



**Indiana Dunes  
National Lakeshore  
Division of Interpretation**

*The Plan*

**Phase Two of  
*Shaping Our Future***

**Redirecting Resources  
And Re-engineering the  
Interpretive Program for  
An Efficient and Effective  
Operation**





**PHASE ONE** of the plan to re-engineer interpretive operations at Indiana Dunes National Lakeshore began in November 2005—the first of five planning retreats. Emotions were high and stayed high, as a 2 ½ -year park-wide competitive sourcing study had just begun. Firewalls were in place and employees’ trust of management was absent. Park-wide employees feared that they would be reassigned or lose their jobs. Amid the turmoil and mistrust, the interpretive staff took on these challenges and succeeded:

**CHALLENGE #1**

**Maximize visitor contact for dollar spent.**

SERVICE	BASELINE (FY-2005)	FY- 2008	SAVINGS
Visitor Center	\$4.37	\$0.95	78%
Informal Interpretation	\$1.71	\$0.64	63%
Formal Interpretation	\$8.04	\$5.60	30%
Demonstrations/Performances	\$1.79	\$1.25	30%
Junior Rangers	\$15.86	\$2.41	85%
Special Events	\$11.68	\$3.40	29%
Education	\$5.16	\$3.63	30%
Publications	\$0.37	\$0.34	8%
Audio-Visual	\$0.14	\$0.07	50%
Loans	\$1.39	\$0.70	50%
<b>Average Personal Contact</b>	<b>\$6.94</b>	<b>\$2.55</b>	<b>63%</b>
<b>Average Non-Personal Contact</b>	<b>\$0.63</b>	<b>\$0.37</b>	<b>41%</b>

**CTIONS TAKEN:** Divided staff into three specialty branches—education, interpretation, and media—to allow staff to develop greater expertise. Reduced the length of curriculum-based programs, and modified program schedules to serve more students. Dropped poorly attended programs. Established roving-ranger program. Eliminated programs that were not based on interpretive themes. Showed the orientation film more frequently. Increased promotion of programs and special events. Recruited and trained more docents to give school programs. Converted the sales clerk to a park guide. Scheduled more staff during peak times. Changed work schedules of permanents to reduce the need for intermittent staff. Used technology to reduce time spent mailing newsletters, newspapers, etc.

*Background*



**Acknowledgment of  
PHASE ONE  
Successes  
(2006, 2007, 2008)**

***PESONNEL COST per  
visitor contact is  
DOWN 63%  
for personal interpretive  
services, and is  
DOWN 41%  
for non-personal  
interpretive services.***

***The NUMBER of personal  
interpretive contacts is  
UP 66%,  
and the number of  
non-personal  
interpretive contacts is  
UP 129%.***

**OUTCOMES:** Personnel costs for personal interpretive services decreased by 63% and the cost for non-personal interpretive services decreased by 41%. In spite of losing 7 full-time employees during Phase One, the number of visitors served climbed: Personal interpretive contacts increased by 66% and non-personal interpretive contacts increased by 129%.

## **CHALLENGE #2**

### **Establish a planning and media branch.**

**ACTIONS TAKEN:** Reorganized division to establish a Planning and Media Branch, and assigned a Supervisory Park Ranger to manage the branch. Hired a technician (STEP) to assist, and set aside 32 hours per week for an interpreter to enhance the park's website. Had a visual information specialist from another park train five staff members how to produce webcasts. Offered two workshops facilitated by well-known exhibit specialists. Purchased new audiovisual equipment and software. Submitted new PMIS projects, including a comprehensive interpretive plan, a new orientation film, permanent exhibits for the visitor center, exhibits and accessibility features in the Douglas Center, additional wayside exhibits, etc. Revised an old PMIS funding request to include accessible features at the Douglas Center. Wrote requests for proposals and contracts for rehabilitation of the Douglas Center lobby and exhibits. Acquired new line of products and moved Eastern National Outlet to new location on Highway 49. Rewrote the scope of sales. Closed sales outlet at Bailly-Chellberg contact station. Revised wayside exhibits and park map to reflect new location of visitor center. Closed captioned orientation films. Overhauled the park's newspaper to appeal to a more general audience of park visitors in need of basic resource and safety information. Created a series of new full-cover brochures to address the most frequently requested information from park visitors. Rewrote partnership agreements. Prepared for the opening of the Field House Station Preschool. Worked with the City of Portage to open a new visitor facility on the beach with a large classroom. Arranged for a total rewrite and design of official park map and guide. Created temporary interactive exhibits in the visitor center. Created future positions for a visual information specialist and a writer-editor during the Preliminary Planning Effort. Redesignated the park's 14 bulletin boards to resemble waysides exhibits. Began a cell phone tour and posted streaming content on the park's website. Requested a full Visitor Study.

