

# Chickasaw National Recreation Area

## Comprehensive Interpretive Plan

Fiscal Years 2011-2015



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01/31/11  
Date

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## CIP Foreword

*All interpretive, educational, and informational activities performed by the interpretation & education program are based on, and coordinated by, the park's Comprehensive Interpretive Plan. It forms the overall vision and basis for decision-making related to the program.*

### About Comprehensive Interpretive Planning

Comprehensive interpretive planning, like thematic interpretation itself, is a philosophy, framework, and process. It embodies the mission of interpretation, and the context in which the mission is pursued. It entails a progressive flow of idea development.

### Tenets of Comprehensive Interpretive Planning

The spirit and intent of comprehensive interpretive planning is embodied in the following tenets.

#### *Integrated Training, Planning, and Operations*

Complete integration of all aspects of the profession of interpretation is essential to mission achievement. Only through such integration will the park's interpretation & education program be equipped to most successfully achieve its potential. Aspects applicable to integration include philosophy, training and employee development, desired outcomes, methodologies, reporting systems, and more.

The comprehensive interpretive planning process must, therefore, be built on the strengths of an organization's training program for individual interpreters. The process must implement the philosophy and approach taken toward training individuals, and broaden it to include the entire interpretation & education program of the park, creating a seamless whole.

#### *Future-focused Planning*

Comprehensive interpretive planning focuses on the future, first and foremost (to strategically develop a vision for the program), then determines how to get from here to there based on the reality of existing and anticipated conditions. By not focusing foremost on the current program's structure, comprehensive interpretive

planning avoids turning the endeavor into a self-justification exercise for the current program.

*Structure Flexibly Applied*

Deciding how to most efficiently and effectively achieve desired outcomes is aided by a structured approach, as well as the flexible application of that structure, as conditions warrant. Employing the appropriate balance of structure and flexibility produces the most useful and enduring plans.

*Comprehensive Planning*

The scope of comprehensive interpretive planning includes personal and non-personal services. It addresses both interpretive and informational services. It includes services that occur on site, off site, and remotely via technology. It involves stakeholders, including park staff, partners, and other vested interests. It looks ahead about five years, but also speaks to the work schedule for next weekend. And, it addresses the entire spectrum of services and duties performed by interpreters, from interpretive talks to classroom programs, development of trail guides to exhibits, to working the information desk.

*Train Interpreters to Plan Perpetually*

Successful planning empowers group participants to use a logical process to develop the park's plan — rather than the group simply providing information to a planner who writes the plan and later presents it to the park. Participants in a comprehensive interpretive planning process will understand much about interpretive planning when the process is completed. This is an intended result of our process. This is important because planning continues in perpetuity — even after the first Comprehensive Interpretive Plan (CIP) is signed and implementation has begun. As time goes on, changing conditions will require new decisions from the interpretive manager, and from the entire interpretation staff. By participating in this comprehensive interpretive planning process, interpreters will be better prepared to respond to changes in ways that continue moving the interpretation & education program toward the common vision. They'll better understand how their individual decisions affect all parts of the program. They'll be better prepared to update the document as often as needed to maintain the currency and usefulness of their park's CIP. Comprehensive interpretive planning equips participants with the knowledge, skills, and abilities necessary to successfully employ the plan and maintain its relevance and usefulness. Such fostering of employee development in "real-world" situations is one way that comprehensive interpretive planning serves to integrate all aspects of the profession of interpretation.

*Plan for Change*

Comprehensive interpretive planning produces a plan that retains its usefulness over time as conditions change. The plan is *designed* to encourage and enable modification by its users without the need for further involvement of planners.

*Plan Pragmatically for All CIP Users*

Comprehensive interpretive planning produces a practical plan to be used by both the interpretive manager and all individuals performing interpretive and informational services, including partners.

*Plan Thematically to Help Visitors Explore Meanings*

*Story* is a key element in facilitating an exploration of meanings related to park resources. Comprehensive interpretive planning emphasizes thematic interpretation by presenting park resource significance through interpretive services based on primary interpretive themes, offered to diverse audiences, inclusive of multiple points of view. It maximizes the diversity of presentations while consistently focusing on facilitating an exploration of the meanings ascribed to park resources.

*Involve Decision-Makers Throughout the Process*

The process works best when decision-makers are active participants rather than the recipients of a planner's "recommendations." Involving managers provides real-time feedback to ideas generated throughout the process, fostering managerial "buy-in," understanding, and commitment. It also helps other participants understand the mind of decision-makers to whom they may not normally be exposed.

*Make Decisions Throughout the Process*

As much as is practical, decisions should be made during the course of the process rather than delaying them. This aids in the resulting CIP being a statement of intent ("This is the interpretation & education program we intend to conduct in the future."). This is a much more powerful approach than the "recommending" approach ("This is the interpretation & education program we suggest that the park considers implementing if later approvals, and a variety of other prerequisite conditions, are granted.") because of its inclusive, real-time nature.

Comprehensive interpretive planning creates a situation where the participants (including managers) expect the plan to be enacted because well-founded decisions are made within the process itself, at appropriate times, for appropriate mission-focused reasons. All these things mutually interconnect and reinforce each other, and create important momentum.

*Explain the Planning Process*

Comprehensive interpretive planning can be conducted in a variety of ways. Any process is explainable and should be described in detail to the "customer park" by the planners, to the satisfaction of park management. In so doing, the proposed process can be compared to others and easily customized by the park staff as needed.

*Integrate Evaluation*

Comprehensive interpretive planning integrates any and all extant evaluations and studies into the process. Scholarly source material and anecdotal data are both important. When used together, they reinforce each other and create a more valuable context for planning.

Comprehensive interpretive planning implements these tenets in an organized manner to most efficiently and effectively facilitate visitor exploration of meanings ascribed to heritage resources. The process defines an interpretation & education program that implements the philosophy and best practices of the profession of interpretation.

## **Components of a Comprehensive Interpretive Plan**

The process of comprehensively planning a park's interpretation & education program produces a Comprehensive Interpretive Plan (CIP). Its three components are:

- *CIP Component 1: Long-Range Interpretive Plan (LRIP)*
- *CIP Component 2: Annual Implementation Plan (AIP)*
- *CIP Component 3: Interpretive Database (ID)*

All three components are designed to work together as an integrated whole, and are critical to ensuring that the interpretation & education program effectively and efficiently achieves management's vision for the park.

U.S. Department of the Interior, National Park Service, Intermountain Region, Oklahoma

## Chickasaw National Recreation Area

### Component 1: Long-Range Interpretive Plan

Fiscal Years 2011-2015  
Last updated: **January 2011**





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## Introduction

### About Chickasaw National Recreation Area

At Chickasaw National Recreation Area the *power of place* is evident to even the casual observer: cool creeks flowing over travertine terraces; the silhouette of a great blue heron perched on the shore of the Lake of the Arbuckles; families reuniting in historic campgrounds; local residents coming to fill jugs with mineral water; and the idyllic escape so many find through visits to the park.

Water emerging from the earth, cool water for swimming and drinking, and the hope of a cure from water: these are the things that led to the park's establishment in 1902. The unique freshwater and mineral springs protected here flow from the Arbuckle-Simpson aquifer and provide life and relaxation.

For seventy years (1906-1976) the Platt Historic District in Chickasaw National Recreation Area was designated Platt National Park. Less than 900 acres in size, the park was the smallest in the United States to be designated a National Park. Platt National Park provoked strong responses - it was adored by generations of visitors yet derided by wilderness advocates. This little park that once sparked strong reactions lives on today as the Platt Historic District. Facilities include three campgrounds, picnic areas with picnic tables, a pavilion shelter, public restrooms, drinking water, hiking trails, and the Travertine Nature Center.

The Arbuckle District, first designated as a part of the recreation area in 1976 as the Lake District and since renamed the Arbuckle District, includes the Lake of the Arbuckle's area and the Rock Creek corridor. Built by the Bureau of Reclamation in 1966, the Lake of the Arbuckles is generally known as a good fishing lake in Oklahoma. Thirty-six miles of shoreline and protective coves are good for trotlines, the water is unusually clear, and trolling is popular. Facilities at the lake include three campgrounds, recreational vehicle and trailer spaces with utility hookups, picnic areas with picnic tables, a pavilion shelter, public restrooms, drinking water, hiking trails, boat docks, and boat ramps. The Rock Creek corridor is the location of the multi-use trail, a hike/bike/equestrian trail, approximately seven miles in length; and is a principal area where hunting is permitted in the recreation area.

## About the Long-Range Interpretive Plan

This Long-Range Interpretive Plan (LRIP) is the first component of the CIP. This component, along with the park's other two CIP components (Annual Implementation Plan and Interpretive Database), constitute the park's Comprehensive Interpretive Plan.

The LRIP describes the long-range vision for the park's interpretation & education program. It defines the foundational information that will guide the development of the future interpretation & education program (the long-range vision of the program) and the actions needed to achieve it. It was developed by park staff with the assistance of stakeholders, and is composed of several essential elements:

- Foundational information
- Future interpretation & education program (program overview table)
- LRIP action list

### Foundational Information

Foundational information is used to guide the development of the future interpretation & education program. It includes a wide range of subject matter: management goals for interpretation, a description of the significance ascribed to the place and its resources, primary interpretive themes (overarching stories), a description of those aspects of visitor experience affected by the program, an exploration of support for the interpretation & education program provided by other park functions, stakeholder suggestions for improving the program, and more. Through the course of the process, all of these elements are discussed and described, issues are raised, and solutions are voiced so that the development and implementation of the future interpretation & education program will be successful. Stakeholders play a vital role in shaping the future program by collaboratively establishing this foundation.

### Future Interpretation & Education Program (Program Overview Table)

The *program overview table* of the future interpretation & education program embodies the long-range vision of the program. It describes primary interpretive themes and informational topics, audiences for the program, and the interpretive and informational services that most effectively provide opportunities for visitors to explore the meanings of the place and explore connections to park resources.

The relationships of these elements are strategically displayed via this table format to enable a bird's eye view of the entire program, and to allow for comparisons and adjustments to be easily made. It enables an interpretive manager to more easily balance the overall operation, as well as organizing the

park’s efforts to perform more detailed functions — such as developing a wayside exhibit plan from information in this table.

### LRIP Action List

The LRIP action list is a list of “to do” tasks that need to be accomplished to successfully implement the future interpretation & education program. These actions develop and support the interpretive and informational services the park intends to offer, as described in its future interpretation & education program.

### Updating the LRIP

The CIP core team updates the LRIP component as changing conditions warrant. If major modifications to the LRIP are determined to be necessary, thought should be given to the cycle of the current CIP and at what time external stakeholder participation should again be invited to fully review and update the plan.

### Planning Workshops

Two interpretive planning workshops — in January and May 2002 — were conducted to gather consensus foundational information on the significance of Chickasaw National Recreation Area’s heritage resources and build on that information to develop the park’s future interpretation & education program. These were the key meetings that led to development of the park’s CIP. The CIP core team developed this plan based on the foundational work generated in the first workshop.

Chickasaw National Recreation Area would like to thank all of the participants, who gave freely of their time and expertise to develop the future vision for the park’s interpretation & education program. The CIP will be a much more effective and inclusive document due to their contributions.

### Workshop Participants

Cal Myers	Facility Manager	Chickasaw National Recreation Area
Charlene Kitt	Special Needs Coordinator	Oklahoma School for the Deaf
Cheryl Cheadle	Blue Thumb Coordinator	Oklahoma Conservation Commission Oklahoma Association for Environmental Education
Don Wollenhaupt	Chief of Interpretation	NPS Southeast Regional Office
Ed Cummins	District Ranger	Chickasaw National Recreation Area
Gail McCurry	Administrative Officer	Chickasaw National Recreation Area
Jennifer Lilla	NPS Park Ranger	Chickasaw National Recreation Area
Judy Kahlor	NPS Park Ranger	Chickasaw National Recreation Area
Julie Tarver	State Park Naturalist	Lake Thunderbird State Park
Kelley Lunsford	Archives & Library Director	Chickasaw Nation Heritage Preservation

Ken Ruhnke	Landscape Architect	Chickasaw National Recreation Area
Kris Marek	Director of Research and Development	Oklahoma Tourism & Recreation Department
Larry Villalva	Chief of Interpretation	Oklahoma City National Memorial
Lisa Royse	Exhibit Specialist	Harpers Ferry Center Division of Museum Exhibits
Mark Foust	Chief Ranger	Chickasaw National Recreation Area
Mark Teders	State Park Naturalist	Lake Murray State Park
Mary Coley	Director of Education & Outreach	The Nature Conservancy of Oklahoma
Mel Henton	Development Officer	Chickasaw Foundation
Moninya Mulder	NPS Park Guide	Chickasaw National Recreation Area
Neil Garrison	Naturalist Oklahoma State Coordinator	Martin Park Nature Center National Association for Interpretation
Olin Williams	Tribal Historic Preservation Officer	Choctaw Nation
Patti Harris	Tourism Manager	Ardmore Tourism Authority
Randy Fehr	NPS Park Ranger	Chickasaw National Recreation Area
Rick Shireman	Superintendent	Chickasaw National Recreation Area
Ron Parker	Chief of Interpretation	Chickasaw National Recreation Area
Shane Frye	Executive Director	Murray County Development Authority Oklahoma Governor's E/D Team
Steve Burrough	Chief of Resources Management	Chickasaw National Recreation Area
Suzanne Spradling	Associate Dean of Education	St. Gregory's Oklahoma Consortium for Environmental Education
Wayne Edgar	Executive Director	Goddard Youth Foundation Goddard Children's Museum
Wes Lee	Cooperative Extension Officer	Oklahoma State University Cooperative Extension
<i>Richard Kohen</i>	<i>Regional Interpretive Planning Lead</i>	<i>Office of Interpretation and Education, Intermountain Region, NPS</i>
<i>Kim Sikoryak</i>	<i>Interpretive Specialist/Planner</i>	<i>Office of Interpretation and Education, Intermountain Region, NPS</i>

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## Foundational Information

### The Mission of, and Management Goals for, the Interpretation & Education Program

**Section Description.** This LRIP section serves to establish important guidelines and sideboards for the future operation of the interpretation & education program. It addresses the park's purpose, the mission of interpretation and education, and management expectations for the interpretation & education program.

#### Park Purpose

The purpose of Chickasaw National Recreation Area is to protect the springs and waters; preserve areas of archeological or ethnological interest; provide outdoor recreation; protect scenic, scientific, natural, and historic values; and memorialize the Chickasaw Indian Nation.

Chickasaw National Recreation Area exists as a part of the National Park System to provide for the protection of the park's unique resources, springs, streams, lakes and other natural features, its cultural history and structures, as well as its recreational resources and built facilities; and to provide for the public education, appreciation, and recreational use and enjoyment of these resources. We will strive to give each visitor an enjoyable and memorable experience.

#### Mission of the Interpretation & Education Program

The interpretation & education program of Chickasaw National Recreation Area provides enhanced opportunities for visitors to explore their own intellectual and emotional connections to the natural and cultural resources that comprise shared heritage.

#### *Interpretive Services*

Interpretive services rely on the format of *story* to provide opportunities for people to connect to heritage resources. In this way, a park's interpretive services enhance visitor enjoyment and appreciation of heritage.

#### *Informational Services*

Informational services create an environment in which enjoyment and appreciation of heritage can be enhanced for the visitor. These services include information regarding visitor orientation and visitor safety, resource preservation, and public relations.

#### Management Expectations

*What does park management expect the park's interpretation & education program to accomplish for the park?*

**The mission and role of interpretation:**

- The mission of interpretation is to increase visitor understanding and appreciation of the significance of park resources. (GPRA)
- Interpretive services provide opportunities for people to forge their own intellectual and emotional connections with the ideas and meanings inherent in the resources of the park. (IDP)

**The superintendent expects interpretation to accomplish the following for the park:**

- Expand audiences and interpretive opportunities.
- Focus efforts on the park's themes.
- Build on staff excellence:
  - The proposed new visitor center would offer opportunities to expand and improve.
  - Find new and improved ways to cultivate and nurture staff.
  - Use the Interpretive Development Program to retain high standards and aim even higher.
- Incorporate current research into interpretation.
- Collaborate with the Chickasaw Nation and the staff of the Chickasaw Cultural Center

**The purpose of the park:**

- Therefore, the purpose of Chickasaw National Recreation Area is protection of springs and waters; preservation of archaeological or ethnological interest; provide outdoor recreation, administer scenic, scientific, natural, and historic values; memorialization of the Chickasaw Indian Nation; and allow hunting and fishing.

## Set of Significance Statements

**Section Description.** This LRIP section describes the significance of places and things — as embedded in their enduring tangible and intangible resource characteristics. Significance statements, taken together as a whole, serve to describe the distinctiveness of the combined resources of the park, including natural, cultural, inspirational, scientific, historic, recreational, and other aspects. They include tangible and intangible characteristics and the context in which these characteristics are embedded. In most organizations, the mission of the organization and the set of significance statements combine to focus management actions and operations on the preservation and enjoyment of those attributes that most directly contribute to the importance of the place.

Chickasaw National Recreation Area contains a large concentration of freshwater springs and highly charged mineral springs that vary significantly in mineral content and volume of output. This spring system stems from one of the most complex geological and hydrological systems in the United States and has a long history of recreational and medicinal use.

Located where the Western Plains and Eastern Woodlands meet, Chickasaw National Recreation Area supports an unusual richness and diversity of plant and animal species.

The sedimentary rocks of Chickasaw National Recreation Area contain a large concentration and variety of Paleozoic and Mesozoic invertebrate marine fossils.

The rocks of Chickasaw National Recreation Area preserve a 500-million-year-old record of geologic deposition in southern Oklahoma.

Chickasaw National Recreation Area contains exposures of the Arbuckle Mountains - one of the oldest mountain ranges on Earth.

Chickasaw National Recreation Area is a relatively large piece of accessible, publicly-owned land that offers a wide range of opportunities for recreation, including swimming, boating, fishing, hiking, observing nature, hunting, camping, biking, horseback riding, family reunions, and picnicking.

The landscape of Chickasaw National Recreation Area is intimate in scale and invites interaction.

The diversity, variety, and quality of natural and cultural resources in the Chickasaw National Recreation Area (geology, flora, fauna, history) — combined with the infrastructure of and services offered by and the Travertine Nature Center and former designated Environmental Study Area, one of two formally designated "nature centers" in the National Park System; and the Goddard Youth Camp, an environmental education youth camp sponsored by a private foundation and operating under a special use permit, provide unparalleled environmental educational opportunities in the region.

The history of the establishment of Chickasaw National Recreation Area is intimately connected with the history of the Chickasaw and Choctaw peoples in Oklahoma.

Originally set aside in 1902 as Sulphur Springs Reservation and re-designated Platt National Park in 1906, and Chickasaw National Recreation Area in 1976, this place was one of the first places in the United States set aside for preservation and public enjoyment. The long, dynamic history of Chickasaw National Recreation Area exemplifies the evolution of the American National Park movement. Today the Platt District (former Platt National Park) at Chickasaw includes structures created in the 1933-1940 era by the Civilian Conservation Corps (CCC), and historic structures from other periods which specifically exemplify National Park Service "rustic" design.

## Set of Primary Interpretive Themes

**Section Description.** This LRIP section describes the set of overarching stories that organize the largest-scale ideas and meanings related to the park's resources. *Story* is the communication tool most effective for facilitating an exploration of resource meanings. Societies depend on the power of story to explore, clarify, and share ideas, meanings, beliefs, and values that collectively constitute culture. Story is at the heart of human interaction and, consequently, at the heart of heritage interpretation. These stories are called *primary interpretive themes*. The set of themes is developed to fully capture, and express in story format, the content of the park's entire set of significance statements. The set is complete when it provides opportunities for people to explore and relate to *all* of the significance statements.

