



Do We Have All the Pieces? Strengthening the NPS Through Civic Engagement

Participant Guide



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Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today for *Do We Have All the Pieces? Strengthening the NPS Through Civic Engagement*, and we look forward to helping you to get as much out of this time as possible.

Your classroom today is not very large, 125 or fewer students from various locations across the NPS. We purposely keep the class size small to assure that if you have a question, there is time to get it answered. Don't hesitate to ask—if you have a question, there are probably several others in the class who have the same question—you might as well be the one to ask! It is our goal that you leave class today with no unanswered questions.

How To Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses there is also a “protocol” to follow to ensure that you can easily ask questions and others can

participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,

“Excuse me [instructor’s first name], this is [your first name]

at [your location]. I have a question (or I have a comment).”

Then release the push-to-talk button. This is important.

Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



Course Overview

Why Civic Engagement and Why Now?

The future of the National Park Service depends on its ability to engage, represent, and in fact, be relevant to all Americans. Today's course will help participants to explore the philosophy and rationale for civic engagement, the concept and practice of deliberately and actively becoming involved in communities which NPS may not have traditionally connected with. Like the colorful pieces of ceramic and glass that are used in the ancient art of mosaic, every aspect of our national identity is full of cultural, historical, and spiritual significance. Civic Engagement is the adhesive that unites and solidifies these pieces of our nation's history. Participants will explore case studies shared by practitioners, and will identify practical tips and strategies to help them purposefully employ civic engagement to advance the NPS mission.

Target Audience

This TEL course is intended for all participants who work with or within the NPS who seek to develop skills and strategies for using Civic Engagement. It is brought to you by the National Park Service's Office of Equal Employment Opportunity and the Supervision, Leadership, and Management Training Program.

Program Timing

Do We Have All the Pieces? Strengthening the NPS Through Civic Engagement is a 3-hour TELNPS course.

Learning Objectives

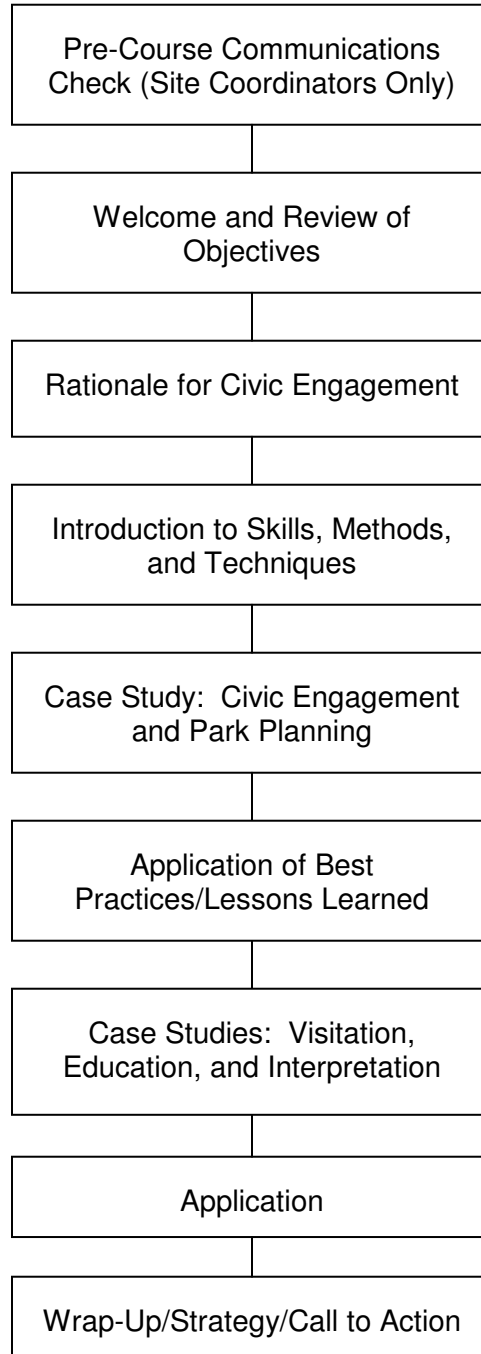
After completing this course, you will be able to:

- Examine a definition of and rationale for Civic Engagement in the NPS.
- Explore a variety of skills and methods to engage diverse partners and communities in NPS parks and programs.
- Apply best practices and solutions for using Civic Engagement within NPS.
- Adopt a team and personal strategy for applying Civic Engagement skills to your work.

Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the Student Roster form, and finalize the roster in My Learning Manager.

Do We Have All the Pieces? Strengthening the NPS Through Civic Engagement Course Map



Before Class Begins

Please read the following comments and discuss the questions with your facilitator BEFORE beginning your training:

Civic engagement will strengthen relationships with our surrounding communities and communities of interest. This practice will also build trust and secure the public's help in carrying out our stewardship mission.

[Note: CE recognizes that NPS parks and programs have communities of interest, both near and far - which is why they have a national constituency.]

First, we recognize that the public plays an essential stewardship role in taking care of national parks for the enjoyment of present and future generations.

Second, our decision-making is vastly improved when we consider diverse contributions and concepts from, and distinct perspectives held by, our partners and the public.

Third, by working closely with the public at the earliest stages of planning for projects and programs, we can build strong public and political support and understanding for the decision-making process and the outcome that is produced.

Discussion Questions

- 1. How can we do a better job at civic engagement?**
- 2. What gets in the way?**
- 3. What are your questions about civic engagement?**

Food for Thought

Part of the civic engagement process is examining existing barriers that keep us from being advocates for civic engagement. Common reasons for a lack of civic engagement include: lack of support at all levels of the organization, personal fear of taking risks, fear of standing out by making a personal statement of support for diversity, fear of being embarrassed in public, fear of losing security or the respect of people they had thought were friends, or fear of being alienated from friends or peers.

Civic Engagement Self Assessment

First, honestly answer the following questions....

1. How much do you really know about your own culture?
2. How much do you know about the cultural mix of your surrounding communities?
3. How do these beliefs, attitudes, customs affect your behavior towards them?
4. In what ways is your culture different from the culture of other people you know? In what ways is your culture similar?
5. Do you make assumptions about people. Do you give people a chance to demonstrate what they are really like?

NOTE: Stereotypes are assumptions that classify people in a narrow way, based on very little information. Do you catch yourself stereotyping people: jumping to conclusions or making assumptions about people based on their skin color, dress, accent, lifestyle or other factor? Recognize that first impressions are often based on stereotypes or past experiences and therefore may not be correct.

6. Remember that your views are simply one “take” or perspective on a subject. Realize that other people have different perspectives.
7. How do you find common ground when there is a disagreement or misunderstanding? Do you assume that the other person will have to give in?
8. Do you talk with you co-workers about prejudice, discrimination and racism? Do you encourage acceptance of differences. Do you teach or coach others on how to respond to prejudice?
9. On a scale of 1-5, five being the highest. How would you rate your connection with your existing communities and their leaders?
10. Do you understand your local communities social, leadership and economic development issues and how they impact on your park and the larger communities?

Rationale for Civic Engagement

Executive Summary: Director's Order 75A: Civic Engagement and Public Involvement

Director's Order (DO) 75A articulates the NPS commitment to civic engagement as the essential foundation and framework for creating plans and developing programs. The foundation of civic engagement is a commitment to building and sustaining relationships with neighbors and communities of interest (both near and far).

It also clarifies and strengthens our commitment to legally required public involvement and participation as it relates to accomplishing our mission and management responsibilities under the NPS Organic Act of 1916

The DO applies to:

- All NPS parks and program activities where interaction with the public and partners is either a requirement or an inherent and on-going part of NPS business; activities conducted directly or indirectly through contractors or partners.
- Discretionary decision-making by superintendents, regional directors and national program directors, at all levels and within all program areas of the National Park Service where: 1) the public has an identifiable interest or is likely to be interested, 2) there may be applicable knowledge or expertise likely to be available only through public consultation, or 3) there are complex or potentially controversial issues.
- How we work internally with employees as well as how we work externally with others.

The Director's Order essentially identifies a number of general areas for which Civic Engagement can be applied:

- **Park Planning**
- **Historic Preservation**
- **Visitor Services**
- **Education**
- **Interpretation**

NOTE: For the complete text of Director's Order 75A, please visit the NPS Civic Engagement web site at <http://www.nps.gov/civic/policy/index.html>

Defining Civic Engagement

For the purpose of this training we will present our philosophy, our discipline, and our practice of Civic Engagement in the National Park Service. We will also examine the selected activities, case studies and skills that demonstrate the desired application of these practices.

Our philosophy is to maintain a dynamic “conversation” with the public on many levels to publicly and personally convey our commitment to the preservation of park resources. In doing this we hope to win the trust and support of the public.

Our discipline is to ensure that we intentionally involve the public in our planning and decision making in specific, measurable, and relevant ways.

Our practice is the excellent way in which we welcome the diverse groups of people to the parks and continually seek relationships around or mutual interests.

Civic engagement practices have been at the core of any park or program that exhibits excellence.

Civic engagement can take many forms, from individual volunteerism to organizational involvement to community outreach. It can include one-on-one efforts to directly address an issue, working with community groups to solve a problem or interacting with other parks or institutions to support mutual goals.