**OUTCOMES:** Since 2005, the number of publications distributed went up by 162%, addressing interests and information needs of the visitors. Bookstore sales have increased by approximately 20%. The park's website was converted to the Content Management System prior to deadlines and photo galleries and multi-media content were added. The Paul H. Douglas Center for Environmental Education is now accessible and more attractive; new exhibits for the lobby are

being developed. We receive many compliments on the changes made to *The Singing Sands* newspaper. The Visual Information Specialist position is presently being announced.

### **CHALLENGE #3**

#### **Re-engineer the junior ranger program, complying with national standards.**

**ACTIONS TAKEN:** Renamed the park's junior ranger program, which was really a day camp. The name caused confusion among park visitors, INDU staff, and WASO staff. Applied for and used grant funding to support the *ParKids* Day Camp program. Planned and implemented a new family-directed junior ranger program based on national standards and funded the program through multiple grant awards. Designed and awarded patches to attract more junior rangers. Promoted the junior ranger program through hands-on learning stations in the visitor center and junior ranger tents on the beach. Participated in the National Junior Ranger Day. Made a point to invite all young park visitors to become junior rangers. Offered all junior rangers an award ceremony. Revised the current 36-page junior ranger book, making it briefer, more park-centered, and experience-based. Created a new junior ranger program for children whose visits are confined to the beach. Also created specific junior ranger programs for special events.

**OUTCOMES:** The per-person cost of the junior ranger program was reduced by 85%, and the number of junior rangers increased by 486%. The park received a number of junior ranger grant awards, making it possible to keep the program free. Unexpected were all the centennial seasonals, during the third year, which drove the junior ranger program to new heights.

### **CHALLENGE #4**

#### **Learn and apply federal regulations and the National Park Service Director's Orders.**

**ACTIONS TAKEN:** Chief encouraged all division staff to go on-line and review regulations and policies regarding: interpretation, volunteer program, agreements, partnerships/fund-raising, graphic identification system, publication, leases, special use permits, commercial use agreements, accessibility, web publications, signage, etc. Also all staff was encouraged to explain to partners and volunteers the reasons why we were changing certain former practices.

**OUTCOMES:** During the first two years, the few who studied regulations and policies often did so to look for ways around the regulation or policy. In spite of the early resistance, division staff applied regulations/policies one by one. Parking fees at festivals ended. Staff referred individuals to the Chief Ranger for commercial use permits, where appropriate. The same held

true for special use agreements. Volunteers were prohibited from selling items and profiting at special events. Donation funds stopped being used to pay for volunteer reunions/picnics. National Park Service policies regarding collections of donations within the park were applied. Most of the partnership agreements were rewritten using service-wide templates. During the third year, interpreters were more accepting of the regulations and policies, and made efforts to enforce regulations and policies.

## **CHALLENGE #5**

**Credit the National Park Service by using the agency's name and arrowhead on press releases, brochures, traveling exhibits, flyers, banners, posters, etc.**

**ACTIONS TAKEN:** Began using the National Park Service arrowhead on all publications; stopped using the former Indiana Dunes National Lakeshore logo that was adding to the identity confusion. Credited partners on flyers, posters, and press releases only when partner contributed to the event. Required all partners to submit press releases and other public publications prior to release to ensure that the National Park Service was properly credited and the information was accurate. During year three of Phase One, the Superintendent established an inter-divisional work group to help solve park identity issues. The Chief of Interpretation facilitated the group of 13, which included 4 interpreters. Months later, the group presented their recommendations through PowerPoint presentation and a written plan.

**OUTCOMES:** By the end of the second year, interpretive staff no longer had to be reminded to add the arrowhead to publication and to promote Indiana Dunes National Lakeshore as a unit of the National Park Service through all services. In year three, an interdivisional effort made the park's identification a high priority and the work continues.