**A** — Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.

**B** — The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.

**C** — The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.

## Set of Audiences for the Program

**Section Description.** This LRIP section describes the set of audiences that must be defined so that the park's interpretive and informational services can most effectively enhance the experiences of visitors. When comprehensively planning an interpretation & education program, the basis for categorizing audiences (for the interpretation & education program) lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. A subjective balance must be struck between communicating effectively with a greater number of specific audiences, and the limited resources available to the park's program.

**1 — General Audience** (*Includes many repeat visitors, mixed age groups, broad socioeconomic backgrounds, with both broad and narrow focuses of interest. Includes a growing Hispanic population, and other ethnic audiences for whom English may not be a first language.*)

**2 — Organized Educational Groups** (*Includes grades pre-K thru College, but primarily grades 2-6; Goddard Youth Camp focuses on serving Grades 4-6, scouts, and other educational camps and organizations. This audience also includes groups from the Oklahoma School for the Deaf. The State of Oklahoma School for the mentally impaired in Pauls Valley, and the South-Central Oklahoma rehabilitation center may also contribute audiences in this group.*)

**3 — Park Neighbors** (*Includes residents of Murray County and surrounding counties, including residents of the Chickasaw Nation. This audience also includes many work or school commuters who pass through the park regularly.*)

## Set of Visitor Experience Considerations

**Section Description.** This LRIP section describes desired visitor experiences that stakeholders think the managers of the program should pay special attention to as the park's interpretation & education program is planned and implemented.

**The interpretive program should provide opportunities for visitors to:**

- Obtain current and detailed **information** about the park's resources and opportunities before, during, and after their visit, so that they can plan their time and activities
- Engage in a range of hands-on, experiential, relaxing, and rejuvenating **activities** to provide an escape from their everyday routine.

- Experience enjoyable, personal **opportunities to learn** about natural systems and processes—especially water resources—and contemplate their part in stewardship of such systems and processes.
- Learn about the **history of people in the area** and their connection to cultural and natural resources.
- Access a range of safe, convenient, and affordable **recreational activities**.
- Learn about the mission of the National Park Service and the resources of the national park system considering Chickasaw’s role in the **national park system**.

**During an open forum, a number of issues were discussed. The following is a summary of the discussion:**

- The park should model sustainability; ways should be found to do more recycling.
- Students, as volunteers and interns, may be an underutilized resource for the park.
- Make sure that park educational activities are aligned with state standards (PASS objectives). Goddard Youth Camp activities already meet PASS objectives, by design. Help teachers justify field trips to the park.
- Use inquiry and find ways to ask visitors questions rather than just telling them.
- The amount and quality of information about Native Americans being shared with the public is very poor in general (not specifically in the park, but everywhere in society). The park needs to set an example by doing better. Goddard Youth Camp has some resources that could aid this.
- The costs and benefits (not just money, but overall) of using live animals should be analyzed.
- Sales items are important; visitors love to shop.

## Issues and Influences Affecting the Program

**Section Description.** This LRIP section describes the forces that have a bearing on the program. Since no program operates in a vacuum, this information provides context for understanding, planning, and implementing the park’s interpretation & education program. Issues often include topics such as long-range Service wide initiatives, critical resource issues, issues related to staffing and funding, employee development, use of technologies, dynamics of neighboring communities, and concerns of stakeholders not voiced previously.

### **Relationship of the park to the National Park System as a whole.**

As the oldest and most visited NPS area in Oklahoma, Chickasaw National Recreation Area serves as the model upon which many local residents, especially children, base their understanding of the National Park System and National Park Service. This places a responsibility upon the park to foster and exemplify good stewardship and best practices regarding managing valuable public resources.

### **Visitor Information Station in Town of Sulphur Chamber of Commerce Building**

In May, 2005, the park entered into a renewable 3-year office space lease at the Sulphur Chamber of Commerce Building. The space leased is a small public area of about 20'x30' in size, a storage room area, and one administrative staff office space. This building, located strategically on Broadway Street and adjacent to the park boundary, will temporarily provide park information and some of the interpretive services that a true visitor center would provide. As a result, in the interim, some visitor center services currently provided at the nature center are also provided at the Sulphur Chamber of Commerce location. For this "Visitor Information Station" to more fully interpret the park's primary themes, some of the new exhibits that were developed for the proposed visitor center are currently used to fulfill this need until the visitor center is constructed.

### **Travertine Nature Center**

The Travertine Nature Center has historically been the focus of most interpretive energies. It has served as the *de facto* park visitor center as it is the only public facility in the park with normal visitor center amenities. The Nature Center features live animal exhibits representative of the park native fauna. The center also serves as a major point of contact for school children and related educational programming.

The Nature Center was associated with an Environmental Study Area, later designated a National Environmental Study Area (NESA) that was part of a popular Department of Health, Education, and Welfare program of that era. The environmental study area resulted from environmental education initiatives of the late 1960's, but is no longer an active program initiative of the National Park Service. The Travertine Nature Center will continue to be the center for resource education with outdoor recreational and interpretive opportunities conducted throughout the entire national recreation area. The value of this area will be recognized appropriately in future planning.

### **National Security**

Since the events of September 11, 2001, Arbuckle Dam and overlook have been closed to the public. Efforts are currently underway to reopen the overlook to the public, while retaining appropriate security measures for the dam.

### **Staffing**

In FY10 the Interpretation division had six (6) permanent positions: (1) GS-12, Chief of Interpretation, (2) GS-9, Park Rangers and (3) GS-5 Park Guides. The division had a seasonal staff of six (6) Park Guides (GS-5 and GS-4) and one (1) GS-2, Clerk. In FY11, the hiring of a part-time Animal Care Taker, WG-4 is planned. This amount of staffing is sufficient to address current program needs. However, increases in program responsibility associated with the new visitor center could necessitate increasing the size of the interpretation division staff.

### **Volunteers**

There is a need to recruit and use more volunteers, both in park interpretation and other park projects, e.g., resource management projects. The Interpretation Division could use volunteers

to help staff the nature center, contact stations, and the park information office at the Sulphur Chamber of Commerce building (and eventually the visitor center), conduct interpretive programs, conduct on-site and off-site school programs, perform roving interpretation, costumed interpretation, and present safety and orientation programs. It has been identified that roving interpretation might be one of the more important areas to increase visitor services.

### **Multiple Entrances to the Park**

There are more than 10 access routes into the park. This has created challenges for the staff in designing wayfinding and basic informational services that can easily be accessed by all visitors who need them. The 2008 General Management Plan identified this as part of the overall need to establish clear identity of NPS facilities and services.

### **Training and Professional Development**

Some staff members have completed the introductory module of the Interpretive Development Program. Staff training needs to be taken to the next level for several specific functions, such as interpretive writing and audio-visual services. Some staff members have completed NPS Publications training. New permanent staff members should attend the National Park Service Fundamentals training course. Standard Operating Procedures for the division and the Interpretive Database portion of this plan will go a long way toward meeting the training needs for new staff. All interpreters, and all other park employees engaged in public contact, need training consistent with their level of responsibility in this area. Interpretive training for seasonal interpreters is conducted annually.

### **Development Along Park Boundaries**

Although a buffer of undeveloped land used to essentially surround the park that is no longer the case. This effects all park operations. It is particularly relevant to interpretation because development has increased impacts to the view shed, noise and light pollution, and compromised the environment that sustains the naturalized feel of the park. Loss of such buffer areas also effects the likelihood that visitors will observe wildlife. Water quality and quantity issues also influence the water-centered experience of most park visitors.

### **Work and Storage Space**

In 2009, four new office workstation cubicles were installed in the nature center staff office area, thereby improving office work space and ergonomics. Re-organization of storage space of interpretive props, supplies, and materials would improve available work space.

### **Relations with Native Americans**

There are seven tribes and nations officially affiliated with the park. Others have historic connections to the area. Relations are seen as good, but capable of improvement. Most contacts are personal and individual. Interaction is increasing and is becoming more formalized. Connections are strongest with the Chickasaw Nation. The Chickasaw Nation Cultural Center, managed by the Chickasaw Nation, opened in July 2010 adjacent to the park boundary and will increase the need for close cooperation.

### **Environmental Study Area**

Just east of the Travertine Nature Center, a 140-acre Environmental Study Area (ESA) was established when the Center was completed in 1969. Later designated as a National Environmental Study Area (NESA), records show that this area was intended to complement the Nature Center as a flexible-use area to support education activities based at the center. Over its history the area has largely lost its connection to the original Environmental Study Area approach and tenets. In general, Environmental Study Areas in the National Park system are no longer managed pursuant to the original vision of that program. The National Park Service has moved on to other approaches that better accomplish resource interpretation. Since its inception, the area served as a convenient area immediate to the nature center to present interpretive activities, e.g., nature walks, history walks, trail waysides, self-guided nature trails.

The ESA/NESA program, although once the forefront of the environmental education movement, is no longer in step with current trends in the educational philosophy of the National Park Service. The park General Management Plan (GMP), approved March 2008, recommended that the entire park be viewed as containing opportunities for education. In order to assist in making this transition, it is recommended that the name “ESA” be used in historical context only. Pursuant to the GMP, the area will be used as any other interpretive area in the park, including the opportunity to interpret the historic context of the ESA. One possibility would be to install a wayside along the trail behind the TNC that would interpret what the ESA program was designed to do and explain where the park’s education programs and resource management efforts are now moving (i.e. science/research-based, water-focused, use of prescribed fire, etc.). The 2008 General Management Plan will be used as guidance for natural and cultural resource treatments in this area.

The 2008 General Management Plan proposes that, for purposes of mapping and park management, this area be renamed the Antelope and Buffalo Springs area; and that interpretive and educational activities continue in this part of the park. The trail east of the Travertine Nature Center to Antelope and Buffalo Springs receives steady visitation. This park landscape has been intensively manipulated during the park’s history, but has been largely unmanaged since it was designated as an Environmental Study Area in 1969. The area is overgrown with eastern redcedar and poison ivy. Over the past 100 years, fire has not played a role in the ecology of the area. Intensive tree plantings during the CCC era are now mature trees that have generated a closed forest canopy. In FY09, 50 acres were mechanically thinned and another 50 acres thinned and then burned using prescribed fire. In FY10, 140 acres were thinned using mechanical reduction with the intent to burn this area using prescribed fire in the near future. This represents an unprecedented opportunity to interpret several resource management park issues, for example, fire ecology, prairie restoration, control of invasive species. The 2008 General Management Plan preferred alternative indicates cultural and natural resources would be more intensively managed in this area to expand educational and interpretive opportunities. Treatments recommended by the Cultural Landscape Report would be instituted and maintained. There would be an increase in the level of interpretive activities and media. In FY11 the existing comfort station within the area will be reopened. In the future, the trail to Antelope Spring may be made universally (ADA)

accessible. An access road to the spring from the northeast end of the Platt District would be opened for administrative use. Although the road could be walked by visitors, there would be no public vehicle access. Park regulations necessary for the protection of the resource and the visitor experience will be specified in the Superintendent's Compendium, and may include pet and bicycle restrictions on trails in this area, and prohibited wading and/or swimming in this part of the park.

### **Staff Transportation**

The interpretive staff currently has four vehicles for division work. This is a sufficient number to accommodate official transportation needs for the staff in the off-season. During the summer season, additional vehicle transportation is needed to accommodate staff roving and conducting evening programs at campground amphitheaters.

### **General Management Plan**

The General Management Plan (GMP) for Chickasaw National Recreation Area was approved in March 2008. This GMP replaces a document completed in 1980 that was seriously out of date. The new GMP is seen as an opportunity to significantly rethink all aspects of park operations to bring management actions into the 21<sup>st</sup> century.

### **Proposed Visitor Center**

A new visitor center is proposed for the park. The park has never had a visitor center in the usual sense. Since its construction in 1969, the Travertine Nature Center has served many of the functions of a visitor center, but it was clearly intended to primarily serve as a learning center for organized educational groups and the general public visiting that area of the park which was then designated Platt National Park. This Comprehensive Interpretive Plan and the new General Management Plan need to consider the various roles and functions to be accommodated by these two facilities, and need to reflect operational strategies that will allow these facilities to complement each other to the greatest benefit of the public.

### **Chickasaw Nation Cultural Center**

The Chickasaw Nation opened the Cultural Center in July 2010. It is located in close proximity to the Arbuckle District of the park, west of Veterans Lake. Immediate joint challenges include minimizing identity confusion between the park and the Center, coordination to avoid duplication of services, and care on the park's part to provide the greatest opportunities for the Chickasaw people to tell their own stories while not neglecting to connect their history to the history of the park. Regular and frequent communication with those responsible for the creation of this Center is seen as the best way to assure good coordination.

### **Relocation of Park Administrative Offices**

The park relocated its administrative offices from cramped quarters within the park to a new location in a restored historic structure in downtown Sulphur in March 2003. The Chief of Interpretation's office is located in this facility as part of a plan to provide the management team with a central location for their offices. This allows easier coordination with the Superintendent and other Division Chiefs.

### **Use of Live Plants and Animals**

It has been the tradition of the park's interpretive staff to use live plants and animals as permanent exhibits and as "living props" for personal interpretive services since the establishment of the Travertine Nature Center in 1969. Records indicate that this was an intended component of the environmental education initiative that swept through the National Park Service in the late 1960s and early 1970s. That initiative included such experiments as establishing dedicated nature centers and specially designated environmental study areas. Several experimental nature centers were established during this period, but only two of them continue to operate as such: the Travertine Nature Center in Chickasaw National Recreation Area and Rock Creek Nature Center in the National Capital Region.

In the past, the Nature Center has used non-indigenous plants to provide a naturalized atmosphere in the building. Resources maintained in the Nature Center should represent resources found in the park. As a result, this Comprehensive Interpretive Plan identifies maintaining indigenous plant specimens as the desired action to provide interpretive opportunities and a naturalized atmosphere in the Nature Center.

The animal specimens maintained at the Nature Center include native fish and amphibians maintained in aquaria, native snakes and arthropods (non-venomous species) maintained in terrarium, and raptorial birds (owls) maintained in wire cages. The avian specimens are un-releasable cripples. The park also maintains a small herd of American Bison in a fenced pasture. Vendors provide live and frozen food stock for the reptiles and birds.

Maintaining live native plants and animals in captivity for use as aids in the presentation of personal interpretive services in National Park Service areas is very unusual in the 21<sup>st</sup> century. The scale at which they are used at Chickasaw National Recreation Area is unprecedented within the National Park System, including the nature center at Rock Creek Park. The cost and complexity of this operation suggests that further study, clarification, and analysis is required to provide managers with reliable data upon which to evaluate continued use of plants and animals in captivity. The Business Plan completed in January 2005 addresses some of these issues. Positive and negative aspects of each issue under consideration need to be thoroughly addressed. The core planning team identified the following primary aspects of this use for consideration:

- **Identity of the Interpretive Program.** The Travertine Nature Center has operated in a relatively consistent manner over the last few decades. Much of its operational identity to local residents, the visiting public, and the park staff flows from the interpretive program's use of captive animals. This practice defines, in large measure, the identity of the entire interpretive program of Chickasaw National Recreation Area. It is, therefore, paramount that this practice be studied in depth to better articulate reasons for its continuation (in present or updated form), the potential benefits derived from it, and the potential risks associated with such activity. Any significant modification to the program may substantially affect how the park is perceived by local residents, the visiting public, and staff.

- **Efficacy of Using Live Specimens in Interpretive Presentations.** The use of these plants and, especially, animals is clearly an attraction to visitors, but there is little study to indicate if this use is effective in accomplishing the mission of interpretation. Research should be consulted and summarized to inform long-term decisions, and new research regarding this specific set of circumstances should be considered.
- **Messages Conveyed by this Activity.** The park staff should consider the messages, intended and unintended, that this activity may be sending to local residents and the public. For instance, the preponderance of specific animals held could create misunderstanding of the prevalence of such creatures as a proportion of local fauna. The keeping and handling of these animals may encourage visitors to do the same, despite verbal warnings to the contrary.

Chickasaw National Recreation Area is the only National Park Service area in Oklahoma with predominantly natural resources. The extensive presence and use of live animals may give the local public the mistaken impression that National Parks are zoos or wildlife rehabilitation centers. It is not unusual for local residents to bring injured or “abandoned” animals to the park staff for “help.” All parks experience some of this, but the situation here may be fostering a higher than normal incidence of this public response.

- **Legal Authorization and Jurisdiction Issues.** The park has a history of self-authorization for this activity, and there is no documentation from the U.S. Fish & Wildlife Service or the Oklahoma State fish and game authority supporting maintaining captive animals for interpretive exhibits. Those parties should be consulted regarding their jurisdiction vis-à-vis these specimens, and the park needs to comply with all legal permitting responsibilities regardless of the long-term decisions made regarding continuation of such use. During the preparation of the 2008 General Management Plan, the core team consensus was that a review of this activity, including analysis by outside authorities, would provide valuable information to the more formal examination that will be part of the GMP. This review should include verification that the park is in compliance with all appropriate laws, regulations, and policies, as well as providing some measure of the interpretive impact of such use (both pro and con). The review should be an even-handed and thorough look at all aspects of the operation.
- **Potential Physical Harm to Visitors and/or Staff.** Prior to 2005, venomous animals, snakes and arthropods, were included as a part of the exhibit specimens held on display at the Travertine Nature Center. Since 2005 venomous animal species have been eliminated as exhibit specimens at the nature center. Some animals currently being held, for example owl raptors, have the potential to harm visitors and staff as a result of accidents in display or handling during interpretive presentations, habitat maintenance, feeding, etc. This CIP will continue an emphasis of displaying live non-venomous reptiles and arthropods to venomous species.

- **Potential for Disease Exposure.** Previously, a rodent breeding colony was maintained by interpretive staff to provide live food for animal specimens. This activity introduced the possibility of such undesirable disease exposure as plague and Hantavirus to the public and staff. This activity has been discontinued. Animals are now provided with food obtained from a vendor.
- **Expertise and Training Requirements.** Keeping captive animals requires expertise in their care and maintenance. As staff rotates through the park, new staff members require training. Schedule and staff commitments to other programs and responsibilities are affected by this unrelenting work element. There is currently no staff member whose position description requires the expertise to properly care for these animals, so the duty is shared among several interpreters who do this “informally.” In FY11, an Animal Care Taker, WG-4 position will be established in the Interpretation Division. The Animal Care Taker’s duties will specialize in professional care and maintenance of the live animals exhibits.

## Actions for Improving Supportive Elements of the Program

**Section Description.** This LRIP section describes a variety of “behind the scenes” supportive functions on which the park’s interpretation & education program depends. It’s useful to obtain a snapshot of each topic as it currently operates (existing conditions), and a sense of what might be improved to make the interpretation & education program more efficient and effective over the next five years. Specific action items identified by the CIP core team are flagged with “•” (bullets) and also appear in the LRIP Action List section which follows.

### Resource-focused Research Used by Interpreters

- Copies of all completed reports and studies are available in the park library.
- All-employees meetings are scheduled throughout the year and completed reports and studies are discussed there.
- Interpretive staff meetings provide venues for information transfer from park staff to interpretive staff.
- A park Ethnography Study was completed in 2005
- A park Historic Resources Study was completed in 2005
- A park vascular plant study was completed in 1997.
- A park inventory of mammals, birds, reptiles, and amphibians was completed in 2003.
- A park aquatic macro-invertebrate inventory was completed in 2004
- Archeological studies have been compiled.
- Paleontological Resources Inventory and Monitoring study completed in 2003, including park resources.
- Cultural Landscape Inventory: Level 1 was completed in 1998; Level 2 was completed in 2002.
- A Cultural Landscape Report was completed in 2004.
- The List of Classified Structures was completed in 2006.
- Other archives exist with important information regarding the park’s resources. These sources need to be surveyed, with appropriate information added to the park library.

