Module 320

Title: PARTNERS IN INTERPRETATION

PURPOSE   Partnerships in interpretation are collaborative efforts between an NPS unit and another entity (such as cooperative associations, friends groups, other not-for-profit organizations, volunteers-in-the-parks, universities, businesses, and concessionaires) which produce or enhance interpretive products or services that help each partner achieve their vision consistent with their mission.

Partnerships enable us to better achieve unit and agency visions and to support the defining missions. The GS-9 interpreter should understand the written agreements for formal existing partnerships. They should be able to work with a partner(s) to develop an informal partnership proposal. The three components of this module are the basis for partnerships in interpretation.

AUDIENCE Full performance park ranger interpreters or other full-performance employees; partner board members and managers

OBJECTIVES

At the end of this module, learners will be able to:
-       analyze the interpretive program and arena of potential partners for possible implementation of appropriate partnerships
-       understand the agreements which underpin existing partnerships
-       list similarities, differences, expectations, and benefits of potential partners
-       identify characteristics of potential partners and how they affect the interpretive effort

TOPICS   formal and informal partnerships; non-profit organizations; not-for-profit legal requirements; mission; vision; cooperating associations; supplemental agreements; friends organizations; Director's Orders relating to partnerships; different types of partnership agreements; identifying differences in partners goals, abilities, expectations, and how to manage them; foundations, philanthropists

DELIVERY self-study; enhancement by attendance at conferences, workshops, and meetings; training courses; traditional and distance learning in classrooms; computer-based training packages and CD-ROMs; assignment to attend or

(4/09/99)

assist with partnership planning or development meeting; on-the-job training

COMPONENTS
> *The Need for Partnerships*
> *Developing and Coordinating Partnerships*
> *Choosing the Right Partnership Format*

TARGET   **Within one to two years of reaching the GS-9 level; to reach full performance levels**

The Need for Partnerships

PURPOSE This component describes why partnerships can optimize interpretive programs, then continues to explore under what conditions and where in the program or site a potential partnership is best targeted.

OBJECTIVES

Upon completion of this component, the learner will be able to:
- list advantages of establishing or maintaining partnerships
- describe what conditions indicate an environment conducive to establishing a partnership
- specify where in a unit or in what portion of an interpretive program a partnership is desirable

APPROACH This component plan provides a basis for the following component plans, which build upon it: "Developing and Coordinating Partnerships," and then "Choosing the Right Partnership Format."

Effective partnerships deliver better products and services than each player could independently. Each partner can better achieve their individual visions, in keeping with their missions.

One could view partnerships through the vehicle of the interpretive equation explored back in module 101 (knowledge of the resource, plus knowledge of the audience, times appropriate techniques, equals an interpretive opportunity). Only here, knowledge of the resource means knowledge of potential partners. Knowledge of the audience means understanding the clientele for each of these potential partners (their audiences). Appropriate techniques are those steps to be taken which appropriately analyze needs, locate logical partners, initiate dialogue, reach consensus in building partnerships which are mutually beneficial, and manage them skillfully.

Partnerships enable each participant to contribute in an area of their strength and receive in an area of deficit. They can also enhance interpretation programs and services deemed satisfactory through new perspectives contributed synergistically by partners. Rules binding players in partnerships vary widely, allowing the partnership to achieve results which individuals participants are not able to do. Partnership operational rules differ from those used by entities outside the partnership.

(4/09/99)

It is a marriage where compromise is absolutely essential. Usually partnerships are born out of the inability to fully carry out a mission; sometimes they arise from the realization that a vision could be more closely approached through combining forces. Sometimes they are required, such as in a concession contract. It is essential to be able to analyze unit needs to determine when or if partnerships are warranted.

In addition, it is important to target partnership efforts thoughtfully. Perhaps the entire interpretive program need not be a partnership. Perhaps only one aspect of personal or non-personal services would be best met through a partnership effort in a unit, possibly in only one portion of the unit.

