

Gulf Islands National Seashore

Long-Range Interpretive Plan

April 2020

National Park Service
U.S. Department of the Interior



Gulf Islands National Seashore Long-Range Interpretive Plan

April 2020

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Cover Photo:

Clouds over the Gulf at Opal Beach
by Tamara Willis

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About Interpretive Planning

Planning is organized decision-making. Gulf Islands National Seashore (GUIS) staff and partners work in collaboration to determine direction, think through parameters and mutually agreed-upon criteria, and use data to make informed, strategic, and realistic decisions about future actions. The goal of visitor experience planning is to make decisions and set priorities that help to strategically apportion limited NPS resources to their best advantage to do the most good in service to a park's resources and the public.

A good interpretive plan has focus, provides direction, and reflects informed choices to move an organization forward. Good plans don't overwhelm or promise to do too many things. Good plans

also experiment and stretch organizations and challenge their individual members to experiment to meet current and future audience needs and expectations.

Interpretation planning is built on data, regular reviews and analysis, and annual adjustments to the action plan. With attention to annual reviews and incremental adjustments, large-scale, "one-and-done" planning efforts become less necessary, and incremental iterative planning becomes more effective, tailored, flexible, and responsive to current audiences, needs, and circumstances. These shorter cycles have the added benefit of better matching the strategic planning cycles of partners and philanthropies.

The Measure of a Good Plan

A primary measure of a good plan is one that is implemented; where actions are systematically accomplished and periodically examined for relevance and adjusted accordingly. A plan that looks pretty but isn't used to guide an organization isn't a real plan. Another measure of success for a planning process is at the end, participants should

feel in control (not overwhelmed), confident, connected, and energized. There should be a clear understanding of common direction. Stronger personal and professional relationships, shared responsibilities, and a realistic perspective that looks forward to the challenges will grow and stretch both organizations and individuals.

The Planning Process

The collaborative process used in planning helps to establish common understanding, direction, and priorities for Seashore staff and partners. Planning helps position a national park service unit to be the strongest park it can be, given its strengths, niche, and capacity. It doesn't try to make a park into something that can never realistically be achieved or attempt to recreate how a park may have functioned in the past. A good plan balances aspiration with the will and capacity to carry out the actions.

This plan was built on the Seashore's Foundation Document and other plans and follows National Park Service (NPS) requirements for interpretation planning in Director's Order #6. To develop this plan GUIS staff attended workshops including the foundation workshop on March 14, 2019, recommendations workshop on August 7-8, 2019, and an Implementation Strategy meeting on November 8, 2019. Appendix A includes a listing of all workshop participants.



Foundation for Planning

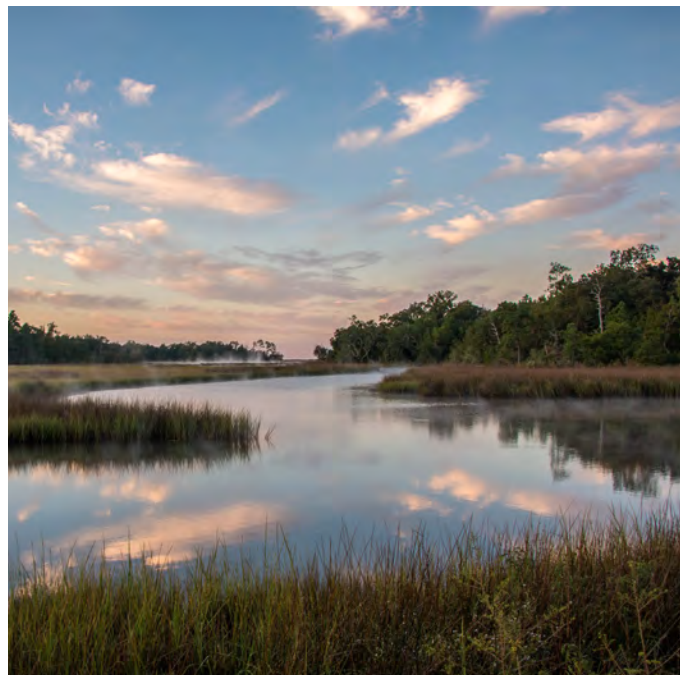
Site Description

Gulf Islands National Seashore (GUIS) was established by the U.S. Congress on January 8, 1971. The national seashore encompasses barrier islands, coastal mainland, and surrounding waters in Mississippi and Florida and extends for 160 miles from Cat Island in Mississippi to the eastern end of Santa Rosa Island in the northwest section of Florida’s panhandle. The national seashore was set aside for the purpose of preserving areas possessing outstanding natural, historic, and recreational values for public use and enjoyment. The current authorized acreage of the national seashore is 139,175 acres. Annual average visitation is between 4.5 and 5 million visitors.

The resources of the seashore range from remote wilderness islands with few visitors to publicly accessible white sand beaches and historic sites visited by several million people each year. It also includes bayous, salt marshes, live oaks, maritime forests, and 120,000 acres of marine habitat. The natural environment provides support for complex plant and animal communities, both terrestrial and aquatic, that characterize the northern Gulf Coast. More than 80% of Gulf Islands National Seashore is marine habitat and open water. Hurricanes, tropical storms, sea level rise, climate change, and

natural sand transport caused by current and winds are important drivers of change at the national seashore. Both Horn and Petit Bois Islands in Mississippi are federally designated wilderness areas.

Gulf Islands National Seashore contains a number of 19th century forts built as part of the “Third System” of national defense. Construction of Fort Pickens, the largest, was initiated in 1829 and completed in 1834. Two forts on the mainland, Fort Barrancas and Advanced Redoubt, are on Naval Air Station Pensacola. Fort Barrancas includes the 18th century Spanish Bateria de San Antonio, a national historic landmark. Other Third System forts include Fort McRee in Florida, which is now an archeological site, and Fort Massachusetts in Mississippi on the northwestern shore of Ship Island. These forts were built as part of a fortification effort to protect all major U.S. harbors after the War of 1812. Many of the extant cultural resources on Santa Rosa Island were part of the 13th Coast Artillery Regiment of the U.S. Army Coast Artillery Corps. In addition to the coastal defense forts, numerous artillery batteries can be found that span the time from the Civil War to the end of World War II.



Park Purpose

Gulf Islands National Seashore preserves and interprets an interconnected system of coastal defense fortifications, barrier islands, wilderness, and coastal and marine ecosystems in Mississippi and northwest Florida, while providing for public use and enjoyment.

2016 Foundation Document



Statements of Significance

Significance statements are important for identifying resource management and interpretation priorities, and in defining the kinds of visitor experiences most appropriate for Gulf Islands National Seashore. (Please note that the sequence of the statements does not reflect the level of significance.)

- Gulf Islands National Seashore possesses dynamic beach ecosystems, a diversity of wildlife, and scenic character that are publicly accessible and provide a striking contrast to the surrounding urban development of the northern Gulf Coast.
- Gulf Islands National Seashore exhibits the natural biologic and geologic processes of the dynamic and rapidly changing barrier islands, which are interconnected along 160 miles of the northern Gulf Coast.
- Horn and Petit Bois Islands, the only nationally designated barrier island wilderness areas on the Gulf Coast protected by the National Park Service, provide opportunities for solitude and unconfined recreation.
- Gulf Islands National Seashore contains one of the most complete collections of forts and structures relating to the evolution of seacoast defense in the United States. Publicly accessible sites represent a continuum of development from the Spanish colonization of the 18th century through World War II.
- Gulf Islands National Seashore contains more than 120,000 acres of submerged land and open water, protects marine processes and ecosystems, and provides opportunities for water-based recreation.

2016 Foundation Document



Fundamental Resources and Values

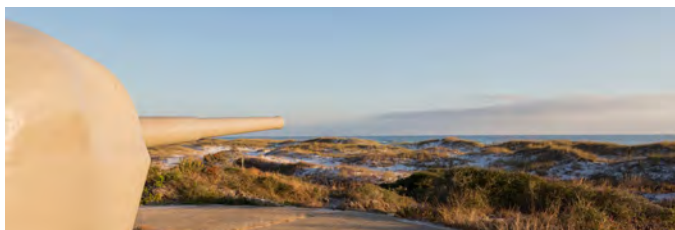
Fundamental resources and values are the features, systems, processes, experiences, scenes, sounds, smells, or other attributes tied to legislation and significance that are essential to achieve the purpose of the park and maintain its significance. If any of these are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

Terrestrial and Marine Ecosystems

Terrestrial and marine ecosystems in Gulf Islands National Seashore are extremely diverse. More than 80% of the national seashore is marine or open-water habitat, including seagrass beds, tidal salt marshes, bayous, and deeper open-water areas. The seashore supports habitat for more than 400 fish species and provides essential fish habitat and important nursery habitat. Terrestrial habitats include newly formed and relict sand dunes, live oak forests, wet pine flatwoods, and maritime forests. More than a dozen federally listed threatened and endangered species are present in the national seashore. Wildlife species of special concern include four sea turtles, the Gulf sturgeon, the eastern indigo snake, the piping plover, the red knot, the Perdido Key beach mouse, and the West Indian manatee. State-listed species include the diamondback terrapin in Mississippi and the snowy plover and least tern in Florida.

Coastal Fortifications

The coastal fortifications in Gulf Islands National Seashore represent a continuum of seacoast defense systems that span almost 150 years from the Spanish colonial era through World War II. Fort Pickens, Fort Barrancas, Advanced Redoubt, Fort McRee, Fort Massachusetts, 13 concrete gun batteries and numerous barracks, support structures, and ruins at Fort McRee and Fort Pickens illustrate the evolution of harbor defenses in response to changes in weapons technology. The national seashore also maintains collections of artifacts, documents, and archives associated with the fortifications' architecture, weaponry, and histories.



Barrier Islands

The barrier islands of the national seashore extend for 160 miles along the northern Gulf Coast and include Santa Rosa Island and Perdido Key in Florida and Petit Bois, West Petit Bois, Horn, Ship, and Cat Islands in Mississippi. The natural processes of waves, sand deposition, storms, and currents are still evident in the migration of these islands. However, human activities such as dredging operations in several shipping and navigational channels, beach renourishment, and changes in the amount of sediment moving within the Mississippi Sound and Gulf of Mexico waters have caused significant effects on the natural barrier island processes. The islands support a range of visitor opportunities and amenities from isolated backcountry locations to popular traditional beach activities.



Fundamental Resources and Values *Continued*

Visitor Opportunities

Gulf Islands National Seashore supports a wide variety of recreational, educational, and scenic opportunities for visitor enjoyment, including both land-based and water-based activities. Opportunities include water sports, visiting historic sites, wildlife viewing, boating, hunting and fishing, and traditional recreational activities on pristine white sand beaches. The seashore invites visitors to enjoy themselves on isolated wilderness islands or popular white sand beaches near Pensacola and Navarre.



Gulf Islands Wilderness

The Gulf Islands Wilderness was established as a component of the National Wilderness Preservation System by the National Parks and Recreation Act of 1978, Public Law (PL) 95-625, on November 10, 1978. This legislation designated approximately 1,800 acres of the seashore as wilderness and an additional 2,800 acres as potential wilderness, for a total of approximately 4,600 acres. The Gulf Islands Wilderness consists of lands on Horn and Petit Bois Islands off the coast of Mississippi; it is the only designated wilderness area on the Gulf Coast protected by the National Park Service. The wilderness boundary includes all of Petit Bois Island and most of Horn Island. Scenic views, night skies, and natural sounds are important components of the wilderness character, though they are being degraded by oil and gas development in the viewshed.

2016 Foundation Document



Interpretive Themes

Interpretive themes are organizational tools that provide a conceptual framework for visitor experience planning and programming. Themes are derived from and capture the essence of Seashore purpose, significance, resources, and values. While themes are important as a framework to help guide and focus development of visitor experience, services, and programming, *interpretive themes are not intended for public use.*

Coastal Ecosystems

Gulf Islands National Seashore protects opportunities for life to flourish in the dynamic coastal ecosystems which exhibit diverse biological and geological processes. The natural mainland areas and barrier islands reflect the changing relationship between the sea, sand, and weather.

Marine Ecosystems

The seashore preserves marine and estuarine ecosystems which support a unique diversity of life.