- The interpretive staff could benefit from a summary of extant geological and geo-hydrological information about the park.
- A more consistent effort is needed in sharing research information with Goddard Youth Camp.
- The Travertine Nature Center will be listed in the National Register of Historic Places in 2011 and the Platt Historic District will be designated as a National Landmark in 2011.

### Visitor-focused Research Used by Interpreters

- The park conducts an annual Visitor Use Survey in partnership with the University of Idaho and analyzes the open comments section of the response cards to gather information about visitors and their understanding of the park. Further, Oklahoma State University has studied visitor attitudes toward mineral springs. Visitor traffic statistics are collected and maintained by the park Visitor and Resource Protection Division.
- The staff needs to acquire better knowledge of the incoming audience regarding their perceptions of park resources and their expectations of the park. This is coupled with staff need to know more about changes in those perceptions and expectations upon visit completion. In the summer of FY05 a Visitor Services Project for the park was completed which addressed these and other park visitor and community tourism related questions and issue. This study was conducted by the NPS Social Science program.
- Recently completed research at the park related to visitor use include: Economic Tourism Study, Main Street Program, Sulphur, Oklahoma; Cultural Landscape Report, National Park Service.
- The Interpretation program offerings need continued evaluation of their effectiveness, e.g., formal ranger talk presentations, curriculum-based education programs, and environmental education services.

### Park and Interpretation Libraries

- There is a single park library. An interpretive staff member is assigned to carry out librarian duties. Other documents are stored in the park's central files at park headquarters and as archival materials as part of the park's museum collection. Checking out materials from the library is a self-serve system that seems to be working satisfactorily. The last inventory of library materials was completed in December 2004. Acquisition and cataloguing of new materials are assigned duties of staff.
- A system needs to be established to identify new materials and prioritize their acquisition.
- A budget needs to be established for the library. This could be government funds, cooperating association funds, or both.
- A library management plan is needed.
- As part of the library management plan, provision needs to be made for the acquisition, storage, and cataloguing of electronic reference materials as well as printed items.

### Park and Interpretation Image Collections

- Images that are suitable for accession as archives should be identified for transfer from the image collection to the museum collection. Slides have not been labeled or catalogued. Original and duplicate files of images do not exist. Negatives and prints are also not organized. Electronic image files are being acquired, but there is no process for uniformly incorporating them with other types of images.
- An image collection plan is needed to direct the ordering, cataloguing, acquiring, and management of the park's image collections.

### Interpretive Object Collection

- Clothing and accoutrements, representing primarily the 1840s-1940s, used in third-person living history presentations
- A variety of natural history materials including rocks, fossils, and taxidermy animals
- Living collections and support materials
- An endangered species materials kit from the U.S. Fish & Wildlife Service
- Program-specific kits—boxes of props that support specific interpretive presentations
- Miscellaneous supplies such as craft supplies, posters, outdoor activity guides, etc.
- Miscellaneous equipment including spotting scopes, binoculars, etc.

### Museum Collection and Archives Used by Interpreters

- The park museum collection is managed by the park's Resource Management Division and is housed in a Bally storage building in the maintenance area. The number of images and publications in the park library and image collection that may be suitable for accessioning and cataloging into the museum collection has not been identified.
- The Scope of Collection Statement was completed in FY10.
- A Collection Management Report is completed annually.
- Digital files of documents and images to be accessioned are needed to complete cataloguing and to facilitate use. Some key resources may need to have paper duplicates made for use as well.
- There are a number of maps and plans regarding the town of Sulphur and the park that also need digitization to serve as resources.

### Partnerships for the Program

**Section Description.** This LRIP section describes partners that support and/or deliver interpretive and/or informational services in concert with park staff, enhancing the park's interpretation & education program. Partners include cooperating associations, friends groups, concessioners, educational institutions, other agencies, state entities — even other divisions within the park can be viewed as partners in accomplishing the mission of the program. The official park Cooperating Association is routinely the most active and intimately associated partner with the park's interpretation and education function. Indeed, its only reason for existence is to support this element of park management.

Reviewing the types of partners and applying them to this park's program helps identify the actual "work force" that will in various ways design, support, and implement the park's future interpretation & education program. Assistance from partners may range from equipment to staffing to special events assistance.

## Current Partners

Amtrak Rails & Trails Program  
Arbuckle Historical Society  
Chickasaw Nation  
City of Sulphur  
City of Sulphur Community Education  
City of Sulphur School District  
Friends of Chickasaw National Recreation Area  
Goddard Youth Camp  
Murray County  
Murray County Extension  
Oklahoma Association for Environmental Education (OKAEE)  
Oklahoma City National Memorial  
Oklahoma Department of Wildlife Conservation  
Oklahoma State Historic Preservation Office  
Oklahoma State University Extension (Family and Community in Education)  
Student Conservation Association  
Sulphur Chamber of Commerce  
Sulphur Main Street  
Washita Battlefield National Historic Site  
Western National Parks Association (cooperating association)

## Potential Partners

Arbuckle Country Marketing Association  
Ardmore Beautification Council (ABC)  
Blue Thumb  
East Central University  
Local newspapers  
Murray County 4-H  
Oklahoma Clean Lakes and Watersheds Association  
Oklahoma Museums Association  
Oklahoma Parents as Teachers (OPAT)  
Other universities and colleges  
Sam Noble Museum of Natural History  
The Nature Conservancy  
U.S. Fish & Wildlife Service  
U.S. Forest Service

## Partnership Strategy Table

	Types of Assistance
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Partner	Advocacy	Distribution of information	Donating funds or supplies	External perspectives, viewpoints, advice	Fundraising	Labor for service projects
Ardmore Beautification Council (ABC)				●		
Amtrak Rails & Trails Program		●				
Arbuckle Country Marketing Assoc.		●		●		
Arbuckle Historical Society				●		
Blue Thumb						●
Chickasaw Nation	●				●	
City of Sulphur	●	●				
City of Sulphur Community Education		●				
City of Sulphur School District		●				
East Central University				●		
Friends of Chickasaw National Recreation Area	●		●		●	
Goddard Youth Camp		●				
Local newspapers	●					
Murray County	●					●
Murray County 4-H		●				●
Murray County - OSU Extension Off.		●		●		
Oklahoma Association for Environmental Education (OKAEE)		●		●		
Oklahoma City National Memorial		●				
OK Clean Lakes & Watersheds Assoc.				●		
Oklahoma Department of Wildlife Conservation		●				
Oklahoma State Historic Preservation Office		●		●		
Oklahoma Museums Association				●		
Oklahoma Parents as Teachers (OPAT)				●		
Oklahoma State University Extension (Family and Community Education)		●		●		
Other universities and colleges				●		

Sam Noble Museum of Natural History		●				
Student Conservation Association						●
Sulphur Chamber of Commerce	●	●				
Sulphur Main Street	●	●				
The Nature Conservancy				●		
U.S. Fish & Wildlife Service		●		●		
U.S. Forest Service		●		●		
Washita Battlefield National Historic Site		●				
Western National Parks Association (cooperating association)			●			



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## Future Interpretation & Education Program

### Tenets of an Effective Program and its Services

#### Visitor Tenets

For the purpose of planning the park's interpretation & education program, the term *visitors* refers to everyone that is influenced by the program — whether they are visiting the park in person or experiencing it through remote means such as via the Internet, a brochure, an article, a film, or a curriculum.

Visitors pursue park experiences to find something of value for themselves.

#### *Visitors' Rights*

The park's interpreters promote, protect, and respect the rights of all visitors. This is critical to the achievement of the mission. All visitors have the right:

- To have their privacy and independence respected.
- To retain and express their own values.
- To be treated with courtesy and consideration.
- To receive accurate and balanced information.

#### Program Tenets

Tenets that are especially appropriate for the park's interpretation & education program as a whole include:

#### *Hierarchy of Sophistication*

The park's program treats subject matter in a range of ways — from simple-and-basic to complex-and-advanced — to best meet the varied interests of visitors.

#### *Range of Interpretive Services*

The park's program includes a range of personal and non-personal services to best meet the varied learning styles of visitors, offering a variety of experiences.

#### Service Tenets

Tenets that are especially appropriate for individual interpretive services or informational services include:

### *Universal Design*

Individual park services are designed to be as universally accessible as possible to best meet the varied physical and cognitive needs of all visitors.

### *Multiple Points of View*

The interpretive and informational services of the park's interpretation & education program treat subject matter from a variety of perspectives to aid in accuracy and relevance to visitors with diverse interests, backgrounds, levels of knowledge and experience, and other salient characteristics.

### **Proposed Visitor Center**

The need for a visitor center at CHIC to serve its nearly 1.5 million annual visitors has been validated repeatedly since the idea was mentioned in a 1980 park GMP. The Travertine Nature Center currently serves as the park's defacto visitor center. This educational facility, constructed in 1969, is located in a difficult to find area of the park tailored for school groups and educational activities. The Nature Center is off the beaten path and annually serves less than 100,000 of the park's nearly 1.5 million visitors. The building is not well suited to the visitor orientation role and compromises the effectiveness of park staff at this location. The Nature Center does not meet the needs of most park visitors.

Funding to construct a visitor center at CHIC was included in the Line Item Construction program in FY 2003. The project was recommended for approval by DAB at the November 2001 meeting, design was completed, and construction contracts were solicited, but funding was never adequate to cover the cost of the construction proposals received. Consequently, appropriated construction funding was reprogrammed for NPS wildland fire program funding deficiencies in 2004. A \$500,000 Congressional earmark received in FY 2010 allowed for the development of a revised schematic design that addresses changes to park operations and needs, NPS policies, legislated requirements, and other circumstances influencing the project that have occurred since the 2001 DAB review.

The Vendome Well site where the visitor center is proposed for construction is a vast improvement over the Nature Center location that the public struggles to find today. The Vendome Well site is located off the south edge of Highway 7 (Broadway Avenue) which intersects Highway 177 in downtown Sulphur just east of the site. This location will provide a highly visible park presence and the opportunity to receive park and area orientation that is currently lacking. The visitor center will improve park operations related to campsite reservations, boating permits, fishing and hunting information, and enjoyment of other park resources while improving communications about park rules and regulations, park locations where these activities are allowed, and safety information. This information will allow the public to proceed directly to the area of Chickasaw NRA that will best meet their needs. Visitors will learn about the cultural resources and how to enjoy them while also providing more knowledge about the importance of protecting these resources. Education about the misuse of park

resources will reduce law enforcement incidents. The location is also proximate to the park administrative offices in Sulphur which will improve operational efficiencies.

Andrews & Anderson Architects, PC of Golden, CO are under contract with the National Park Service to design the proposed visitor center, a process scheduled for completion in 2011. When constructed, the new visitor center will serve as a much-needed primary point of contact and gateway for visitors to the park, and provide a variety of visitor information, a bookstore that will improve upon the undersized sales facility currently located in the Nature Center, new interpretive exhibits, staff office space and work areas, restrooms, and a multi-purpose room. The multi-purpose room will have full audio-visual media capability for purposes of showing the park orientation video and other appropriate film media that will enhance the visitor's experience and their orientation to the park. This room will also be used for ranger talks to a variety of groups who will utilize the visitor center.

A great deal of exhibit planning was accomplished for the earlier visitor center project before the funding was lost in 2004. The results of this work included an exhibit schematic plan (May 2002), a revised exhibit concept plan (October 2002), the Final Exhibit Plan Notebook (July 2003) and Long-Range Interpretive Plan (July 2005). This planning included a proposal for the construction of 20 exhibit panels and 16 of those panels were manufactured and installed in temporary spaces inside the Travertine Nature Center and in the Visitor Information Center where the park shares building space with the Sulphur Chamber of Commerce. A Value Analysis meeting will be held in April 2011 to discuss whether those existing exhibits can be used in the new visitor center exhibit space, as well as to examine what additional exhibits may be needed in a new visitor center to properly deliver park interpretive messages to the visiting public.

### **Travertine Nature Center**

The Travertine Nature Center and former associated ESA have been the focus of most interpretive energies of the Interpretation program at Chickasaw since the Nature Center construction and the ESA designation in 1969. The Nature Center has served as the *de facto* park visitor center since it is the only public facility in the park with normal visitor center amenities. A unique feature of the Nature Center building is that it was built over the span of Travertine Creek. Subsequently, the downstream flow of Travertine Creek first approaches the nature center structure and then passes underneath the Nature Center. Additionally, a generous amount of large wall-sized, glass windows invite a view and exploration of the plant and animal resources found in the park outside the nature center building.

The Nature Center over its life history since 1969 has functioned in a zoo-like manner where a significant number of live animals and plants have been used on exhibit. The number of exhibits varies with the season. However, the Nature

Center presents approximately a dozen live animal exhibit areas at its maximum. The number of animal species on exhibit also varies, but usually represents twenty or more different animal species. There are six (6) taxidermy or model exhibit areas, several individual animal taxidermy mounts, a 12'x20' native habitat diorama, a touch table, numerous live potted plant specimens, birdfeeders, reading table with magazines, a library with over 1000 titles, bookstore, staff office space, storage area, and visitor auditorium with audio-visual equipment. Until December 2004 a related mouse and rat rearing facility for feeding snakes and owls was maintained. About 2 miles of hiking trails are maintained and located directly adjacent to the nature center.

Another feature of the Nature Center is its secluded woodland, riparian setting. The building has large wall-size windows and it is located directly over Travertine Creek. These features make the building an ideal location for park visitors to observe nature. In a sense, the building provides a “blind” from which visitors can observe nature from the inside comfort of the building, e.g., bird watching, or viewing the fauna in Travertine Creek akin to viewing nature from a “glass bottom boat” .

This Comprehensive Interpretive Plan (CIP) recognizes the continued value of the Nature Center as a part of the overall interpretation program at Chickasaw. However, this CIP places emphasis on extending the Interpretation program to all parts of the park. This plan folds together the stakeholder contributions of the initial 2002 workshop, the December 9, 2004 Interpretive Review recommendations, and the 2008 General Management Plan concepts and strategies. The following is a description of those actions implemented first with the LRIP beginning in FY06 and carried forward as a part of this CIP. Action items have already been initiated or are in the process of initiation.

- **Full Service to All Visitors – General Public and Education Groups – Interpret Park’s Primary Themes and NPS and Orientation/Safety Messages**

Currently, the Travertine Nature Center serves about 50,000 – 100,000 visitors per year. This is out of 1.5 million total park visitors. Increased temporary signage might be able to draw even more visitors to the Nature Center. Visitors to the Travertine Nature, both general visitors and education groups, should have access to basic information and orientation and also should receive interpretation regarding all of the park’s resources. The building currently seems to act more as a “classic nature center.” It would be more effective and possibly serve more visitors by being directed in its interpretive approach, where targeted messages are more directed, where primary park interpretive themes are emphasized. There are a number of exhibits that need text updated or developed.

- **New Exhibits –Travertine Nature Center and the Visitor Information Station at the Sulphur Chamber of Commerce**

To more fully interpret the park's primary themes, new exhibits will be necessary at the Travertine Nature Center and at the proposed visitor center. Exhibits that were previously fabricated for the proposed visitor center were first placed in storage off-site of the park, and then used to fulfill exhibit needs at the nature center and Visitor Information Station (Sulphur Chamber of Commerce). An exhibit plan should be developed for the Travertine Nature Center and a new Visitor Center, if constructed, considering the use of all suitable current exhibits. Until a Visitor Center is in operation, the Visitor Information Station and the Travertine Nature Center will continue to utilize some of the new exhibits that were developed for the visitor center proposed in 2002. If a new visitor center is constructed, the Visitor Information Station will close.

- **Continue to be Hub for Films, Guided Hikes, Junior Ranger, Cooperating Association Sales Outlet**

Until a new visitor center is constructed and in operation, it is logical that the Nature Center remain the central location for personal and non-personal services such as interpretive talks, guided walks, films, demonstrations, education programs, and as an outlet for Cooperating Association sales. It is important to routinely examine the sales area appearance, operations, displays, and interpretive sales items. In May 2008, Western National Parks Association regional staff visited Chickasaw National Recreation Area, reorganized the sales outlet, and discussed sales strategies with the staff.

- **Continue the use of the Nature Center as a prime observation point for viewing park resources.**

Replacement of the building windows on the main exhibit floor of the nature center, which are original fixtures in poor condition, will permit the visitor better opportunity for nature observations while offering a comfortable and satisfying atmosphere from which to view nature.

- **Live Animal Exhibits**
  - Venomous Animals

The venomous animals (i.e. snakes and spiders) as exhibits were discontinued in 2005 in the Nature Center. Although fascinating, and for some the only reason to come to Nature Center, they presented a multitude of issues that ultimately do not serve the best interests of the park or its visitors. First, there is potential for serious injury to employees and/or visitors. Second, their care and feeding demands significant amounts of staff time. It is possible that many visitors are getting mixed messages about captive animals and the mission of the National Park Service. Some visitors might question the role the National Park Service plays in the care and feeding of such animals.

- Some Live Animals Remain to Be Used for Effective Interpretation that Interprets Park's Primary Themes

In the past, many of the personal services had an over-arching effort toward “teaching visitors not to be afraid of snakes, spiders, bugs, the dark....” though it seems some of the programs also had an underlying goal of teaching conservation. Although fostering conservation and demystifying certain aspects of nature are important concepts, the larger interpretive effort will be towards connecting visitors with the park's primary themes.

Prior to 2005 with the approval of the LRIP, many of the animals on exhibits had been retained as exhibit specimens for many years. A copperhead snake had been on exhibit for about 25 years, a prairie rattlesnake for about 15 years, a western diamondback rattlesnake for about 10 years, a timber rattlesnake for about 14 years, a screech owl for about 10 years, a barred owl for 6 years. Interpreters working with park visitors often referred too many of the animals by pet names, e.g., “Tiny” for the big western diamondback rattlesnake, “Prince” for the barred owl, “Penny” for the copperhead snake, “Trill” for the screech owl. Non-venomous species such as prairie kingsnakes or bullsnakes have been handled and used by park staff as a part of interpretive programs. Owls were permanently crippled animals and were considered non-releasable. All other fauna on exhibit are non-crippled animals that are suitable for release, though since they have been habituated to captivity, they may have a decreased ability to survive on their own. Much of the fauna held in captivity exceeded normal life expectancies for their respective species.

The Interpretation program will consider carefully the number of live animal exhibits held in captivity at the nature center and consider the use of model or taxidermy mounts as alternatives for exhibit specimens and/or interpretive program props. Limiting the number of live animals held in captivity will provide a sample of the parks fauna without maintaining live animal exhibits as the prime feature of the nature center. This will improve the safety risk factors of the operation, reduce operational costs, and help avoid sending mixed messages regarding the mission of the National Park Service. If the Interpretation program cannot meet its objectives with non-living animal replicas, then other alternatives regarding live animal specimens will be considered.

The use of live animals will also move from static zoo-like exhibits, where a visitor to the park could expect to see the same animal year after year, to a more dynamic approach where in most cases animals retained as part of interpretive exhibits are released after abbreviated periods of time to avoid captivity habituation. The initial introduction of a new live animal held in captivity will present interpretive opportunities and additionally the release of these animals provides other interpretive opportunities. Several strategies are possible but one approach may be for the nature center to mimic seasonality. As an example, a non-venomous rough green snake could be held in captivity as a part of an interpretive exhibit in the spring and summer when this animal is commonly

observed and thereafter released. The result would be to not hold this animal in a captive exhibit in the fall and winter months when observations in the natural environment would be unexpected.

Handling live animal specimens will be limited to the minimal amount necessary to maintain exhibits or to move the animals to display perches or containers for use in an interpretive program. The interpretive program will not refer to live animal exhibit specimens by “pet” names when providing interpretive services or information to visitors.