CONTENT OUTLINE

I.   WHY ESTABLISH PARTNERSHIPS
        A.   Inability to fully carry out mission
                1.   The unit has inadequate fiscal resources and/or staffing to fully carry out its mission.
                2.   The unit does not have an adequate land base to fully carry out its mission.
                3.   Analysis reveals that potential partner(s) possess the necessary resources or land base which, in combination with those of the NPS unit, can achieve the unit mission and theirs.
        B.   Inability to approach vision
                1.   The unit has inadequate funding to achieve their vision for the future.
                2.   The unit has inadequate land base to achieve their vision for the future.
                3.   Analysis reveals that potential partner(s) now possesses or will possess the resources or land base, which in combination with those of the NPS unit, can help the unit approach its vision.
        C.   Legislative restrictions
                1.   The agency has legal constraints which prevent it from fully supporting its mission or developing its vision.
                2.   Agency constraints are legally surmounted through another entity which does not have those legal restrictions.
        D.   Potential for enhancement of interpretive services and visitor experience
                1.   This is the most difficult criteria to judge.
                2.   A self-analysis may reveal perceived biases, dogmatic viewpoints, or mind sets which impact the interpretive program.
                3.   The simple addition of new perspectives may reveal previously

undiscovered flaws and suggest remedies.

II.   CONDITIONS CONDUCIVE TO ESTABLISHING PARTNERSHIPS
    A.   Mission or vision are not realized or realizable
        1.   A need exists in the NPS unit which is not now, or cannot in the future be, fulfilled.
        2.   A need exists presently which could be accomplished in the future by the unit.
    B.   An appropriate partner is found to help resolve the problem
        1.   A separate entity exists with the means to fulfill the NPS unit's mission or vision.
        2.   The entity is willing and able to provide this assistance.
        3.   The NPS unit is willing and able to provide in return what is requested by the entity in order to enter into the partnership.
    C.   The potential partnership is deemed mutually beneficial by all players
        1.   The partnership is likely to help the NPS unit achieve its mission, or vision, consistent with its mission.
        2.   The partnership is likely to help each other partner achieve its mission. Alternately, it is likely to help each partner approach their vision, consistent with their mission.
    D.   A partnership is offered to the unit by another entity
        1.   Analysis of needs and unit requirements are compatible with the offer.
        2.   Analysis of the mission/vision for all involved entities reveals a potential benefit to all.

III.   TARGETING POTENTIAL PARTNERSHIPS
    A.   Analyze the interpretive program
        1.   Find the chinks in the armor, the missing elements which act as a detriment to realizing the agency mission or to moving toward the unit vision.
        2.   Analyze the interpretive program for needs which are not being met.
            a.   Define which program types or areas need assistance; which are not already full spectrum.
            b.   Define the seasons with inadequate resources to achieve the mission or move toward achieving the vision.
            c.   Define where interpretive services could be enhanced by utilizing other points-of-view or individuals with subject-matter expertise.
            d.   Define where interpretive services could be enhanced by utilizing other funding or staffing sources to expand services and offer different programs.

e.   Define where the message needs to be more effectively
              communicated outside unit boundaries.
     3.   Analyze non-personal services, including publications and exhibits,
           for needs which are not being met.
        a.   Define what is missing in these media. Do the media cover
              the full spectrum of visitor needs and unit mission/vision.
        b.   Discover what possible resources could deliver these
              missing elements.

  B.   Analyze the site
     1.   Explore the site to discover if certain geographical divisions of the
           site would benefit from a partnership over others.

  C.   Analyze the staff
     1.   Explore the potential benefits to the staff of partnerships, such as
           greater job variety and rewards, leading to retention of good
           employees and enhanced visitor experiences.

  D.   Analyze potential partners
     1.   Take a closer look at potential partners who have reached out a
           hand or seem likely candidates.
     2.   Review the track record of the potential partner. Understand its
           mission and vision and be comfortable that mutual benefit will
           occur and/or motives are clear.

RESOURCES

A Comprehensive Introduction to Park Management, Grant W. Sharpe, Charles H.
Odegaard, and Wenonah F. Sharpe, Sagamore Publishing Co., 1994, (Chapter 8, pp.
161-179. Includes information on a variety of citizen and citizen group partnership
methods).

Connect - Everyone Can Do Math and Science, http://connect.colorado.edu/connect/.
Discusses an educational partnership in Colorado.

Earth Stewards: Partnership-Based Environmental Education, Jamin A. Thomas and
Gary W. Mullins, 1996 Interpretive Sourcebook: The Proceedings of the National
Interpreters Workshop - A Sense of Place, A Sense of Space, 1996, pp. 30-31.
Discusses using partnerships to integrate a regionally significant theme into the
curriculum.