To me, Civic Engagement is

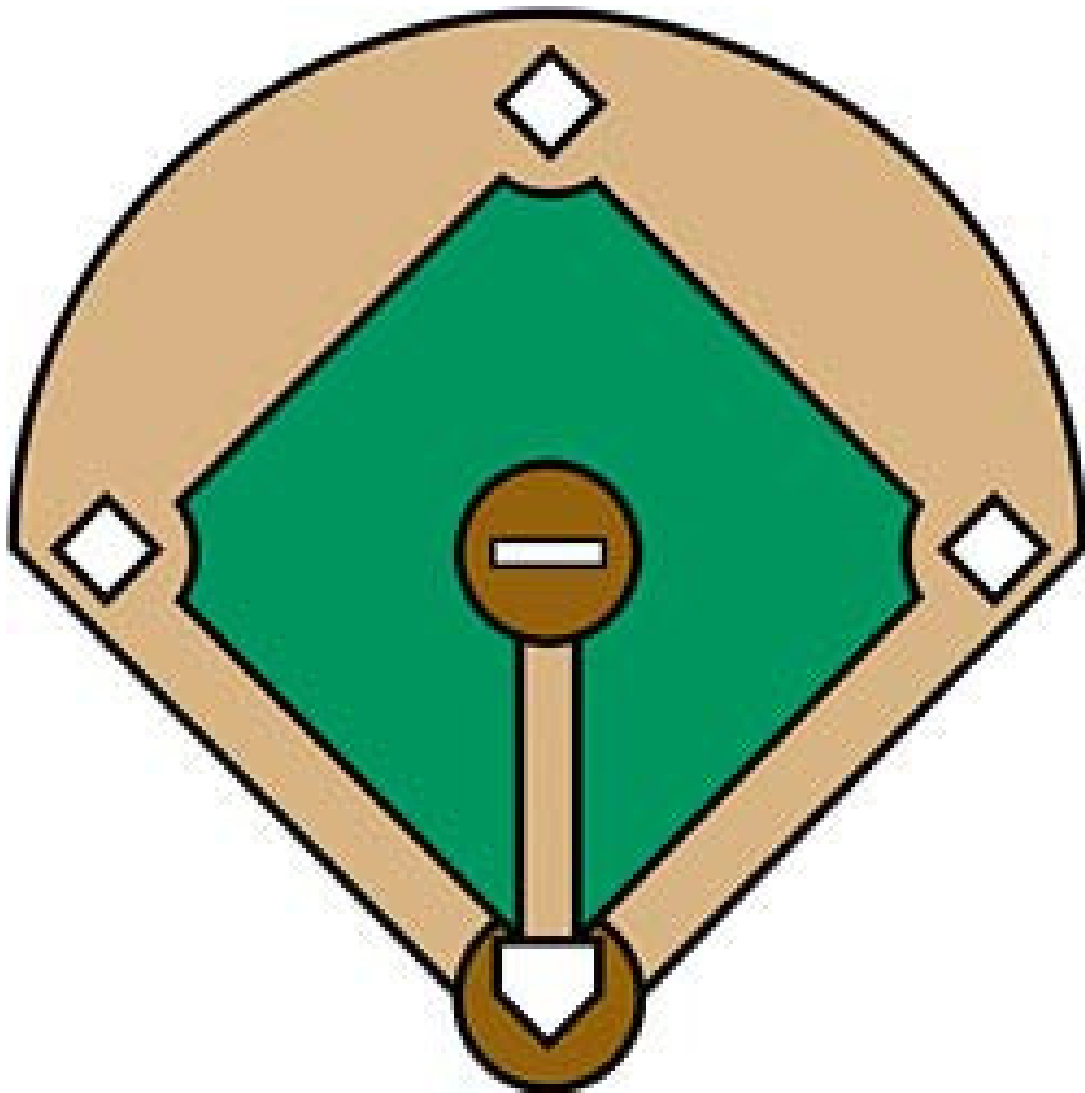
Exercise: Why Am I Here Today?



What questions do I want to have answered today?

One reason why I should develop the use of Civic Engagement within my park or program:

Civic Engagement Process



Skills Needed for Successful Civic Engagement—Skill Set #1

Case Study #1—African Burial Ground (Park Planning/ Historic Preservation)

The African Burial Ground A Case Study Involving Communities and Partners of Color

The African Burial Ground is widely acknowledged as one of America's most significant archeological finds of the 20th century. This history of the site captures the significant contributions of free and enslaved Africans toward the development and prosperity of New York City. From the late seventeenth century until 1794 the "Negroes Burying Ground" was a seven acre site north of Wall Street, outside of the then city limits and used as the final resting place for approximately 15,000 Africans.

This history tells us that New York City in 1700 was 20% African. This site demonstrates the significance of slavery in the North. New York was second only to Charleston, South Carolina in the number of enslaved people. Many of the critical developments of early New York can be attributed to the efforts and labor of Africans, like the clearing of the land, the building of the waterfront and the military defense 'wall' of Wall Street itself.

In 1794 this burial site was closed and became the location of city block grids and the home to many of New York City's most enduring landmarks. In 1991 while excavation was being done for the construction of a new Federal Office Building just north of City Hall at Broadway and Duane Streets the skeletal remains of men, women and children were discovered. Ultimately 419 remains were removed for scientific study. This would be the start of a very long and at many times very contentious battle between the Federal government and the African descendant community in New York. The wounds from these battles have not easily healed.

1991-2002

The Road to Civic Engagement

- From the beginning there was widespread mistrust of the Federal Government and city government by certain sectors of the African American community regarding the future of this site. Some traced this skepticism back to the treatment of African Americans during the colonial period.
- The Federal Government continued construction following the rediscovery of the African Burial Ground and associated remains.
- Activists were only able to postpone construction of the building through mass acts of civil disobedience.
- A Congressionally appointed Federal Steering Committee was developed to study alternatives for the preservation and possible development of this site in 1992. The committee held hearings which resulted in the development of recommendations that were to be followed by the Federal Government.
- The NPS had been involved in the early years and its involvement was seen as disrespectful and insensitive.
- Many people in the community felt their voices were not being heard because of their ethnicity and economic standing.
- In 2002 Congress ask NPS to study the feasibility of developing a National Museum for African American History and Culture. A Presidential Commission was

appointed to study this issue and a series of hearings and town hall meetings were conducted across the nation. Future management of the African Burial Ground was raised during this process.

2002-2005

The National Park Service and the African Burial Ground Civic Engagement

- GSA acknowledged that they did not have expertise in managing historic sites nor in addressing the concerns of a community.
- NPS under the leadership of Deputy Director Don Murphy and Northeast Regional Director Marie Rust negotiated an Interagency Agreement that called for the NPS to manage GSA's public process, assist in the memorial design selection and develop a management plan for the site.

NPS Goals Established for the Project

- The African Burial Ground project will:
- Have active public support, continued civic engagement and community partnerships to convey richer appreciation of our national heritage.
- Achieve significantly greater understanding and appreciation of the African American experience in New York and Nation through the identification and presentation of stories of this aspect of our nation's history.
- Develop and design with excellence an exterior memorial and interpretive facilities that reflect the meanings, public values and the larger context of the African Burial Ground.

The Civic Engagement Process

- The Northeast Region established a team to develop a process for engaging the community, assisting GSA with the selection of an appropriate memorial; managing the development of an interpretive center and recommending to GSA appropriate management alternatives for the site. This work was to be completed in one calendar year.
- It was understood that NPS team members who work with the public would first become familiar with the recent and controversial history of the African Burial Ground and that sensitivity would be brought to the project.
- The first and most critical step was introducing the NPS to those actively engaged with all aspects of the African Burial Ground project. Tara Morrison and George McDonald developed a two prong strategy for engaging the community.
- First the main interest groups were identified and then invited to small listening sessions.
- Second a series of larger more formal public meetings took place in all five boroughs of New York City.
- The team developed a set of *Guiding Principles* which would be offered at all formal sessions required. The following principles were acknowledged at the beginning of each session:
 - Participate fully
 - Listen to learn and understand different perspectives
 - Question to clarify and test assumptions
 - Disagree without being disagreeable
 - Keep the discussion focused
 - Strive for consensus and equal voice

- Honor the past, be grounded in the present and think toward the future.
- There were other issues that were of major concern to the community and to a degree more important than the issues the NPS was responsible for exploring. Of particular interest, then and now, was the development of a “world class” African Burial Ground museum.

Best Practices and Lessons Learned

- ✓ Understand fully all of the external and internal politics of your project.
- ✓ Recognize that how we may define a community is not how they define themselves.
- ✓ Commit to engaging the community and understand the time involved.
- ✓ Promise only what you can deliver.
- ✓ Be willing to meet people in their communities.
- ✓ Always be honest.
- ✓ Separate your individual self from your professional self.
- ✓ Try and find areas of agreement amidst disagreement.
- ✓ Have fun.

NOTE: For more case studies involving the use of Civic Engagement in the National Park Service, please visit www.nps.gov/civic



Exercise: Application of Best Practices

What skills do you think were needed or displayed in this case study?

Skills Needed for Successful Civic Engagement—Skill Set #2

Skills Needed for Successful Civic Engagement—Skill Set #3

Skills Needed for Successful Civic Engagement—Skill Set #4

Case Study #2: Education and Interpretation

Teacher-Ranger-Teacher Program Summary

NOTE: This is an excerpt from the original document, provided by Bill Gwaltney, NPS. See the contacts at the end of this article for additional information.

Concept

National parks enrich the lives of many in this nation. They provide access to the powerful ideas, values, and meanings ascribed to the remarkable cultural, natural, and recreational heritage of the United States. However, all Americans have not enjoyed these opportunities to connect to heritage resources to the same extent — often based on a variety of social and economic considerations. Some segments have been better served than others.

The challenge for the National Park Service (NPS) is to provide opportunities for all audiences to connect to their national heritage as embodied by national parks. The Teacher to Ranger to Teacher (TRT) program focuses on the education community and engages teachers from Title I schools that are not currently being reached with park programs, paying particular attention to areas with large, ethnically diverse populations.

