadly categorized into “personal interpretation” (or “programs”) and “non-personal interpretation” (“facilities” and “media”).

**Interpretive Theme:** A succinct, central message, phrased in the form of a complete sentence, about a topic of interest that a communicator wants to get across to an audience.

**Non-Personal Interpretation:** Encompasses interpretation that is delivered not through a person but through some type of facility (such as exhibits, interpretive trails, and panels) or media (such as audio-visual programs, publications, and the Internet).

**Personal Interpretation:** Encompasses interpretation that is done personally; i.e., programs presented by an actual person, not through some facility or media.

**RAPPORT:** An acronym used to convey the key elements of quality interpretation: Relevant, accurate, provocative, programmatically accessible, organized, retained, and thematic.

**Service Learning:** A teaching method that blends community-based learning with theory and practice. Service learning differs from traditional community service activities in that it has a strong and identifiable connection with established curricula, although it does at the same time help meet community needs