Forming Curriculum Partnerships, Dan Bagley and Barbara Jean Pepper, The
Interpretive Sourcebook: The Proceedings of the 1994 National Interpreters' Workshop

(4/09/99)

- Images and Perceptions: Interpretation Makes the Difference, 1994, pp. 183-185. Discusses guidelines for forming curriculum partnerships.

Functions of a Mississippi River National Heritage Corridor, http://www.nps.gov/planning/miss/function.htm. Highlights a multi-agency partnership to enhance communications.

Interpretation and Fries: A Partnership between the National Park Service and McDonalds, The 1995 Interpretive Sourcebook: The Proceedings of the 1995 National Interpreters' Workshop - Interpretation, the Real Magic, 1995, pp. 136-139. Discusses using a partnership to create an exhibit.

Interpretive Landscapes: A Collaborative Approach, Patricia Stevens and Kathleen Coakley, The Interpretive Sourcebook: The Proceedings of the 1994 National Interpreters' Workshop - Images and Perceptions: Interpretation Makes the Difference, 1994, pp. 200-202. Discusses improved interpretive planning through partnerships.

Magic Dividents from Partnership Investment, Beverly E. Albrecht and Laurie Risch, The 1995 Interpretive Sourcebook: The Proceedings of the 1995 National Interpreters' Workshop - Interpretation, the Real Magic, 1995, pp. 149-151. Discusses coordinating interpretive efforts amongst multiple participants in a broad partnership.

Making Magic with Archaelogy and Educational Partnerships, Ray Morris, The 1995 Interpretive Sourcebook: The Proceedings of the 1995 National Interpreters' Workshop - Interpretation, the Real Magic, 1995, pp. 152-155. Discusses using partnerships to build an archeology curriculum.

Moosalamos Ecotourism Partnership: Interpretive Initiatives, Mary J. Packer, Tony Clark, and Emily Cohen, The Interpretive Sourcebook: The Proceedings of the 1994 National Interpreters' Workshop - Images and Perceptions: Interpretation Makes the Difference, 1994, pp. 195-197. Discusses providing increased resource protection through partnerships.

The Park Store, The National Park Foundation, http://www.nps.gov/npf/index.htm#about. Discusses building public-private partnerships that preserve and enhance.

Partnering with Your Neighbors for Effective Interpretive Programs, Mary Tagliareni, 1996 Interpretive Sourcebook: The Proceedings of the National Interpreters Workshop - A Sense of Place, A Sense of Space, 1996, pp. 103-105. Discusses using partnerships to create effective and innovative interpretive programs.

Partners in Passage: Certifying New Professionals, Don S. Follows, 1996 Interpretive Sourcebook: The Proceedings of the National Interpreters Workshop - A Sense of

(4/09/99)

Place, A Sense of Space, 1996, pp. 124-127. Discusses using partnerships to recruit community-based professionals into the interpretive program.

Partnerships and Parks, Deborah L. Ayers, The 1995 Interpretive Sourcebook: The Proceedings of the 1995 National Interpreters' Workshop - Interpretation, the Real Magic, 1995, pp. 130-132. Discusses using partnerships to expand the interpretive services.

A Private Non-Profit and State Agency Working Together to Provide Interpretive Programs, Sarah Reding and Donna Stine, The 1995 Interpretive Sourcebook: The Proceedings of the 1995 National Interpreters' Workshop - Interpretation, the Real Magic, 1995, pp. 143-145. Discusses using partnerships to build increasing visitation and visitor awareness.

PARK UNIT-SPECIFIC RESOURCES (generally available in park library, visitor center, or headquarters office)

Development Concept Plans for park unit
General Management Plan for park unit
Interpretive Plan for park unit
Interpretive Prospectus for park unit

SUGGESTED DEVELOPMENTAL ACTIVITIES

Benefits of Partnerships

The learner should create a list of potential or realized benefits and deficits, specific to their park unit, which several specific different types of partnerships could bring. Conversely, the learner should also create a list of potential or realized benefits and deficits to be realized by potential partners.

Needs Assessment

The learner should analyze the personal and non-personal aspects of the existing unit interpretive program, in comparison with established minimum and optimal standards. These standards may be located in such documents as Development Concept Plans(s), Interpretive Plan, and/or Interpretive Prospectus. Then, the learner should generate a list of instances where the NPS unit falls short of its mission. What would be needed to move the park to its minimal acceptable interpretive program, or from the minimal to the optimal interpretive program. Also generate a list of what would be needed to achieve the NPS unit's vision. Finally, generate a list of perceived biases or mind sets permeating the program. Which could be refreshed through exposure to different philosophical approaches? Are potential partners available with these qualifications?