The park will consult with the appropriate authorities to assure that holding of live native species complies with any and all Federal and state regulations. Only those species that can subsist on easily available commercial food will be on display. Feeder domestic mice would be acceptable if commercially available. The park will not maintain a live rodent operation for animal feeding or any other purpose.

- **Non-living animal exhibits and abiotic exhibits**

Diorama and taxidermy animal mount and model exhibits will continue to be used at the Nature Center. There is a need to replace many of the taxidermy mounts due to being in poor condition. Exhibits interpreting the non-living part of the natural world need to be developed. Greater emphasis will be placed on interpreting the park water resources, geological and hydro-geological resources. The stream flow of Travertine Creek underneath the nature center presents a unique opportunity to interpret park water resources. Water resources themselves, were the impetus for the creation of this national park unit, and continue today as the principal reason for the national significance of this park unit.

- **Activate North Room as a Discovery Room for Education Groups and/or Training**

Since 2005, the emphasis of the North Room of the nature center has changed from a storage room into a combination classroom/training/meeting room. This room will target school groups, but will also serve the general public. This room could possibly serve the park staff as a TEL-Net location site for park training. Temporary exhibits can be developed until a Travertine Nature Center exhibit plan is completed.

- **Antelope and Buffalo Springs Area**

This area adjacent to the Travertine Nature Center historically designated as the Environmental Study Area has a developed trail system leading to the Antelope and Buffalo Springs area. The close proximity of the trail system to the Travertine Nature Center provides trail access to the park for the many visitors who visit the nature center. These two freshwater springs are the headwaters for Travertine Creek, and these springs and creek are important park natural resources. Additionally, this area was extensively developed and its landscape manipulated as a part of a designed landscape in the 1930's. The cultural landscape features in this area and the rest of the Platt District have historical significance and cultural resource interpretation opportunities. The park Cultural Landscape Report has identified treatment projects in this area that address specific repair, restoration, or rehabilitation of the landscape and structures. Guided interpretive nature and history walks will be conducted in this part of the park. Wayside exhibits will be used for park interpretation in this area.

- **Platt Historic District**

The Platt National Park Historic District encompasses the former boundaries of Platt National Park, the seventh established national park. It is nationally significant under National Historic Landmark Criteria 1 and 4 for its seven-year association with the Civilian Conservation Corps (CCC) and for its outstanding illustration of the enduring landscape design and workmanship imprinted by the CCC on America's national parks during the Great Depression of the 1930s. It is an outstanding example of the early twentieth-century naturalistic landscape design and master planning process adopted and perfected by the landscape architects of the National Park Service (NPS) in the 1920s and 1930s. The park features an outstanding collection of landscape features—particularly water features associated with the natural streams and springs, finely crafted indigenous stone construction, and planting of native trees and shrubs. Within the nationally important context of NPS landscape design (1916 to 1942), the park today represents one of the most cohesive and intact collections of CCC-era landscape design and construction in the national parks. The National Historic Landmark nomination was unanimously approved by the Landmarks Committee of the National Parks Advisory board on November 4, 2010. Final designation is expected to occur in 2011. Guided interpretive nature and history walks will be conducted in this part of the park. Wayside exhibits will be used for park interpretation in this area.

- **Use Volunteers for Nature Center Staffing, Roving Interpretation, Scheduled Interpretive Programs, Visitor Contacts, Special Events, Campground Hosts, and Resource Management Projects**

There appears to be an opportunity to recruit and use more volunteers for interpretation related tasks, campground hosts, and park resource management projects. One Park Ranger is assigned to coordinate recruitment and volunteer

projects. The Interpretation Division will recruit and use volunteers to help staff the Nature Center, Visitor Information Station (and eventually the visitor center), conduct interpretive programs, conduct on-site and off-site school programs, perform roving interpretation, costumed interpretation, and present safety and orientation programs in the campground, picnic areas, along trails and heavily visited water sites.

- **Reconnect with Goddard Youth Camp. Be Part of Orientation for Groups Staying at the Camp. Move Toward Quality Assurance.**

It is important to reconnect with the Goddard Youth Camp and work toward program development and quality assurance of interpreting primary park themes and park stories. The camp, situated within park boundaries, offers great potential for interpretation of the park's themes. Presentations made at the camp by NPS staff in uniform will provide groups with an understanding of the significance of the park in which the camp is located.

- **Special Events**
  - Develop Efficient, Effective Special Programs. Use of Costumed Interpretation.

The annual December Candlelight Tour from 1996-2003 consumed a tremendous amount of staff time, storage space, and volunteer energy. With the contact numbers only in the hundreds, the Candlelight Tour is not always the most efficient personal service or the most effective way of communicating the park's primary themes to the most people. Costumed interpretation may continue to be used with educational programming or special events when appropriate. In October 2008 the park hosted a candlelight tour, this time regarding the 75<sup>th</sup> anniversary of the Civilian Conservation Corps work in the park. This is an example of using costumed interpretation when the significance of the event justified the use of staff resources to conduct an event. Over 500 park visitors attended this evening event.

- **Continue to Develop Participation In Community Events**

Increased park involvement with the community will promote partnerships and also communicate park themes and significances.

- **Curriculum-Based Education Programming**

Chickasaw's resources and location provide a vast array of possibilities for curriculum-based education programs for a wide variety of audiences, including local schools, Goddard Youth Camp, the YMCA camp, universities and colleges, the Oklahoma School for the Deaf, scout groups, etc.

- Continue to Develop a Curriculum-Based Education Program

The park hosted a Teacher-Ranger-Teacher (TRT) in 2008, 2009, and 2010 and will continue to participate in the program in the future. In 2009, the TRT developed curriculum-based lesson plans, centered on the park's primary interpretive themes that meet Oklahoma PASS standards. The park hosted an Oklahoma Alliance for Geographic Education (OKAGE) workshop in the spring of 2010 and an intensive OKAGE seminar focused on Oklahoma's National Parks in the summer of 2010, with a former TRT as a guest instructor. One Park Ranger serves as the park's education coordinator, working with local teachers to arrange school visits and field trips and develop new curriculum-based lessons. Target audiences for curriculum-based programs include the OKC metro area, south-central Oklahoma, and north Texas. The park will continue to integrate education program information on to the park website and will ensure that programs meet Oklahoma Priority Academic Student Skills (PASS) standards and, eventually, Texas Essential Knowledge and Skills (TEKS) standards. Future participation in annual teacher in-service trainings and teacher workshops will ensure that local educators are aware of program offerings. Curriculum-based lessons geared towards 5<sup>th</sup> grade students participating in the Goddard Youth Camp environmental education program should be developed to enhance the park's education program.

- Create a Curriculum-Based Education Guide

The Educators Handbook, developed in the late 1990s, was a good start at organizing some basic park information for visiting teachers. The handbook is no longer used. A new curriculum-based education guide for teachers will be developed and integrated into the park web page in the curriculum based education program offerings.

- **Continue to Update Junior Ranger Program**

The park hosted a Student Conservation Association Junior Ranger Ambassador Intern for 3 months in 2009 and 6 months in 2010. The park plans to continue to participate in the program. The interns staffed the park's Junior Ranger Station, the former Cold Springs Campground Checking Station, which opened in 2009. The Junior Ranger Station will continue to be used during the summer months as a location to conduct Junior Ranger programs and provide park information, as staffing is available. The Junior Ranger Ambassadors conducted Junior Ranger Field Days in 2009 and 2010. The park will continue to conduct Field Days in the future. The 2009 Junior Ranger Ambassador updated the park's Junior Ranger program booklet, which will be printed in FY11 using special funding from Washington Support Office, National Park Service. Program participants earn a badge and patch after completing the program. The cooperating association bookstore sells Junior Ranger hats and vests. As the program continues to gain popularity, the cooperating association may consider offering additional Junior

Ranger items in their bookstore. The park participates in National Junior Ranger Day on the second Saturday of National Park Week each year, hosting children's activities at the Junior Ranger Station. Additional Junior Ranger programs focusing on water safety, wildland fire, and park resources should be developed.

- **Science/Resource-based Interpretation**

One area that should be explored further is for interpreters at Chickasaw to work more closely with the Resource Management Division and researchers to communicate resource and NPS messages to visitors. For example, water is one of the primary resources and also one of the larger issues in the park. It might be possible to partner with education groups, the park's Resource Management Division and colleges to design a program in which students learn about the water issues in the park and region, and perhaps even monitor those resources.

Perhaps the "Blue Thumb" program (American Water Works Association), which has some park staff interest, might be a partnership worth expanding.

Perhaps younger students could participate in an "Adopt-a-Spring" program in which each class would "adopt" and learn about a different spring. Furthermore, high school students could be paired with classes of younger students. The high school students would be able to mentor the younger students about water quality.

Science-based programs might also include the topic of prescribed fire. Students could participate in studies that show the before-and-after affects of fire as it relates to the eastern redcedar. This could bring up other issues such as management of ecosystems, invasive plants, the ecotone, etc.

- **Staff Development – Fully Embrace the Interpretive Development Program (IDP)**

Staff will continue to submit projects toward certification in the various modules of the IDP. Attendance at conferences and workshops, such as the National Association for Interpretation, are desirable when funds and priorities allow. Interpreters are sometimes reluctant to participate in the IDP process. Nonetheless, demonstrating interpretive competencies that meet National Park Service standards through the IDP process is highly desirable. Interpreters at Chickasaw will demonstrate their abilities through the formal IDP process or some acceptable process agreed to between the Chief of Interpretation and each employee.

- **Personal Interpretive Services**

- Expand Roving

The park will increase roving interpretation. More roving will focus on the campgrounds, picnic areas, and lake areas because many potential contacts in those locations are being missed. Opportunities abound to interpret the park's primary themes and present NPS mission and orientation/safety messages. Roving interpreters will also encourage visitors to attend interpretive talks. Roving by motor boat is also an option and presents significant opportunity to increase visitor information about water resources and resource issues; and to inform visitors on safe recreational use of park waters, thereby helping to increase visitor safety at the park.

- Increase Day Programs – Decrease Night Programs

Ranger-led programs taking place during the day rather than at night will predominate. Night programs present some scheduling problems and safety concerns. For example, moonlight hikes once a month may be more appropriate than weekly night hike programs. Creek hikes and/or spot programs conducted at strategic locations interpreting water resources will be conducted. History walks interpreting historic and cultural resources will be conducted.

- Move Away from Topic-Based Programs – Personal Services Must Reflect IDP Concepts

An examination of the park's offerings indicates that topic-centered programs have dominated personal services. In the future, personal services, such as ranger walks and talks, will be rooted in the IDP. The programs need to be thematic to ultimately connect with the park's primary interpretive themes. Current program offerings will continue to be updated to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.

- **Non-Personal Services**

- Develop Interpretive Media Capability; IMR Staff Available for Reviews

The Division of Interpretation should continue to increase its capacity to produce higher quality brochures, signs, press releases, site bulletins, bulletin boards and other interpretive products that meet NPS graphics standards. There is also a need to assist other divisions with publications. The division will continue to update its computer hardware, software, and printing capabilities to include latest design software and large-format printer.

- Self-Guided Trails and Waysides

Opportunities exist to develop self-guided trail brochures for a number of different trails throughout the park; and key wayside locations need to be evaluated. There are also several waysides that need evaluation and may need removal.

- Web Visitor Contacts

The park will continue to develop its web page by increasing interpretive and information services using this technology. The park has a Facebook page where followers can post comments on-line. The interpretive program will mirror the national program direction for the Web Ranger program. As technology continues to advance in computer and internet capabilities, the interpretive program at Chickasaw will seek ways to develop a dynamic web-based program that grows with the technology.

- **Other**

- Artist-in-Residence/Geologist-In-Residence

Some parks have developed Artist-in-Residence Programs that have brought artists into the park for one to two weeks at a time. Usually, park housing is provided and a weekly interpretive program is offered by the artist. A search of web sites will be used to find sites featuring park artist-in residence-programs. Chickasaw will continue to look for ways to increase special events featuring the performing arts as a way of telling park stories and increasing interpretive services. The Geologist-In-Residence Program could bring geologists into the park to conduct research and interpretive programs. Staff will research the effectiveness of the program at other parks.

- National Park Service Centennial Anniversary in 2016

The National Park Service will celebrate its centennial in 2016. At a minimum, a significant celebration will be planned for the August 25, 2016, anniversary date of the establishment of the National Park Service. This is a great opportunity to engage the local community and associated tribes in planning the anniversary celebration.

- Amphitheater and/or Evening Programs

The Point campground amphitheater was constructed in FY 2003. It has full audio-visual capabilities, including DVD projection, sound, and amphitheater lighting. Seating capacity is 50 visitors. Routine maintenance of painting and bulb replacement for lighting is required and is ongoing. Insect infestation of the projection booth requires annual treatment. Amphitheater attendance is about 15 visitors per presentation. In FY 2010, the amphitheater's audiovisual equipment was updated and replaced.

The Buckhorn campground amphitheater is over 30 years old. This amphitheater can seat 100 visitors. Typical attendance is about 30 visitors. In general, all of its features are well worn. Lighting at this amphitheater is inadequate and park staff uses supplemental propane gas lanterns to improve lighting for programs. The projection booth is no longer used for its intended purpose, although it is wired with electricity. The audio-visual screen was refurbished in FY 2010 and is in good condition. The location of this amphitheater is low-lying near the shoreline of Lake of the Arbuckles, making it susceptible to flooding. Because of the condition of its facilities and its location, this amphitheater needs evaluation regarding its future viability as an amphitheater facility.

In 2007 a large campsite in the Cold Springs campground was converted to use as an amphitheater. This amphitheater can seat 25 visitors, and has enough area it can provide space for another 25 visitors who bring their own seating. Typical attendance is about 15 visitors. This amphitheater has stone bench seating but lacks any audio-visual and lighting features. Staff uses propane gas lanterns for stage and seating lighting.

Park Interpretation staff roves campgrounds prior to evening amphitheater presentations. Greater emphasis on informing visitors of the evening amphitheater programs is needed to improve amphitheater program attendance. In addition, program schedules will be provided on bulletin boards and the park web site.

Other evening programs presented have included night nature walks. These have been popular with the public. Because of the nature of the program being conducted at night on a park trail in dark conditions, the number of participants has been kept to about a dozen participants. Usually, these programs are reserved for presentation on a limited basis, typically conducted 3-4 times over the summer season.

- Interpretive Program Aboard the AmTrak Heartland Flyer

An interpretive program has been provided using park volunteers on the AmTrak Heartland Flyer since the summer of 2000. Each summer about 10-12 interpretive programs are presented on the train route from Oklahoma City to Ft. Worth, Texas. Volunteers read a prepared narration script, "*Changing Landscapes, Changing Lives*", as the train crosses the scenic Arbuckle Mountain section of the train ride. Volunteers also conduct roving interpretation on board the train during its 5-hour journey. This program will continue as budget and volunteer resources permit. Volunteers attend a training program every other year conducted by the park concerning train operations and safety; and training in the interpretive services offered aboard the train.

- Interpretation Special Program Needs

Visitors to whom English is the second language has increased at the park, in particular with increased numbers of Spanish-speaking park visitors. In response, the Interpretation program has assigned Spanish-speaking staff in roving interpretation assignments. The program will need to continue to respond to Spanish-speaking visitors where English is the second language both in personal and non-personal interpretation.

The Oklahoma School for the Deaf is located in Sulphur, Oklahoma. Another program need is to address interpretive contacts with visitors who are deaf or have diminished hearing. In personal interpretive contacts, park staff can use basic sign language to communicate rudimentary conversation. Staff will need to attend basic sign language. In non-personal interpretation, e.g., film media, assisted listening devices and closed caption may be used to assist park visitors.

## LRIP Program Overview Table

**Section Description.** This LRIP section describes the future interpretation & education program, the long-range vision — the master blueprint — of the CIP. The future program is built upon the CIP's foundational elements, and the tenets of professional interpretation described above.

The future program is displayed as a program overview table that graphically depicts how distinct audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park's set of primary interpretive themes and the services that make them accessible to visitors. All services are labeled to indicate what fiscal year the park intends to initiate them. ***The program overview table outlines the future interpretation & education program that the park and its partners intend to conduct.***

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole.

The operational details that underpin the interpretive and informational services depicted on the program overview table are described in a set of individual service plans (ISPs). These are located in the Interpretive Database component of the CIP.

## The Question Central to Developing the Future Interpretation & Education Program

*Over the next 5 years, what types of services, at what locations, will most effectively facilitate the understanding and exploration of Theme/Topic \_\_\_\_ by Audience \_\_\_\_?*

## Program Overview Key

### *Identification Terms — Abbreviations*

ABST — Antelope and Buffalo Springs Trail  
AD — Arbuckle District  
AHSM — Arbuckle Historical Society Museum  
AM — Arbuckle Mountains  
Amph — Park amphitheaters  
BR—Bromide Contact Station  
BRPAV—Bromide Pavilion  
CA — Cooperating Association (Western National Parks Association)  
CC — Camp Classen  
CHIC — Chickasaw National Recreation Area  
FP — Flower Park  
GYC — Goddard Youth Camp  
HF — Heartland Flyer Train  
HQ — Headquarters  
JRS— Junior Ranger Station  
LA— Lake of the Arbuckles  
MUT — Multi-Use Trail  
OKCI — Oklahoma City National Memorial  
PAV— Pavilion Springs  
PD — Platt District  
SWC — Oklahoma State Welcome Centers  
TBD — Locations to be determined  
TC — Travertine Creek  
TNC — Travertine Nature Center  
VEN— Vendome Well  
VIS — Visitor Information Station (Sulphur Chamber of Commerce)  
VL — Veterans Lake  
VLT — Veterans Lake Trail  
WABA — Washita Battlefield National Historic Site  
WWW — Park Web Page

### *Initiation Dates — Placeholders*

“FY**2011**” — Dates are provided as placeholders for the intended date of initiation (first date available to visitors) for each service-location(s) pair.