## **CHALLENGE #6**

**Re-engineer the 650-member Volunteers-in-Park program.**

**ACTIONS TAKEN:** Assigned a staff as a full-time volunteer manager, with only 20% of his time devoted to interpretive projects. Charged the manager with the following tasks: updating all volunteer records, terminating volunteer agreements where the volunteer is no longer active, assigning each volunteer a supervisor, providing training opportunities, establishing a park-wide evaluation program of park volunteers, making the recognition and awards components of the program less labor intensive and costly, rewriting PMIS funding request to include more funds for reimbursements, and discontinuing the use of donation funds to pay for volunteer recognition events and annual picnics. The chief re-wrote the park's volunteer program policy to support the

Director's Order. A volunteer council was formed to provide a more formal means of volunteer input into the park's planning meetings.



**OUTCOMES:** About half of the above tasks were accomplished, and about half of the park's volunteer agreements were terminated. Supervisors became more responsible for reporting hours. PMIS statements were rewritten, and funding was increased. A new volunteer policy, aligned with Director's Order 7, was written and approved. In Year Two, safety training became a requirement, and many position descriptions were updated. During Year Three, a volunteer council was formed and a GS-12 was hired to manage the volunteer program and the responsibility now rest within the Superintendent's Office.

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## Introduction



**Phase Two:**  
*The Plan*  
*is the vital*  
*transitional piece*  
*that builds on the*  
*successes of Phase*  
*One and positions the*  
*park for successful*  
*implementation of a*  
*comprehensive,*  
*long-range*  
*interpretive plan.*

Initially, **Phase Two** was to be the implementation of the park's approved *Most Efficient Operation* (MEO). However, 2 ½ years later after the Preliminary Planning began, it came to an abrupt end with the required MEO being lifted. Therefore, a very different *Phase Two* is now possible and is recommended here as THE PLAN—an interim interpretive plan that will keep the division headed towards greater efficiency and effectiveness.

THE PLAN has a life of up to three years—through 2011—and will be replaced with a *Comprehensive Interpretive Plan/Long Range Interpretive Plan* that will be developed in collaboration with park partners. Although THE PLAN has a short life, it is the vital transitional piece that builds on the successes of *Phase One* and positions the Division of Interpretation for a successful implementation of a comprehensive, long-range interpretive plan.

THE PLAN promises challenges and empowerment for all division employees. All GS-09 interpreters, as program managers, will build, lead, evaluate, and sustain their own distinctive programs area— Outreach, Resource Issues for K-12, Publications, Interpretive Operations, Resource Stewardship, and Special Events/Fee. A GS-05 park guide works full-time during the school year at the Dunes Learning Center to ensure the National Park Service messaging and to seek opportunities to recruit a more diverse workplace.

Older school programs are phased out during Phase Two and are replaced with ones that focus on resource issues and stewardship. All programs are outcome-based and are designed with an evaluation component. The GS-09 program managers for Interpretive Operations, Resource Stewardship Program, and the Special Events/Fee programs report directly to the Assistant Chief (GS-12). He ensures that programs support park goals, Director Orders, regulations, and primary interpretive themes. The Chief of Interpretation (GS-13) directly supervises the work of the Assistant Chief/Planner, the Visual Information Specialist (GS-11), and the Supervisory Education Specialist (GS-11). The Visual

Information Specialist supervises the writer-editor (GS-09 STF), and the visual technician (GS-05 STEO or SCEP). As a team, they will create a park-wide Intranet site, enhance the park's official web site with more streaming content (such as electronic field trips and a virtual visitor center), develop podcasts, create more cell phone messages, produce and implement a new wayside exhibit plan, produce new publications, create new publications, expand the online roving ranger series, and more. The Education Specialist (GS-11) supervises the Outreach Manager (GS-09), the Education Specialist (GS-09), and the Residential Park Guide (GS-05).

THE PLAN recognizes budget shortfalls, changing demographics, the role of technologies in interpretation, the value of interdivisional teamwork, and the value of training and evaluating volunteers and in-park partners. THE PLAN supports the National Park Service's *Interpretation and Education Renaissance Action Plan* in that it encourages the use of new technology, community engagement, staff training, partner certification, and program evaluation; it also assures relevancy in the 21<sup>st</sup> Century.