Forts and Firepower

Within the seashore is a collection of brick and concrete military strongholds that together, illustrate the evolution of coastal defenses. They convey the fragile line between peace and conflict, while preserving stories of mankind's desire for sovereignty.

Visitor Enjoyment

Emerald waters, scenic beaches, maritime forests, and cultural treasures within Gulf Islands National Seashore provide opportunities for nurturing the human body, mind, and soul.

Wilderness Islands

Wilderness islands are places with minimal human impact, which offer visitors the freedom to experience nature unconfined and wild; where recreation, inspiration, reflection, and solitude, can be enjoyed free from the distractions of modern life.

Location and Legacy

Maritime landscapes along the northern Gulf Coast lay the foundations of historic events and rich cultural legacy, chronicling the complex relationships of people with one another and with nature.



Essential Questions

Effective interpretation explores controversial and complex issues as a means of finding natural and cultural resources' evolving relevance in today's community. Interpretation honors and incorporates different types of truth – forensic/academic, personal, societal, and reconciliatory – and uses essential questions to invite dialogue, foster awareness, probe truths, and encourage collaborative solutions.

Audience-centered programs and media must be dynamic and flexible, with intentional design and clear purpose. A cohesive experience for the audience is achieved by exploring an essential question or relevant idea supported by a purposeful interpretive framework. Essential questions are based on understanding of the resource, audience and the broader social context.

*Foundations of 21st Century
Interpretation, Version 2017*

These essential questions developed during the 2019 LRIP workshop have been aligned with the interpretive themes, and may be used by interpretive staff to “invite dialogue, foster awareness, probe truths, and encourage collaborative solutions.”

Coastal Ecosystems

- How does nature inspire the human imagination?
- How can something small make a big difference?
- What is diversity?
- What can nature teach us about survival?
- Who loses when a plant or animal becomes extinct? Who wins?
- Why is it important for us to protect nature?
- What legal rights should nature have?
- What lessons can nature teach us about life?
- How can we ensure our world is preserved for future generations?

Marine Ecosystems

- How do the world's water systems impact you in your daily life?
- What is the power of water?
- When and how do we allow natural processes to develop?
- When and how should we share nature?
- When and how should people provide balance to nature?
- What can nature teach us about time?
- Why is it important to study changes in nature?
- How does nature balance itself?
- How do we talk about climate change in a society that is skeptical of science-based research?
- What causes climate change?

Forts and Firepower

- How do you protect something you can't see?
- Why do people feel they need to construct a world that protects them?
- What does safety look like?
- What is an enemy?
- What is the source of a country's strength?
- How does technology influence conflict?
- How do we study history without romanticizing the past?
- What is the price of freedom?
- How can the world live in harmony?
- When is it necessary to save important places? Who decides what places to save?
- How do we prioritize the preservation of historic structures or resources?
- How is the appropriate level of protection determined?
- How do we honor soldiers/sailors service and sacrifice while remaining objective when interpreting historical conflicts? How do we remain unbiased when interpreting historical conflicts?
- How does conflict change society?
- What are the characteristics of heroism and how can they change?
- Is there a “just” war?
- How do we balance powerful technologies and public liberties?

Visitor Enjoyment

- How do you balance activities in public spaces?
- How does a global community establish a shared vision for using natural resources?
- How does technology change the ways people engage with nature?
- How will advancement in technology alter our perception of nature?
- Who chooses what we should care about it?
- What does recreation mean to you?
- What are the long-term costs of recreational use on land and water?
- How do we balance the impacts large numbers of people have on nature?
- How do we balance recreation, preservation, and conservation?
- Who should be able to use public lands and waters?
- How do we balance powerful technologies and public liberties?

Wilderness Islands

- What is wilderness?
- Does true wilderness still exist?
- Can wilderness exist in our modern society?
- Why should someone care about something they don't know exists?
- How do we promote visitor use and access while preserving wilderness qualities and character?
- Does wilderness have a place in the modern world? Have we outgrown the need for it?
- How do everyday activities impact wilderness character on an island miles away?
- What is the value of wilderness?
- How does nature and the well-being of people relate to one another?
- What does it mean to be isolated?
- How can we make our wilderness islands more accessible and relevant without negatively affecting the wilderness experience



Location and Legacy

- When is exploiting minority groups for the benefit of majority groups justified?
- What does freedom feel like?
- When do laws begin to inhibit freedoms? When are those freedoms worth fighting for?
- At what cost do we preserve the past?
- How does one generation come to view the past differently than the generations before?
- When is segregation acceptable?
- What does freedom mean to you?
- Why is history important?
- How can people celebrate their nation's accomplishments while acknowledging its flaws?
- How can society compensate for past wrongs?
- How do you want to be remembered?
- Who deserves the right to write history?
- What makes an American?
- How do you solve a problem that is politically polarizing?



Challenges and Opportunities Affecting Interpretation

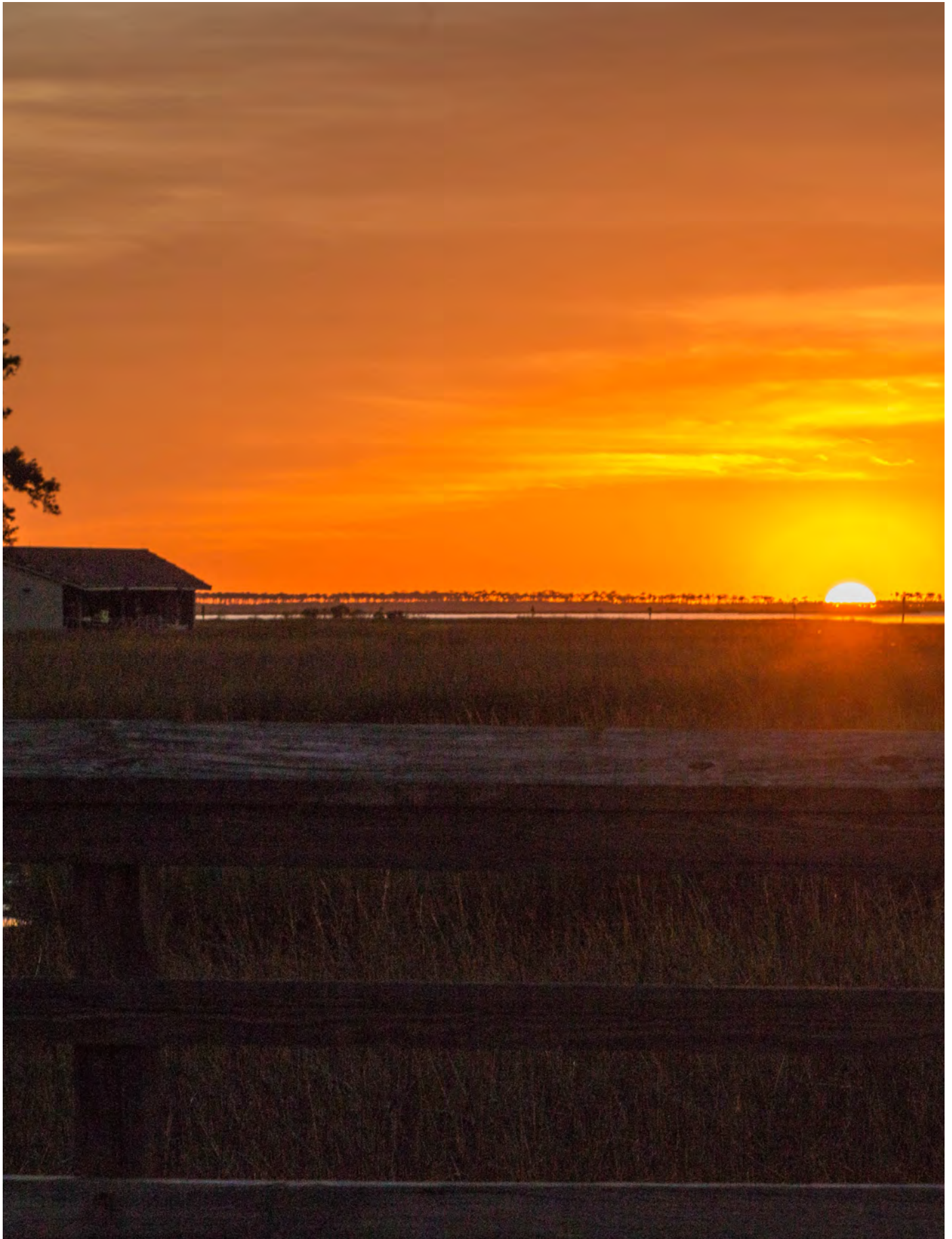
Gulf Islands National Seashore has many assets upon which to build an effective interpretive program, including evocative and compelling stories, outstanding natural and cultural resources, ongoing research, and engaged, enthusiastic partners. It also faces many challenges. Well-designed programs can build on interpretive strengths to help overcome these challenges.

- Storm closures and damage directly impact the national seashore's ability to provide interpretive and educational programs and services. Priorities shift and visitor access to areas is limited or not permitted. Some closures are for short periods of time; others may last for months. Advance preparation and flexibility allow staff to safely, efficiently, and effectively implement closure procedures, protecting park resources and visitors.
- The physical distance between areas within the Seashore presents challenges to both visitors and staff. It limits staff ability to work collaboratively and makes sharing resources difficult. For some visitors, the distance may mean that they will not have the ability to go to some areas. Determining alternative ways of experiencing the national seashore, as well as managing it, will be required.
- Visitor motivations for spending their leisure time are changing. As more demands are being placed on free time there is a limited amount of time available to participate in interpretive and educational activities and programs. Offering a range of options as well as consolidating events should be considered.
- Due to budget shortfalls, curriculum mandates, and limited available time, schools may not be able to come to the Seashore so outreach alternatives will need to be identified. For example, the national seashore may offer distance education programs or provide lesson plans teachers can utilize in the classroom.
- As fiscal budgets tighten, Seashore staff and partners will need to develop business strategies and consider new, different, perhaps entrepreneurial fee-based ways to provide interpretive and educational services.
- Resources are always limited, but as reductions in budget continue the impacts of reduced funding and lost positions are beginning to show. Even with the addition of partners and volunteers, staffing is not sufficient to meet operational needs and services the public has come to expect. Parks all over the country are making decisions about how to reallocate their time and effort to maximize impact. Limited resources provide an opportunity for imaginative problem solving and re-thinking the way things have always been done.
- In times of resource scarcity, it is necessary to be strategic and purposeful in the choices we make, and also to communicate clearly about why we have made the decisions. Managing the expectation that we will "always be able to do what we have always done" is difficult. Accepting and understanding that we can't do it all (we never could) is important, as is creating clear communication about boundaries. Creating and communicating clear and reasonable expectations will be important in the life of this plan.



- With more and more partners and volunteers involved in providing high quality interpretation for visitors, communicating consistent and timely messages is difficult. A mix of systems, compatibility issues, and firewalls further complicates effective communication. Keeping both staff and partners informed is a huge effort and needs a clever solution. Internal communication among Seashore staff is a concern, and communication between divisions is essential to effectively interpret and protect cultural and natural resources.
- Future audiences may have different expectations and needs for media and technology to better understand area stories and to make connections with area resources. New technologies open up possibilities that were never before available to interpreters, without significant resource impact. Because technology changes so quickly and staying relevant is a concern, ensuring the Seashore has a strong web and social media presence requires sufficient time for trained and skilled staff including a Visual Information Specialist.
- Partnerships are a challenge for both the Seashore and its partners. From the onerous agreement process, through the frustration with the bureaucracy of federal systems, challenges and roadblocks abound. But the benefits of working together in a true partnership outweigh the hassle. Maintaining existing partnerships also takes time and energy, both from the national seashore and from the partner. Finding time for the care and feeding of partnerships is something all will have to consider carefully as trust, respect, and clear communication networks are built between park units, partners, and gateway communities. Partnerships will be the backbone for implementing this interpretive plan. Existing partnerships will need to be strengthened and maintained. New partnerships will need to be identified and established. Seashore staff and partners will need to collaborate and work together to provide interpretive programs and services.
- Social media allows for the Seashore to reach a wide audience, including those that do not visit the park. While social media can be a useful tool, it can also be detrimental when used improperly. Social media can be used to quickly spread sensitive information, showcase improper practices, and create a negative stigma. Photos documenting bad behavior posted through social media outlets with large followings often inspire copycats. It is important that the Seashore continues to educate visitors on how to explore the national seashore safely and responsibly.