Chickasaw National Recreation Area

Future Interpretation & Education Program / Program Overview Table

PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES		
<p>A: Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro-geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p>	<p><b>1: General Audience</b> (Includes many repeat visitors with both broad and narrow focuses of interest Includes a growing Hispanic population, and other ethnic audiences for whom English may not be a first language.)</p>	<p><b>2: Organized Educational Groups</b> (Includes grades K-College, but primarily 2-6; Goddard Youth Camp focuses on serving Grades 4-6, scouts, and other educational camps and organizations. This audience also includes groups from the Oklahoma School for the Deaf. The State of Oklahoma school for the mentally impaired in Pauls Valley, and the rehabilitation center in ADA may also contribute audiences in this group.)</p>	<p><b>3: Park Neighbors</b> (Includes residents of Murray County and surrounding counties, including residents of Chickasaw Nation lands. This audience also includes many commuters who pass through the park regularly. )</p>
	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC,VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Wayside exhibits; and Bulletin Boards</b> <sup>FY2011</sup> at Park wide,  <b>Wayside Plan</b> <sup>FY2013</sup> at Park wide  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Self-guiding trail brochure</b> <sup>FY2012</sup> at ABST  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Brochure boxes</b> <sup>FY2011</sup> at Trailheads, Ranger Stations  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, JRS  <b>Traveling exhibits</b> <sup>FY2011</sup> at offsite  <b>Puppet shows</b> <sup>FY2011</sup> at TNC, schools, offsite  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Educator's Guide</b> <sup>FY2011</sup> at TNC, WWW, CD-ROM, Mail  <b>Interpretive talks</b> <sup>FY2011</sup> at TNC, park wide, offsite youth camps  <b>Traveling trunk</b> <sup>FY2011</sup> at Mail, pick up  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Traveling exhibits</b> <sup>FY2011</sup> at School sites  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Puppet shows</b> <sup>FY2011</sup> at TNC, schools, offsite  <b>Discovery Room</b> <sup>FY2011</sup> at TNC</p>	<p><b>Press Releases and Articles</b> <sup>FY2011</sup> at Local newspapers  <b>Roving interpretation</b> <sup>FY2011</sup> at Special events, historic downtown Sulphur, etc.  <b>Illustrated programs</b> <sup>FY2011</sup> at Community sites, service organizations, offsite  <b>Traveling exhibits</b> <sup>FY2011</sup> at offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Community sites, service organizations  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite</p>

<p><b>B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p>	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations</b> <sup>FY2011</sup> at Park wide  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Self-guiding brochures about Platt Historic District</b> <sup>FY2012</sup> at VIS, BR, TNC, HQ, mail  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Evening programs</b> <sup>FY2011</sup> at Amph,  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Brochure boxes</b> <sup>FY2011</sup> at PD  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, VIS, mail, WWW  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Wayside exhibits; and Bulletin Boards</b> <sup>FY2011</sup> at Park wide  <b>Wayside Plan</b> <sup>FY2013</sup> at Park wide  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Educator's Guide</b> <sup>FY2012</sup> at TNC, Mail  <b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations</b> <sup>FY2011</sup> at Park wide  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling exhibits</b> <sup>FY2011</sup> at Schools  <b>Traveling trunk</b> <sup>FY2011</sup> at Mail, pick up  <b>Puppet shows</b> <sup>FY2011</sup> at TNC, schools  <b>Discovery Room</b> <sup>FY2013</sup> at TNC</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at Community sites, service organizations, offsite  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations (specific topics)</b> <sup>FY2011</sup> at Community recreational groups and clubs  <b>Press Releases and Articles</b> <sup>FY2011</sup> at Local newspapers  <b>Third person living history</b> <sup>FY2011</sup> at Special events, offsite</p>
<p><b>C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Special events (e.g. Earth Day)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Site bulletins via brochure box</b> <sup>FY2011</sup> at ABST, VLT  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Self-guiding trail brochure</b> <sup>FY2012</sup> at MUT  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, mail, WWW  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Wayside exhibits; and Bulletin Boards</b> <sup>FY2011</sup> at Park wide  <b>Wayside Plan</b> <sup>FY2013</sup> at Park wide  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Educator's Guide</b> <sup>FY2012</sup> at TNC, Mail, WWW  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling trunk</b> <sup>FY2011</sup> at Mail, pick up  <b>Puppet shows</b> <sup>FY2011</sup> at TNC, schools  <b>Discovery Room</b> <sup>FY2013</sup> at TNC</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Nature Notes</b> <sup>FY2011</sup> at Local newspapers  <b>Illustrated programs</b> <sup>FY2011</sup> at Community sites, service organizations, offsite  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Traveling exhibit via phone, mail, e-mail</b> <sup>FY2011</sup> at Special events, community sites  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide</p>

<p><b>National Park System and NPS Mission</b></p>	<p><b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Special events (e.g. NP Week)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Traveling exhibit of NPS units in Oklahoma</b> <sup>FY2011</sup> at CHIC, OKCI, WABA, community organizations, SWC, special events  <b>Brochure: NPS units in Oklahoma</b> <sup>FY2011</sup> at CHIC, OKCI, WABA, SWC, special events venues  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, mail  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph,  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Bulletin boards</b> <sup>FY2011</sup> at Park wide  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide  <i>Note: All personal services include incidental NPS mission information.</i></p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Educator's Guide</b> <sup>FY2012</sup> at TNC, Mail, WWW  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Discovery Room</b> <sup>FY2013</sup> at TNC    <i>Note: All personal services include incidental NPS mission information.</i></p>	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Community locations, service organizations  <b>Special events (e.g. Fairs)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Press Releases and Articles</b> <sup>FY2011</sup> at Local newspapers  <b>Information desk services</b> <sup>FY2011</sup> at VIS  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Community sites  <b>Illustrated programs</b> <sup>FY2011</sup> at Community locations, service organizations    <i>Note: All personal services include incidental NPS mission information</i></p>
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<p><b>Orientation and Safety Information</b></p>	<p><b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, boat ramps, offsite  <b>Rack cards</b> <sup>FY2011</sup> at SWC, VIS, campgrounds, local businesses  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Bulletin boards</b> <sup>FY2011</sup> at Park wide  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Special events (e.g. Earth Day)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Public contacts</b> <sup>FY2011</sup> at Park wide  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Orientation &amp; Safety postings</b> <sup>FY2011</sup> at Community bulletin boards, local businesses, park bulletin boards  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, orientation kiosk, BR, ranger stations  <b>Puppet shows</b> <sup>FY2011</sup> at TNC, offsite  <b>Trail maps</b> <sup>FY2011</sup> at TNC  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations, campground hosts  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide  <i>Note: All personal services include incidental orientation and safety information.</i></p>	<p><b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, boat ramps, offsite  <b>Interpretive Web Page</b> <sup>FY2011</sup> at Internet  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS  <b>Educator's Guide</b> <sup>FY2012</sup> at TNC, Mail, WWW  <b>Discovery Room</b> <sup>FY2013</sup> at TNC    <i>Note: All personal services include incidental orientation and safety information.</i></p>	<p><b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Rack cards (hunting maps, fishing maps)</b> <sup>FY2011</sup> at SWC, campgrounds, local businesses  <b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, offsite, boat ramps  <b>Orientation &amp; Safety postings</b> <sup>FY2011</sup> at Community bulletin boards, local businesses  <b>Site bulletins (Boating Instructions—w/permit)</b> <sup>FY2011</sup> at Fee machines  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite    <i>Note: All personal services include incidental orientation and safety information</i></p>
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## Individual Service Plans

Every service on the Program Overview table is underpinned by an Individual Service Plan (ISP) in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

## LRIP Action List

The LRIP Action List describes the major actions that are necessary to fully and successfully implement the future interpretation & education program.

### FY 2011 CIP Development

- ( X ) Due: {07/26/2005}. **Long-Range Interpretive Plan: Complete Archive file.** Planners finish transcribing workshops into Archive file. **Create draft CIP (this file).** Planners create rough draft CIP from Archive file and CIP template. **Transmit Archive file and draft CIP.** Planners email files to CIP core team.
 

(CIP (LRIP/AIP/ID): CIP development process. Planners review and comment on the development to date at the behest of the CIP core team, as often as requested throughout the process.)
- ( X ) Due: {07/26/2005}. **Long-Range Interpretive Plan: Complete LRIP Program Overview Table.** CIP core team completes table. **Concurrently, complete LRIP Action List.** CIP core team describes actions requiring long-range scheduling to successfully implement the vision being completed in the LRIP Future program overview table.
- ( X ) Due: (concurrently developed). **Interpretive Database: Concurrently with LRIP development, design and write draft ISPs for first year.** CIP core team customizes ISP formats, then writes ISPs for first year that correspond to the LRIP Program Overview Table and LRIP Action List. Rough drafts of ISPs are located in the “ISP” portion of the ID component.
- ( X ) Due: {07/26/2005}. **Long-Range Interpretive Plan: Edit and refine all other LRIP portions.** CIP core team edits and refines all other portions of LRIP component.
- ( X ) Due: (concurrently developed). **Interpretive Database: Complete ISPs for first year.** CIP core team completes ISPs for first year, replacing draft ISPs with completed ISPs in the “ISP” portion of the ID component.
- ( X ) Due: {07/26/2005}. **Long-Range Interpretive Plan: Solicit comments from stakeholders and planners.** CIP core team solicits stakeholder comments on entire LRIP (or select portions of it). Planners review and comment on entire LRIP component. **Incorporate comments.** CIP core team incorporates comments.

- ( X ) Due: (concurrently developed). **Interpretive Database: Draft references to information.** While stakeholders review the LRIP, CIP core team drafts references to information in the “referenced information” portion of the ID component.
- ( X ) Due: {07/26/2005}. **Long-Range Interpretive Plan: Complete editing and refinement of LRIP.** CIP core team accomplishes final editing and refinement of LRIP component before approval.
- ( X ) Due: {01/21/2011}. **Annual Implementation Plan: Create AIP from LRIP.** 1) CIP core team drafts “Annual Conditions and Considerations” portion of the AIP; editing follows. 2) CIP core team duplicates LRIP’s Future program overview to create the AIP’s draft Annual program overview; editing follows. 3) CIP core team duplicates the first year of the LRIP’s Actions List to create the AIP’s draft Action List; editing follows.
- ( X ) Due: {01/21/2011}. **Annual Implementation Plan: Complete editing and refinement of AIP.** CIP core team accomplishes final editing and refinement of AIP component before approval.
- ( ) Due: {00/00/2012}. **Cooperating Association’s Scope of Sales Statement.** CIP core team and cooperating association develop the Statement based on the LRIP’s Future program overview. (Development of the Statement might best occur at this point or later in the sequence, but is not typically viewed as a portion of the CIP itself. However, it is referenced in the ID component.)
- ( X ) Due: {00/00/2011}. **Interpretive Database: Complete references.** CIP core team completes “referenced information” portion of ID. **Complete editing and refinement of ID.** CIP core team accomplishes final editing and refinement of ID component before approval.
- ( X ) Due: {1/21/2011}. **CIP (LRIP/AIP/ID): CIP approval.** Park’s superintendent approves the CIP. **Approved CIP.** Implementation begins. CIP core team keeps the CIP components updated; plan remains meaningful to operations.

## FY 2011

- Present thematic programs that directly support the park's three primary interpretive themes. Programs will be developed to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.
- Conduct and evaluate formal interpretive presentations at park amphitheaters, Travertine Nature Center Auditorium, off-site park locations.
- Provide information and interpretation services at contact stations and nature center front desk.
- Increase the number and quality of informal interpretive contacts
- Conduct roving throughout the park providing basic park information and orientation to park visitors.
- Produce and distribute publications that support the primary interpretive themes.
- Produce and maintain bulletin board information presented in a professional manner.
- Inventory all bulletin board for condition assessment and replacement
- Maintain park waysides; inventory and make condition assessment
- Operate a bookstore outlet in partnership with the cooperating association, Western National Parks Association
- Maintain library resources including current research and make accessible resources available to interpretation staff
- Institute knowledge acquired from Visitor Services Project conducted in FY2005 regarding visitor experience and visitation demographic analysis to help plan a sound park wide interpretive program.
- Conduct and evaluate the Visitor Use Survey visitor response card data to help plan a sound park wide interpretive program.
- Update and conduct a well-advertised Junior Ranger program. The programs will focus on the park themes.
- Partner with the Sulphur Chamber of Commerce and present a park interpretive event
- Continue on-board interpretive services on the AmTrak Heartland Flyer using volunteers
- Participate in the Teacher-Ranger-Teacher (TRT) program, with a TRT position assigned to the Interpretation program
- Maintain and update the park web site using CMS
- Use social networking to interact with park visitors and communicate information about the park
- Conduct and evaluate curriculum based education programs.
- Increase outreach interpretation and education efforts
- Increase the number of volunteer projects
- Participate in National Park Service information booths at the State Fair and Oklahoma Department of Wildlife Expo

- Create and fill an Animal Care Taker position in the Interpretation Division
- Use high standard of care in maintaining live animal exhibits
- Develop a SOP for the Travertine Nature Center
- Develop a SOP for care and feeding operations of animal exhibits
- Develop and produce text for exhibits needing text captions at the Travertine Nature Center
- Update LRIP
- Complete Comprehensive Interpretive Plan
- Work with Region and contractor on development of a Exhibit Concept Proposal for exhibits of proposed visitor center

## FY 2012

- Present thematic programs that directly support the park's three primary interpretive themes. Programs will be developed to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.
- Conduct and evaluate formal interpretive presentations at park amphitheaters, Travertine Nature Center Auditorium, off-site park locations.
- Increase the number and quality of informal interpretive contacts
- Conduct roving throughout the park providing basic park information and orientation to park visitors.
- Produce and distribute publications that support the primary interpretive themes.
- Produce and maintain bulletin board information presented in a professional manner.
- Maintain park waysides
- Operate a bookstore outlet in partnership with the cooperating association, Western National Parks Association. Develop a *Scope of Sales Statement*.
- Maintain library resources including current research and make accessible resources available to interpretation staff
- Develop a library management plan
- Institute knowledge acquired from Visitor Services Project conducted in FY2005 regarding visitor experience and visitation demographic analysis to help plan a sound park wide interpretive program.
- Conduct and evaluate the Visitor Use Survey visitor response card data to help plan a sound park wide interpretive program.
- Update and conduct a well-advertised Junior Ranger program. The programs will focus on the park themes.
- Partner with the Sulphur Chamber of Commerce and present a park interpretive event
- Continue on-board interpretive services on the AmTrak Heartland Flyer using volunteers
- Participate in the Teacher-Ranger-Teacher (TRT) program, with a TRT position assigned to the Interpretation program

- Maintain and update the park web site using CMS
- Use social networking to interact with park visitors and communicate information about the park
- Conduct and evaluate curriculum based education program
- Increase the number of volunteer projects
- Participate in National Park Service information booths at the State Fair and Oklahoma Department of Wildlife Expo
- Press releases regarding Chickasaw National Recreation Area U.S. quarter coin
- Develop Educator's Guide

## **FY 2013**

- Present thematic programs that directly support the park's three primary interpretive themes. Programs will be developed to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.
- Conduct and evaluate formal interpretive presentations at park amphitheaters, Travertine Nature Center Auditorium, off-site park locations.
- Increase the number and quality of informal interpretive contacts
- Conduct roving throughout the park providing basic park information and orientation to park visitors.
- Produce and distribute publications that support the primary interpretive themes.
- Produce and maintain bulletin board information presented in a professional manner.
- Maintain park waysides
- Operate a bookstore outlet in partnership with the cooperating association, Western National Parks Association.
- Maintain library resources including current research and make accessible resources available to interpretation staff
- Institute knowledge acquired from Visitor Services Project conducted in FY2005 regarding visitor experience and visitation demographic analysis to help plan a sound park wide interpretive program.
- Conduct and evaluate the Visitor Use Survey visitor response card data to help plan a sound park wide interpretive program.
- Update and conduct a well-advertised Junior Ranger programs. The programs will focus on the park themes.
- Partner with the Sulphur Chamber of Commerce and present a park interpretive event
- Continue on-board interpretive services on the AmTrak Heartland Flyer using volunteers
- Participate in the Teacher-Ranger-Teacher (TRT) program, with a TRT position assigned to the Interpretation program
- Maintain and update the park web site using CMS

- Use social networking to interact with park visitors and communicate information about the park
- Evaluate curriculum based education programs
- Increase the number of volunteer projects
- Participate in National Park Service information booths at the State Fair and Oklahoma Department of Wildlife Expo
- Activate Discovery Room for education, training, or meetings
- Develop Wayside Plan

## FY 2014

- Present thematic programs that directly support the park's three primary interpretive themes. Programs will be developed to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.
- Conduct and evaluate formal interpretive presentations at park amphitheaters, Travertine Nature Center Auditorium, off-site park locations.
- Increase the number and quality of informal interpretive contacts
- Conduct roving throughout the park providing basic park information and orientation to park visitors.
- Produce and distribute publications that support the primary interpretive themes.
- Produce and maintain bulletin board information presented in a professional manner.
- Maintain park waysides
- Operate a bookstore outlet in partnership with the cooperating association, Western National Parks Association.
- Maintain library resources including current research and make accessible resources available to interpretation staff
- Institute knowledge acquired from Visitor Services Project conducted in FY2005 regarding visitor experience and visitation demographic analysis to help plan a sound park wide interpretive program.
- Conduct and evaluate the Visitor Use Survey visitor response card data to help plan a sound park wide interpretive program.
- Update and conduct a well-advertised Junior Ranger program. The programs will focus on the park themes.
- Partner with the Sulphur Chamber of Commerce and present a park interpretive event
- Continue on-board interpretive services on the AmTrak Heartland Flyer using volunteers
- Participate in the Teacher-Ranger-Teacher (TRT) program, with a TRT position assigned to the Interpretation program
- Maintain and update the park web site using CMS
- Use social networking to interact with park visitors and communicate information about the park
- Evaluate curriculum based education programs

- Increase the number of volunteer projects
- Participate in National Park Service information booths at the State Fair and Oklahoma Department of Wildlife Expo

## **FY 2015**

- Present thematic programs that directly support the park's three primary interpretive themes. Programs will be developed to ensure thematic programs that provide opportunities to connect visitors to the larger universal intangibles.
- Conduct and evaluate formal interpretive presentations at park amphitheaters, Travertine Nature Center Auditorium, off-site park locations.
- Increase the number and quality of informal interpretive contacts
- Conduct roving throughout the park providing basic park information and orientation to park visitors.
- Produce and distribute publications that support the primary interpretive themes.
- Produce and maintain bulletin board information presented in a professional manner.
- Maintain park waysides
- Operate a bookstore outlet in partnership with the cooperating association, Western National Parks Association.
- Maintain library resources including current research and make accessible resources available to interpretation staff
- Institute knowledge acquired from Visitor Services Project conducted in FY2005 regarding visitor experience and visitation demographic analysis to help plan a sound park wide interpretive program.
- Conduct and evaluate the Visitor Use Survey visitor response card data to help plan a sound park wide interpretive program.
- Update and conduct a well-advertised Junior Ranger program. The programs will focus on the park themes.
- Partner with the Sulphur Chamber of Commerce and present a park interpretive event
- Continue on-board interpretive services on the AmTrak Heartland Flyer using volunteers
- Participate in the Teacher-Ranger-Teacher (TRT) program, with a TRT position assigned to the Interpretation program
- Maintain and update the park web site using CMS
- Use social networking to interact with park visitors and communicate information about the park
- Evaluate curriculum based education programs
- Increase the number of volunteer projects
- Participate in National Park Service information booths at the State Fair and Oklahoma Department of Wildlife Expo
- Begin preparation for park special event in celebration of National Park Service centennial.



U.S. Department of the Interior, National Park Service, Intermountain Region, Oklahoma

## Chickasaw National Recreation Area

### Component 2: Annual Implementation Plan

Fiscal Year 2011

Last updated: **January 2011**



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## Introduction

### About the Annual Implementation Plan

This Annual Implementation Plan (AIP) is the second component of the CIP. This component, along with the park's other two CIP components (Long-Range Interpretive Plan and Interpretive Database), constitute the park's Comprehensive Interpretive Plan.

While the LRIP component is estimated to be useful for about five years before a major update is needed, a new AIP is created each year. This CIP component is a one-year operating plan for the interpretation & education program. It is a working blueprint describing what interpretive and informational services will be offered this year. The foundational information described in the LRIP also underpins the AIP, lending important context to the annual program and establishing the basis for decision-making throughout the CIP.

Each year, new services identified in the LRIP's future program will be "brought on line." The frequency and duration of existing services may change to accommodate new services. Such services may also be modified in response to what is learned from ongoing evaluation. The offering of existing, modified, and new interpretive and informational services implements the long-range vision in annual increments until the long-range vision is achieved.

Successive AIPs are developed directly from the LRIP. Each AIP is composed of several essential elements:

- Year-specific information
- Annual interpretation & education program (program overview table) — *a year-specific version of the LRIP's future interpretation & education program*
- AIP action list — *a year-specific portion of the LRIP action list*

### Year-specific Information

Year-specific information that is especially useful in the AIP includes budgeting and staffing, training, an analysis of the previous year's interpretation & education program, and any management emphases that will influence the interpretation & education program in the current year.

### Annual Interpretation & Education Program (Program Overview Table)

The *program overview table* of the annual interpretation & education program embodies a one-year portion of the LRIP's long-range program. The annual

program is developed directly from the long-range program, concretely linking them together. It cites all of the services that apply to the current year.