(4/09/99)

Partnerships in Action

The learner should be assigned by their supervisor to observe or assist with partnership planning or development meeting(s). In this way, the learner will obtain first-hand knowledge of what makes partnerships work (or not work) in a different way than unilateral efforts.

Component for Module 320

Developing and Coordinating Partnerships

PURPOSE   The component discusses the role and function of partnerships, including formal and informal, and the differences in managing them to accomplish mutually beneficial results. The interpreter will determine partnership goals, the desired product or service, and the effectiveness of a partnership in enhancing interpretive operations.

OBJECTIVES

Upon completion of this component the learner will be able to:
-identify who can establish and participate in partnerships;
-list current formal and informal partnerships that exist in their park unit;
-discuss similarities, differences, and expectations of formal and informal partnerships;
-develop a method for evaluating the effectiveness of informal partnerships.

APPROACH   This component compliments the Need for Partnerships presented in the first segment of Module 320 and should be completed after that component. The Need for Partnerhips introduces why, when, and where partnerships are appropriate. This introduction provides interpreters a basis for Developing and Coordinating Partnerships in which the interpreter identifies park partners, and examines the expectations, benefits, similarities, and differences in formal and informal partnerships. Understanding formal and informal partnerships can help the full performance ranger accomplish their duties in interpretation. Partnerships enhance interpretive operations and provide a method for reaching out to park neighbors and regional and national supporters.

"My profound conviction [is] that this is the time for the National Park Service to emerge from the places we know we can   take care of to serve our country more broadly not just in the   parks but out of the parks...We have an opportunity that's an   obligation...We need to make new friends. We need to strengthen   the cause of common land through common history and a broad and   diverse nation. We need to do that by drawing into our affairs   outsiders as well as insiders every place we can do it."

-former National Park Service Director Roger Kennedy

Content Outline

I.   Introduce scope of possible partners.

    A. Formal partnerships

    1. What are formal partnerships?
    2. Who can form them?
    3. Who are the formal partners at your site?
         - Cooperating Assn.
         - Friends Groups
         - Universities
         - Other agencies
         - Other not-for-profit groups
         - Tribal entities
         - Volunteer groups
         - Artists-in-Residence

    B. Informal partnerships

    1. What are informal partnerships?
    2. Who can form them?
    3. Who are the informal partners at your site?
         - other NPS areas
         - community and local organizations
         - local businesses
         - advocacy groups
         - foundations

    C. The role and function of partnerships

    1. Cooperating Associations
        a. What are the goals of cooperating associations and NPS?
        b. What are the goals of the local assn. and park?
        c. What benefits are derived from the assn. for the park?
            - park publications
            - donations
            - interpretive services

    2. Volunteer-in-the-Park Program
        a. What are the goals of the Volunteer-in-the-Park Program in enhancing the interpretive operation?
        b. What are the goals of volunteers involved in interpretive

operations?
    c. What benefits are derived from interpretive volunteers.
- provide information and orientation at desks
- park clean-up efforts
- provide support services
- conduct interpretive activities
    d. What benefits are derived for volunteers?
- knowledge about park resources
- learn new skills; career enhancement
- meet new people
- support for NPS Mission

3. Friends Groups
    a. What are the goals of Friends Groups and the NPS?
    b. If applicable, what are the goals of your local Friends Group
       and the park?
    c. What benefits are derived from Friends Groups?
- fund-raising
- advocacy
- aid-to-the park
- organized volunteer group
    d. What are the benefits to the Friends Group?
- support for NPS Mission
- knowledge of park resources
- participation in special events
- networking

4. Other formal partnerships
    a. Select one of your additional formal park partners.
    b. What are the goals of the partnership between the partner and   the park?
    c. What benefits are derived from the partner?
    d. What benefits are derived from the park?

5. Informal partnerships
    a. Select one of your informal partners.
    b. What are the goals of the partnership between the partner and   the park?
    c. What benefits are derived from the partner?
    d. What benefits are derived from the park?

II.   Identifying partnership goals

A. Review similarities and differences between the various formal and informal partners.
B. How do these similarities and differences help achieve your park mission and vision?
C. How do they foster support for the interpretive operation?
D. What method can be used to determine if the goals of both partners are being met?