Pilot Program

From FY 2003 to 2005, the pilot program involved some of Colorado's national parks and teachers from Title I schools in the Denver Public School District. For the past three summers, several teachers have lived and worked in national parks.

Participating teacher-rangers bring the parks into the Denver Public School System. They draw on their summer's experience as a park ranger to develop lesson plans that will be used during the school year. In April, during National Park Week, teacher-rangers wear their NPS uniforms to school, discuss their NPS experiences, and assign students NPS-related activities.

During the summer of 2007, the program has 37 teachers in 27 parks. Participating states include: Alaska, Arizona, California, Colorado, Maine, Montana, New Mexico, Texas, and Utah. We have support and money from the Intermountain Regional Director to expand the program to 80 teachers working in National Parks during the summer of 2008.

Concepts Learned and Incorporated into the Classroom

Teacher-rangers learn how:

- adjacent lands affect park project outcomes;
- to apply National Park Service mission ethics to resource management decisions;
- the public becomes involved in the decision-making process

- science in parks relates to urban areas and issues
- many other areas contribute to the complexity of developing and managing park programs.

Program Benefits

Benefits for Parks

- ✓ Parks benefit from the teacher's expertise. Through teacher-rangers, park staffs have direct contact with school systems.
- ✓ TRT helps parks achieve workforce efficiencies, recruiting highly qualified individuals and filling short-term positions.
- ✓ Parks and park employees learn from teacher experience about how to relate to school groups that are composed of diverse populations (including ethnic and urban youth).
- ✓ Teacher-rangers become life-long ambassadors for the parks in which they have worked, and for the National Park System.

Benefits for Teacher-Rangers

- ✓ Develop a personal connection with national parks and wide variety of teaching examples.
- ✓ Developing an ethic of conservation which they teach to their students.
- ✓ Teacher-rangers obtain a wide range of knowledge and skills in natural resource management.

Program Benefits to the School District

- ✓ Other educators exposed to teacher-rangers in their schools benefit from "curricula enhancers" and other resources and teaching tools.
- ✓ Teacher-rangers develop a network with conservation and preservation professionals and access to training programs within the Department.
- ✓ School districts profit from having teacher-rangers who will be exposed to current resource-based issues and teaching activities.

Program Benefits to Urban School Children

- ✓ This program provides the opportunity for students to connect to the nation's heritage through the experiences of their teacher-rangers.
- ✓ Students learn about opportunities for summer and permanent employment with the National Park Service.
- ✓ Students share the enthusiasm of a teacher who has had the opportunity to be a National Park Ranger.

Ongoing Evaluation of the Pilot Program

Evaluation Components:

- Participating teacher-rangers are surveyed to determine the effectiveness of the general training that is offered in the spring.
- Filmed interviews each year of teacher-rangers for comparison.
- Surveys for student feedback.

- An end-of-year meeting is held with both parks and teachers.

Current Cost of the Program

Each teacher-ranger is paid \$2,400 for an eight-week summer season (or \$3,000 for a 10-week season). Each park provides housing and a uniform.

Six digital still cameras and 5 digital movie cameras were purchased for teacher-ranger use in developing activities for the classroom.

Intergovernmental Personnel Act (IPA)

The Intermountain Region explored a number of ways to hire teachers that would allow them to wear the National Park Service uniform. The IPA seemed to be the best fit for the program. Teachers are detailed from their government agency (public school district) and are allowed to wear the uniform. The agreement also allows for flexibility in defining obligations and duties.

Future Plans

- In FY2007, The IMR Regional Director has provided fund to expand Colorado's existing program. It is hoped that national parks in Texas will recognize the value of the program and locate their own funds to continue it.
- For FY2008-2012, funds will be sought through Parks as Classrooms to expand the program into each of the remaining Intermountain Region states.
- Alternative funding sources will be sought to continue the program beyond 2012.
- Other regions in the National Park Service have expressed interest in the program.

Contacts for Further Information

Neil DeJong, Chief, Office of Interpretation and Education, IMR, (303) 969-2537, neil_dejong@nps.gov

Linda Lutz-Ryan, Interpretive Specialist, IMR, (303) 969-2638, linda_lutz-ryan@nps.gov

Diana Wiggam, Park Ranger, IMR, (303) 969-2404, diana_wiggam@nps.gov

NOTE: For more case studies involving the use of Civic Engagement in the National Park Service, please visit www.nps.gov/civic

Exercise: Application of Best Practices

What skills do you think were needed or displayed in this case study?



Case Study #3: Richmond NBP and Maggie L. Walker NHS (Visitor Services)

Civic Engagement and Visitor Services

Expanded version of "First Word" editorial piece in NPS publication "Common Ground", Fall 2005 by Cynthia MacLeod, Superintendent, Richmond NBP & Maggie L. Walker NHS

A Sense of Connection

Management and interpretation of park resources in the National Park System has been an evolutionary process shaped best by questions of visitors and research of scholars both inside and outside the NPS. My goal as a superintendent is to ensure that these places, which are recognized by Congress as nationally significant, are preserved with true meaning and importance for their owners, the American people.

Meeting that goal is a challenge. The demographics of our country's population are varied in experience and education, among other attributes. In order to reach that goal for our whole population, the NPS personal and non-personal services must be broad and deep, must reach people other than the self-selected visitors, and must be unimpeachably accurate factually.

I was fortunate in 1990 to come to the Richmond National Battlefield Park as superintendent at a ripe time for infusion of energy and funds at the park. I came to the park as an outsider, as an historian but with credentials in architectural history who knew more about houses used as hospitals during the Civil War than anything about the battles that caused the soldiers' injuries or what had instigated the fighting. The park had begun in the 1940s on the tradition of private sector tours tracing troop movements; the tours were led by military historians for veterans and their descendants. Once that generation passed, the emphasis was on living history programs and presentation of the life of the Civil War soldier, a more generic than specific activity in the 1960s and 70s, sometimes criticized as entertainment rather than education. Leadership seemed content with the idea that the most powerful Civil War story was at Gettysburg. When funds for those programs dwindled in Richmond, the park idled along with visitation by the most faithful of military history devotees. By 1995, the exhibits were more than 35 years old and abbreviated in their scope and depth. In preparation for a revitalization of the park, we wrote the following philosophical blueprint for the future that aimed neither to glorify nor denigrate events of the past:

At Richmond National Battlefield Park (RNBP) there is an opportunity to convey to visitors the meaning of the (American Civil) War. Not only is there a strategic explanation for the battles at Richmond, but also the Confederate capital's industrial, economic, political, and social fabric merge with the battlefield stories there. The concentration of diverse Civil War resources found in the Richmond area is unparalleled. A site-specific focus on the battles at Richmond, the combatants, and an understanding of why those battles occurred at Richmond can contribute to a visitor's understanding of the complexity of the American past and provide a means to appreciate strengths and shortcomings in our collective heritage.... RNBP can become a moving and eloquent place where visitors can examine for themselves the meaning of the American Civil War and its relevance in the modern world.

We were successful in arranging for a new partnership visitor center at the Tredegar Iron Works, which invited telling specific stories about the War's industrial requirements, paid- and un-paid slave and female labor, and transportation systems. The location of Tredegar next to Belle Isle, a prison camp for Union soldiers, and next to Hollywood Cemetery, a resting place for Confederate officers and unknown soldiers facilitated more special programs. We designed the exhibits to meet the needs of an increasingly diverse and historically uninformed visitor base, hoping to interest and inform all, including those new to NPS battlefield parks. The most recent addition in 2003 to our exhibits is the statue of President Lincoln and his son who visited Richmond in April 1864. That visit was described by a prominent modern historian as producing "the most unforgettable scenes of this unforgettable war." But indeed, that landmark visit had been forgotten over time, neglected by the NPS in Virginia, although the NPS celebrated President Lincoln in Washington DC, Illinois, and Kentucky. Pulling that event from history's dustbin evoked strong opinion, which I consider positive. If our purpose is to make historic places meaningful, we need to hear from our visitors.

At Tredegar, we invite visitors to scribe for us what the Civil War means to them and we use that information to direct future programs and exhibits. This written record on individual notecards reflects a wide participation by diverse visitors:

"Need more photos of North. I have many books written by authors of both North and South. I have yet to decide in favor of one over the other. As in any war, there are at least two sides."

"I have mixed feelings. Two of my ancestors fought with the Union and one with the Confederacy. I tend to agree with the idea that states should have more power and the Federal Government less. If only the South had defended other rights than the right to own slaves."

“You as individuals need to study the Civil War from both the Union and Confederate points of view. Growing up in PA, all we were taught was that it was wrong and about slavery. There are so many other layers that as one learns about the other side, you come to realize that what you are taught is not always the only way.”

“We were born and raised in North Dakota I know this area and the story of the Civil War only from books—to be here is a desire of many years. We consider the Civil War as a turning point for our nation and its people. Your center is critical for the youth of today to help them learn the story of Independence and then the story of the Civil War—two powerful stories. We appreciate your maintaining this center.”

Examples from just one week in August 2005 include:

“The Civil War was fought over me, an African-American woman. More blood was shed over the lives of Black Americans than in any other war. I am a proud American. I pray that our wounds will FINALLY heal.”

“I have been studying Civil War sites from the saddle of my bicycle, across 100s of miles, for about 10 years. My fascination with it eludes me – I am simply drawn into it.”

“What a waste of life, land, and love.”

“Long live the South”

“It means a lot to me because I would not be me or free.”