Vision for the Future of Interpretation and Education at Gulf Islands National Seashore

Visitors (virtual and on-site) to Gulf Islands National Seashore will engage in relevant, inclusive experiences. A proactive, innovative, and dynamic team of park staff, volunteers, and partners will work together to deliver interpretive and educational programs and services that encourage stewardship, enable renewal and recreation, and preserve and protect Gulf Islands’ natural and cultural resources.

Recommendations

Interpretive planning assesses current conditions and formulates recommendations that will provide direction and focus to achieve the desired future interpretive program. A long-range interpretive plan analyzes all needs and outlines specific goals, tasks, and desired outcomes, facilities, programs, and opportunities for partnerships to communicate the Seashore’s purpose and significance in the most efficient and effective way.

The Goals for Interpretive Programming are designed to realize the vision, objectives, themes, and visitor experiences described in the Foundation for Planning section. The following principles will apply to all interpretation at Gulf Islands National Seashore:

- All interpretation will address physical and programmatic accessibility.
- Where possible, interpretation will use reproduction objects, documented personal stories, and other interpretive methods to bring the story alive for visitors.
- Where possible, the Seashore will partner with neighboring institutions to develop programs, media, and consistent messaging, and share research.
- The Seashore will follow the standards of the National Park Service Graphic Identity Program as signs and interpretive media are upgraded.
- Interpretation will include examples and perspectives from diverse points of view. It will respond to diverse audiences, varying levels of interest, and different visit lengths.
- Where possible, “virtual visitors” will have opportunities to view key Seashore vistas and access to new research, studies, management plans, and historical information.



Goals for Interpretation and Education

Workshop participants identified goals to enhance the effectiveness of the interpretive services within Gulf Islands National Seashore. These goals and associated actions are representative of many ideas generated during the workshop. Action items are listed below each goal and were used to create the Implementation Plan located in the next section of this document. Over the next five to seven years Gulf Islands National Seashore will focus on the following goals:

- Establish and Evaluate Parkwide Curriculum-based Education Program
- Ensure Resource, Visitor, and Employee Health, Wellness, and Safety
- Diversify and Offer Thematically Relevant Interpretive Programs
- Expand Volunteer and Youth Internship Programs
- Continue Collaboration with Existing and Establish New Partnerships
- Strengthen America’s National Parks/Eastern National Relationship and Sales
- Maintain, Upgrade, and Integrate Innovative Interpretive Media and Technology
- Organize and Host Special Events
- Engage Existing Community Summer Camps and Pilot New Summer Youth Activities



Future Visitor Experiences

Overview

A more immersive, relevant, future visitor experience at Gulf Islands National Seashore will build on existing success and include a balance of interpretive and educational media, programs, and services. Encouraging visitors to get out onto the water, islands, and seashore and find themselves within the scenic and historic landscape will require stronger partner and community relationships; more integration of science and research; and some changes to the current interpretive and educational program.

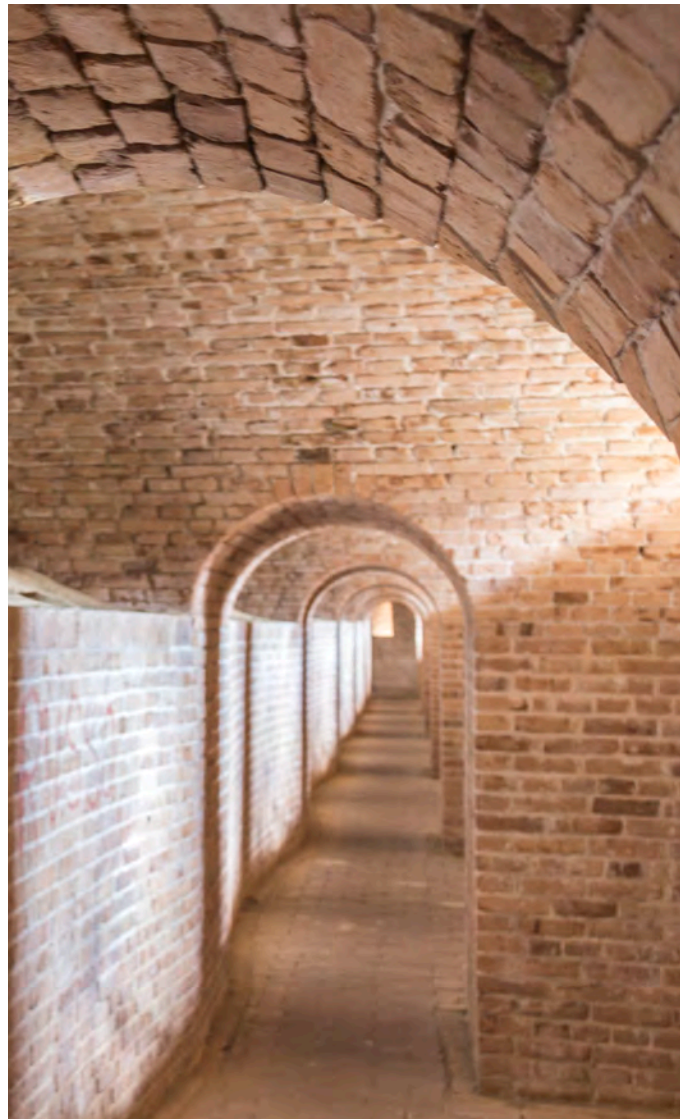
Visitors will discover a range of options along the seashore that allows them to experience Gulf Islands at their own pace. There will be an increased emphasis on interpreting the marine resources and barrier island ecology. The wilderness islands will offer a slower-paced, self-directed natural and scenic experience that requires no staffing. In both Mississippi (Davis Bayou) and Florida (Fort Pickens), highly developed areas will be staffed year-round and feature ranger-led immersive experiences so that visitors may engage in more cultural history activities along with more active, adventurous, and recreational experiences.

Accurate, appropriate, and consistent terminology will be used by park staff and volunteers when sharing messages and stories. Safety and resource protection will be integral to future programs and services.

There are many different seasonal variations to the interpretive and education program. The NPS will continue to offer seasonal access to Ship Island and Fort Massachusetts. An enhanced park website, wayside exhibits, and digital media will be the primary sources for 24/7 independent, on demand access to park stories that emphasize the unique characteristics of each area. Self-guided tours based on location and theme may be developed. Virtual site tours, short videos, and/or oral history interviews may be created.

During the next 5-7 years, Gulf Islands National Seashore will focus on the unique characteristics and stories on each island/site. The interpretive and educational programs, media, and services will have thematic connections and promote a respect for multiple points of view. Because funding and staffing levels will probably not increase, alternative staffing options, volunteers, and interns will be required to support future interpretive and education operations.

These conditions helped guide the workshop participants as they described the future visitor experience for locations within the Seashore and some of the specific program areas:



Florida

Fort Pickens

As the most visited area, a significant percentage of staff support and resources will be invested at Fort Pickens. A variety of living history, recreation, and natural history programs and services from self-discovery walks to ranger-led activities will continue to be offered. The Discovery Center will remain open as a self-service facility as are the restrooms in building 9 and the lifesaving station. These buildings provide opportunities to use a variety of media and techniques to reveal more of this area's cultural and natural history.

Fort Barrancas and Advanced Redoubt

In the future, these areas will continue to be opened; however, may only be staffed and ranger-led activities offered on weekends and during special events such as the Blue Angels flyover. As visitation increases, options will need to be identified to overcome the challenge of the limited available parking.



Naval Live Oaks

Significant changes will be taking place at Naval Live Oaks (NLO). The exhibits will be relocated and the building will change from an interpretive venue to only provide access to park headquarters and business services offices. The size of the space makes it a potential location for the GUIS Education Center. This will only occur if, and when, the NLO headquarters is moved to a new building that will be built within the NLO compound on the north side of Highway 98. In addition, to curriculum-based programming, the education center could be the site for training and workshops.

Perdido Key, Santa Rosa, and Okaloosa Areas

Out of the three, Perdido Key is one of the park's most heavily visited areas. Compared to other areas, these are used primarily by local residents. Making stronger connections to the local communities will be a high priority. The park will continue to strengthen relationships with the local African American community on Perdido Key by collaboratively sharing the Rosamond Johnson story through special events and interpretive media. An important reason that locals come is to enjoy the clean, unspoiled beaches and create their own personal recreational experiences. These areas will remain unstaffed; however, the park team will evaluate the potential to provide informal interpretation through the use of a mobile, portable visitor center. Perdido Key will be the first location to test this idea, and if successful, Santa Rosa and Okaloosa will be considered in that order. Resource stewardship messages and strategies will be employed to encourage the local communities to become advocates for the protection of the beach mouse, sea turtle, and shore bird habitats.



Mississippi

Davis Bayou

Keeping the visitor center open daily requires dedicated staff time and resources and will continue to be the highest priority in the Mississippi District. A variety of recreational and natural history programs and services from self-discovery walks to ranger-led activities will continue to be offered. Due to funding and staffing limitations, to maintain this level of effort, decisions will need to be made about the coverage and support required at Davis Bayou especially during the peak summer season when staff must go to Ship Island. Dependent upon the outcome of this assessment or perhaps during the winter season, an assessment will be made to determine if there is a demand to offer more living history programs.

Ship Island

The high seasonal visitation requires an investment of staff time and resources primarily at Fort Massachusetts. A variety of daily ranger-led and living history programs will continue to be offered. While most of the visitors are there for personal, recreational experiences, an assessment will be made to determine if there is a demand for natural history programs on the island.

Cat, and West Petit Bois Islands

The park's long-term goal for these islands is to provide opportunities for responsible, dispersed recreation. Visitors will create their own personal, primarily recreational, experiences; however, improved signs and wayfinding will feature the NPS arrowhead to indicate that they are in a unit of the National Park Service. Each island will have a different thematic and resource focus. Cat Island will use interpretive media and possibly a special event to emphasize the area's cultural history including the US Army working dog training camp. On West Petit Bois, interpretive media, a mobile multimedia application, and social media will be used to emphasize the human effects on barrier island ecology.

Horn and Petit Bois Islands

As designated wilderness, the management and visitor experience on these islands is different from the other areas. Responsible, dispersed recreation will be permitted using the regulations governing these areas. These islands will be unstaffed. Wilderness messaging will be incorporated into required boat registration and camp permits. A mobile multimedia application featuring the NPS arrowhead will indicate that visitors are in a unit of the National Park System. Existing interpretive media including Junior Ranger booklets, rack cards, website, and YouTube videos will be updated to ensure consistent, accurate, and appropriate wilderness messages are being disseminated.



Parkwide Programs and Services

Ship Island and Pensacola Ferries

Each ferry provides a visitor service with the ultimate goal of creating opportunities for visitors to recognize that they are within Gulf Islands National Seashore. The Ship Island ferry service is primarily for transportation from the Mississippi Gulf Coast to Ship Island and Fort Massachusetts. The Pensacola ferry service, established in 2018, provides alternative access to the Fort Pickens area (as well as continuity of access due to the tenuous nature of the Fort Pickens Road); reduces traffic congestion; and offers visitors an opportunity to experience the park's marine resources which comprise 82% of the park. A video is provided by the park and played on the Pensacola ferry. Due to the loud engines and environmental conditions on the Ship Island ferry, neither an audio nor video component can be used.

On the Pensacola Bay ferry, during these first three years of operation, it has been, and will continue to be, important to have uniformed NPS interpreters on board during peak days (Friday through Sunday) and peak times (usually mid-day). As the ferry service is established and builds a ridership, the uniformed NPS interpreters could be supplemented, if not replaced, by a cadre of carefully selected and well-trained interns and volunteers. Another option, recommended in the 2014 Gulf Islands National Seashore Ferry and Shuttle Transportation Feasibility Study, is for the concessioner to provide narration (under the training, review, and oversight of the park's interpretive staff).



Education

An immersive, relevant curriculum-based education program that meets the needs of local primary and secondary students and educators is a high priority. To bring as many students as possible to the park, a reservation system must be developed, transportation options must be identified, and partnerships must be established with local school districts. Long-term staffing and funding strategies will be required. As new programs are established, the staff will need to evaluate the most recently developed programs. If Naval Live Oaks becomes an education center, there may be opportunities to add distance learning components to the curriculum.