### **AIP Action List**

The AIP action list cites those actions slated for the current year in the LRIP's action list, usually with increased detail to facilitate their completion.

### **The AIP-LRIP Updating Loop**

Like the LRIP, the AIP is updated by park staff as park circumstances change. Any of these changes that may have an effect beyond the current year are also used to update the LRIP. This ensures that the LRIP component remains relevant and an up-to-date template for subsequent AIPs.

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## Annual Conditions and Considerations

### Budget and Funding Information

**Section Description.** This AIP section describes the expected base funding levels for the fiscal year, and additional sources of funding that are expected or to be pursued.

Base funding is expected to approximate \$500,000 for the Interpretation program. Eighty-two percent (82%) of base funding is programmed for personnel services. The remaining base funding for the division is divided among training and travel (2%); (3%) supplies; (1%) equipment; (1%) contract services; (1%) vehicle maintenance; (10%) other program support expenses, including permanent change of station for employees assigned to the division. Regional level funding for the Teacher-Ranger-Teacher position will support a \$2,400 stipend. Sales receipts from the Western National Park Association will support an Interpretive Services Account of approximately \$4,000.

### Position Management and Staffing Information

**Section Description.** This AIP section describes the expected base staffing levels for the fiscal year (number of positions, grades, duties, organizational chart relationships, etc.), and additional sources of staffing such as that available from partners, volunteers, or others. This section also sometimes includes descriptions of expected seasonal fluctuations in staff availability and related supportive issues (stipends, housing, uniform procurement, credit, etc.). Training for all staff (why, what, where, when, how) is also described.

1 Chief of Interpretation, GS-0025-12

2 Park Ranger, GS-0025-9

3 Park Guide, GS-0090-5

3 Seasonal Park Guide, GS-0090-5

1 Seasonal Park Guide, GS-0090-4

1 Clerk-Typist, GS-0303-2

1 Animal Care Taker, WG-4

12 Volunteers

- Work the Trails and Rails program aboard the AmTrak *Heartland Flyer* train, 10-12 times a year, round trip from Oklahoma City, OK to Ft. Worth, TX and return

1 Teacher-Ranger-Teacher, GS-0025-5

- Stipend funded through Intermountain regional office

1 Junior Ranger Ambassador

- Funded through the Student Conservation Association

## Training Schedule and Related Information

Interpretive rangers need to continue with professional training throughout the course of the year, targeting each staff member for one week of Interpretation discipline specific training each year.

Seasonal ranger training will be held at the beginning of the summer season. The training agenda will include: general park orientation; park radio and telephone communications; OK Pride training; information about park natural resources, including water resources and park geology; information about park cultural resources, including the CCC built structures; administrative procedures; customer service; employee rights and responsibilities; schedules; information about the Western National Parks Association bookstore operations; park staff introductions; safety; use of park computers; and a field trip within the park introducing staff to park resources.

The staff should attend training including, basic water safety, CPR and First Aid.

## Analysis of Last Year's Program

**Section Description.** This AIP section serves to analyze the transition from last year's interpretation & education program to this year's program. It compares both programs and examines strengths and weakness as lessons learned. This section also proposes new services or changes to services (or removal of services) as aspects of the program that should be specifically evaluated for effectiveness and efficiency in meeting the program mission — as a way of continually improving the program.

### Strengths of Last Year's Program

During FY10 the Travertine Nature Center at Chickasaw National Recreation Area continued as the primary interpretive and educational contact station where 63,792 visitors visited the nature center. The park also continued to staff the Visitor Information Station at the Sulphur Chamber of Commerce building, where 4283 visitor contacts were made. Regularly scheduled interpretive programs included: ranger led nature hikes and ranger talks at the Travertine Nature Center, Buckhorn, Point, and Cold Springs amphitheaters, and park related films at the Travertine Nature Center. One Park Guide was assigned as a Spanish bi-lingual interpreter. This staff worked informal roving assignments during the summer season in park picnic areas, campgrounds, and other heavily visited park areas. Staffed the Junior Ranger Station located at the Cold Springs campground throughout the summer on weekends, where over 1,500 visitor contacts were made.

Special interpretive events this year included: "Bald Eagle Watch", January, 2010; "Campfire Stories" a story telling event, June 2010; "Read with a Ranger", July, 2010; Oklahoma State Fair - Information Booth, September, 2010, Oklahoma Wildlife Expo information booth, September, 2010.

In addition to regularly scheduled interpretive programs in the park the staff presented off-site interpretive presentations at the Goddard Youth Camp, and a number of local elementary and intermediate schools in the south-central Oklahoma area. Staff attended the National Association for Interpretation, National Interpreters Workshop conference, Hartford, Connecticut, November, 2009. The Travertine Nature Center provided information and orientation and issued the Senior Pass, Access Pass, National Park Pass and Boat Launch permits to park visitors. Press releases, park bulletin boards, newspaper articles, and a park newsletter were utilized to inform the public about interpretive programs. A historic building adapted for contemporary use served as a “Junior Ranger Station” where the park Junior Ranger program was conducted. The Junior Ranger booklet for Chickasaw National Recreation Area was revised with the assistance of the Student Conservation Association Junior Ranger Ambassador and a "Junior Ranger Field Day" was held at the park.

Live animal exhibits were maintained at the Travertine Nature Center with representative animal specimens: Sport Fish Aquariums, Aquatic Turtle Aquariums, Terrestrial Turtle/Frogs/Toads Terrarium, six (6) non-venomous snake terrariums with non-venomous different species, barred owl cage exhibit, and temporary animal exhibits, e.g. tarantula spider exhibit. The following exhibit areas were maintained: Twelve taxidermy or model exhibit areas; several individual animal taxidermy mounts; a 12’x20’ native habitat diorama; fossil exhibit, with 8 specimens; a geology and rock specimen exhibit; a touch table; numerous live potted plant specimens. Seven interpretive and information modules were also maintained, with a total of 15 information and interpretive panels. The following visitor and interpretive services were maintained: One hundred and twenty-five seat visitor auditorium with audio-visual equipment; reading table with magazines; puppet stage; a library with over 1000 titles; bookstore, staff office space, storage and workspace area.

A Visitor Use Survey was conducted in the park in July 2010 where the visitor’s understanding of the significance of the national recreation area was measured. Eighty-eight percent (88%) of respondents to a visitor use survey card understood the significance of the recreation area, achieving GPRA goal Iib1, “Visitor Understanding and Appreciation”. GPRA goal Iib2, “Visitor Satisfaction with Facilitated Programs” was achieved where the satisfaction measure was 90%. Park visitors responding to the Visitor Use Survey also indicated satisfaction measures of 93% with interpretive exhibits, 92% satisfaction with the park map brochure, and 98 % satisfaction with the Travertine Nature Center.

Other program accomplishments included:

- Bi-weekly staff meetings including safety tailgate sessions
- Western National Park Association operated a sales outlet at the Travertine Nature Center, staffed with a sales agent 2 days a week
- Trip programs were conducted by volunteers aboard the Heartland Flyer during the summer months

### **Weaknesses of Last Year's Program**

The interpretive program itself did not change significantly in FY10 from previous years where the "Satisfaction with Facilitated Programs" GPRA goal was achieved. However, during this time, three permanent positions remained either unfilled or were impacted by transfer of personnel or detail to other National Park Service units. One GS-5 Park Guide position was not filled during FY 2010. Prior to this position being vacant, this staff position had served as the park Spanish bi-lingual interpreter. One GS-9 Park Ranger position was on detail for a 120 day assignment at another park unit. One GS-9 Park Ranger position transferred to another National Park Service unit. This position was vacant for a month in FY10. While the transfer and detail of staff were positive actions for the involved personnel, the loss of these personnel services impacted the Interpretation program. This meant loss of staff time dedicated to roving and program time. Further, specialized interpretive functions were impacted, e.g., publications, public information services, recruiting and working with volunteers.

### **Management Emphases for this Fiscal Year**

**Section Description.** This AIP section describes the various emphases that park management may want the interpretation & education program to specifically address in this fiscal year.

#### **Emphases Regarding Management Decisions**

A design for a new park visitor center will be completed in FY11. The environmental assessment for this project will be completed as well. Attention will then turn to securing construction funding for this facility which has been sought by the park for nearly three decades.

Planning for construction of a visitor center necessitates planning the interpretive component of this facility. A value analysis will be conducted from three exhibit alternatives developed in an Exhibit Concept Proposal prepared in FY11. Both exterior and interior exhibits will complement the design of the proposed Visitor Center and be in accord with design principles and standards of the National Park Service. Exhibits will present opportunities for park visitors to understand park significance and primary interpretive themes.

#### **Emphases Regarding Resources**

Eastern redcedar reduction projects are taking place around Lake of the Arbuckles and in the Platt Historic District at Chickasaw National Recreation Area. This fuel reduction work was largely completed during the summer of 2010. Prescribed burns are planned for winter 2011 and are expected to benefit the environment and strengthen the protective barrier the wildfire-urban interface provides for local landowners. Although eastern redcedar is native to Oklahoma, it is extremely invasive. The tree species creates a wildfire hazard, displaces other

species from the natural ecosystem, impairs local air quality by producing allergens, and contributes to the general decline of the local water table. Thinning of the eastern redcedar will increase public safety by reducing the hazardous fuel load in the wildland-urban interface and moving the ecosystem closer to a natural state.

The Interpretation program intends to present timely press releases informing the public about prescribed burns. The Interpretation program intends to present ranger talks about the prescribed program at the park.

### **Emphases Regarding Visitors**

Although Chickasaw National Recreation Area is the 57<sup>th</sup> most visited of nearly 400 national park areas, the park is not thought of as a destination park within the national park system. Still, the park has been described as a place of lifetime experiences where repeat visitation is important. Understanding the attitudes, desired experiences, and visitor use patterns of the "repeat visitor" is considered especially significant in managing the visitor and protecting park resources at Chickasaw.

Recreational visitation at Chickasaw totaled approximately 1.3 million in FY 2010, including all visitors who took part in camping, hiking, boating, and swimming. The Interpretation program will attempt to increase visitor awareness regarding the recreational resources and opportunities at the park and place emphasis on visitor safety. An increased emphasis on informal contacts through roving interpretation will be made this fiscal year.

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## Annual Interpretation & Education Program

### AIP Program Overview Table

**Section Description.** This AIP section describes the blueprint of this year’s annual interpretation & education program, a one-year implementation of the long-range vision in the LRIP component. It is displayed as a program overview table that graphically depicts how distinct audiences will be provided with a variety of interpretive and informational opportunities to facilitate their exploration of the meanings ascribed to the place, through the park’s set of primary interpretive themes and the services that make them accessible to visitors. ***The program overview table outlines the annual interpretation & education program that the park and its partners intend to conduct.***

The program overview table enables the entire program to be viewed at a glance. It helps all interpreters better understand the entire interpretive operation and how their individual efforts contribute to the whole.

The operational details that underpin the interpretive and informational services depicted on the program overview table are described in a set of individual service plans (ISPs). These are located in the Interpretive Database component of the CIP.

### Program Overview Key

#### *Abbreviations*

- ABST — Antelope and Buffalo Springs Trail
- AD — Arbuckle District
- AHSM — Arbuckle Historical Society Museum
- AM — Arbuckle Mountains
- Amph — Park amphitheaters
- BR—Bromide Contact Station
- BRPAV—Bromide Pavilion
- CA — Cooperating Association (Western National Parks Association)
- CC — Camp Classen
- CHIC — Chickasaw National Recreation Area
- FP — Flower Park
- GYC — Goddard Youth Camp
- HF — Heartland Flyer Train
- HQ — Headquarters
- JRS — Junior Ranger Station
- LA— Lake of the Arbuckles
- MUT — Multi-Use Trail
- OKCI — Oklahoma City National Memorial
- PAV— Pavilion Springs
- PD — Platt District
- VIS—Visitor Information Station (Sulphur Chamber of Commerce)
- SWC — Oklahoma State Welcome Centers
- TBD — Locations to be determined

TC — Travertine Creek  
TNC — Travertine Nature Center  
VEN— Vendome Well  
VL — Veterans Lake  
VLT — Veterans Lake Trail  
WABA — Washita Battlefield National Historic Site  
WWW — Park Web Page

### **Individual Service Plans**

Every service on the Program Overview table is underpinned by an Individual Service Plan (ISP) in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted. Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.



Chickasaw National Recreation Area

Annual Interpretation & Education Program / Program Overview Table

PRIMARY INTERPRETIVE THEMES	INTERPRETIVE AUDIENCES		
<p>A: Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro-geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p>	<p><b>1: General Audience</b> (Includes many repeat visitors with both broad and narrow focuses of interest Includes a growing Hispanic population, and other ethnic audience for whom English may not be a first language.)</p>	<p><b>2: Organized Educational Groups</b> (Includes grades K-College, but primarily 2-6; Goddard Youth Camp focuses on serving Grades 4-6, scouts, and other educational camps and organizations. This audience also includes groups from the Oklahoma School for the Deaf. The State of Oklahoma school for the mentally impaired in Pauls Valley, and the rehabilitation center in ADA may also contribute audiences in this group.)</p>	<p><b>3: Park Neighbors</b> (Includes residents of Murray County and surrounding counties, including residents of Chickasaw Nation lands. This audience also includes many commuters who pass through the park regularly. )</p>
	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Wayside exhibits</b> <sup>FY2011</sup> at Park wide,  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Site bulletins via brochure boxes</b> <sup>FY2011</sup> at park wide  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, mail  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at TNC, park wide, offsite youth camps  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Wayside exhibits</b> <sup>FY2011</sup> at Park wide  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets</p>	<p><b>Roving interpretation</b> <sup>FY2011</sup> at Special events, historic downtown Sulphur, etc.  <b>Illustrated programs</b> <sup>FY2011</sup> at Community sites, service organizations, offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Community sites, service organizations  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite</p>

<p><b>B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p>	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations</b> <sup>FY2011</sup> at Park wide  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Third person living history</b> <sup>FY2011</sup> at TNC, Amph, special events, offsite  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Site bulletins via brochure box</b> <sup>FY2011</sup> at PD  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, VIS, mail, WWW  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Teacher workshop</b> <sup>FY2011</sup> at Park wide, offsite  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations</b> <sup>FY2011</sup> at Park wide  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling trunk</b> <sup>FY2011</sup> at Mail, pick up</p>	<p><b>Interpretive Web Page</b> <sup>FY2011</sup> at Internet  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at Community sites, service organizations, offsite  <b>Traveling exhibit via phone, mail, e-mail</b> <sup>FY2011</sup> at Special events, community sites  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Recreational demonstrations</b> <sup>FY2011</sup> at Community recreational groups and clubs  <b>Third person living history</b> <sup>FY2011</sup> at TNC, Amph, special events, offsite</p>
<p><b>C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Special events (e.g. Earth Day)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Site bulletins via brochure boxes</b> <sup>FY2011</sup> at Park wide  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Trails &amp; Rails talks</b> <sup>FY2011</sup> at HF  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, mail, WWW, JRS  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>Scheduled interpretive walks</b> <sup>FY2011</sup> at Park wide  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Traveling trunk</b> <sup>FY2011</sup> at Mail, pick up  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite</p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Traveling exhibits</b> <sup>FY2011</sup> at Special events, community sites  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide</p>

<p><b>National Park System and NPS Mission</b></p>	<p><b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Special events (e.g. NP Week)</b> <sup>FY2011</sup> at Park wide, offsite  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Junior Ranger program</b> <sup>FY2011</sup> at TNC, mail, JRS  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, BR, ranger stations  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Interpretive talks</b> <sup>FY2011</sup> at Amph, TNC, park wide, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations  <b>Exhibits</b> <sup>FY2011</sup> at VIS, TNC  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide  <i>Note: All personal services include incidental NPS mission information.</i></p>	<p><b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite    <i>Note: All personal services include incidental NPS mission information.</i></p>	<p><b>Interpretive talks</b> <sup>FY2011</sup> at Community locations, service organizations  <b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Information desk services</b> <sup>FY2011</sup> at VIS  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Community sites  <b>Illustrated programs</b> <sup>FY2011</sup> at Community locations, service organizations    <i>Note: All personal services include incidental NPS mission information.</i></p>
<p><b>Orientation and Safety Information</b></p>	<p><b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, boat ramps, offsite  <b>Rack cards</b> <sup>FY2011</sup> at SWC, VIS, campgrounds, local businesses  <b>Park Web Page</b> <sup>FY2011</sup> at Internet  <b>Bulletin boards</b> <sup>FY2011</sup> at Park wide  <b>Roving interpretation</b> <sup>FY2011</sup> at Park wide  <b>Illustrated programs</b> <sup>FY2011</sup> at TNC, Amph, offsite  <b>Special events (e.g. Earth Day, Health Fair)</b> <sup>FY2006</sup> at Park wide, offsite  <b>Public contacts</b> <sup>FY2011</sup> at Park wide  <b>Park brochure</b> <sup>FY2011</sup> at SWC, VIS, TNC, Sulphur businesses, ranger stations, campgrounds, special events, WABA, OKCI  <b>Orientation &amp; Safety postings</b> <sup>FY2011</sup> at Community bulletin boards, local businesses, park bulletin boards  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS, orientation kiosk, BR, ranger stations  <b>Trail maps</b> <sup>FY2011</sup> at TNC  <b>CA sales items</b> <sup>FY2011</sup> at CA sales outlets  <b>Site bulletins</b> <sup>FY2011</sup> at TNC, VIS, ranger stations, campground hosts  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite  <b>Evening programs</b> <sup>FY2011</sup> at Amph  <b>VC Exhibit Concept Proposal</b> <sup>FY2011</sup> at Park wide    <i>Note: All personal services include incidental orientation and safety information.</i></p>	<p><b>Teacher workshops</b> <sup>FY2011</sup> at Park wide, offsite  <b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, boat ramps, offsite  <b>Interpretive Web Page</b> <sup>FY2011</sup> at Internet  <b>Information desk services</b> <sup>FY2011</sup> at TNC, VIS    <i>Note: All personal services include incidental orientation and safety information.</i></p>	<p><b>Special events</b> <sup>FY2011</sup> at Park wide, offsite  <b>Rack cards (hunting maps, fishing maps)</b> <sup>FY2011</sup> at SWC, campgrounds, local businesses  <b>Orientation &amp; Safety talks</b> <sup>FY2011</sup> at TNC, Amph, offsite, boat ramps  <b>Orientation &amp; Safety postings</b> <sup>FY2011</sup> at Community bulletin boards, local businesses  <b>Site bulletins (Boating Instructions—w/permit)</b> <sup>FY2011</sup> at Fee machines  <b>Informal interpretive contacts</b> <sup>FY2011</sup> at Park wide, offsite    <i>Note: All personal services include incidental orientation and safety information</i></p>

## Individual Service Plans

Every service on the Program Overview table is underpinned by an Individual Service Plan (ISP) in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted.

Please see **Individual Service Plans** in **CIP Component 3: Interpretive Database** for detailed information about each service.

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## **AIP Action List**

The AIP Action List describes the major actions that are necessary to fully and successfully implement the annual interpretation & education program.