“Thank you for asking my opinion.”

“It is with deep sorrow that I view these scenes about the Civil War/War Between the States – a period of great tragedy, massive loss of life, cruelty of all sorts. I do so wish we could all feel some degree of peace at last. We have so much in the present day to solve.”

Wow, I say, when I read these notes. The people here want to talk to us about how they've processed their experience of visiting Richmond National Battlefield Park and relate it to their contemporary thoughts. That's success. My own specialized interest in historic architecture has given way over 30 years to a broadened understanding and comprehensive appreciation of history and the connectedness of all the stories in the

American experience. I am still learning and I wish for the same for all my countrymen.

NOTE: For more case studies involving the use of Civic Engagement in the National Park Service, please visit www.nps.gov/civic

Exercise: Application of Best Practices



What skills do you think were needed or displayed in this case study?

18 Ways To Get To Know Your Community

1. Go for a walk in your neighborhoods. Notice the ethnic mix and compare it to the groups you belong to. Who do you see? Who is missing? If there are differences, think about why they exist.
 2. Learn about the countries immigrants come from. Look the countries up in an atlas or on the internet.
 3. Get to know the names of community leaders, teachers, families who live nearby. Find out what interests them.
 4. Volunteer as a tutor, mentor, or youth leader in a local school.
 5. Contribute time, talent or other resources to support community building efforts.
 6. Develop or strengthen programs or activities that foster civic engagement in communities, such as mentoring, service-learning activities, peer helping, and recreation.
 7. Talk about civic engagement with formal and informal leaders and other influential people you know.
 8. Develop opportunities for youth to contribute to the community through sharing their perspectives and taking action and leadership.
 9. Celebrate and honor the commitments of people who dedicate their lives and time to community service.
 10. Encourage your place of worship to actively support the local parks.
 11. Find opportunities to have serious conversations with young people on environmental issues.
 12. Model non-violent ways to resolve conflict.
 13. Invite your state legislator and your neighbors to your park to have coffee and discuss community building.
 14. Thank the media when they focus on park in your community.
 15. Create a civic engagement task force with your employees and community leaders.
 16. Learn about various faith and spiritual groups in your community. Attend a bazaar, fair or festival that you've never been to before.
 17. Ask about having a tour of a local schools or civic organizations.
 18. Invite community leaders to your location.
- ...AND more ideas From YOU and your community members!!
-
-

Final Thoughts

- Anticipate change
- See the opportunities
- Update your skills
- Expect stress
- Watch your words
- Deal with your feelings
- Meet the players
- Get organized
- Stay visible
- Read, listen, ask
- Confirm rumors
- Stay in touch with your communities
- Invite them to your locations

To Receive Credit for This Course

1. PRINT your name on the attendance roster.
2. UPON RECEIPT OF E-MAIL NOTIFICATION, complete the online course evaluation.

Resources for Civic Engagement

Contacts for Further Information

Marcia Keener, Program Analyst, Office of Policy, Washington, DC, (202) 208-4298,
marcia_keener@nps.gov

Nora Mitchell, Assistant Regional Director for Conservation Studies, Northeast Region
Director, Conservation Study Institute, Woodstock, VT 05091, 802-457-3368 x 17,
www.nps.gov/csi, nora_mitchell@nps.gov

Neil DeJong, Chief, Office of Interpretation and Education, IMR, (303) 969-2537
neil_dejong@nps.gov

Linda Lutz-Ryan, Interpretive Specialist, IMR, (303) 969-2638
linda_lutz-ryan@nps.gov

Diana Wiggam, Park Ranger, IMR, (303) 969-2404, diana_wiggam@nps.gov

Gayle Hazelwood, Superintendent, National Capital Parks – East (DC), 202-690-5127,
gayle_hazelwood@nps.gov

John Benjamin, Superintendent, Carlsbad Caverns (NM), 505-785-3020,
john_benjamin@nps.gov

Leslie Dubey, Resource Education Specialist, Big Thicket National Preserve (TX),
409-246-2487, leslie_dubey@nps.gov

Miriam Valentine, Park Planner, Denali National Park (AK), 907-733-9102,
miriam_valentine@nps.gov

Shelton Johnson, Park Ranger, Yosemite National Park (CA), 209-372-0644,
shelton_johnson@nps.gov

Bill Gwaltney, ARD Workforce Enhancement, Denver, CO 303-969-2708,
bill_gwaltney@nps.gov

Cynthia MacLeod, Superintendent, Richmond National Battlefield Park and Maggie L.
Walker National Historic Site (VA), 804-226-1981 x 25, cynthia_macleod@nps.gov

Tara Morrison, Superintendent, African Burial Ground National Monument
212-637-3088, tara_morrison@nps.gov

George McDonald, Management Analyst, Partnerships and Visitor Experience
Washington DC, 202-513-7146, george_mcdonald@nps.gov

Blanca Alvarez Stransky, Superintendent, Agate Fossil Beds National Monument (NE),
308-668-2211

Paige Baker, Superintendent, BADL

Gerard Baker, Superintendent, MORU

Sue Andrews, Park Ranger, Lowell National Historical Park, 978-275-1702,
sue_andrews@nps.gov

Alan Turnbull, [Rivers, Trails, and Conservation Assistance](#), 202-354-6930,
alan_turnbull@nps.gov

Christine Powell, Public Affairs Specialist, Golden Gate National Recreation Area, (415)
561-4732, chris_powell@nps.gov

Duane Holmes, Chief, Rivers, Trails And Conservation Assistance Division, IMR
303-969-2855, duane_holmes@nps.gov

Dr. Dorceta Taylor, Program Director, MELDI University of Michigan, School of Natural
Resources and Environment and Center for Afro American and African Studies, 734-763-
5327, fax 734-936-2195, dorceta@umich.edu

Dr. Emilyn Sheffield, Chair, Department of Recreation and Parks Management, University
of California at Chico, 530-898-6408, fax 530-898-6557, recr@csuchico.edu

Dr. Geoffrey Godbey, Professor Emeritus, Pennsylvania State University,
814-865-1851, fax 814-867-1751, g7g@psu.edu

Dr. Theresa G. Coble, Assistant Professor of Forest Recreation and Interpretation,
Stephen F. Austin University, 936-468-1354, tcoble@sfasu.edu

Dr. Ruby Payne, Aha Process, Inc., 281-426-5300, fax 281-426-5600

Rich Sussman, Chief, Planning and Compliance Division, Southeast Region, 404-562-3124
X601, rich_sussman@nps.gov

Shelley Zion, Project Coordinator, National Center for Culturally Responsive Educational
Systems, 303-556-3990, fax 303-556-6141, shelley.zion@cudenver.edu

Online

Please refer to the National Park Service's Civic Engagement web site at
www.nps.gov/civic for more information on NPS Civic Engagement activities and
resources.

Webcast: Widening the Conversation: Involving Communities in Interpretive Planning (Smithsonian Institution)

This webcast (originally produced live on July 17, 2007) is available online INDEFINITELY at <http://museumstudies.si.edu/> per Philippa Rappoport of the Smithsonian Institution. (Just hang in there because there is a four-minute audio gap at the beginning.)

Sarah Blannett, Director of Education, Margaret Hughes, Director of Immigrant Heritage Project, and Jeff Tancil, Director of Web and IT from the Lower East Side Tenement Museum will give a presentation on their successful community programs for new speakers of English and their Immigrant Trails self-guided tours program and will lead a discussion on possibilities for other museum-based educational programs. For more information on TM programs, see their article, "Immigrant Voices: A New Language for Museums," which won first prize for the Brooking Paper on Creativity in Museums competition in 2006.

The program will be held on Tuesday, July 17 at 3 PM (live webcast at this address) and is the first in an occasional series hosted jointly by the Smithsonian Center for Education and Museum Studies and the Smithsonian Heritage Months Steering Committee. The series will feature other museums that are doing innovative work in the fields of community outreach and heritage.

For further information on this event, please contact rappoph@si.edu.

University of Michigan Study (2007)

Excerpt From *Parks, People and Partnerships* by Joshua Baur, Laura M. DiPrizio, Nicole A. Fernandes, Zachary Fried, Jennifer Sellers (University of Michigan, 2007), based on interviews with National Park Service employees and representatives from community-based organizations (CBOs) in the Los Angeles, California, area.

<http://deepblue.lib.umich.edu/handle/2027.42/50482>

Abstract

National Park Service (NPS) units across the U.S. receive hundreds of thousands of visitors annually, but visitor demographics have generally not matched the increasing diversity of the U.S. population. The purpose of this study is to provide the NPS and CBOs with useful information and tools to improve their outreach efforts through partnerships. This study focuses on the Los Angeles metropolitan area because of its diverse population and relative proximity to several national park sites. In addition to the review of relevant literature and examination of model partnership programs, the study is based on interviews with NPS staff and 15 CBOs representing faith-based organizations, female organizations, urban nature centers, and youth organizations. While our interviews covered multiple topics, the primary focus was on the challenges and benefits to partnerships. Despite recognition of perceived barriers, all interviewees

were interested in building partnerships. Furthermore, both NPS and CBO participants saw common benefits afforded by such arrangements. Our recommendations focus on three domains of effort for NPS focus: improving information exchange, strengthening logistical support, and enhancing cultural awareness and staff diversity. By addressing these areas, we believe that the NPS will facilitate partnerships with community-based organizations and meaningfully engage underserved audiences not currently visiting national parks. The NPS Perspective Interviews with NPS staff also focused on partnership experiences, including perceptions of benefits to NPS and the partnering groups, as well as the challenges such partnerships entail.