Summer Camps

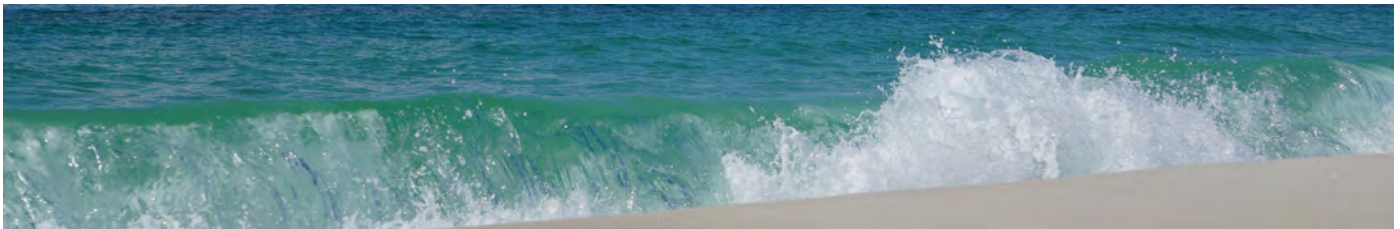
Resource Education Division (RED) staff will partner with local organizations already providing summer camps to provide educational activities for children while they are visiting the seashore. The park does not currently have air-conditioned facilities in FL or MS that could provide space to offer and run summer camps. If, and when, the NLO headquarters building is converted into an education center, this space could be used for summer camps.



Implementation Plan

The measure of success of any plan is the extent to which it is implemented. Initial implementation of strategies needs to be both realistic and flexible. Because funding opportunities and priorities often change, management may need to adjust the implementation strategies to adapt to changing conditions. The interpretive staff and key partners should meet each year to draft an Annual Implementation Plan for each new fiscal year based on funding opportunities and coordination with other projects. Flexibility is extremely important to allow staff and partners the opportunity to try new and different interpretive ideas and make adjustments as necessary.

During the planning workshops, the participants agreed to divide the actions necessary to implement the recommendations into one, two, three, four, and five+ year goals. Some recommended actions for curriculum-based education programs and personal services are dependent on the hiring of staff. Other action items can be implemented immediately, within existing funding and staffing levels. Appendix G outlines the support required and the timeline for action.



Establish and Evaluate Parkwide Curriculum-based Education Program

- Build relationships and collaborate with local schools in 5 different counties (2 FL and 3 MS) to develop curriculum-based programs
- Develop 4th-grade curriculum-based program
- Coordinate with Santa Rosa and Escambia County Schools to use ferry for curriculum-based education programs going to Fort Pickens. Activities will be offered on or as part of ferry ride.
- Conduct needs assessment to identify area of emphasis based on FL and MS standards of learning
- Train staff/NPS to present program
- Offer teacher workshops to identify schools to pilot program
- Conduct evaluation
- Develop and implement online reservation system
- Coordinate transportation via bus and/or ferry
- Present programs, including “Turtle Turtle Watch Out!”
- Following 4th-grade model, in priority order: develop grades 6 and 8; grades 5 and 7; grades 9-12; grades K-3
- Continue to support existing programs as new programs are developed
- Populate the park’s website education portal
Coordinate and promote Every Kid Outdoors program
- Recruit and hire seasonal education tech positions
- Recruit and hire FL career seasonal education tech positions

Ensure Resource, Visitor, and Employee Health, Wellness, and Safety

- Continue to provide parkwide employee and volunteer training: CPR, AED, operational leadership, kayak leadership, first aid
- Continue to conduct building inspections
- Continue participation in parkwide Safety Employee Wellness Committee (SEWC)
- Continue roles on parkwide Incident Command System (ICS)
- Continue to maintain Historic Weapons certification and provide training
- Continue to provide safety and resource protection messaging and delivery
- Review existing and maintain SOPs and JHAs
- Conduct Team SAFE weekly tailgate meetings
- Establish and implement RED Service Standards
- Design, fabricate, install safety messaging on Interp signs and media
- Develop PMIS, secure funds, conduct visitor use capacity study Ship Island, including pier
- Develop “no off road” parking signs for Fl and MS
- Design, fund, and install “History can Hurt” safety panels

Diversify and Offer Thematically Relevant Interpretive Programs

- Offer seasonal historic weapons program (Fort Pickens)
- Ensure interpretive and educational programs and services align with and accurately communicate parkwide initiatives’ primary messages
- Diversify the stories to describe how coastal defenses changed over time
- Evaluate best ways to connect to visitors – short duration formal programs vs. longer regularly scheduled programs
- Pilot ideas for wildlife activities and programs (Fort Pickens, Ship Island)
- Continue snorkeling program (Fort Pickens) if staff available
- Continue to staff VC at Davis Bayou (7 days), Fort Barrancas (5 days)
- Evaluate potential for providing informal interpretation and mobile VC (Perdido Key, Santa Rosa, Okaloosa)
- Interface with Camp Happy Sands during summer season
- Continue to offer evening programs, gator pond walks (Davis Bayou) if staff available
- Refine and evaluate interpretive program and opportunities on Pensacola Ferry.
- Provide occasional interpretation (Ship Island) if staff available
- Finalize Captain’s announcement for FL ferries



Expand Volunteer and Youth Internship Programs

- Assess parkwide needs, continue targeted recruitment, and hire volunteers
- Improve volunteer recognition
- Provide training and maintain Historic Weapons certification
- Establish parkwide ferry corps (staff/intern/volunteer) only for peak days and hours
- Manage parkwide volunteer program: maintain documentation; provide orientation and training for volunteers and supervisors; provide appropriate uniforms and personal protective gear; update volunteer handbook and policies

- Identify opportunities to participate in NPS VIP 50th anniversary
- Continue youth internship programs using a variety of sources



Continue Collaboration with Existing and Establish New Partnerships

- Collaborate with GIREC on work-study program and service learning
- Continue to work with GIREC on issue-based interpretation
- Establish relationship with new MS Aquarium
- Establish relationship with YMCA (MS) to lead kayak program
- Establish partnership with Gulf Breeze Rec Center so they can provide kayaking and nature-based programs for scouts and youth groups
- Improve partnership with Naval Aviation Museum
- Offer new living history programs in cooperation with Naval Aviation Museum
- Implement sign plan and relocate informational and directional signs in cooperation with Pensacola Naval Air Station
- Integrate person/non-personal services/programs/media with SRS/issue-based

- Develop SRS symposium
- In cooperation with SRS, offer public programs (Naval Live Oaks, Davis Bayou)
- Explore potential resource campaign (collaboration between GUIS and other agencies): sea grass awareness, protection and restoration
- Work with SRS on outreach with counties, boat launches, boat registration about seagrass awareness
- Interface with Camp Happy Sands at PK during summer months
- Work with Alternative Break student groups
- Work with SRS on outreach communication for Marine Reserve Plan



Strengthen America's National Parks/Eastern National Relationship and Sales

- Update eparks (online store)
- Add new items to keep stores current and relevant
- Produce new GUIS-specific sales items
- Diversify and increase sales of children's items
- Implement agreement for personal services
- Continue to use 2017 Scope of Sales
- Update and refresh sales area to include interpretive props at Fort Barrancas, Davis Bayou
- Continue to incorporate interpretation and book reviews in sales area
- Continue and perhaps expand staffing support at visitor centers
- Continue bookstore operation at Fort Pickens, Fort Barrancas, and Davis Bayou



Maintain, Upgrade, and Integrate Innovative Interpretive Media and Technology

- Update web-based resources
- Produce new parkwide mobile app
- Continue parkwide social media presence
- Convert Mine Loading Building into visitor contact station including exhibits
- Update videos using current scholarship to accurately represent enslaved conditions (Fort Pickens, Fort Barrancas)
- Plan, fabricate, and install waysides (Johnson Beach, Cat Island)
- Relocate Naval Live Oaks exhibits to Fort Pickens Discovery Center
- Maintain NPS arrowhead (brand) signs and wayside exhibits (Santa Rosa Area, Okaloosa Area, Davis Bayou, Ship Island)
- Develop interpretive component identified in \$3.2M Okaloosa Area upgrade (campsites, boat launch, boardwalks)
- Continue to offer self-guided tour (Ship Island, Fort Pickens)
- Continue to produce web-based videos and media with Alternative Spring Break group
- Incorporate wilderness messaging, including Leave No Trace ethics, into camp permits required by all visitors
- Continue to update and maintain wilderness messages in Junior Ranger programs, MS booklet, rack cards, website, and YouTube videos
- Assist Business Services with AV equipment upgrades for Pensacola ferry
- Replace all of the waysides and update the kiosk maps that show the water boundary
- Develop new backcountry/backpacking messaging strategy (Perdido Key)
- Perform cyclic maintenance on exhibits (DB VC, FB VC, FP (all))
- Perform cyclic maintenance on parkwide wayside exhibit hardware
- Update/revise publications annually
- Produce audio recording for Pensacola Ferry
- Produce a new GUIS Junior Ranger booklet
- Develop a GUIS Sign Plan
- Relocate FOPI cannon outside period of significance
- Remove “fake” cemetery at FOPI area
- Relocate exhibits (NLO, DC, MS)
- Re-evaluate wayside plan for Perdido Key
- Review the wayside plan
- Design Mine Loading web page
- Design Okaloosa (including new maps) and Cat Island (seek funding) waysides
- Develop and install Exhibits for Mine Loading and Battery Cooper



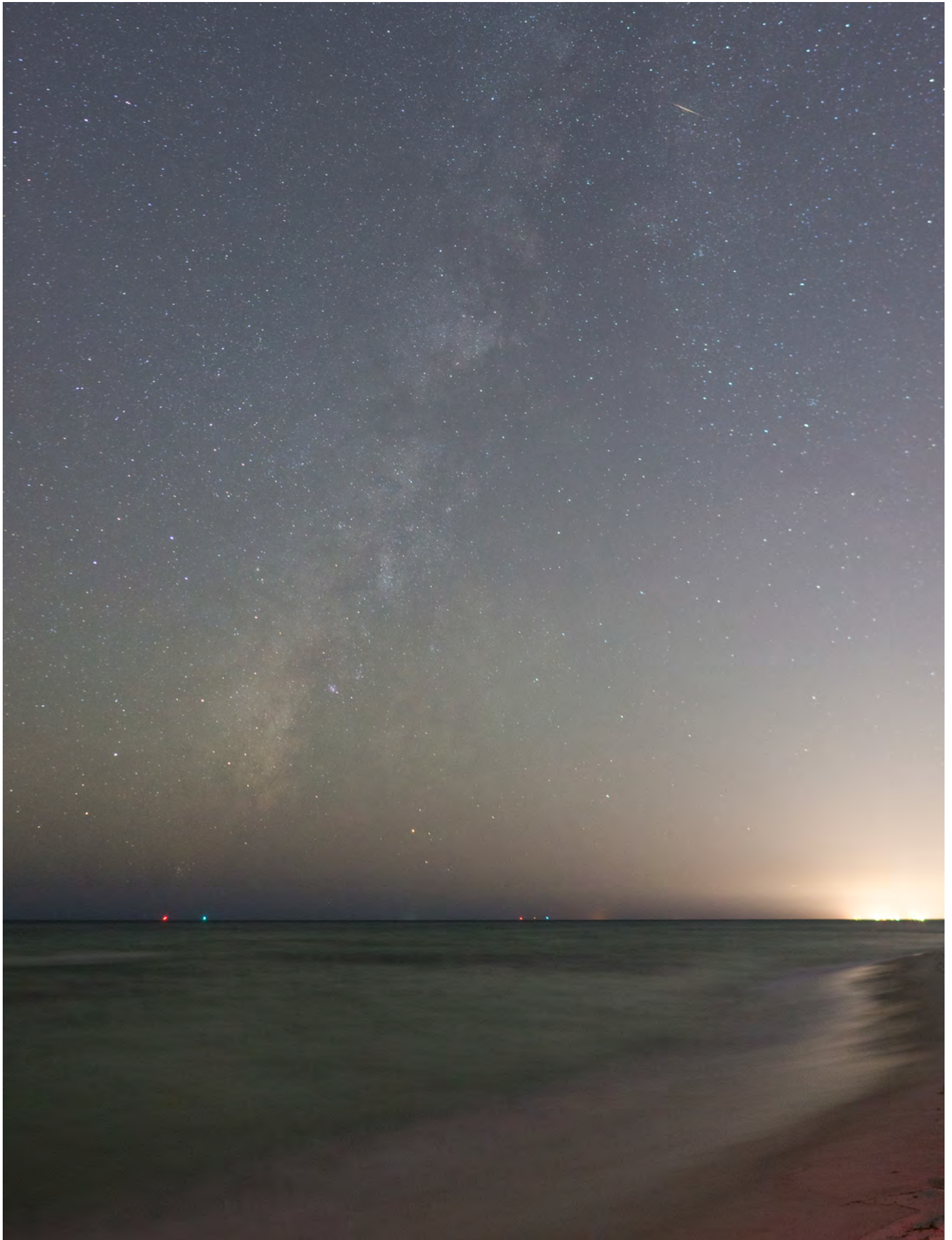
Organize and Host Special Events

- Plan for 2021 GUIS 50th anniversary
- Continue to offer Rosamond Johnson special event
- Continue to offer special events (Fort Pickens)
- Establish special living history/black powder programs (Ship Island)