### **FY 2011, Quarter One**

Provides visitor services at Travertine Nature Center and Visitor Information Station

Conduct interpretive talks and walks at the Travertine Nature Center

Conduct education programs

Maintain exhibits at Travertine Nature Center and Visitor Information Station

Maintain park web site

Maintain waysides

Keep bulletin boards current

Conduct a Junior Ranger Field Day

Conduct a Story Telling at the Travertine Nature Center partnering with the Sulphur Chamber of Commerce

### **FY 2011, Quarter Two**

Provides visitor services at Travertine Nature Center and Visitor Information Station

Conduct interpretive talks and walks at the Travertine Nature Center

Conduct education programs

Maintain exhibits at Travertine Nature Center and Visitor Information Station

Maintain web site

Maintain waysides

Keep bulletin boards current

Recruit TAR volunteers

Recruit a TRT

Recruit FY2011 seasonal staff

Conduct Eagle Watches interpretive program

Publish the park newsletter "Update"

Develop SOP for care and feeding operations of animal exhibits

Develop an Exhibit Concept Proposal for proposed Visitor Center

### **FY 2011, Quarter Three**

Provides visitor services at Travertine Nature Center and Visitor Information Station

Conduct interpretive talks and walks at the Travertine Nature Center

Conduct education programs

Conduct interpretive programs at the park amphitheaters

Maintain exhibits at Travertine Nature Center and Visitor Information Station

Maintain web site

Maintain waysides

Keep bulletin boards current

Hold training for Trails and Rails volunteers  
Hold training for seasonal Interpretation staff  
VIP's conduct Trails and Rails program on board the AmTrak Heartland Flyer  
Recruit SCA Junior Ranger Ambassador  
Develop SOP for Travertine Nature Center  
Participate in Value Analysis regarding Exhibit Concept Proposal

### **FY 2011, Quarter Four**

Provides visitor services at Travertine Nature Center and Visitor Information Station  
Conduct interpretive talks and walks at the Travertine Nature Center  
Conduct interpretive programs at the park amphitheaters  
Conduct education programs  
Maintain exhibits at Travertine Nature Center and Visitor Information Station  
Maintain web site  
Maintain waysides  
Keep bulletin boards current  
VIP's conduct Trails and Rails program on board the AmTrak Heartland Flyer  
Publish the park newsletter "Update"

### **Recurring Tasks**

In addition to the specific actions described above, other actions need to be undertaken and accomplished on an annual or other recurring basis. As the program is managed throughout the year, it is important to be aware of activities whose scheduling is beyond the control of the park. Many of these are connected to funding, reporting, and information management such as the following:

- VIS (Service wide Comprehensive Call), PMIS (Project Management Information System)
- Fiscal Year-end Closeout
- PMDS (Performance Management Data System)
- Survey Cards (usually each summer)
- SIR (Servicewide Interpretive Report)
- FMSS (Facility Management Software System)

U.S. Department of the Interior, National Park Service, Intermountain Region, Oklahoma

## Chickasaw National Recreation Area

### Component 3: Interpretive Database

Fiscal Years 2011-2015

Last updated: **January 2011**

CLASSIFICATION NO: <u>728.992</u>	United States Department of the Interior National Park Service	NEGATIVE NO: <u>388</u>
Subject: Sec. Stewart Udall, Congressman Carl Albert and Superintendent, Donald Spaulding outside Bromide Pavilion		
Location: South of Bromide Pavilion		
Photographer & Companions: William N. Hackenbracht Park Naturalist		
Date: June 20, 1964		
Remarks:		
Form 10-30 (7/57) Print File Card	21974	

## Introduction

### About the Interpretive Database

This Interpretive Database (ID) is the third component of the CIP. This component, along with the park's other two CIP components (Long-Range Interpretive Plan and Annual Implementation Plan), constitute the park's Comprehensive Interpretive Plan.

The ID is essentially a reference aid, or finding aid, for information that assists in the implementation and ongoing operation of the park's interpretation & education program. It underpins the LRIP and AIP components by providing ways to connect to supportive information. The database is often most useful if constructed as a computer file to facilitate information searches and make updating convenient. A printed copy of the database is often stored with some of the original documents and materials to which it refers. The ID is composed of several essential elements:

- Referenced information
- Individual service plans

### Referenced Information

The ID serves as a reference database for information such as the park reading list, research documents, other planning documents, funding proposals, media evaluations, various reports, and more.

### Individual Service Plans

The ID file contains the program's individual service plans. These brief plans provide operational detail that underpin and more fully describe the services listed on the LRIP and AIP program overview tables.

## Referenced Information

This ID section describes where information that is not in the LRIP or AIP components can be found. Both virtual and physical locations are likely to be included.

### Basic Park Reading List

1. *Oklahoma Oasis – From Platt National Park to Chickasaw National Recreation Area*, Boeger, Palmer H.
2. *Platt National Park*, Barker, Ballard M. and Jameson, William Carl.
3. *Final Chickasaw National Recreation Area General Management Plan*, NPS, March 2008.
4. *Water Resources Management Plan*, Chickasaw National Recreation Area.
5. *Cultural Landscape Report*, Platt Historic District Lewis, Hohmann, Heidi and Grala, Katarzyna.
6. *Interpreting Our Heritage*, Tilden, Freeman.
7. *An Ethnohistory of the Relationship between the Community of Sulphur, Oklahoma and Chickasaw National Recreation Area*, Wray, Jacilee and Roberts, Alexa.
8. *In Praise of Platt. Or, What is a ‘Real’ National Park?* Wray, Jacilee and Roberts, Alexa.
9. *A Park of the People: the demotion of Platt National Park, Oklahoma*, Parker, Albert J.
10. *The Great Health Giving Mecca and Summer Resort: Platt National Park, The Early Years*. McChristian, Douglas, C.

### Cooperating Association – Park Scope of Sales Statement

The park currently lacks a park Scope of Sales Statement.

## Interpretive Talk Outlines

At Chickasaw National Recreation Area, Interpretive talks are developed as thematic presentations where the audience is provided opportunities to forge their own emotional and intellectual connections about the meanings in park resources. Prior to presentation, Interpretive staff develops talk outlines of formal programs. A standardized outline form is utilized by staff. Completed outlines are forwarded to the Chief of Interpretation for review and approval prior to the presentation of programs. Outlines are filed in a notebook binder in the Chief of Interpretation's office and electronically on the park's "P" drive in the Interpretation division folder.

## Operations Evaluations

At the request of former park Superintendent Connie Rudd, a review of operations was conducted at Chickasaw National Recreation Area to examine the organizational structure, programmatic efficacy, and staffing responsibilities for the Division of Interpretation. A review team of four visited the Park on October 12-15, 2004, to conduct the review. Larry Frederick, Chief of Interpretation and Education, Rocky Mountain National Park, led the team, which also included Kim Sikoryak, Support Office Interpretive Specialist; Tessy Shirakawa, Chief of Interpretation, Mesa Verde National Park; and Jeff Wolin, Lead Interpretive/Education Specialist, Florissant Fossil Beds National Monument.

The review team spent the three days interviewing park staff and gaining understanding of the park through site visits. The general observations and findings of the review team identified positive attributes of the Interpretive program and issues of concern at Chickasaw. Many of the review team suggestions have been implemented since the operations evaluation. The report conclusion identified an interpretive staff skilled and dedicated; and encouraged staff to focus their efforts on positive change regarding the program. A copy of the October, 2004 Interpretive Review is maintained on file at the Chief of Interpretation's office.

## Other Plans Affecting Interpretation

### Cultural Landscape Report (Hohmann and Grala 2004)

This report documents the physical evolution and existing conditions of the Platt District's cultural landscape, describes character defining features, and analyzes landscape significance and integrity. It further presents recommended treatment guidelines and strategies appropriate for the preservation and rehabilitation of the district's cultural landscape resources. The report is published in both hard copy and electronic versions; and is available on-line thru the park web site.

## Ethnographic Overview

In July 2004 the park ethnohistory study was completed and submitted as a report “*An Ethnohistory of the Relationship between the Community of Sulphur, Oklahoma and Chickasaw National Recreation Area*”, Wray, J., and Roberts, A. The purpose of this study was to assist park management in making informed decision by providing an understanding of the park’s relationship with the town of Sulphur. The study focused on the values attached to the park and its resources by members of the traditionally associated community of Sulphur. A second phase of ethnographic study was also conducted under contract to the National Park Service by Dr. Clara Sue Kidwell, University of Oklahoma. Dr. Kidwell’s research focused on the associations that historically affiliated American Indian communities have to the park and its resources. This report is attached as appendix “F” to the Wray and Roberts report.

## Foundation Statement for Planning and Management

Chickasaw National Recreation Area exists as a part of the National Park System to provide for the protection of the national recreation area’s unique resources, springs, streams, lakes, and other natural features; to protect and interpret its cultural history, historic landscapes, and structures; and to provide for public education, appreciation, and recreational use and enjoyment of these resources.

The primary focus of park planning and management is to improve park natural and cultural resources while enhancing visitor facilities and interpretive opportunities. The National Park Service will continue to maintain and protect natural and cultural resources in Chickasaw National Recreation Area and will not permit new developments that are inappropriate for a park unit.

## General Management Plan (GMP)

The purpose of the park GMP is to ensure that Chickasaw National Recreation Area, as a national park system park unit has a clearly defined direction for resource preservation and visitor use to best achieve the NPS’s mandate to preserve resources unimpaired for the enjoyment of future generations.

This plan is the basic document for managing Chickasaw National Recreation Area for the next 15–20 years. The purposes of this plan are as follows:

- Confirm the purpose, significance, and special mandates of Chickasaw National Recreation Area;
- Clearly define resource conditions and visitor uses and experiences to be achieved in Chickasaw National Recreation Area;
- Provide a framework for national recreation area managers to use when making decisions about how to best protect national recreation area resources, how to provide quality visitor uses and experiences, how to manage visitor use, and what types of facilities, if any, to develop in/near Chickasaw National Recreation Area;

- Ensure that this foundation for decision-making has been developed in consultation with interested stakeholders and adopted by the NPS leadership.

Specific to interpretation, the GMP identified that the Travertine Nature Center will continue to focus on resource education, provide programs to school groups and the public, and add formal programs that more fully interpret primary interpretive themes.

### GPRA Strategic Plan

The Government Performance and Results Act of 1993 (GPRA) was designed to improve federal management practices by making them more results driven and to provide greater accountability for achieving results. To assist the National Park Service in complying with GPRA, a visitor survey is conducted in units of the National Park System, including Chickasaw National Recreation Area in FY10. The survey was developed to measure each park unit's performance related to NPS GPRA Goals IIa1 (visitor satisfaction) and IIb1 (visitor understanding and appreciation). The performance of the Interpretation division at Chickasaw was specifically measured against IIb1 (visitor understanding and appreciation) where it achieved a rating score of 88% FY10. The rating score for IIa1 (visitor satisfaction) was 95%.

The results of Visitor Use Surveys for previous years are available online:  
[http://www.psu.uidaho.edu/vsc.profile.htm?vscParks\\_ID=1950](http://www.psu.uidaho.edu/vsc.profile.htm?vscParks_ID=1950)

### Historic Resources Study

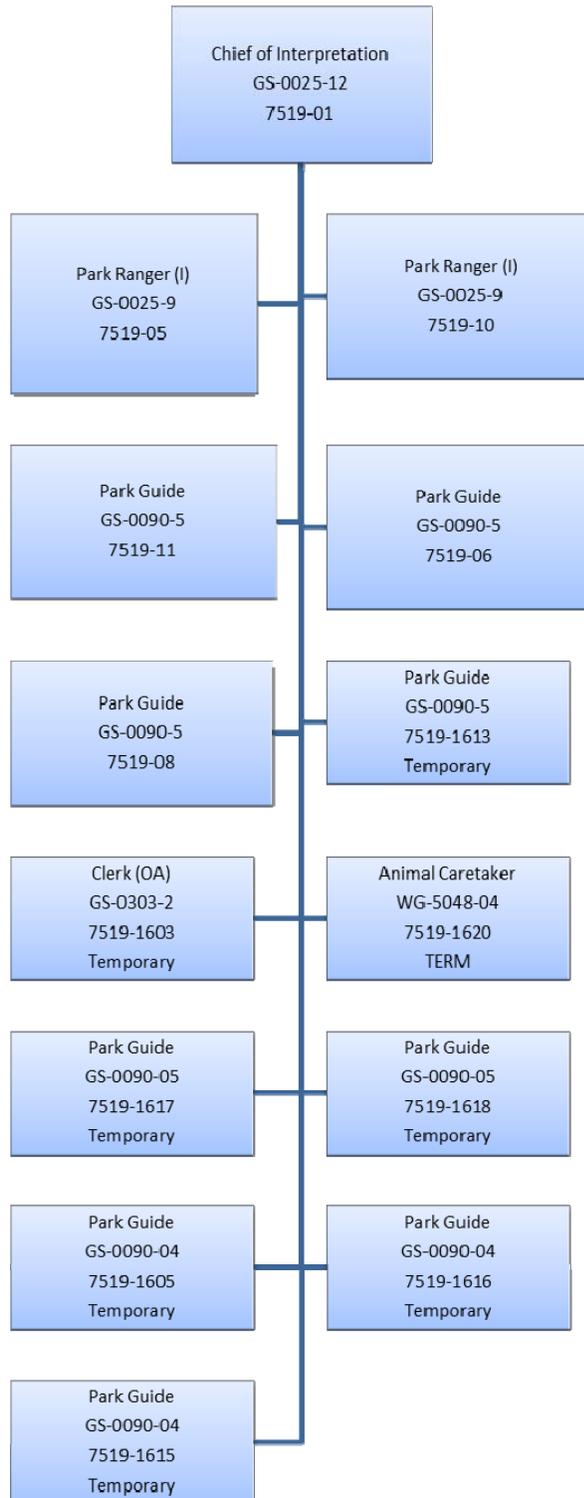
Prepared in June 2003 by the Santa Fe Support Office, National Park Service and authored by Douglas C. McChristian, this study examines the early history of the section of Chickasaw National Recreation Area originally known as Platt National Park. For many decades, Platt enjoyed a reputation for being the National Park System's smallest national park, at just over 600 acres. Despite its size, it became one of the most heavily visited due largely to its location midway between two growing metropolitan areas, Oklahoma City and Dallas/Fort Worth. There were, in fact, political attempts to transfer it to the State of Oklahoma, or at best, demote the park to the status of a national monument, because of a perception that it lacked the exceptional resources normally associated with the likes of Yellowstone and Grand Canyon. Nevertheless, the park survived, due in no small part to the fervent support of the townspeople of adjacent Sulphur, Oklahoma.

The historic resources study is titled, *"The Great Health Giving Mecca and Summer Resort: Platt National Park, The Early Years"*. Prior to this publication only one comprehensive treatment reached publication, *"Oklahoma Oasis: From Platt National Park to Chickasaw National Recreation Area"* in 1987. Despite the general reliability of this comprehensive work, there was a recognized need for another treatment casting Platt National Park against the backdrop of Indian Territory and early Oklahoma. As a result, the historic resources study focused on

development of the region surrounding Sulphur Springs during the nineteenth century, subsequent formative years as a health Mecca and recreational attraction, and the park's first half-century under government administration.

Position Management Plan

Chickasaw National Recreation Area  
Division of Interpretation



## Water Resources Management Plan

The *Water Resources Management Plan (1998)* serves as a tool to manage water resources-related planning activities at Chickasaw. This plan includes an overview of Chickasaw National Recreation Area's resources, resource management objective and critical water resource issues. A recommended management program is outlined that includes a set of project statements prepared following guidelines established by the National Park Service.

## Resource Management Plan

The *Resource Management Plan (1999)* is Chickasaw National Recreation Area's plan for the long range management of its resources and a tactical plan identifying short-term projects. The plan identifies and describes specific inventory, monitoring, research, restoration, and mitigation actions that are currently active or that are needed to perpetuate natural processes and resources and preserve cultural resources in Chickasaw National Recreation Area. The *Resource Management Plan* will be replaced with a "Resource Stewardship Strategy" as needed to incorporate the management directions presented in this plan

## Servicewide Interpretive Report (SIR)

After gathering all documents needed, SIR is normally completed before the due date of October 31 of each year.

## Servicewide Media Inventory (FMSS)

FMSS for wayside exhibits and audio-visual systems at Chickasaw National Recreation area are maintained by the park Maintenance Division.

The following is an inventory of the audio-visual equipment resources at the park:

Asset #1091361	DVD Player Pioneer V7400
Asset #1091420	VCR Player Panasonic AG2560
Asset#1091449	Amplifier QSC CX302
Asset#1091452	DLP Projector Panasonic PT-D4000U
Asset#1091455	Wireless Microphone/Receiver Shure SC4
Asset#1091468	Video/Audio Switcher Burst AV4X1P
Asset#1091469	Portable Mixer Shure SCM-262
Asset#1091819	Rack Mount Surge Supressor TrippLite
Asset#1091867	AV Computer Dell GX-280
Asset#1091800	DLP Projector PT-D6000ULS
Asset#1091802	DVD Player Pioneer V7400
Asset#1091805	VCR Player Panasonic AG2560
Asset#1091806	Portable Mixer Shure SCM-262
Asset#1091808	Closed Captioning Technovision PC-2
Asset#1091809	Amplifier QSC CX302

Asset#1091812 Amplifier, Mixer TOA BG-130  
Asset#1091813 Rack Mount Surge Supressor TrippLite

There is also some out-of-service equipment that will be treated as excess property.

The following is an inventory of the wayside resources at the park:

Asset#1070231 Wayside Panel Vendome Well  
Asset#1071144 Wayside Base Vendome Well  
Asset#1071173 Wayside Base Bromide Pavilion  
Asset#1071529 Wayside Base #1 Antelope Springs Trail  
Asset#1071595 Wayside Panel#3 Antelope Springs Trail  
Asset#1071597 Wayside Panel#3 Antelope Springs Trail  
Asset#1071603 Wayside Panel#4 Antelope Springs Trail  
Asset#1071608 Wayside Base#4 Antelope Spring Trail  
Asset#1070236 Wayside Panel Black Sulphur Springs  
Asset#1071072 Wayside Base Walnut Grove  
Asset#1071113 Wayside Base Black Sulphur Springs  
Asset#1071184 Wayside Panel Flower Park  
Asset#1071189 Wayside Base Flower Park  
Asset#1071196 Wayside Panel Ranger LE Offices

## Standard Operating Procedures (SOP) for Library Use

There is a park library located at the Travertine Nature Center. Park staff is assigned to serve as librarian. Other documents are stored in the park's central files at park headquarters and as archival materials as part of the park's museum collection. Checking out materials from the library is a self-serve system that seems to be working satisfactorily. The last inventory of library materials was done in December 2004. Acquisition and cataloguing of new materials are assigned duties of staff. A system needs to be established to identify new materials and prioritize their acquisition. A library management plan with standard operating procedures is needed and would increase the usefulness of the libraries to users. As part of a library management plan, provision needs to be made for the acquisition, storage, and cataloguing of electronic reference materials as well as printed items.

## Visitor Survey Data

To assist the National Park Service in complying with the Government Performance and Results Act (GPRA), a visitor survey is conducted each summer at Chickasaw National Recreation Area. The survey measures the park's performance related to NPS GPRA Goals IIa1 (visitor satisfaction) and IIb1 (visitor understanding and appreciation). Survey sampling sites include campgrounds, picnic areas, and traditional gathering areas for swimming. Surveyor's use the "lock-box" approach where the survey instruments are disseminated randomly to potential survey respondents, then after a period of

time, surveyor's return with the lock-boxes where respondents may deposit a completed survey. This has improved the response rates. In FY10 the response rate for the survey was 79%.

## **Volunteers-in-Parks (VIP) Report**

Chickasaw benefits from the use of volunteers in key park operations, primarily in campground management, interpretation, and trails and grounds maintenance. In FY10, volunteers donated 9,554 hours of service, at a value of about \$119,200 based on an estimate of \$20.85 per hour. Campground hosts spent over 7,780 hours rendering on-site assistance to campers, ensuring visitor fee compliance and conducting campground cleanup. Additionally, volunteers spent over 1,410 hours supporting interpretation division activities, accounting for 14% of all volunteer hours. Specifically, in FY 2010 volunteer time was spent in interpretation activities including those associated with the AmTrak Heartland Flyer Trails and Rails program; and special events, such as "Campfire Stories", a storytelling event, and National Public Lands Day, a volunteer park trash removal project.