III. Developing a partnership proposal

A. Identify the goals for the partnership.
B. What is the desired product or service the partnership will enhance or provide?
C. What are the benefits to each partner?
D. What obstacles may affect implementing the partnership?
E. What resources are available and can be provided?
F. What funds are needed, and who will provide them?
G. Who will be responsible for implementing and managing the partnership?
H. Who will be the contact person for both partners?
I. How long will the partnership be in place?
J. How does it help each partner better achieve their mission or more closely approach their vision.
K. How will the partnership be recognized?

IV.   Evaluating partnerships

A. The importance of evaluation
    1. It forces you to clarify your objectives, and ensure that both partners goals are being achieved.
    2. It helps assess the costs and benefits of the partnership.
    3. It allows for the redirection of your efforts.
    4. It can provide managers with data on which to base program decisions.
    5. It can provide staff with data to reinforce the partnership.
    6. It can assist in anticipating problems in implementing similar partnerships.

B. Designing the evaluation
    1. Clarify the partnership goals.
    2. Determine who will conduct the evaluation.

(4/09/99)

3. To what extent can the accomplishment of the objectives be attributed to the partnership?
4. Has the partnership been conducted in a manner consistent with the plan?
5. What changes need to be made?

C. Evaluation format
    1. Yearly summary report
    2. Project report at completion
    3. Quarterly updates
    4. Partnership meetings
    5. Regular meetings with partners

REFERENCES

Directors Orders on Cooperating Association Guidelines
Directors Orders on Volunteer Program Guidelines
Directors Orders on Interpretive Guidelines
local park Memorandums of Agreement
national Memorandums of Agreement
Comprehensive Interpretive Plan
local cooperating association annual report
Legacy magazine
Ranger magazine

RESOURCES

National Parks and National Partners: A New Look at Cooperating Associations, Charles J. Reilly, Masters thesis in Business Administration, San Diego State University, San Diego, California, August 1995.

Strategies for Joint Ventures, Harrigan, K.R., Lexington Books, 1985.

Collaberating: Finding Common Ground for Multiparty Problems, B. Gray, San Francisco and London: Jossey-Bass Inc., 1989.

Thoughts from Director Kennedy About People, Parks, Partnerships, and Education, a video message, Washington, DC: National Park Service, June 20, 1995.

Thirty-five keys to effective evaluation, R.M. Johnson, Foundation News, June 1993, page 18.

(4/09/99)

SUGGESTED DEVELOPMENTAL ACTIVITIES

The learner will develop a listing of formal and informal partnerships for their park unit.

The learner will select an informal park partner from the list and through actual dialogue with their supervisor determine what the goals, expectations, similarities and differences are for each partner. The learner will list how the partnership has enhanced the interpretive program and has met mutual goals.

The learner will analyze the current interpretive operation at their site, determine where additional services or products are needed, and propose potential partners who can assist in meeting the need.

The learner will review summary reports, strategic plans, cooperating association annual reports, volunteer program annual reports, or operations review and develop an evaluation tool for an informal partnership.

Choosing the Right Partnership Format

PURPOSE   This component outlines many of the types of formal and informal partnerships used throughout the NPS. It defines when a formal partnership is needed over an informal one, and what written agreements are required.

OBJECTIVES

At the completion of this component the learner will be able to:
- list three common types of formal partnership agreements;
- determine the appropriate type of partnership agreement needed for a potential partner;
- create an informal partnership proposal.

APPROACH

Partnerships in the interpretive field can be utilized to produce a product or service or enhance an existing product or service.

This component compliments the Need for Partnerships and the Developing and Coordinating Partnerships components of Module 320. Components should be completed in succession. Full performance level interpreters, with solid understanding of the park resources and the potential partnership resources available to them, will be able to expand their audience or enhance their effectiveness or the visitor experience through partnership programs and projects. As suggested in the full performance level position description, interpreters should be using innovative and creative approaches to developing interpretive programs and media.