Engage Existing Community Summer Camps and Pilot New Summer Youth Activities

- Provide fun learning activities (curriculum-based education or similar) for summer camps visiting the park
- Develop NPS-GCRL cooperative summer youth camp activities/program including learning outcomes





Appendix A: The Planning Team

Gulf Islands National Seashore

John Bernstiel, Park Ranger
Christopher P. Bramblett, Park Guide
Dan Brown, Superintendent
Brent Everitt, Chief of Communications
Matthew Hall, Park Ranger
Sarah Holman, Education Specialist
Edward Kahle, Park Guide
Steven A. McCoy, Deputy Superintendent
Dede Mladucky, Chief Ranger
Casimer Rosiecki, Park Ranger
Dana Shanaghan, Community Volunteer Ambassador
Donald R. Stephens, Maintenance Mechanic
Sandra Tennyson, Supervisory Park Ranger (transferred)
Susan Teel, Chief of Resource Education

National Park Service

Toni Dufficy, Interpretive Planner, Harpers Ferry Center

Partners

Gwen Hicks, Store Manager, Eastern National
Cherie Arnette, Social Studies Curriculum Specialist K-12, Escambia County School District
Anna Barry, Social Studies Instructional Coach, Escambia County School District
Marcie Van Vleck-Bell, Citizen Advocate, Destin Sea Turtle Alliance

Appendix B: Accessibility Guidelines

Parks are required by law to make all interpretive products and programming fully accessible. Visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS interpretive media products provide to their fellow citizens. Accessibility falls into two categories:

Physical Accessibility - Assess initial physical accessibility needs. Prioritize physical accessibility mitigations or accommodations then create PMIS for accessibility projects.

Programmatic Accessibility - Ensure that all interpretive services have programmatic accessibility. When getting independent government estimates for new media or products from HFC, include estimates for full accessibility. Never get estimates for new media without accessibility mitigations with a plan to add them later.

Resources

- Directors Order #42 Accessibility for Visitors with Disabilities
- NPS Accessibility Guidelines
- Programmatic Accessibility Guidelines for National Park Service Interpretive Media

Appendix C: Desired Visitor Experiences

Desired visitor experiences describe what physical, intellectual, and emotional experiences should be available for visitors to Gulf Islands National Seashore. These experiences will be available to the degree possible to visitors of all abilities, including those with visual, auditory, mobility, or cognitive impairments.

Before they arrive, visitors will have an opportunity to use:

- Use a comprehensive website to receive helpful trip planning information and downloadable park-specific publications.

During their visit, visitors will be able to:

- Easily use directional signs to get to and around the seashore.
- Engage in a variety of outdoor recreational experiences.
- Discover the natural, historical, and cultural resources of the Seashore to encourage a connection with their own lives and experiences.
- Self-guide through the area using a well-designed system of waysides with tactile elements enhanced by a mobile website and audio tours.
- Have meaningful and thoughtful conversations with staff, partners, and others or enjoy the resource on their own.
- Have access to a variety of park-specific publications both hard copy and downloadable.
- Purchase appropriate books and sales items.
- Have a meaningful, memorable, and safe experience.

After their visit, visitors will be able to continue their connection to the Seashore by:

- Share their experiences and memories, advocate and/or change their behavior in support of park and resources.
- Demonstrate stewardship of the seashore and its resources.
- Visit nearby, related sites.
- Obtain information about other related sites in the area so that they can extend their visit.
- Participate in the social media offerings.
- Become a volunteer.
- Participate in distance learning programs.

Virtual visitors will be able to:

- Explore the seashore using a variety of accessible, online, digital resources.

Appendix D: Audiences

In order to design the most effective interpretive and educational programming as well as employ the most effective techniques, parks must identify intended audiences, both existing audiences who actively visit the Seashore (onsite and virtually) and potential new audiences that well-planned services may attract. Because different audiences have varied needs and expectations, specific interpretive and educational strategies and methods should be developed to meet the needs of each particular audience.

Current Audiences:

In 2019, approximately 5.7 million people visited the seashore using both vehicles and boats. Unless the park is impacted by tropical weather events that cause extended road/facility closures, future visitation is anticipated to continue to average 5.5-6 million annually. To calculate boater visitation, aerial photographs, on-site visual surveys of boat counts, and surveys that derived multipliers of number of people per boat were used. That data was then correlated with visitor counts of people entering the park by vehicle (data collected from traffic counters) and people/vehicle multipliers. This analysis revealed that boater visitation represents approximately 10% of visitors arriving in the park by vehicle. It also indicated that Florida areas have more boaters than Mississippi areas. Perdido Key and Fort Pickens have more private boaters than Ship Island and Horn Island.

In 2018, 212,842 people were contacted through interpretation programs and services. This is a 13% increase over 2017 (186,130) despite reduced staffing levels and a 17% overall reduction in visitation to the Fort Pickens Area. Through informal contacts and a continuous play video, approximately 11,000 passengers were contacted on the newly established Pensacola Bay Cruises.

Each area of the Seashore seems to have a different visitor base. Anecdotal data suggests that most seasonal visitors are over 62, white, and retired. Visitation also includes college students and families.

MS Gulf Coast – (Mississippi Gulf Coast 2017 Visitor Research by Longwoods International -https://assets.simpleviewinc.com/simpleview/image/upload/v1/clients/gulfcoast/Rick_Cain_Mississippi_Gulf_Coast_2017_Visitor_Research_d828bc9d-4509-4235-8be6-607962a37222.pdf)

- 13.5 million annual visitors
- 57% day trips
- 43 % overnight trips
- State of origin for overnight trips coming from- LA-24%, MS-24%, FL-14%, AL-8%, and TX - 8, GA - 5%, and TN-4%.
- 79% drive
- Beach, swimming popular attractions – 6% going to NP/SP
- 83% plan trip by internet
- 59% use social media
- 50-50 men/women
- Avg age is 48
- 53% - no children
- 33% college graduates
- 80% white, 15% African American 7 % Hispanic
- 52% less than \$50K income

FL – Escambia Tourism Trends Relevant to Escambia County - Visit Pensacola (https://assets.simpleviewinc.com/simpleview/image/upload/v1/clients/pensacola/Visit_Pensacola_Tourism_Week_Research_Presentation_2_13221128-20d2-47cd-a359-6481cadae81a.pdf)

- Average Age: 44
- Average Household Income: \$86,472
- Traveled with Children: 30%
- First Time Visitors: 40%

	<u>2014</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>
	<u>%</u>		<u>%</u>		<u>%</u>		<u>%</u>
Went to the beach	89		90	←	80		79
Shopped	29	→	34		32	→	36
Visited museums	34	→	46	←	34	←	27
Went to a fine dining restaurant	11	→	32	→	38	←	25
Went fishing	10		13		11		14
Participated in water sports	4	→	13	←	6	→	12
Played golf	5		6		6		9
Non-ticketed/free performance/event	2	→	14	←	8		9
Visited art galleries	9	→	13		13	←	8
Attended a ticketed performance	3		4		5		6
Ecotourism	NA		NA		NA		6
Attended a professional sporting event	3		2		2		4
Attended non-professional spectator sports	3		1		3		4

Local Demographic Information

Community							
Source	US Census Quick Facts (V2018, results generated July 2, 2019) http://quickfacts.census.gov					NPS Visitor Survey Data Card Report	
	Escambia	Santa Rosa	Harrison	Jackson	Hancock	2014	2018
Demographics							
Hispanic/Latino	5.8	5.7	5.6	7.0	4.0	-	-
African American	23.2	6.5	25.7	21.8	8.2	-	-
Asian	3.4	2.2	2.9	2.3	0.9	-	-
American Indian	0.9	0.9	0.5	0.5	0.7	-	-
White	68.9	87.0	68.1	73.3	87.9	-	-
Age & Gender							
Under 18 years Census/15 NPS survey	20.8	21.9	23.9	23.3	20.5	2	5
Over 65 years Census/ 61 NPS survey	16.8	16.0	15.0	15.9	19.8	42	16
Female	50.5	49.0	51.0	50.8	51.1	63	56
Special Needs							
Language other than English spoken at home	7.0	5.8	7.2	6.4	4.0	-	-
Foreign Born	4.8	4.7	4.8	3.4	2.1	-	-
Disability under 65 years old	10.9	11.5	11.1	13.1	13.7	-	-
Disability - Encountered Access Problem	-	-	-	-	-	-	-
Income							
<i>Median Household Income</i>	\$47,361	\$62,731	\$44,684	\$50,274	\$47,518	-	-
\$50,000 - 74,000	-	-	-	-	-	-	-
\$75,000 - 99,000	-	-	-	-	-	-	-
\$100,000 - 149,000	-	-	-	-	-	-	-
Below poverty line	16.4	10.2	19.7	14.5	17.0	-	-
Education							
HS Graduation	90.6	90.7	87.0	87.8	84.7	-	-
Bachelor's Degree	26.0	27.1	22.2	20.7	20.9	-	-
Graduate Degree						-	-

Note: US Census and park demographics differ slightly, but generally align. For example: under 18 years for Census, 15 years for NPS; 65 years for Census, 61 years for NPS; high school graduation vs. college degrees.

Potential Future Audiences:

All audiences are welcome and invited to participate in Seashore programs and services; some techniques are better adapted or appeal to particular audiences. Parks seek to appeal to a wide range of visitors of varied backgrounds and ages with different motivations and expectations for visiting.

Potential new audiences will receive focused attention because they are either inadequately served by existing interpretation, need different strategies for engagement, or require specific methods to open or sustain communications and relationships. Factors to consider when developing interpretive and educational programs and services include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, and time available for interaction.

- Children attending Title I schools
- Socio-economically disadvantaged families
- Families riding the tour boats in MS and in FL
- School children and teachers in local counties
- Children attending summer programs –YMCA, Boys and Girls Clubs, GCRL, IMMS, others
- Active Military Families and Veterans
- Gulf Coast Research Laboratory Marine Education Center students
- IMMS Students
- Mississippi Aquarium
- Cyclists, campers, boaters – Safety
- Locals - Wilderness etiquette
- Recreational users – Park West is a free area that attracts locals representing a different demographic than the park – potential to work with Santa Rosa Island Authority to connect with these visitors? Invite to fee free day?
- Local fishing community – about sustainable fishing
- LGBTQ - weekend event outreach
- Beach goers

Appendix E: Existing Conditions

Florida

Fort Pickens Area

The Fort Pickens Area is the most highly visited area of the seashore. Fort Pickens Area is open year-round. The area is open from 5 am-9 pm (last entry 8 pm), March 1 to October 31, and 5 am-6 pm (last entry 5 pm), November 1-February 28, registered campers excepted.

The Fort Pickens Discovery Center is open from 9 am-4:30 pm, 7 days per week, except Thanksgiving Day, Christmas Day, and New Years Day. Visitors can learn about the park's natural, historical, and cultural resources through hands-on exhibits and a 15 minute orientation film about Fort Pickens. A self-serve information desk with free park publications is available inside the discovery center.