## Individual Service Plans

This ID section includes the Individual Service Plans (ISPs) that expand upon the services identified on both the future and annual program overviews.

### About Individual Service Plans (ISPs)

Every service represented on the LRIP's "Future Interpretation & Education Program: Program Overview Table" and the AIP's "Annual Interpretation & Education Program: Program Overview Table" are underpinned by an ISP in some way. ISPs describe the operational, behind-the-scenes information that enables an interpretive or educational service to be conducted.

The set of ISPs will become more and more complete as actual information regarding the specific planned services becomes available. In this way, ISPs will initially serve a more predictive role, and will later come to document actual achievements.

ISPs are located on the following pages.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p>
<p><b>Interpretive Talks.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Buckhorn Amphitheater</li> <li>• Point Amphitheater</li> <li>• Cold Springs Amphitheater</li> </ul>	

## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** At Buckhorn amphitheater site: 1 talk each Friday and Saturday at 9:00 pm, Memorial Day Weekend – Labor Day .

**Service Duration.** At Lake of the Arbuckles, AD: 30 minutes each presentation, with 10 minutes questions follow up.

**Maximum Audience Size.** At LA, AD: Buckhorn Amphitheater: 100 visitors; Point Amphitheater: 50 visitors. At PD, Cold Springs Amphitheater: 25 visitors; Travertine Nature Center: 125 visitors.

**Support Materials.** At LA, AD: Audio-visual media.

**Logistics.** At AD: 15 minutes setup prop and media setup time; and 15 minutes prop and media takedown time. Thirty minute one-way drive from nature center to amphitheater. At PD, Cold Springs Amphitheater, Fifteen minute one-way drive from nature center to amphitheater.

**Staff Time Commitment.** At LA, AD: 70 minutes per presentation, plus appropriate preparation/developmental time. At PD, Cold Springs: 70 minutes per presentation, plus appropriate preparation/developmental time.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Interpretive talks.</b></p> <ul style="list-style-type: none"> <li>• Off-site of park</li> </ul>
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## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where future recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** Year around within 75 miles radius of the park

**Service Duration.** 30 minutes each presentation, with 10 minutes questions follow up.

**Maximum Audience Size.** 100 audience members

**Support Materials.** Audio-visual media.

**Logistics.** One hour and fifteen minute one-way drive from nature center to program site location.

**Staff Time Commitment.** Four (4) hours per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme A:</b></p> <p>Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p>	<p><b>Audience 1:</b> Organized Educational Groups.</p>
<p><b>Curriculum-based Education Programs.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Goddard Youth Camp</li> <li>• Off-site of park at schools</li> </ul>	

### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate student understanding and appreciation of park resources, issues of protection and preservation of park resources and meet Oklahoma state PASS objectives.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially when lesson plans center on park water resources, where students might have future recreational use of park waters.

### Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** After Labor Day – and prior to beginning Memorial Day Weekend within park and 75 miles radius of the park.

**Service Duration.** 45 minutes each lesson

**Maximum Audience Size.** 25 students, grades 3-5.

**Support Materials.** Program “Water, Water Everywhere”: plastic baggies, sponges, straws, tape, paper, pencils, binder with lesson plan, plastic bins, water pitchers, laminated sentence strips

**Logistics.** At GYC, AD: 15 minutes setup time; and 15 minutes takedown time. Thirty minute one-way drive from nature center to GYC. Off-site to local schools within 75 mile radius: One hour and fifteen minute one-way drive from nature center to program site location.

**Staff Time Commitment.** 45 minutes per presentation, plus appropriate preparation/ developmental time. Off-site to local schools within 75 mile radius: Four (4) hours per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme B:</b></p> <p>The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p>	<p><b>Audience 1:</b> Organized Educational Groups.</p>
<p><b>Curriculum-based Education Programs.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Goddard Youth Camp</li> <li>• Off-site of park at schools</li> </ul>	

### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate student understanding and appreciation of park resources, issues of protection and preservation of park resources and meet Oklahoma state PASS objectives.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially when lesson plans center on park water resources, where students might have future recreational use of park waters.

### Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** After Labor Day – and prior to beginning Memorial Day Weekend within park and 75 miles radius of the park.

**Service Duration.** 90 minutes each lesson

**Maximum Audience Size.** 25 students, grades 9-12.

**Support Materials.** Program “Poster Art in the Parks”: Laminated WPA posters, large paper, makers, pencils, stencils, WPA reading handout

**Logistics.** At GYC, AD: 15 minutes setup time; and 15 minutes takedown time. Thirty minute one-way drive from nature center to GYC. Off-site to local schools within 75 mile radius: One hour and fifteen minute one-way drive from nature center to program site location.

**Staff Time Commitment.** 90 minutes per presentation, plus appropriate preparation/ developmental time. Off-site to local schools within 75 mile radius: Four (4) hours per presentation, plus appropriate preparation/ developmental time

<p><b>Primary Interpretive Theme C:</b></p> <p>The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> Organized Educational Groups.</p> <p><b>Curriculum-based Education Programs.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Goddard Youth Camp</li> <li>• Off-site of park at schools</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate student understanding and appreciation of park resources, issues of protection and preservation of park resources and meet Oklahoma state PASS objectives.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially when lesson plans center on park water resources, where students might have future recreational use of park waters.

### Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** After Labor Day – and prior to beginning Memorial Day Weekend within park and 75 miles radius of the park.

**Service Duration.** 60 minutes each lesson

**Maximum Audience Size.** 25 students, grades K-2.

**Support Materials.** Program “Woodland Animals Puppet Show”: Puppet show set, puppets, puppet show script, puppet-making supplies

**Logistics.** At GYC, AD: 15 minutes setup time; and 15 minutes takedown time. Thirty minute one-way drive from nature center to GYC. Off-site to local schools within 75 mile radius: One hour and fifteen minute one-way drive from nature center to program site location.

**Staff Time Commitment.** 60 minutes per presentation, plus appropriate preparation/ developmental time. Off-site to local schools within 75 mile radius: Four (4) hours per presentation, plus appropriate preparation/ developmental time

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience, Organized School Groups and Park Neighbors.</p>
<p><b>Illustrated Program.</b></p> <ul style="list-style-type: none"> <li>• Off-site of park</li> </ul>	

## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where future recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** Year around within 75 miles radius of the park

**Service Duration.** 30 minutes each presentation, with 10 minutes questions follow up.

**Maximum Audience Size.** 100 audience members

**Support Materials.** Audio-visual media.

**Logistics.** One hour and fifteen minute one-way drive from nature center to program site location.

**Staff Time Commitment.** Four (4) hours per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Trails and Rails Program.</b></p> <ul style="list-style-type: none"> <li>• <i>AmTrak Heartland Flyer Train</i></li> </ul>
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## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To introduce train passengers to National Park Service park units and their resources, located in the state of Oklahoma, including Chickasaw NRA; and the mission of the National Park Service.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information and resource protection messages should be emphasized.

## Key Operational Details

**Presenters.** Trained volunteers.

**Service Availability.** Prior to beginning Memorial Day Weekend through Labor Day. Train passes within park 10 miles of the park.

**Service Duration.** 15 minutes each presentation

**Maximum Audience Size.** Three passenger coaches, about 200 passengers.

**Support Materials.** Narration script, "Changing Landscape, Changing Lives", read over train public address system. Park map brochures; site bulletins; NPS publications.

**Logistics.** Volunteers must board train and ride train one-way four hours, with a 3 hour layover, prior to a 4 hour return trip.

**Staff Time Commitment.** Appropriate preparation/ developmental time prior to beginning each TAR season.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p>
<p><b>Puppet Shows.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Buckhorn Amphitheater</li> <li>• Point Amphitheater</li> <li>• Cold Springs Amphitheater</li> <li>• Schools</li> <li>• Offsite, e.g., Wildlife Expo</li> </ul>	

## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** At amphitheater sites: presentations on weekend at 9:00 pm, Memorial Day Weekend – Labor Day. At TNC, year round presentations in the auditorium. Off-site of park, year around at schools and special events.

**Service Duration.** 15 minutes each presentation, with 5 minutes introduction, and 10 minutes questions follow up.

**Maximum Audience Size.** At LA, AD: Buckhorn Amphitheater: 100 visitors; Point Amphitheater: 50 visitors. At PD, Cold Springs Amphitheater: 25 visitors; Travertine Nature Center: 125 visitors.

**Support Materials.** At TNC, mobile puppet theater; other locations portable puppet stage.

**Logistics.** AD: 15 minutes setup prop and stage; 15 minutes prop and stage takedown time. Thirty minute one-way drive from nature center to amphitheaters. At PD, Cold Springs Amphitheater, Fifteen minute one-way drive from nature center to amphitheater.

**Staff Time Commitment.** At AD: 70 minutes per presentation, plus appropriate preparation/ developmental time. At PD, Cold Springs: 70 minutes per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p>
<p><b>Junior Ranger Program.</b></p> <ul style="list-style-type: none"> <li>• Junior Ranger Station</li> </ul>	

## Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** At JRS, Memorial Day Weekend – Labor Day. At TNC, year round

**Service Duration.** 15 minutes each presentation at the Junior Ranger station

**Maximum Audience Size.** At JRS six (6) children.

**Support Materials.** Junior Ranger Booklet

**Logistics.** Junior Ranger booklets stored at Junior Ranger Station, Cold Springs campground; and at the Travertine Nature Center.

**Staff Time Commitment.** 10 minutes with each Junior Ranger candidate

<p><b>Primary Interpretive Theme B:</b></p> <p>The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Recreational Demonstrations.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Buckhorn Amphitheater</li> <li>• Point Amphitheater</li> <li>• Cold Springs Amphitheater</li> <li>• Park Boat Ramps</li> <li>• Little Niagara Picnic Area</li> <li>• Schools</li> <li>• Offsite, e.g., Wildlife Expo</li> </ul>
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### Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

### Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** At amphitheater sites: presentations on weekends at 9:00 pm, Memorial Day Weekend – Labor Day. At TNC, year round presentations in the auditorium. Off-site of park, year around at schools and special events.

**Service Duration.** 15 minutes each presentation, with 5 minutes introduction, and 10 minutes questions follow up.

**Maximum Audience Size.** At AD: Buckhorn Amphitheater: 100 visitors; Point Amphitheater: 50 visitors. At PD, Cold Springs Amphitheater: 25 visitors; Travertine Nature Center: 125 visitors. At Little Niagara Picnic area 50 visitors; Schools 30 students; Special events, e.g., fairs and expo's 50 visitors.

**Support Materials.** Life jackets, throw ropes, information on venomous snakes, heat exhaustion and heat stroke first aid information.

**Logistics.** AD: 15 minutes setup prop table ; 15 minutes prop table takedown time. Thirty minute one-way drive from nature center to amphitheaters. At PD, Cold Springs Amphitheater, Fifteen minute one-way drive from nature center to amphitheater. Off-site up to one hour one way travel time.

**Staff Time Commitment.** 15 minutes per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme B:</b></p> <p>The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Costumed Interpretation (third person).</b></p> <ul style="list-style-type: none"> <li>• Special events</li> <li>• Schools</li> </ul>
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### Management’s Intent, Critical Resource Issues, and Visitor Safety Issues

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources, especially those resources associated with the history of the park.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

### Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** In park, special events. Off-site of park, year around at schools and special events.

**Service Duration.** Individual presentations are usually 15 minutes or less; combined they could be part of a hour long tour presentation.

**Maximum Audience Size.** In the park, audiences in an individual presentation up to 100 visitors.

**Support Materials.** Period clothing and accoutrements.

**Logistics.** Acquiring and storage of period costumes.

**Staff Time Commitment.** 15 minutes per presentation, plus appropriate preparation/ developmental time.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> Organized Educational Groups.</p> <p><b>Traveling Trunk.</b></p> <ul style="list-style-type: none"> <li>• Schools</li> </ul>
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## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the talks where recreational use of park water resources by visitors is expected.

## Key Operational Details

**Presenters.** Park interpretive staff

**Service Availability.** School year

**Service Duration.** Trunk is held by each school for two weeks at a time.

**Maximum Audience Size.** Elementary school classroom size

**Support Materials.** Interpretive objects supporting primary park themes.

**Logistics.** Each trunk is housed at the TNC. Trunks can be delivered by a Park Ranger in person or sent via the mail.

**Staff Time Commitment.** 1 hour staff time to prep and mail the trunk; if delivered by a Park Ranger then up to one hour driving time going and return trip each to deliver trunk; and same amount of time to retrieve trunk.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Traveling Exhibit.</b></p> <ul style="list-style-type: none"> <li>• Off-site of park</li> <li>• State Fair</li> <li>• Expo's</li> <li>• Special Events</li> </ul>
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## Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially for the exhibit venues where future recreational use of park water resources by visitors is expected

## Key Operational Details

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** Year around within 75 miles radius of the park

**Service Duration.** 4 hours to 10 days

**Maximum Audience Size.** 5000 exhibit viewers

**Support Materials.** Traveling exhibit, full size and table top

**Logistics.** One hour and fifteen minute one-way drive from park.

**Staff Time Commitment.** 30 minute setup and takedown time; work shifts as assigned to cover booth/exhibit setups.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p>
	<p><b>Roving Interpretation.</b></p> <ul style="list-style-type: none"> <li>• Platt District             <ul style="list-style-type: none"> <li>- Antelope and Buffalo Springs Trail</li> <li>- Little Niagara Picnic Area</li> <li>- Travertine Creek Corridor</li> <li>- Bromide Area</li> <li>- Veteran Lake Area</li> </ul> </li> <li>• Arbuckle District             <ul style="list-style-type: none"> <li>- Multi-Use Trail</li> <li>- Buckhorn Picnic Areas</li> <li>- Point Picnic Area</li> </ul> </li> </ul>

**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources. Provide general park orientation. To address special needs, for example, communicating with Spanish speaking visitors to whom English is not the first language.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** Weather permitting, from Memorial Day to Labor Day; rest of the year on the weekends.

**Service Duration.** Roving periods of one hour blocks with 5 to 10 minute rest breaks, each hour.

**Maximum Audience Size.** Family reunion size groups up to 50 family members.

**Support Materials.** Park maps, brochures, and rack cards; and other NPS mission handouts.

**Logistics.** At AD: Thirty minute one-way drive from nature center to roving assignment locations. At PD, fifteen minute one-way drive from nature center to roving assignment locations.

**Staff Time Commitment.** Roving assignments usually in four hour time assignments.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Exhibits.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Visitor Information Center</li> </ul>
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**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Park interpretive staff and trained volunteers.

**Service Availability.** Year-round.

**Service Duration.** 9 a.m. – 4:30 p.m. Winter – Travertine Nature Center  
 9 a.m. – 5:30 p.m. Summer – Travertine Nature Center  
 9 a.m. – 12noon; 1 p.m. – 3:30 p.m. Visitor Information Station

**Maximum Audience Size.** 125 visitors, Travertine Nature Center; 10 visitors, Visitor Information Station

**Support Materials.** Travertine Nature Center: Sport Fish Aquarium, Aquatic Turtle Aquarium, Terrestrial Turtle/Frogs/Toads Terrarium, six (6) non-venomous snake terrariums with non-venomous different species, Barred Owl cage exhibit, and temporary animal exhibits, e.g. tarantula spider exhibit. Twelve taxidermy or model exhibit areas; several individual animal taxidermy mounts; a 12’x20’ native habitat diorama; fossil exhibit, with 8 specimens; a geology and rock specimen exhibit; a touch table; numerous live potted plant specimens. Seven interpretive and information modules with a total of 15 information and interpretive panels.

**Logistics.** Storage of supplies and materials associated live animal exhibits.

**Staff Time Commitment.** 20 hours/week live animal exhibits care; 4 hours week general care of other exhibits.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Cooperating Association Sales Items.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> </ul>
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**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Western National Parks Association staff and Park interpretive staff

**Service Availability.** Year-round.

**Service Duration.** 9 a.m. – 4:30 p.m. Winter – Travertine Nature Center  
9 a.m. – 5:30 p.m. Summer – Travertine Nature Center

**Maximum Audience Size.** 15 visitors at a time in book store area of Travertine Nature Center

**Support Materials.** Interpretive text on product labels, interpretive text and photographs for new products

**Logistics.** Display of sales items and storage of sales items

**Staff Time Commitment.** Each day the TNC is open and during hours information desk is manned. WNPA staff, Thursday and Friday, 8 hour shifts.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Park Map Brochure and Site Bulletins.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Visitor Information Station</li> <li>• Headquarters Lobby</li> <li>• Ranger Stations Foyers</li> <li>• Trail Head Brochure Boxes</li> </ul>
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**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.  
**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Park interpretive staff and volunteers

**Service Availability.** Year-round.

**Service Duration.** 9 a.m. – 4:30 p.m. Winter – Travertine Nature Center  
 9 a.m. – 5:30 p.m. Summer – Travertine Nature Center  
 9 a.m. – 12noon; 1 p.m. – 3:30 p.m. Visitor Information Station

**Maximum Audience Size.** Individual and small family size groups

**Support Materials.** Park Map Brochure and Chickasaw NRA site bulletins; generic NPS mission based

**Logistics.** Display of brochure items and storage of inventory stock

**Staff Time Commitment.** Routine stocking of materials to replenish supplies.

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p> <p><b>Web.</b></p> <ul style="list-style-type: none"> <li>• NPS Content Management System Park Website</li> <li>• CHIC Facebook Page</li> <li>• Twitter and other social networking applications</li> </ul>

**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Park interpretive staff

**Service Availability.** Year-round.

**Service Duration.** Internet connection

**Maximum Audience Size.** Unlimited, any person with internet access

**Support Materials.** Interpretive text and photographs

**Logistics.** Using CMS and social media applications

**Staff Time Commitment.** 4 hours/week

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> General Audience.</p>
	<p><b>Education Guide.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Park Web Page</li> </ul>

### Management's Intent, Critical Resource Issues, and Visitor Safety Issues

**Management's Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.

**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

### Key Operational Details

**Presenters.** Park interpretive staff  
**Service Availability.** Year-round  
**Service Duration.** Internet connection  
**Maximum Audience Size.** Unlimited

**Support Materials.** Park interpretive themes, OK PASS standards, curriculum-based lesson plans  
**Logistics.** CMS access, ensuring that education materials are accurate, PASS standards updates  
**Staff Time Commitment.** 1 hours/week

<p><b>Primary Interpretive Theme A:</b> Chickasaw National Recreation Area's 500-million-year record of sedimentary deposition, complex hydro geological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.</p> <p><b>Primary Interpretive Theme B:</b> The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.</p> <p><b>Primary Interpretive Theme C:</b> The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.</p>	<p><b>Audience 1:</b> Organized Educational Groups.</p>
	<p><b>Teacher Workshops.</b></p> <ul style="list-style-type: none"> <li>• Travertine Nature Center</li> <li>• Offsite of Park</li> </ul>

**Management’s Intent, Critical Resource Issues, and Visitor Safety Issues**

**Management’s Interpretive Intent:** To facilitate visitor understanding and appreciation of park resources, issues of protection and preservation of park resources.  
**Critical Resource and Visitor Safety Issue(s):** Visitor safety information should be emphasized, especially water safety.

**Key Operational Details**

**Presenters.** Park interpretive staff  
**Service Availability.** Year-round.  
**Service Duration.** 1 day (8 hour workshop)  
**Maximum Audience Size.** 25 participants per workshop

**Support Materials.** Educator’s Guide, OK PASS standards, curriculum-based lesson plans  
**Logistics.** Schedule date & location for workshop, schedule relevant guest speakers  
**Staff Time Commitment.** Preparation time for workshop; 1 day (8 hour workshop)