Perceived Benefits

As the demographic makeup of the United States continues to change, one major goal of the NPS is to ensure visitor demographics more closely reflect the general population. The NPS hopes to increase the number of visitors from underserved communities by making the parks more welcoming and attractive to them and by increasing the number of diverse employees in the NPS. National Park Service interviewees expressed interest in partnerships with community-based organizations (CBOs) to help accomplish this goal. Respondents replied that they were looking for CBOs to be ambassadors between NPS units and local communities. They indicated that the NPS needs help creating culturally sensitive and meaningful messages that will resonate with diverse audiences. The interviewees expressed the hope that by engaging in more partnerships with CBOs that serve non-traditional visitors, the NPS would gain a greater understanding and awareness of the kinds of experiences such visitors are expecting, while providing these visitors with helpful information about the NPS. Thus, through partnerships, underserved audiences would learn more about the NPS itself and what it can offer.

Conflict Management

CIVIC ENGAGEMENT AND CONFLICT MANAGEMENT RESOURCES

TRENDS. Internal and external expectations for higher levels of public involvement and citizen engagement are increasing. Outside the NPS, we are seeing specific new initiatives come down from the Department with training and reporting requirements for public involvement (NEPA and the fee collection program are examples). Alternative dispute resolution (ADR) policies and expectations in NPS are also driven by a growing number of influences and directives to increase use of ADR in the workplace, and also with external parties such as when we involve the public in bureau decision-making. One such requirement is the required DOI training for NEPA practitioners on “Effective Principles of Public Participation.”

NPS POLICY. Management Policies (2006) and Director's Order 75A: Civic Engagement and Public Involvement follows up on the National Park System Advisory Board recommendations, among many others, to the

Service regarding engagement of outside talent and no longer being insular in our thinking. The report, entitled “Rethinking the National Parks for the 21st Century,” gave much advice about increasing the level of public participation by a broad spectrum of people and cooperating with our neighbors. Civic engagement has been recognized to be a foundation principle and practice within the National Park Service. The practice of civic engagement means that we will inevitably engage in disputes or controversy. Conflict management proficiency is encouraged, not just within NPS (the Conflict Resolution or CORE program) but also when these techniques can help manage conflict when we engage the public on heated, controversial matters. Conflict management has also been identified by OPM and others as a key SES competency gap throughout the Department.

VISION and MISSION. The NPS vision is modeled upon the Department of the Interior, to establish effective conflict management practices and appropriate use of collaborative and alternative dispute resolution processes as standard business practice in all areas of the Department’s work, to prevent, manage, and resolve internal and external conflicts. The Department’s Office of Collaborative Action and Dispute Resolution (CADR) promotes a culture and a climate throughout the Department of the Interior where appropriate dispute resolution mechanisms and collaborative and consensus-building processes are used effectively to assess, prevent, manage and resolve conflicts in all areas of the Department’s work.

The CADR mission is to work with all bureaus and offices to develop, coordinate implementation, and ensure continuous improvement, of a comprehensive Departmental policy on the appropriate and effective use of early cooperative efforts, consensus-building, and other alternative dispute resolution (ADR) processes to assist the Department in accomplishing its missions. The goal of the ADR policy is to improve the efficiency and effectiveness of the Department’s operations, enhance communication, and strengthen relationships within the Department and with all customers, constituents, private organizations and businesses, Federal, State, Tribal and local government entities, and local communities with which the Department interacts to accomplish its work. Some goals of the NPS and CADR are to:

- Promote appropriate use of early collaboration, ADR and Negotiated Rulemaking to produce more equitable and durable solutions and policies.

- Educate and build capacity to support appropriate use of collaborative problem-solving and ADR.
- Establish clear and consistent guidance on when and how to use CADR processes and where to seek CADR assistance.
- Maximize the shared use of resources and reduce administrative redundancy.
- Improve customer service internally and externally.
- Save time and reduce cost of conflict.
- Improve coordination of efforts and communication and cooperation within and between bureaus and offices.
- Share successes and lessons learned.
- Improve relationships between individuals and organizations.

INTERIOR DISPUTE RESOLUTION COUNCIL

The IDRC is a Department team comprised of designated Bureau Dispute Resolution Specialists (BDRS) and Departmental representatives. The IDRC provides effective coordination; ensures consistent guidance; establishes minimum standards on common issues; allows for consistent monitoring, evaluating and reporting on progress of all ADR programs and initiatives throughout bureaus and offices. IDRC members ensure that sufficient time, attention and expertise are devoted to increasing and improving the use of ADR in all areas and build understanding, capacity and support for the shared vision and mission.

Contacts and Resources (as of Aug. 2007): Kate Stevenson, NPS Bureau Dispute Resolution Specialist, kate_stevenson@nps.gov; Marcia Keener, Deputy NPS Bureau Dispute Resolution Specialist, marcia_keener@nps.gov . Please also see the resources appendix for DO 75A at www.nps.gov/civic .

NPS Workplace Conflict Resolution Steve Krutz, steve_krutz@nps.gov . Employees are considered as part of the public in DO 75A.

DOI Office of Collaborative Action and Dispute Resolution: David Emmerson@ios.doi.gov. Please see the web site at <http://www.doi.gov/cadr/> .

DOI Cooperative Conservation resources and information: <http://cooperativeconservation.gov/library/annualreportDOI.pdf>

How Do You Measure Up?

A “*Civically Engaged*” organization will foster an increased understanding and appreciation of cultural differences and similarities within, among, and between stakeholder community groups. The organization will demonstrate a willingness and ability to draw on community-based values, traditions, and customs and will work with knowledgeable persons of and from the community in developing rapport, meaningful communications, and other supports.

A *civically engaged* park will reflect sensitivity to and understanding of the philosophy, discipline and practice of civic engagement in their program design, implementation, and evaluation. These programs will:

- Acknowledge culture as a predominant force in shaping behaviors, values, and institutions
- Acknowledge and accept that cultural differences exist and have an impact on park visitation
- Respect the unique, culturally defined needs of various client populations
- Recognize that concepts such as "family" and "community" are different for various cultures and even for subgroups within cultures
- Understand that people from different racial and ethnic groups and other cultural subgroups are usually best served by persons who are a part of or in tune with their culture
- Recognize that taking the best of both worlds enhances the capacity of all.

How Do You Measure Up?, cont'd.: A Look at the Policies and Standards Found in D.O. 75A

POLICIES

1) Have you planned in advance, at what stages, and how, you will invite the public to participate in your decision-making processes?

It is important to make a clear and early decision about the extent of the public's involvement in each project or decision-making process. Advance public involvement planning will be applied to diverse areas of decision-making, such as the development of superintendents' compendia; general management and site planning processes; major exhibits; major resource management decisions; educational and interpretive programming; new site designations; fee changes; policy development; strategic planning; and a broad range of other products, services, issues, and activities.

2) Have you planned early for appropriate opportunities for public involvement in your decision-making process when the decisions will lead to actions or policies that may significantly affect or interest others?

We need to work to provide sustained opportunities for the public to enter the conversation about relevant issues (both historical and contemporary) at our parks and program offices.

3) Have you acknowledged vested interests that people may have in what you do?

We must work with communities of interest, neighboring landowners, land managers, and jurisdictions to address issues and seek mutually beneficial solutions to these issues.

4) Do you understand the NPS purpose in making sure that public involvement goes beyond more than simply meeting the minimum requirements of law?

We will aspire to deliver excellent resource stewardship, be a good neighbor and host, hear what the public has to say, and foster two-way communication to achieve those goals. Public involvement is a sustained partnership with communities that requires the NPS to involve communities in NPS decision-making and is enhanced when the NPS is involved in dialogs regarding community issues and planning.

5) Are you being resourceful, employing a wide variety of methods and techniques to obtain the opinions of individuals and groups?

In being resourceful, we must also be mindful of the requirements of the Federal Advisory Committee Act (FACA), which affects how we obtain advice from certain types of groups. Some examples of public involvement activities not implicating FACA are included in Appendix C. Additional information on FACA can be found in the NPS Guide to the Federal Advisory Committee Act (www.nps.gov/policy/DOrders/facaguide.html). We will also be mindful about the Paperwork Reduction Act (PRA) that makes it necessary to have surveys of more than nine non-federal people cleared through the Office of Management and Budget. Additionally, the Privacy Act limits how we develop, share and use contact lists.

6) Do you expect your public involvement to improve, inform, and influence your decision-making? Do you try to be resourceful and employ a wide variety of methods and techniques to obtain the opinions of individuals and groups? What skills or resources will you need?

The public, however, cannot ultimately make many of the decisions that are the legal responsibility of the NPS and the Department of the Interior regarding the resources and values of the national parks and programs. We must make sure to define and communicate what decision-making responsibilities are delegated to us by Congress through enabling legislation, or by the Executive Branch through proclamations. Nevertheless, managers should approach all decision-making with a bias in favor of significant and meaningful public involvement.

7) Do you respectfully engage the public in thoughtful participation, build understanding, find creative ways to address problems, accommodate diverse values and dissenting opinions, and encourage continuing collaboration in your decision-making processes?

Each employee is an ambassador and representative of the Service. There are many avenues to building relationships and understanding; to become a part of the community and invite people to be more familiar with parks and programs.

8) On potentially controversial issues, are you particularly mindful to plan and design public involvement opportunities at the earliest opportunity, and use specialized techniques when dealing with controversial issues in order to minimize potential for conflict and achieve a solution smoothly?