The Fort Pickens Campground is open year-round. It contains 137 family sites with electric and water hookups, as well as 41 non-electric tent sites. A group site with water hookup is also available. Amenities include flush toilets, showers, drinking water, and a dump station. There are no boat ramps in the Fort Pickens Area.

There are three designated trails in the Fort Pickens Area. Seven miles of the Florida National Scenic Trail, administered by the US Forest Service, run through the area. A one-mile seawall trail stretches from the gulf side of the island to the bay side. A one-mile loop trail, the Blackbird Marsh Trail, can be accessed from campground Loop A.

Other visitor activities include swimming, water sports, boating, beach sports, biking, fishing, birding, interpretive programs, and Blue Angels performances.

Fort Barrancas Area

The Fort Barrancas Area is open year-round, subject to Naval Air Station Pensacola operations. The visitor center and bookstore and historic Fort Barrancas are open Thursday-Monday, 9:00 a.m. to 4:15 p.m. and historic Advanced Redoubt is open by ranger guided tours only. The general public must enter through the station's West Gate and present government-issued identification. The area includes public restrooms and picnic area. The closure of the main entrance (East Gate) of Naval Air Station Pensacola and associated changed traffic patterns continues to significantly reduced visitation to these seashore sites located on base. The Seashore is working with the base to install new wayfinding signs both on the base and leading to the base to improve and increase access to the forts.

Visitor activities include two trails, 0.4 Trench Trail and the 0.5 Nature Loop Trail, interpretive programs, and a picnic area.

Naval Live Oaks Area

The Naval Live Oaks Area is open year-round from 8:00 a.m. to sunset, and visitors have access to an accessible boardwalk, outdoor interpretive panels, 9.5 miles of trails, bay-side picnic tables, pavilions, and restrooms. A youth camping area is available for formal youth organizations.

Headquarters Building and exhibits are open Monday-Friday, 8:30 am-4:30 pm, except for federal holidays. Visitors have access to exhibits, a 22 minute orientation video, park publications, and a large map of the national park. A phone at the self-serve desk provides a speed dial directory for people conducting business with the Seashore to reach the appropriate staff. A computer kiosk allows visitors to buy America the Beautiful passes and/or register/pay for campsites.

Santa Rosa Area

The Santa Rosa Area is open 24 hours a day, year-round. Opal Beach facilities are open 8:00 a.m. to sunset. The area includes beach and roadside parking and public restrooms with outdoor showers and picnic area at Opal Beach.

Visitor activities include swimming, water sports, boating, beach sports, biking, fishing, and birding. A visitor center and interpretive programs are not offered at this area; interpretive waysides are available.

Perdido Key Area

The Perdido Key Area is open 5:00 a.m. to 9:00 p.m. (last entry at 8:00 p.m.), March 1-October 31 and 5:00 a.m. to 6:00 p.m. (last entry at 5:00 p.m.) November 1-February 28. The area includes boat-in only primitive/backcountry camping, hike-in only primitive/backcountry camping, beach and roadside parking and a picnic area, public restrooms with outdoor showers, and a beach wheelchair upon request at Rosamond Johnson Beach.

There are two designated trails in the Perdido Key Area. The accessible Discovery Nature Trail is a 0.5 mile long loop trail. The Perdido Key Blueway is a water trail running 5.5 miles and forms part of the Florida Circumnavigational Saltwater Paddling Trail.

Other visitor activities include exploring coastal batteries Slemmer, Center, and 233, swimming, water sports, boating, beach sports, biking, fishing, and birding. A visitor center and interpretive programs are not offered at this area; interpretive waysides are available.

Okaloosa Day Use Area

The Okaloosa Day Use Area is open year-round, 8:00 a.m. to sunset. The area includes beach parking, picnic area, public restrooms with outdoor showers, and a boat launch for kayaks, canoes, or paddleboards; trailer launching is not recommended.

Visitor activities include swimming, water sports, boating, beach sports, biking, fishing, and birding. A visitor center and interpretive programs are not offered at this area; interpretive waysides are available.

Pensacola Bay Cruises

Pensacola Bay Cruises operates 7 days a week during peak season (May 17-August 15) and 2-3 days a week during off-peak season (March 15-May 16 and August 16-October 31).

Vessels offer climate-controlled main cabin and upper deck, beverages and snacks for sale, restrooms, and three different promotional videos.

In FY2019, the Seashore provided 3 seasonal park guides for roving interpretation on two vessels daily. NPS provided a recorded safety message and onboard interpretive programming.

Mississippi

Davis Bayou Area

The Davis Bayou Area is a popular destination for locals, campers, and school groups who enjoy the area for recreational and self-directed experiences. The William M. Colmer Visitor Center has exhibits, several beautiful decked overlooks, tranquil trails, and hosts fewer visitors than Ship Island and Fort Massachusetts. The William M. Colmer Visitor Center is open daily from 9:00 am - 4:30 pm, except Thanksgiving, Christmas, and New Years Day.

Ship Island – Fort Massachusetts

Ship Island (SHIS) is the most visited sites in Mississippi with approximately 46,455 annual visitors. About 20% of those visiting Ship Island participate in interpretive programs. In 2018, park rangers engaged a small fractions of students on Ship Island. Ship Island is open sunrise to sunset, and Fort Massachusetts is open to the public from 9:00 am to sunset daily from May through August, and Wednesday through Sunday March, April, September, and October.

The Seashore maintains a concession contract with Ship Island Excursions to transport visitors to this area of the seashore. Visitors can now take a ferry boats from Biloxi and Gulfport to SHIS. Private boaters also go out to SHIS.

Ship Island Excursions

Ship Island Excursions is the long-time concessioner to Gulf Islands NS. Starting in 1927, Pan Isles Inc., partnered with the American Legion Post in Gulfport, MS to provide a ferry service to Ship Island and Fort Massachusetts. The Skrmetta family has owned and operated ferry vessels to and from Ship Island since before the park was established. On the ferries, visitors can watch for dolphins, sea turtles, view neighboring Cat Island, and learn more about the waters that surround the Islands.

Horn Island – Wilderness (minimal NPS presence with no signs)

Horn Island is a 13-mile long Wilderness Barrier Island. Here visitors can camp, hike, fish, view wildlife, and take in the solitude of the wilderness area. Walter Anderson enthusiasts travel here to walk in his footsteps. Many visitors take their private vessels out to the island for day and overnight camping trips. There are no public ferries to the island, but the park has a list of authorized vendors for charter services to and from the island on the park's website.

West Petit Bois Island (minimal NPS presence with no signs)

West Petit Bois, formally Sand Island, is an island created by storing sand spoil from dredging operations. This island shows the veracity of barrier islands. From a small spoil area it has transformed into an ecosystem that supports a wide variety of wildlife, Visitors can see for themselves the dynamic nature of barrier islands and how they overcome adversity.

Petit Bois Island - Wilderness (minimal NPS presence with no signs)

The second of the two wilderness islands. This island is less visited and smaller than Horn. Though like Horn it has wildlife viewing opportunities, nesting areas for shorebirds, sea turtles, bald eagles, and osprey. Visitors can also take private or chartered vessels to the island for camping and fishing experiences.

Cat Island (minimal NPS presence with no signs)

Cat Island has the ruins and remains of a World War II training camp that visitors can explore. The island also has several large sand dunes and a maritime forest that house a variety of wildlife. Within the islands interior, there are lagoons and canals. On Cat Island there are private properties with structures as well as state owned lands. This island, like the others, is only accessible via private or charter vessel.

Trails

Throughout the Seashore, hikers must practice Leave No Trace principles.

Fort Pickens Area

There are three (0.5-1 mile) easy walking trails in this area. A trailhead of the Florida National Scenic Trail is located at Fort Pickens and links the Seashore to the larger statewide trail system. The Florida Circumnavigational Saltwater Paddling Trail may be accessed in this area. Fort Pickens is part of the Great Florida Birding and Wildlife Trail.

Naval Live Oaks Area

Leashed pets are allowed on the trails; however, bicycles are not. Horses may be ridden only on the trails and fire roads north of US Highway 98 (bayside). There are eleven different walking trails in this area. They are mostly easy to moderate and range from 0.3-2.4 miles. Naval Live Oaks is part of the Great Florida Birding and Wildlife Trail.

Perdido Key Area

Leashed pets are allowed on the trail. The Discovery Nature Trail (0.5 mile loop) is an easy walk beginning from the Soundside Boat Ramp. Using a kayak, canoe, or paddleboard visitors can explore 5.5 miles along the Perdido Key Blueway Trail. Perdido Key is part of the Great Florida Birding and Wildlife Trail.

Fort Barrancas Area

Leashed pets are allowed; however, bicycles are not allowed on trails in this area. The Nature Loop Trail (0.5 mile loop) and the Trench Trail (0.4 mile one way) are easy walking trails that begin at the Fort Barrancas Visitor Center.

Santa Rosa Area

The Florida Circumnavigational Saltwater Paddling Trail may be accessed in this area.

Davis Bayou

At Davis Bayou there are 3 miles of gravel, dirt, and boardwalk trails that take visitors to overlooks of the bayou and through a relic dunes system on the half-mile Nature's Way Loop. The CCC Spur Trail takes visitors .25 miles into the coastal forest to the ruins of a Civilian Conservation Corps Camp that helped establish Magnolia State Park, the basis for the Davis Bayou Area. The Davis Bayou Blueway Trail offers visitors a chance to see the bayou, saltmarsh, and coastal forest from a gators eye view. Using a kayak, canoe, or paddleboard visitors can explore 3.5 miles of waterways in and around the National Seashore. On the Live Oaks Bicycle Route visitors can explore Davis Bayou and the surrounding area where many culture stops discuss the history of the area. Three locations are listed as part of the MS Gulf Coast NHA.

Public Programs

Living History staff, including rangers, interns, and volunteers, present cannon and musket firing demonstrations on Fridays, Saturdays, and Sundays at historic Fort Pickens. A group of interns conducts the programs during the summer months and one staff member and volunteers conduct a reduced living history and musket demonstration program the rest of the year.

Water Programs

Florida Area

Kayaking and snorkeling programs, offered seasonally weather and staffing permitting.

Mississippi Area

“Bayou by Boat” motorized vessel programs and Kayaking 101 offered seasonally weather and staffing permitting.

Night Programs

Campfire programs are offered weekly in the fall and winter at Davis Bayou, which cover all of the interpretive themes and rotate weekly for variety.

Education Programs

The vision of the GUIS Education staff is to build a suite of curriculum-based programs in FL and MS. We will offer teachers a wide variety of free curriculum-based programs. The program will initially focus on 4th grade students then expand to 5th grade through HS and finally Kindergarten to 3rd grade. Field based programs will demonstrate how concepts learned in the classroom have real life applications. Our programs are designed to enhance classroom learning utilizing the cultural and natural resources of GUIS. Through place-based learning, students make real-world connections with science and history.

Education programs are presented at Fort Pickens or Naval Live Oaks 3 days a week, education/summer camp programs are presented at West Ship Island 3 days a week, and education programs are presented at the Marine Education Center/Davis Bayou 2 days a week.

The Seashore has three pilot education programs for grades 2-3 (sea turtles), 4-7 (barrier island ecology and salinity), and 8-12 (scientific method and barrier island ecology). Through the Teacher Ranger Teacher program, 12 teachers (6 from FL and 6 from MS) have been hired to collaboratively develop a suite of curriculum-based educational modules using interdisciplinary approaches to achieve Common Core Standards.

Through developing new and existing partnerships, Gulf Islands National Seashore will expand curriculum-based offerings and reach a wider more diverse audience. See Appendix G for education

standards and local school district information

Interpretive Media

Website

The Seashore website (www.nps.gov/guis) is maintained by staff and features information about the Seashore. In FY2018, some sections, including Things to Do, Places to Go, and History & Culture sections, were updated and a webcam was installed at Fort Pickens.

Social Media

Facebook, Instagram, and Twitter are used to communicate Seashore messages, issues, and special resources. Twitter is particularly important for current events including storm updates. The park YouTube Channel launched in 2017, and features high production quality videos.

Exhibits

Planning for the Mine Loading Building exhibits and the disposition of the Naval Live Oaks exhibits began in FY2018. The Mine Storeroom exhibit installation was completed, including the delivery of audio description audio files and devices for the new exhibits.