CONTENT OUTLINE:

I. Defining formal versus informal partnerships
   A. Formal partnership
      - formal written agreement
      - usually used when money or product is exchanged or the NPS has substantial involvement

   B. Informal partnership
      - lacks a formal written agreement
      - less involvement provided by the NPS

(4/09/99)

II. Guidelines effecting partnerships
   A. Director's Orders on NPS Agreement
   B. Director's Orders on Cooperating Association
   C. Director's Orders on Volunteers in Parks
   D. Director's Orders on Concession Management

III. Types of Formal Partnership Agreements
   A. Cooperative Agreement (CA)
      - definition per Director's Orders on NPS Agreement
      - A CA is used when NPS involvement (monetary or non-monetary involvement) is substantial
      - the Scope of Work and Terms of Agreement sections describe the responsibilities and level of involvement of each partner

   B. Memorandum of Agreement (MOA) & Memorandum of Understanding (MOU)
      - definition per Director's Orders on NPS Agreements
      - an MOA is used when the NPS is to receive funds from a non-federal partner. Example - a Cooperating Association would have a MOA with each park.
      - an MOU is used when there is no transfer of funds. The policies and procedures established are of mutual interest and concern for either federal or non-federal partners.
      - the Scope of Work and Terms of Agreement sections of both describe the responsibilities and level of involvement of each partner

   C. Volunteers in Parks (VIP)
      - volunteers assist with interpretive programs and completion of projects throughout the park
      - volunteers must have a signed Volunteer Agreement Form on file with the park
      - complete a Job Description that accurately outlines the volunteers responsibilities

   D. Other Formal Partnership Agreements
      1. Financial Assistance Agreement
         - the NPS provides financial assistance to another organization such as a municipality for road repair
      2. Interagency Agreement (IA)
         - to acquire a product or service from or bestow upon another Federal agency
      3. Intra-agency Agreement

- similar to an Interagency Agreement, however, the services or products are acquired from other bureaus and offices within DOI

4. Concessionaire Agreements
- to provide commercial services and facilities deemed necessary and appropriate for public use and enjoyment of that unit

5. Supplemental Agreements
- can be used to implement additional activities that are not outlined by the standard agreement. Frequently used in conjunction with MOAs as they pertain to cooperating associations

6. Special Use Permits (SUP)
- under some circumstances, SUPs can provide interpretive partnerships

IV. Types of Informal Partnerships
Interpreters participate in informal partnerships frequently as part of day to day interpretive operations.

A. Sample of informal partnerships
- organizations within your park boundaries that perhaps existed prior to the creation of the park such as golf courses, ski areas, other entertainment or recreation facilities
- contacting universities and other educational institutions for lecture series speakers
- local businesses assist with programs and projects such as a backpacking outfitter who provides information on equipment for a backpacking skills program
-interdivisional program efforts within a unit, such as a mist netting demonstration of neotropical birds involving resource management, interpretation and the visitors.

V. Selecting the proper instrument
Evaluate the extent of NPS involvement needed to complete the program or project.

A. Informal Partnership Proposal
1. Meet with your supervisor to discuss appropriate potential partners
2. Through contact with your potential partners, compile the following information:
a. name of potential partner and contact person
b. what is the desired product or service the partnership will

provide or enhance
c. what are the benefits of the partnership
d. identify the goals of the partnership
e. what are the obstacles to implementation
f. identify the resources available that can be provided
g. identify who is responsible for implementation
h. identify a time frame for the partnership
i. how will the partnership be recognized
3. Submit to supervisor for evaluation and feasibility assessment

B. If due to the level of potential involvement, a formal written partnership must be developed then contact your supervisor or the appropriate person at your site with your proposal.

RESOURCES

Director's Orders on Interpretation
Director's Orders on Volunteer in Parks
Director's Orders on NPS Agreement
Director's Orders on Cooperating Association
Director's Orders on Concession Management
Local CAs, MOUs, MOAs

RAILS: Rangers and Amtrak Interpreting Landscapes of the States, James E. Miculka and Susan Davenport, The 1995 Interpretive Sourcebook, National Association for Interpretation, 1995. (An article discussing partnership developed with Amtrak through a cooperative agreement).

Interpretation and Fries: A partnership Between the National Park Service & McDonald's, Bill O'Donnell and Cindy Von Halle, The 1995 Interpretive Sourcebook, National Association for Interpretation, 1995. (An article discussing a partnership with McDonald's to develop an information center).

Magic Dividends from Partnership Investments, Beverly Albrecht and Laurie Risch, The 1995 Interpretive Sourcebook, National Association for Interpretation, 1995. (An article discussing the development of a partnership between several museums and attractions in the Cincinnati area).

SUGGESTED DEVELOPMENTAL ACTIVITIES

Formal Agreement Analysis
The learner will locate and analyze CAs, MOAs, MOUs for their park cooperating association, friends group or other organization in a formal partnership with the park.