As issues arise, managers should already be familiar with a range of alternative dispute resolution techniques and resources, including the use of facilitators or mediators, to help resolve controversial issues. If a controversy pertains to a rule-making activity (e.g., adopting a regulation), "negotiated rulemaking" should be considered, utilizing a negotiated rulemaking committee. Special procedures apply to the establishment of such a committee. Those who consider establishing one should contact the Office of Policy and Regulations or their servicing Solicitor's office.

9) To make the most of limited staffing and funding, are you:

- Keeping active contact lists of interested, affected parties and groups-making sure to include those who may not agree with us, as well as our supporters?
- Seeking to leverage our resources by scheduling public involvement opportunities to coincide with other scheduled activities (meetings, special events, etc.) taking place within the Service as well as external to the Service?
- Maximizing sharing of knowledge and tools through NPS program websites and communication tools to provide access to ideas, information, and examples to facilitate civic engagement efforts? Are you calling upon individuals in and outside the Service with expertise about how to create and manage opportunities for public involvement activities?
- Working in partnership with state, local, and tribal governments, community groups, associations, park "friends" groups, and others to develop strategies to jointly sponsor, develop, and promote public involvement activities?

10) Are you developing your work and team capacity in public involvement strategies and encouraging employees to become knowledgeable about civic engagement and public involvement techniques and principles?

Interdisciplinary training materials and opportunities will be developed to help park managers and others who are responsible for public involvement activities understand and apply "best practices." For example, superintendents should consider incorporating the knowledge, skills, and expertise of civic engagement and public involvement practitioners into their staffing requirements.

11) Are you applying, as you would to the "external" public, these same principles to employees (i.e., park staff, regional and all Washington program office staffs, and Center staffs)?

This practice will lead to better, more rational and defensible decisions that will be supported and more effectively implemented by staff for the benefit of the public.

12) Are you designing public involvement processes that are as open and inclusive as possible so that diverse publics, including those who typically do not participate, have opportunities to share their views, values, and concerns?

A number of resources exist throughout the Service to assist with design, tools and experiences.

13) Are you maximizing the use of computer and Internet technologies to expand public access to information and opportunities to participate? Do you also recognize that many people do not have access to these technologies or choose not to use them?

We will provide effective alternative information and access opportunities to those who do not use Internet technologies.

STANDARDS

In pursuing the policies stated above, public involvement strategies and activities will be deemed to be successful if they meet the following standards:

1) Match the tools to the job. We respect and respond to a community's or public's unique interests, capacities and civic culture.

At the beginning of a public involvement and outreach process, we test and refine engagement strategies to respond to the public's diversity of experiences and perspectives. We explain the public involvement process and help the public define how they would like to participate. We clarify visions, goals and values early, and explain how they will influence decision-making.

2) Ensure that all voices are heard, but none dominate.

We actively and meaningfully seek to listen to the voices of all interests. We solicit and hear the diversity of experiences and perspectives. We actively engage those members of the public who may not have been previously or traditionally involved, and keep updated contact lists (especially phone and email) of interested parties.

3) Maintain ongoing relationships. In the parks and programs, our day-to-day, ongoing relationships provide the foundation for effective public involvement among park superintendents, managers, and staff with their neighbors, fellow agencies, tribes and indigenous communities, local and state governments, and others.

We will work with national, state, and local partners, and with park "friends" groups to sustain public engagement in parks, programs, and decision-making. We do not rely merely upon written correspondence or other notification methods to get people involved, but make the necessary phone calls and try to meet in person. Whenever key matters are under consideration, to the greatest extent possible, we call major partners and follow up with written communication.

Beyond striving for quality and personal commitment to these critically important relationships, we also find ways to document and share them with succeeding

superintendents and managers throughout the NPS, as appropriate, for the good of the Service.

We make sure that relationships are valued and honored and continue even through our management and employee succession. Note: Make those introductions to members of the community with new staff (such as your successor) before you leave, or as soon as possible! This honors and perpetuates those relationships by recognizing their importance and value to us.

4) Build trust and understanding first, then ownership.

We include the public, project sponsors and policy makers in a collaborative exploration of the conditions and trends, precedents and possibilities, and key factors that will shape the future. That common knowledge base fosters working relationships, helps build support, and sets the stage for implementation.

5) Follow a "no surprises" ethic.

As a public involvement process moves toward conclusion, we seek to ensure that no one is surprised by new information or controversy. We keep the channels of communication open among all participants.

Principles and Promising Practices of Civic Engagement

Compiled by: NPS Northeast Region
Interpretation and Education Program
Conservation Study Institute

Center for Place-based Learning and Community Engagement
Presented to and refined by participants in the NER CE-101 workshops
Grafton, MA May 2005 and New York, NY February 2006

1) **Learn about your community**

- Go out to where people are – don't wait for them to come to you
- Read local publications such as newsletters and circulars
- Listen
- Don't just survey – become a part of things
- Consider this an investment and a critical part of your work

2) **Develop authentic community relationships**

- Learn about local people as people
- Go into their inner offices, invite them into yours
- Examine mission statements
- Put out meaningful, detailed information
- Join community organizations
- Use your influence to be helpful, even when it doesn't benefit you

3) **Continually seek and establish relevance in your program / curriculum**

- Demonstrate links between history and contemporary interests and needs
- Train staff in dealing with sensitive issues with the public
- Use your site as a springboard for the study of contemporary issues
- Be open to new directions in historical scholarship
- Create diverse opportunities for engagement

4) **Reach deeply and broadly**

- Pull in all possible perspectives coming from a range of communities of place and interest, both immediate stakeholders and people with no obvious link
- Pull in the disenfranchised or disinterested and give them authentic voice
- Make visible the value you place on public voice

5) **Develop effective partnerships**

- Share mission statements
- Dialogue to develop a sense of common purpose
- Do a small, concrete project together early on to learn how to work effectively with each other before the stakes are as high
- Develop a common vision together

- Give up something
- Share credit
- Follow their advice
- Rely on their strengths – don't do it all

6) Know what's possible

- Know where you have room to flex within the regulations and how to do it

7) Take time

- Know that you will need to repeat these processes over time as people and issues change. Prepare for that.
- Carry out civic engagement approaches internally to mend rifts and have a solid core before reaching out
- Document successes and failure, share, learn from them. Look to lessons from past activities.



Assistance to National Parks and Community Partnerships

National parks and NPS superintendents can gain assistance in building partnerships that address the many pressures affecting parks from beyond their boundaries. Some of these partnership solutions may include new local, regional and State networks of parks, rivers, trails, greenways and open spaces that benefit park resources and adjacent residents. Gateway communities can be made more livable and attractive, benefiting residents, visitors and park managers. Partnerships can even lead to new places for residents, visitors, and park staff to be physically active and improve their health.

For nearly 20 years, the Service has provided assistance to nonprofit organizations, community groups, tribes or tribal governments, and local, State and federal agencies around the nation through the Rivers, Trails and Conservation Assistance (RTCA) Program. Under a recently approved Strategic Plan, the RTCA program's 80 staff will increasingly emphasize projects that include units of the National Park System in order to implement the natural resource and outdoor recreation mission of the National Park Service in communities across America.

RTCA's assistance to national parks is intended to complement ONPS-funded responsibilities but is not a substitute for them. The RTCA project selection criteria, which were revised in 2005 to ensure focus on networks and connecting parks to communities, and the strategic plan are available online at www.nps.gov/rtca.

Consistent with the program's strategic plan, each of the assisted projects will:

- Work closely with community partners;
- Achieve measurable outcomes;
- Produce on-the-ground results; and
- Often include a physically connected network of resources.



Charles Fenwick, superintendent of De Soto National Memorial, is recognized for his participation with the Manatee County Greenways Citizens Trails Committee. Their Paddle Manatee project was a partnership with the National Park Service RTCA Program and Manatee County. De Soto National Memorial is a destination along the Paddle Manatee route (photo: Manatee County, FL).

Partnerships involving RTCA typically share these core values:

- Empowering people to conserve natural resources and create outdoor recreation opportunities
- Championing close-to-home conservation and recreation for multiple benefits including the health and well-being of all Americans
- Embracing a spirit of entrepreneurship and strategic thinking
- Working where NPS is invited
- Sharing our partners' commitment to resource stewardship
- Supporting community-led projects through planning, partnerships and capacity building
- Providing technical skills rather than funding to produce tangible conservation results
- Providing high quality service to communities throughout the nation with the highest standards of professional integrity

RTCA involvement may take the form of:

- Consultations (short-term discussion and problem-solving)
- Projects (longer-term, involving multiple partners and a local, State or tribal government sponsor)
- Community planner positions with costs shared between RTCA and a park
- Reimbursable non-RTCA work by RTCA staff for a park or other NPS division
- Employee exchange (RTCA staff exchange with park staff or other NPS program staff)

Contact Us

Please contact the RTCA Program Leader for your region to discuss potential partnerships, or contact Charlie Stockman, RTCA Chief, Acting, at charlie_stockman@nps.gov or 202-354-6900.