Digital Media

Videos for the Pensacola Bay ferry service were produced in FY2018 through a contract with Silver Fir Media. The videos (four total, natural resources, cultural resources, recreational opportunities, tour boats) are shown on the ferry boats, in the local community, and online to promote the ferry service. Students from the Media School at Indiana University continue to produce videos for the Seashore to use on the website and social media. Fifteen videos on a variety of topics have been produced.

Wayside Exhibits

Some repairs were made to several Florida waysides which had become illegible, in kind replacement is scheduled for FY20-21. Four weather worn panels and one base were replaced in the Perdido Key Area thanks to a donation from the local community. Updated panels made from more durable gel-coated laminate are being installed. The Seashore is working with the NHA to update MS Blueway waysides. An ARPA wayside has been produced and installed to improve stewardship of historic structures at Fort Pickens.

Signs

A cultural resource protection sign system for Fort Pickens has been developed and produced. Historic Fort Pickens, is similar to a ruin in value and condition; however, visitors frequently sit, climb, and walk on masonry walls which over time damages bricks and mortar. Bricks are frequently removed from floors, walls, and arches and tossed around the fort. Graffiti is also an ongoing issue at the fort and outlying concrete coastal batteries and supporting structures. Cultural resource signs are needed to raise awareness of ongoing destruction.

Publications

The Seashore brochure (unigrid folder) is available to visitors at all of the visitor centers. The Fort Pickens Site Bulletin (self-guiding tour), the sea turtle magnet, beach mouse rack card, sea turtle rack card, shorebirds rack card, fee envelopes, and the Seashore's annual newspaper were updated in FY2018. The consolidated Mississippi areas booklet development began and an initial order was funded. A new storage area for publications was established at the Fort Pickens Area which will

improve inventory controls.

Youth Programs

Every Kid Outdoors

In FY2018, the Seashore hosted 43 Every Kid in a Park (EKIP) activities, and efforts reached 950 fourth graders, and 241 EKIP passes were distributed. The activities were supported by funds provided by the National Park Foundation. During the annual Rosamond Johnson memorial event, fourth graders from Global Academy sang and displayed art work they created. Through their participation, the students discovered the Rosamond Johnson story and the history of Rosamond Johnson Beach.

Special Events

Special events are held throughout the year. While the Seashore staff work hard to organize and promote these events, weather and unexpected conditions may cause them to be cancelled and not rescheduled. The events, including coastal cleanups, “Leave No Trace,” commemorative events (Rosamond Johnson and Memorial Day), and Civil War living history demonstrations, engage participants in protecting and preserving the seashore’s natural and cultural resources.

Outreach

In FY 2018, seashore staff and interns participated in 8 outreach events and contacted 4,285 people. Through community outreach events, the team actively promotes the Coastal Night Sky and Turtle T.H.i.S. projects; recruits volunteers and interns; engages participants in pop up activities; and distributes materials emphasizing critical resource issues. The seashore also actively participates and provides leadership in state and local tourism/recreation development and promotional initiatives.

NPS Staffing

The current staffing structure includes:

- Chief of Resource Education
- Operations Supervisory Ranger
- Lead Park Ranger FL (supervisor)
- Park Ranger FL
- Park Guide FL
- Lead Park Ranger MS (supervisor)
- Park Guide MS
- Visual Information Specialist – *eliminated and duties absorbed by existing positions and some by newly created communications chief who reports to the superintendent.*
- Education Specialist
- Seasonal Park Guides FL and MS
- Seasonal Education Technician FL and MS

Volunteers

In FY2019 Gulf Islands National Seashore had 1093 volunteers donate 30,206 hours. This is equivalent to 14.5 full time employees and, based on the hourly rate of \$25.43 set for volunteer time, the FY 19 VIP program was valued at \$768,138.58. The turtle patrol volunteers helping the park survey the beaches for turtle tracks each morning at dawn during nesting and hatching seasons and completing nest assessments; SRS volunteers responded to injured and deceased sea turtles and other wildlife; volunteers assisted with traffic control during Blue Angels practice days; living history volunteers lead and participated in historic weapons demonstrations and donated 1486 hours of volunteer time to the most attended interpretive programming that had 15,664 visitors in attendance; local boy scout

troops planted over 400 native live oak trees in the Fort Pickens campground; NCCC volunteers spent three weeks in the park and updated and installed 208 signs, preserved 11 acres of dune habitat, and removed 4,000 pounds of trash. The park also created and filled new volunteer positions for volunteer photographers, to bolster non-personal services.

Volunteer partnerships with Ocean Hour, Naval Air Station Pensacola, Keep Pensacola Beautiful, 3rd Coast Divers, Gulf Power, Walton Guard, and Escambia Amateur Astronomer Association provided support for marine debris removal, historic preservation, night sky programs, and living history programs.

Youth Leadership Ambassadors (Internship Program)

In FY2018, Gulf Islands National Seashore hired and employed 20 youth interns. The Seashore worked with Environmental Stewards/Conservation Legacy to advertise and promote these internship opportunities through the Bureau of Indian Affairs and at regional Historically Black Colleges and Universities and Hispanic Serving Institutions including Alabama A&M University, Alabama State University, Bethune Cookman College, Bishop State Community College, Florida Memorial College, Lawson State Community College, Tuskegee University, Broward Community College, Florida International University, Miami-Dade Community College, and Nova Southeastern University. The program has been successful in recruiting ethnically diverse and socio-economically disadvantaged youth. To date, 100% of the interns who have completed the 52 week internship program have secured employment with federal, state, or non-profit land management and conservation agencies or organization.

The majority of the interns work on a variety of Seashore-based programs and projects including Coastal Night Sky, living history, education, visual information, geosciences, beach mouse, and water resources. The Community Volunteer Ambassador (CVA) Intern builds community outreach and coordinates and supports the GUIS volunteer program.

Formal and Informal Partnerships

The Seashore has several formal relationships that operate under Cooperative Agreement or contract. These partners have written agreements with the Seashore or with the National Park Service. There are also a few significant, strategic, and reciprocal informal relationships with government agencies, municipalities, local organizations, academic, and cultural institutions.

America's National Parks/Eastern National (EN):

America's National Parks/EN is the Seashore's cooperating association and operates sales outlets at Davis Bayou, Fort Barancas, and Fort Pickens. Over \$340,000 in annual sales of interpretive and educational materials helps fund \$10,000 for the Fort Pickens living history program and provide assistance with daily operations at Colmer VC (MS).

Mississippi Aquarium, Gulfport

The Mississippi Aquarium is currently under construction and the plans are to focus on education as well as promote tourism. Major partners include the University of Southern Mississippi and Mississippi State University, both have signed on as aquarium partners. USM will be involved in saltwater research and education, while Mississippi State will provide veterinary services, with educational opportunities for students, and freshwater research.

Gulf Islands Research and Education Center (GIREC)

The GIREC builds on the long-standing partnership between the University of West Florida and GUIIS to support Seashore conservation and restoration of gulf coast ecosystems and the University's mission to provide educational opportunities for students of all ages. The integrated research project and education program provides science-based resource management data and enhances regional STEM education.

The seashore is moving forward with plans to move the headquarters operation and function to the north side of highway 98. The building currently serving as headquarters will become an educational facility as part of the GIREC, hosting school groups, research students and faculty, and becoming a hub of educational and science for the Gulf Coast area.

Gulf Coast Research Laboratory (GCRL)

In April 2018, the Seashore established a General Agreement with GCRL with the goal to collaborate on research, permits, collections, and educational and summer camp activities on West Ship Island. Seashore staff coordinated with GCRL's Marine Education Center staff to ensure that a ranger met all education and summer camp group field trips to West Ship Island. The ranger provided an orientation to the seashore, safety message, and for tour for these groups.

An existing partnership with the Florida National Scenic Trail, USFS and the Florida Trail Association continues to thrive and new trail markers and signs have been obtained and installed.

A partnership continues to grow with the Florida Public Archaeology Network (FPAN) which jointly hosts archaeology programs. FPAN is leading an effort to establish a Panhandle Heritage Area which will feature resources at the Seashore.

Mississippi Gulf Coast National Heritage Area (<https://www.nps.gov/migu/index.htm>)

Appendix F: Education Standards and School District Goals

The needs of local schools, students, and educators should drive education decisions. School districts post goals and strategic plans on their websites and often post district demographics. These numbers can support funding and grant requests. Use this information to inform education planning and suggest where a park can best focus limited education resources.

Consider when planning: How can the NPS help the district(s) and local children and educators achieve their goals? The NPS has committed to serve fourth graders. What has the school district determined as goals for its fourth graders/elementary students?

National Education Resources

- Common Core Standards - Academic standards that outline what a student should know and be able to do at the end of each grade. The standards have been adopted in 42 states and the District of Columbia. MS works off of the College and Career Ready Curriculum and Florida is moving from common core to their own state standards by school year 2020.
- Florida curriculum can be found at the following websites:
 - <http://www.fldoe.org/academics/standards/>
 - <http://www.cpalms.org/Public/search/Standard>
- Mississippi curriculum can be found that the following website:
 - <https://www.mdek12.org/OAE/college-and-career-readiness-standards>
- Science, Engineering, Technology, and Math (STEM) and Science, Engineering, Technology, the Arts, and Math (STEAM) – Look beyond traditional park areas of focus (such as history or environmental education) to broaden thinking about how to assist communities with their education goals including aligning with STEM and STEAM initiatives.
- The US Department of Education and US Department of Energy have STEM education resources. NOAA, the EPA, and other agencies are also sources for STEM information.
- The Rhode Island School of Design has championed STEAM education.

Florida Schools:

Escambia County School District <https://ecsd-fl.schoolloop.com/>

- 39,807 Total Enrollment
- 4th Grade Enrollment
- 81 % Graduation rate (17-18)
- 53% Minority Students
- 75% Economically Disadvantaged Student
- 40 Title 1 schools
- 52 Total schools
- 34 Elementary
- 10 Middle
- 7 High Schools
- 1 Combined school

Okaloosa County School District <https://www.okaloosaschools.com/>

- 31,237 Total Enrollment
- 4th Grade Enrollment
- 88% Graduation rate (17-18)
- 35% Minority Students
- 47% Economically Disadvantaged Student
- 17 Title 1 schools
- 37 Total schools
- 18 Elementary
- 7 Middle
- 5 High Schools
- 7 combined school

Santa Rosa County School District <https://www.santarosa.k12.fl.us/>

- 27,446 Total Enrollment
- 4th Grade Enrollment
- 89% Graduation rate (17-18)
- 21% Minority Students
- 47% Economically Disadvantaged Student
- 14 Title 1 schools
- 27 Total schools
- 13 Elementary
- 7 Middle
- 4 High Schools
- 3 Combined school

Mississippi Schools:

Hancock County School District <https://www.hancockschools.net/>

- 4,416 Total Enrollment
- 345 4th Grade Enrollment
- 83% Graduation rate (17-18)
- 14% Minority Students
- 6 Title 1 schools
- 6 Total schools
- 4 Elementary
- 1 Middle
- 1 High Schools
- 0 Combined school

Harrison County School District <http://www.harrison.k12.ms.us/>

- 15,010 Total Enrollment
- 1,276 4th Grade Enrollment
- 85% Graduation rate (17-18)
- 48% Minority Students
- 20 Title 1 schools
- 22 Total schools
- 14 Elementary
- 4 Middle
- 3 High Schools
- 1 Combined school

Jackson County School District <https://www.jcsd.ms/>

- 9,242 Total Enrollment
- 706 4th Grade Enrollment
- 89% Graduation rate (17-18)
- 20% Minority Students
- 13 Title 1 schools
- 13 Total schools
- 7 Elementary
- 3 Middle
- 3 High Schools
- 0 Combined school

Alabama:

- Alabama A & M University
- Alabama State University
- Bishop State Community College
- Concordia College – Selma
- Gadsden State Community College
- H Council Trenholm State Technical College
- JF Drake State Technical College
- Lawson State Community College – Birmingham Campus
- Miles College
- Oakwood University
- Selma University
- Shelton State Community College
- Stillman College
- Talladega College
- Tuskegee University

Florida:

- Bethune – Cookman University, Daytona Beach, FL
- Edward Water College, Jacksonville, FL
- Florida A&M University, Tallahassee, FL
- Florida Memorial University, Miami Gardens, FL

Louisiana:

- Dillard University, New Orleans, LA
- Grambling State University, Grambling, LA
- Southern University and A & M College, Baton Rouge, LA
- Southern University at New Orleans, New Orleans, LA
- Southern University at Shreveport, Shreveport, LA
- Xavier University of LA, New Orleans, LA

Mississippi:

- Alcorn State University, Alcorn State, MS
- Coahoma Community College, Clarksdale, MS
- Jackson State University, Jackson MS
- Mississippi Valley, Itta Bena, MS
- Rust College, Holly Springs MS
- Tougaloo College, Tougaloo, MS

Hispanic Serving Institutions: <https://www.hacu.net/hacu/HSIs.asp>

Florida:

- *Adventist University of Health Sciences
- *Barry University
- *Broward College
- *Carlos Albizu University-Miami
- *City College-Hollywood
- *City College-Miami
- *Florida Atlantic University
- *Florida International University
- *Florida Keys Community College
- *Florida SouthWestern State College
- *Herzing University-Winter Park
- *Hillsborough Community College
- *Hodges University
- *Keiser University-Ft Lauderdale
- *Miami Dade College
- *Palm Beach Atlantic University
- *Polytechnic University of Puerto Rico-Miami
- *Polytechnic University of Puerto Rico-Orlando
- *SABER College
- *Saint John Vianney College Seminary
- *South Florida State College
- *St Thomas University
- *Trinity International University-Florida
- *University of Central Florida
- *Valencia College
- Ave Maria University
- City College-Altamonte Springs
- City College-Fort Lauderdale
- College of Central Florida
- Daytona State College
- Everglades University
- Florida Gulf Coast University
- Florida Polytechnic University
- Florida State University
- Indian River State College
- Johnson & Wales University-North Miami
- Johnson University Florida
- Lake-Sumter State College
- New College of Florida
- Nova Southeastern University
- Palm Beach State College
- Pasco-Hernando State College
- Polk State College

- Ringling College of Art and Design
- Rollins College
- Santa Fe College
- Seminole State College of Florida
- Southeastern University
- State College of Florida-Manatee-Sarasota
- Stetson University
- Trinity College of Florida
- University of Florida
- University of Florida-Online
- University of Miami
- University of South Florida-Main Campus
- University of South Florida-Sarasota-Manatee
- University of South Florida-St Petersburg

Arkansas:

- *Cossatot Community College of the University of Arkansas
- NorthWest Arkansas Community College

Georgia:

- *Altierus Career College-Norcross
- *Dalton State College
- Georgia Gwinnett College
- Lanier Technical College

Louisiana:

- *Saint Joseph Seminary College
- Loyola University New Orleans

Mississippi:

- None

Appendix G: Recommended Goals and Actions by Fiscal Year

Recommendations Worksheet	Support Required	On-going	2020	2021	2022	2023	2024+
Establish and Evaluate Parkwide Curriculum-based Education Program							
Build relationships and collaborate with local schools in 5 different counties (2 FL and 3 MS) to develop curriculum-based programs	Local Schools	X					
Develop 4th-grade curriculum-based program			FL	MS			
Coordinate with Santa Rosa and Escambia County Schools to use ferry for curriculum-based education programs going to Fort Pickens. Activities will be offered on or as part of ferry ride.	Santa Rosa and Escambia County School		X				
Conduct needs assessment to identify area of emphasis based on FL and MS standards of learning			FL	MS			
Train staff/NPS to present program			X				
Offer teacher workshops to identify schools to pilot program			FL	MS			
Conduct evaluation		X					
Develop and implement online reservation system	Web-services		PMIS		develop	start	
Coordinate transportation via bus and/or ferry	Local schools, EN & NFP	X	Request Grants				
Present programs, including "Turtle Turtle Watch Out!"		X					

Recommendations Worksheet	Support Required	On-going	2020	2021	2022	2023	2024+
Following 4th-grade model, in priority order: develop grades 6 and 8; grades 5 and 7; grades 9-12; grades K-3			4th FL	4th MS 6th/8th	5th/7th	9th/12th	3rd
Continue to support existing programs as new programs are developed		X					
Populate the park's website education portal			PAC/ Plan a Field Trip	Curri- culum	sugg- ested reading	profess- ional develop- ment	dist. lear- ing
Coordinate and promote Every Kid Outdoors program	Fees	X					
Recruit and hire seasonal education tech positions		X					
Recruit and hire FL career seasonal education tech positions		X					
Ensure Resource, Visitor, and Employee Health, Wellness, and Safety							
Continue to provide parkwide employee and volunteer training: CPR, AED, operational leadership, kayak leadership, first aid		X					
Continue to conduct building inspections		X					
Continue participation in parkwide Safety Employee Wellness Committee (SEWC)		X					
Continue roles on parkwide Incident Command System (ICS)		X					
Continue to maintain Historic Weapons certification and provide training		X					
Continue to provide safety and resource protection messaging and delivery		X					

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Review existing and maintain SOPs and JHAs		X					
Conduct Team SAFE weekly tailgate meetings			start				
Establish and implement RED Service Standards			X				
Design, fabricate, install safety messaging on Interp signs and media				X			
Develop PMIS, secure funds, conduct visitor use capacity study Ship Island, including pier			PMIS				start
Develop “no off road” parking signs for FI and MS			X				
Design, fund, and install “History can Hurt” safety panels				X			
Diversify and Offer Thematically Relevant Interpretive Programs							
Offer seasonal historic weapons program (Fort Pickens)		X					
Ensure interpretive and educational programs and services align with and accurately communicate parkwide initiatives’ primary messages		X					
Diversify the stories to describe how coastal defenses changed over time		X					
Evaluate best ways to connect to visitors – short duration formal programs vs. longer regularly scheduled programs		X					
Pilot ideas for wildlife activities and programs (Fort Pickens, Ship Island)			X				
Continue snorkeling program (Fort Pickens) if staff available		X					

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Continue to staff VC at Davis Bayou (7 days), Fort Barrancas (5 days)		X					
Evaluate potential for providing informal interpretation and mobile VC (Perdido Key, Santa Rosa, Okaloosa)				Perdido	SR	Okaloosa	
Interface with Camp Happy Sands during summer season	Camp Happy Sands		Fees	X			
Continue to offer evening programs, gator pond walks (Davis Bayou) if staff available		X	add kayak/skiff				
Refine and evaluate interpretive program and opportunities on Pensacola Ferry.			NPS Staff	NPS Staff			
Provide occasional interpretation (Ship Island) if staff available		X					
Finalize Captain's announcement for FL ferries			X				
Expand Volunteer and Youth Internship Programs							
Assess parkwide needs, continue targeted recruitment, and hire volunteers		X					
Improve volunteer recognition					X		
Provide training and maintain Historic Weapons certification		X					
Establish parkwide ferry corps (staff/intern/volunteer) only for peak days and hours			pilot	train	start		

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Manage parkwide volunteer program: maintain documentation; provide orientation and training for volunteers and supervisors; provide appropriate uniforms and personal protective gear; update volunteer handbook and policies		X					
Identify opportunities to participate in NPS VIP 50th anniversary	WASO-IR2 Offices		X				
Continue youth internship programs using a variety of sources		X					
Continue Collaboration with Existing and Establish New Partnerships							
Collaborate with GIREC on work-study program and service learning	GIREC		Finish CA	X			
Continue to work with GIREC on issue-based interpretation	GIREC	X	Finish CA				
Establish relationship with new MS Aquarium	MS Aqua.		X				
Establish relationship with YMCA (MS) to lead kayak program	YMCA					X	
Establish partnership with Gulf Breeze Rec Center so they can provide kayaking and nature-based programs for scouts and youth groups	Gulf Breeze Rec. Center					X	
Improve partnership with Naval Aviation Museum	NAM				X		
Offer new living history programs in cooperation with Naval Aviation Museum	NAM					X	

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Implement sign plan and relocate informational and directional signs in cooperation with Pensacola Naval Air Station	NAS			X			
Integrate person/non-personal services/programs/media with SRS/issue-based	SRS	X					
Develop SRS symposium	SRS						X
In cooperation with SRS, offer public programs (Naval Live Oaks, Davis Bayou)	SRS, FWC, DNR	X					
Explore potential resource campaign (collaboration between GUIS and other agencies): sea grass awareness, protection and restoration					Plan		
Work with SRS on outreach with counties, boat launches, boat registration about seagrass awareness	SRS, FWC, DNR						X
Interface with Camp Happy Sands at PK during summer months	Fees	X					
Work with Alternative Break student groups		X					
Work with SRS on outreach communication for Marine Reserve Plan	SRS		X				
Strengthen America's National Parks/Eastern National Relationship and Sales							
Update eparks (online store)	EN		Plan	Start			
Add new items to keep stores current and relevant	EN	X					
Produce new GUIS-specific sales items	EN	X					
Diversify and increase sales of children's items	EN	X					
Implement agreement for personal services	EN	X					

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Continue to use 2017 Scope of Sales	EN	X					
Update and refresh sales area to include interpretive props at Fort Barrancas, Davis Bayou	EN			Plan	Start		
Continue to incorporate interpretation and book reviews in sales area	EN	X					
Continue and perhaps expand staffing support at VCs	EN	X					
Continue bookstore operation at Fort Pickens, Fort Barrancas, and Davis Bayou	EN	X					
Maintain, Upgrade, and Integrate Innovative Interpretive Media and Technology							
Update web-based resources		X					
Produce new parkwide mobile app	HFC		X				
Continue parkwide social media presence		X					
Convert Mine Loading Building into visitor contact station including exhibits			Design	Install			
Update videos using current scholarship to accurately represent enslaved conditions (Fort Pickens, Fort Barrancas)					Davis Bayou	Fort Barrancas	Fort Pickens
Plan, fabricate, and install waysides (Johnson Beach, Cat Island)			JB	PMIS - CI		Design - CI	Install - CI
Relocate Naval Live Oaks exhibits to Fort Pickens Discovery Center			Design	Install			
Maintain NPS arrowhead (brand) signs and wayside exhibits (Santa Rosa Area, Okaloosa Area, Davis Bayou, Ship Island)		X					

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Develop interpretive component identified in \$3.2M Okaloosa Area upgrade (campsites, boat launch, boardwalks)			Design	Install			
Continue to offer self-guided tour (Ship Island, Fort Pickens)		X					
Continue to produce web-based videos and media with Alternative Spring Break group	IU	X				Horn?	
Incorporate wilderness messaging, including Leave No Trace ethics, into camp permits required by all visitors							Design
Continue to update and maintain wilderness messages in Junior Ranger programs, MS booklet, rack cards, website, and YouTube videos		X					
Assist Business Services with AV equipment upgrades for Pensacola ferry	ABS		X				
Replace all of the waysides and update the kiosk maps that show the water boundary			X				
Develop new backcountry/backpacking messaging strategy (Perdido Key)			Plan	Start			
Perform cyclic maintenance on exhibits (DB VC, FB VC, FP (all))			PMIS		Davis Bayou	Fort Barrancas	Fort Pickens
Perform cyclic maintenance on parkwide wayside exhibit hardware			PMIS		MS	PK/NLO/FB	FP/SR/OK
Update/revise publications annually		X					
Produce audio recording for Pensacola Ferry				X			
Produce a new GUIS Junior Ranger booklet			X				

Recommendations Worksheet	Support Needed	On-going	2020	2021	2022	2023	2024+
Develop a GUI Sign Plan			X				
Relocate FOPI cannon outside period of significance	CR						X
Remove "fake" cemetery at FOPI area	CR						X
Relocate exhibits (NLO & DC)				X			
Re-evaluate wayside plan for Perdido Key				X			
Review the wayside plan		X					
Design Mine Loading web page			X				
Organize and Host Special Events							
Plan for 2021 GUI 50th anniversary	All		Plan	Start			
Continue to offer Rosamond Johnson special event	PK Chamber	X					
Continue to offer special events (Fort Pickens)		X					
Establish special living history/black powder programs (Ship Island)				X	X	X	X
Engage Existing Community Summer Camps and Pilot New Summer Youth Activities							
Provide fun learning activities (curriculum-based education or similar) for summer camps visiting the park	IMMS, MS Aqua.				X		
Develop NPS-GCRL cooperative summer youth camp activities/program including learning outcomes	GCRL, ABS					X	