(4/09/99)

Potential Partner Survey
The learner will use the list of potential partners and services/products which was developed as a developmental assignment in Developing and Coordinating Partnerships Component and determine whether an informal or formal agreement would be the most appropriate means for establishing a partnership.

Establishing a Volunteer Partnership
The learner, in cooperation with the park's volunteer coordinator, will establish a volunteer agreement and develop a job description for a new volunteer. Note: The volunteer's responsibilities does not need to be limited to the Interpretive Division. If volunteering in another area of the park, the learner will develop the needed job description based on information provided by the work area supervisor.

(4/09/99)

Glossary

Agency

As used in Module 320, agency refers to any federal, state, or county government entity. The National Park Service is a federal agency. The term refers to overarching mission statements or mandates which are the foundation for unit mission or vision statements.

Board

A group of people who volunteer to direct an organization. Not-for-profit organizations must have a governing board and bylaws, legally. The board has officers and elects members as needed. It directs a manager of the non-profit organization who is generally paid.

Cooperating Association

A not-for-profit (or non-profit) organization which has a formal partnership contract with one or more NPS units. Cooperating associations often support the interpretive and resource management functions of the park by providing funding through the sale and publication of educational materials.

Cooperative Agreement (CA)

A written, legal agreement between the NPS and another party for which the primary purpose is to transfer money, services, or anything of value to the recipient to accomplish a purpose for public good. The NPS level of involvement is substantial.

Director's Orders

These were formerly referred to as NPS Guidelines. The following Director's Orders can provide guidance for implementing, coordinating, and evaluating formal and informal partnerships: Director's Orders on Volunteers in Parks (formerly NPS-7), Director's Orders on NPS Agreements (formerly NPS-20), Director's Orders on Cooperating Associations (formerly NPS-32), and Director's Orders on Concession Management (formerly NPS-48).

Formal partnership

A formal written agreement between the National Park Service and one or more individuals, agencies, or organizations where there is an exchange of money, supplies, material, service, or involvement of personnel. The agreement is detailed in a Memorandum of Agreement, Memorandum of Understanding, Cooperative Agreement, Volunteer Agreement, or Special Use License.

General Management Plan

This plan is an example of partnership itself. It involves the participation of all

divisions within a park unit, as well as planning support from within the agency. Public involvement is critical. The plan charts the course of a park unit for the next ten to twenty years. Often other plans spin off General Management Plans, as they are the basis for management planning decisions.

Informal partnership

A verbal or written agreement between the National Park Service and one or more individuals or organizations where there is an exchange of service or personnel.

Memorandum of Agreement

A written, legal agreement between the NPS and a non-federal party when funds are to be received by the NPS.

Memorandum of Understanding

A written, legal agreement between the NPS and another party for mutual benefit or assistance. There is no transfer of funds.

Minimum Interpretive Program

The level of interpretive programming defined in the most recent unit interpretive reports or planning documents described as the lowest level of services which will still serve the public. At this level, the resource is not fully or even adequately interpreted. Basic services, such as general information, safety, and resource protection, are a focus.

Mission

A statement of what an agency, unit, or partnership should be doing. The mission encompasses the presently-existing goals and objectives; it describes the ongoing task of the organization.

Not-For-Profit (non-profit) Organization

An organization that was not established or maintained for the purpose of making a profit and qualifies for tax-exempt status for federal or state income tax purposes.

Optimal Interpretive Program

The level of interpretive programming defined in the most recent unit interpretive reports or planning documents described as the appropriate level of services which will still serve the public. At this level, the resource is fully interpreted. Basic services, such as general information, safety, and resource protection, are a foundation for a variety of personal and non-personal interpretive services which tell the significant unit stories.

Partnership in Interpretation

Partnerships in interpretation are collaborative efforts between an NPS unit and another entity (such as cooperative associations, friends groups, other not-for-profit organizations, volunteers-in-the-parks, universities, businesses, and concessionaires) which produce or enhance interpretive products or services that help each partner achieve their vision consistent with their mission.

Unit

A unit as used in Module 320 is a designated National Park Service site. This national unit could be a park, monument, lakeshore, scenic river, memorial, historical park, or other designation.

Vision

A statement of desired future conditions. In an optimal situation, the vision statement describes what the programs and services would be in the future. It describes the existing conditions as they should be in the future.