Regional RTCA Contact Information

Alaska Region

RTCA
National Park Service
240 West 5th Avenue,
Anchorage, AK 99501
Fax (907) 644-3807

Lisa Holzapfel, Program Leader
lisa_holzapfel@nps.gov
(907) 644-3586

Intermountain Region

CO, MT, UT, WY
RTCA
National Park Service
P.O. Box 25287
Denver, CO 80225-0287
Fax (303) 987-6676

Duane Holmes, Program Leader
duane_holmes@nps.gov
(303) 969-2855

AZ, NM, OK, TX

RTCA
National Park Service
P.O. Box 728
Santa Fe, NM 87504-0728
Fax (505) 988-6097

Alan Ragins, Program Leader
alan_ragins@nps.gov
(505) 988-6091

Midwest Region

IL, IN, MI, OH, WI
AR, IA, KS, MN, MO, NE, ND, SD
RTCA
National Park Service
601 Riverfront Drive
Omaha, NE 68102
Fax (402) 661-1982

Mark Weekley, Program Leader
mark_weekley@nps.gov
(402) 661-1570

National Capital Region

Washington D.C., and portions of MD,
VA, WV
RTCA
National Park Service
1100 Ohio Drive, SW
Washington, DC 20024
Fax (202) 619-7220

Christopher Niewold, Program Leader
christopher_niewold@nps.gov
(202) 619-7195

Northeast Region

CT, MA, ME, NH, NY, RI, VT
RTCA
National Park Service
15 State Street
Boston, MA 02109
Fax (617) 223-5164

Steve Golden, Program Leader
steve_golden@nps.gov
(617) 223-5123

DC, DE, MD, NJ, PA, VA, WV

RTCA
National Park Service
200 Chestnut Street, Third Floor
Philadelphia, PA 19106
Fax (215) 597-0932

Dave Lange, Program Leader, Acting
david_a_lange@nps.gov
(215) 597-6477

Pacific West Region

ID, OR, WA
RTCA
National Park Service
909 First Avenue
Seattle, WA 98104-1060
Fax (206) 220-4161

Michael Linde, Program Leader
michael_linde@nps.gov
(206) 220-4113

CA, HI, NV

RTCA
National Park Service
1111 Jackson Street, Suite 700
Oakland, CA 94607
Fax (510) 817-1505

Barbara Rice, Program Leader
barbara_rice@nps.gov
(510) 817-1449

Southeast Region

AL, FL, GA, KY, LA, NC, SC, TN, US
Virgin Islands
RTCA
National Park Service
Atlanta Federal Center
1924 Building
100 Alabama Street, S.W.
Atlanta, Georgia 30303
Fax (404) 562-3282

Chris Abbett, Program Leader
chris_abbett@nps.gov
(404) 562-3175

National Office

Mailing Address:
National Park Service
RTCA
1849 C Street, NW, Org. Code 2220
Washington, D.C. 20240

Physical Location and address for FedEx
and overnight packages:
National Park Service
RTCA
1201 Eye Street, NW (Org Code 2220)
Washington, D.C. 20005
Fax : 202-371-5179

Charlie Stockman, Acting Chief
charlie_stockman@nps.gov
202-354-6900



2007 Projects Providing Assistance to National Parks and Community Partnerships

The NPS RTCA program, guided by our Strategic Plan, has increasingly emphasized projects that include units of the National Park System to implement the natural resource and outdoor recreation mission of the NPS in communities across America. A list of NPS units currently working with the RTCA program and community partners is provided on the back.

2007 Project Examples:

Clearing the Waters of Still Creek

NPS Partner: National Capital Parks-East, Greenbelt Park

Community Partner: Metropolitan Washington Council of Governments

Project Goal: Restoration of the Still Creek Watershed, a tributary within the Anacostia River Watershed.

Missouri River Corridor Regional Trail Network

NPS Partner: Missouri National Recreational River

Community Partner: South Dakota Planning & Development District III

Project Goal: The project will ultimately have 100 miles of linked trails along the Missouri River a natural recreation corridor with enhanced natural resources, primarily riparian areas.

Chinle Gateway Community Project

NPS Partner: Canyon de Chelly National Monument

Community Partner: Navajo Nation, Chinle Chapter

Project Goal: Route 7 is a major gateway into Canyon de Chelly National Monument located on the Navajo Nation tribal lands in northwest Arizona. National Park Service managers want to enhance pedestrian safety and the entrance experience for the Park's 2.5million annual visitors, develop a 10+ acre community park, and improve recreational access to Chinle Wash.

Shenandoah Pure Water Forum

Community Partner: Shenandoah Pure Water Forum

NPS Partner: Shenandoah Valley Battlefields National Heritage Area

Project Goal: Increased capacity of the Shenandoah Pure Water Forum to advance conservation efforts in the watershed through outreach, educational opportunities, and enhanced access to the Shenandoah River.

Warrenton Multi-use Trail

Community Partner: Warrenton Trails Association

NPS Partner: Lewis and Clark National Historical Park

Project Goal: Develop a 25-mile paved multi-use trail through historically significant public lands including Fort Clatsop National Memorial and Fort Stevens State Park, providing access to the Columbia and Skipanon rivers and ocean beaches.

For more information on particular projects, contact the regional program leader listed under "contact us" on the NPS RTCA website: www.nps.gov/rtca

NPS units currently working with the RTCA program and community partners (some units have multiple projects or projects cross multiple units) :

Acadia National Park
Andrew Johnson National Historic Site
Apostle Islands National Lakeshore
Appalachian National Scenic Trail
Appomattox Court House National Historic Site
Big Bend National Park
Blackstone River Valley National Heritage Corridor
Cabrillo National Monument
Cane River Creole National Historical Park
Canyon De Chelly National Monument
Cedar Breaks National Monument
Central High School National Historic Site
Chesapeake & Ohio Canal National Historical Park
Chickamauga & Chattanooga National Military Park
Coal Heritage Area
Colonial National Historical Park
Chesapeake Bay Gateways Network
Colonial National Historical Park
Coronado National Memorial
Craters Of The Moon National Monument & Preserve
Cumberland Gap National Historical Park
De Soto National Memorial
El Camino Real de Tierra Adentro National Historic Trail
Erie Canalway National Heritage Corridor
Essex National Heritage Area
Everglades National Park, Biscayne National Park
Florissant Fossil Beds National Monument
Fort Dupont Park
Fort Vancouver National Historic Site
Friendship Hill National Historic Site
Gates Of The Arctic National Park & Preserve
George Washington Birthplace National Monument
George Washington Memorial Parkway
Golden Gate National Recreation Area
Grand Teton National Park
Great Smoky Mountains National Park
Homestead National Monument of America
Hopewell Furnace National Historic Site
Hudson River Valley National Heritage Area
Ice Age National Scenic Trail
Indiana Dunes National Lakeshore
Jamestown National Historic Site
Jefferson National Expansion Memorial
Johnstown Flood National Memorial
Juan Bautista de Anza National Historic Trail
Kennesaw Mountain National Battlefield Park
Keweenaw National Historical Park
Klondike Gold Rush National Historical Park
Lake Mead National Recreation Area
Lewis and Clark National Historic Trail
Lewis and Clark National Historical Park
Lowell National Historical Park
Lyndon B Johnson National Historical Park
Marsh - Billings - Rockefeller National Historical Park
Mississippi National River & Recreation Area
Missouri National Recreational River
Mount Rainier National Park
National Capital Parks-East
New Jersey Pinelands National Reserve
North Cascades National Park
North Country National Scenic Trail
Obed National Wild and Scenic River
Overmountain Victory National Historic Trail
Petersburg National Battlefield
Petroglyph National Monument
Potomac Heritage National Scenic Trail
Prince William Forest Park
Quinebaug & Shetucket Rivers Valley National Heritage Corridor
Richmond National Battlefield Park
Rivers of Steel National Heritage Area
Rocky Mountain National Park
Roosevelt-Vanderbilt National Historic Site
Rosie the Riveter WWII Home Front National Historical Park
Saint Croix National Wild and Scenic River
Sand Creek Massacre National Historic Site
Santa Fe National Historic Trail
Santa Monica Mountains National Recreation Area
Sequoia & Kings Canyon National Parks
Shenandoah National Park
Shenandoah Valley Battlefields National Heritage Area
Sleeping Bear Dunes National Lakeshore
Tuskegee Institute National Historic Site
Tuskegee Airmen National Historic Site
Westfield Wild and Scenic
Yukon-Charley Rivers
Zion National Park

For more information on particular projects, contact the regional program leader listed under "contact us" on the NPS RTCA website: www.nps.gov/rtca

Biographical Sketches

William W. (Bill) Gwaltney
Assistant Regional Director for Workforce Enhancement
National Park Service Intermountain Region
Denver, Colorado

Selected for this post by Regional Director Karen Wade, Bill is responsible for ensuring the future of the Intermountain Region. This is accomplished by building relationships with diverse communities, focusing on recruiting and retention, recognizing excellence in workplace practices, diversifying the workforce in one of the largest regions in the National Park Service and making sure that all Americans appreciate the relevance of national parks.

Several years ago, Bill was detailed to coordinate the planning role assigned to the National Park Service by Congress in the creation of a Presidential Commission. That commission created a plan of action for the new National Museum of African American History and Culture in Washington, DC.

A 28-year veteran of the National Park Service, Gwaltney formerly served as Chief of Interpretation at Rocky Mountain National Park in Estes Park, Colorado. This park features abundant historic and pre-historic elements along with one of the most celebrated natural history settings in the world.

As the Chief of Interpretation, Gwaltney was responsible for the interpretation and historic preservation in one of America's largest national parks. Gwaltney may be the only African American, thus far, responsible for the interpretation of natural history in such a large and traditional natural national park.

Gwaltney had previously served as Superintendent at Fort Laramie National Historic Site in southeastern Wyoming, a major crossroads of western history and an important fortification for the frontier military. Gwaltney also served as Superintendent at the Booker T. Washington National Monument in southwestern Virginia, which is dedicated to the history of one of the most influential African American statesmen and educators in U.S. history.

Bill Gwaltney formerly worked as an Interpretive Specialist for the National Park Service in Santa Fe, New Mexico and in Washington, D.C. Mr. Gwaltney has been involved with outdoor education for over 25 years and began his career as a National Park Ranger in 1978 in the Nation's Capitol, his hometown.

Gwaltney has long been interested in the history of the American West and has been a student of Western American History for over 30 years. Gwaltney studied Western History under Walter Rundell and Anne Butler at the University of Maryland.

Over his career, he has served as a law enforcement officer, a wildland fire fighter, a college instructor, a museum curator, a college instructor, an Emergency Medical Technician, a firearms instructor, an historian and once served as Chief Naturalist for Prince William Forest Park in Northern Virginia. Gwaltney has been awarded the Exemplary Act Award for the saving of a life.

Taking time away from the job, Gwaltney has served as a Technical Assistant on the film *Glory* and has been involved in numerous documentaries including, *The True Story of Glory Continues*, *The Wild West*, *Civil War Journal*, *The West*, and films such as *Alex Haley's Queen*. He is the author of two plays on African American topics; "Prince of the Slaves" and "Emanuel Stance." He has also penned two screenplays, one on black Mountain Man Jim Beckwourth and another on Henry O. Flipper, the first African American to graduate from the U.S. Military Academy at West Point.

His "hands-on" approach to history has led Gwaltney to participate in "Living History" activities for well over 20 years. He has been a member of the General Miles Marching and Chowder Society, a group of Indian Wars enthusiasts and was a founder of *La Gente*, a group dedicated to interpreting the role of Latino people in the West during the mid-19th Century.

Gwaltney was one of the principal founders of Company "B" of the 54th Massachusetts Volunteer Infantry, a group of African American Civil War re-enactors and amateur historians from the Washington, D.C. area. Even though the group was founded as a National Park Service volunteer group, the unit participated in the filming of "Glory," and remains extremely active in interpreting the role of black Union soldiers in the Civil War.

Gwaltney also founded a group named "The Opposition," which was dedicated to the accurate depiction of the Rocky Mountain Trapper of the 1820-1840 period. In connection with that group, Gwaltney interpreted the role of African Americans in the Fur Trade West.

Bill wrote and designed "Buffalo Soldiers West", an exhibit about the role played by black soldiers in America's post Civil War frontier Army. The exhibit was exhibited at the Colorado Historical Society in Denver and at the Nebraska State Historical Society in Lincoln. Gwaltney also wrote and designed an exhibit on Black Cowboys in the American west titled "Invisible Heroes: The Untold Story of the Black Cowboy."

A seventh-generation Washingtonian, Gwaltney has been a National Park Ranger since 1978 and has been a member of The Roundtable Associates, a group of African-American professionals in the Park and Recreation field.

He is a member of the National Association for Interpretation and chaired their Section for the Interpretation of African American Issues. Gwaltney presently serves as the President of the Association of African American Museums and will be involved as the National Park Service takes a congressionally mandated role in the development of the National Museum of African American History and Culture.

Bill has been twice nominated for the Freeman Tilden Award, the highest recognition for interpretation in the National Park Service.

He helped to create the "Old Stories: New Voices" Project, a cooperative effort of the National Park Service, the Student Conservation Association, the Natural Trust for Historic Preservation, and the Colorado Historical Society.

Past projects include the development of the "Rocky Mountain Corps of Discovery," a National Park Service outreach effort to urban communities, co-authorship of the "Teacher-Ranger-Teacher" program.

Gwaltney lives with his wife and two children in Englewood, Colorado.

**Cynthia MacLeod, Park Manager
National Park Service
Department of the Interior
3215 East Broad St.
Richmond, VA 23223
(804) 226-1981 ext 25**

Cindy has been Superintendent/Park Manager of the Richmond National Battlefield Park and the Maggie L. Walker National Historic Site since May 1990. In that capacity she works with a staff of 40 to protect, preserve, and interpret the cultural and natural resources of the two parks. One is a growing collection of Civil War battlefields surrounding the former capital of the Confederacy; the other is an urban, black history and women's history site. Maggie Walker was the first woman to found and be president of a chartered bank, and she worked tirelessly for the uplift of her race. Cindy has been able to expand the resource preservation and the interpretation at both parks and to create new visitor centers for each park, which have been well received by the traveling public, teachers, and community members.

Cindy has been called on to be a member of numerous task forces for specific projects through out the National Park Service, including the Education Council, Museum Management Program Council, the Regional Development Advisory Board, the Denver Service Center reorganization, the regional Cultural Advisory Group, and international assignments in Poland and France. She currently serves as Cluster Chair for half the parks in the Northeast Region. Cindy has been recognized for her achievements on many occasions, including a Superior Service Award in 1995.

She has a master's degree in architectural history from the University of Virginia and a bachelor's degree from Duke University, where she double majored in zoology and comparative literature. She attended Harvard University's Senior Managers in Government Program in 2002. In 2003 she successfully completed the Senior Executive Service candidate development program of the Department of the Interior.

**Tara Morrison, Superintendent
African Burial Ground NM**

Ms. Morrison accepted an internship with the National Park Service Archeology & Ethnography Program in Washington, DC in 1996 and assisted with the development of the Underground Railroad Archeological Initiative. Upon completion of the internship, she was retained by the NPS as a contractor through the National Conference of State Historic Preservation Officers.

In 1998 she accepted a position with the NPS, Boston African American National Historic Site as an Interpretive Ranger/Education Specialist. Ms. Morrison soon became heavily involved in national and regional National Park Service Underground Railroad program development and in April 2000 was selected as the Northeast Region National Underground Railroad Network to Freedom Coordinator.

Ms. Morrison became the Project Manager/Civic Engagement Lead for the African Burial Ground Technical Assistance Project in 2004. This effort resulted in the selection of an appropriate memorial for the site and management recommendations. Following this process

and resulting from the work of the NPS, the site was proclaimed a National Monument in February 2006.

In 2005 she completed a six month detail in the NPS Washington Office as the Special Assistant to Deputy Director Don Murphy where she continued to manage the African Burial Ground project in addition to working with Mr. Murphy on national issues.

Ms. Morrison was selected in August 2006 to serve as Superintendent for the newly established African Burial Ground National Monument. As the first superintendent she is currently leading the development of the site operations including the development of a visitor center.

Throughout her career Ms. Morrison has been an advocate for civic engagement and community participation in the development of NPS efforts and activity engaged underserved communities in both the Underground Railroad program and the African Burial Ground project.

In 1994 Ms. Morrison received a B.S. from Northeastern University in African American Studies. She studied historical archaeology at the University of South Carolina, Graduate Anthropology Program and completed the Graduate Museum Management Program in 1996.

Long interested in holistic health and balanced living, Ms. Morrison decided in 2005 to enroll at the Institute of Integrative Nutrition. In June 2006 she received certification as a holistic health counselor and intends to use this knowledge to volunteer with underserved communities.

Fred Soto PhD.
Speaker - Seminar Leader – Consultant
Straight Talk Enterprises

Mr. Fred Soto is an expert seminar leader with over 20 years of management experience and 15 years of personal research on how leadership affects diversity, teamwork and productivity. From 1975 to the present, he has provided leadership and direction to programs involving organizational effectiveness, personnel management, diversity, EEO and training. He presently serves as Senior Consultant for Straight Talk Enterprises, a training recruiting and consulting firm based in Orlando Florida.

His career experience includes EEO leadership in large and small organizations at the grass roots and the policy level. His programs have consistently won top recognition for having the best people and achieving results! This is evidenced by the numerous awards, honors, certificates, and commendations from civic, professional, and civil rights organizations.

Fred is committed to organizational effectiveness and has earned national recognition as a motivational speaker, trainer and consultant. He has also served as adjunct faculty for management training centers, universities, professional associations and youth organizations. He has presented his topics at over 203 conferences across the United States to over 196,000 people! His audiences have included human resource professionals, senior executives, managers, consultants, university students, federal and private sector employees and youth organizations. He combines expert presentation skills, humor and his unique international perspective to inspire and motivate his audience.

Mr. Soto is the author of two widely acclaimed books entitled “Diversity: Straight Talk from the Trenches” and “Managing Diversity in the New Reality”. His published articles on the topics of Leadership, Organizational Change, Program Management, Diversity and Career

Development have received international attention on the worldwide Internet and in professional journals. Mr. Soto's publications promote the value of diversity, teamwork and leadership.

Fred has also been a keynote speaker and seminar leader instructor for several leading organizations including the Equal Employment Opportunity Commission, the Defense Equal Opportunity Management Institute, IMAGE, US Hispanic Leadership Conference, Blacks In Government, Federally Employed Women, National Asian American Women and the National Diversity Symposium. His topics have also been presented at The Catholic University, George Washington University, American University and the Smithsonian Institutes.

His professional expertise includes providing leadership and direction in the fields of EEO, Leadership Development, Interpersonal Communication, Career Development, Military Equal Opportunity, Diversity, Instructional Methodology and Personal Effectiveness.

He is a magna cum laude PhD in Religious Education and holds a Masters of Science Degree in Human Resource Development. His undergraduate degrees are in the fields of Social Psychology and Organizational Behavior. He has also earned professional certification in Equal Opportunity Management, Instructor Staff and Faculty Development and Organizational Effectiveness.

His civilian awards include: The Commander's Award for Excellence, Commanders Award for Civilian Service, The Superior Civilian Service Medal, Commissioner's Task Force Award, and numerous certificates and commendations from advocacy organizations. While serving as National EEO Director, he received a lifetime achievement award for "extraordinary achievements and international leadership".

His Military Awards include: the Meritorious Service Medal, two Army Commendation Medals, Army Achievement Medal, Certificates of Achievement and numerous commendations from civic and professional organizations.