# Highlights

## THE PLAN ...

- ✓ Increases interdivisional teamwork by establishing an on-going physical presence among the culture resource management staff, the natural resource management staff, the maintenance staff, the administrative/management staff, Dunes Learning Center, the Gary Community, and the Porter County staff. By separating interpretive staff from one another and moving their offices into buildings where others are working in complementary roles, park employees across all divisions will more easily communicate; develop positive relationships across divisional lines; incorporate current research; learn to value, respect, and trust one another; and create balanced programs/projects/services. One of the added benefits is lower utilities and maintenance costs by eliminating the need for the *Calumet Dunes Interpretive Center*.
- ✓ Balances personal and non-personal services.
- ✓ Limits staff involvement to work that directly benefits the park.
- ✓ Ensures programs are relevant and issues-based.
- ✓ Maximizes visitor contact per dollar spent.
- ✓ Calls for volunteers and partners to certify and help the park accomplish its goals.
- ✓ Fills voids in programs by developing programs for young adults.
- ✓ Establishes a stewardship programs for people of all ages.
- ✓ Replaces the working farm with a comprehensive heritage program.
- ✓ Assigns a dedicated leader to each program area.
- ✓ Calls for full and appropriate use of the *Paul H. Douglas Center for Environmental Education*.
- ✓ Stresses community outreach.
- ✓ Helps improve the park's identity as a unit of the National Park Service.
- ✓ Revises visitor experience goals and interpretive themes to make experiences more relevant to today's visitors.

## Challenges

- ✓ The park's *General Management Plan* is as outdated as its *Long Range Interpretive Plan*. Neither is useful in planning in the 21<sup>st</sup> century. Ideally, an interpretative plan would tier off of a *General Management Plan*.
- ✓ The park's budget and work goals are subject to change yearly; thus, there are no guarantees that a program will be supported beyond a year.
- ✓ THE PLAN supports and strengthens certain aspects of Phase One that some on the interpretive team continue to oppose. These aspects include: balancing personal services with non-personal services, making programs sustainable—less dependent on base funding, and separating staff by function and holding each program lead accountable.
- ✓ THE PLAN calls for relocating staff offices from the Calumet Interpretive Center—a location that interpreters have shared for decades—to various buildings throughout the park. One of the new locations does not yet have Internet access, much less a connection with shared park drives. Although the intent is to place staff according to function to assure interdivisional collaboration and increase creativity, some staff fear communications will suffer and that they will be less effective working from a new location without day-to-day connect with the rest of the interpretive team.



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## *Visitor Experience Goals*



*The Visitor . . .*

*Plans their visit.*

*Finds enjoyment.*

*Knows that the  
national lakeshore is a  
unit of the National  
Park System.*

*Experiences  
interpretive  
activities.*

*Understands, protects,  
and supports the park.*

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## *Visitor Experience Goals*

Visitor experience goals describe the cognitive, affective, sensory, and behavioral experiences that the park would like to be available to visitors. Like interpretive themes, which are largely the cognitive elements of visitor experience goals, they provide direction to designers, planners, managers, park staff, and partners.

### **Visitors to Indiana Dunes National Lakeshore will...**

- ✓ Know that they are visiting a national park.
- ✓ Enjoy themselves and have memorable experiences that allow them to go home feeling enriched.
- ✓ Successfully plan their visits and orient themselves to facilities, attractions, features, and experiences.
- ✓ Learn about the fragility of the lakeshore and threats to its resources and develop a sense of appreciation and responsibility that will result in actions to protect, support, and promote the lakeshore and the National Park System politically, financially, through volunteer activities, and by adhering to park regulations.
- ✓ Understand the lakeshore's significance as embodied in the primary interpretive themes by experiencing programs, media, and facilities that enhance their educational experiences.

### *Overall Desired Outcome*

Indiana Dunes National Lakeshore is preserved for future generations because the public finds personal meaning and a shared heritage, demonstrates a long-term commitment to stewardship of the park's resources, and enjoys lifelong learning opportunities at the park.

## Interpretative Themes

Interpretive themes are the most important ideas, stories, and concepts that should be presented to park visitors. They portray the significance of the park. The interpretive themes provide direction to designers, planners, managers, park staff, and partners.

**National Park Theme:** Indiana Dunes National Lakeshore is one of 391 parks in the National Park System and offers many opportunities for intellectual, physical, emotional, and spiritual connections to nature within an urban, industrial environment.

**Succession Theme:** Due to the diversity and complexity of its natural systems, succession at Indiana Dunes National Lakeshore creates one of the most dynamic stages for the plant and animal survival. Today, science teachers and students study ecological succession in the Indiana Dunes just as they did a century ago.

**Lake Michigan Theme:** Lake Michigan, which provides transportation, drinking water, fishing, waste disposal, recreation, and industrial uses for 14 million people, is at risk. Indiana Dunes National Lakeshore is concerned about the health of the Great Lakes Ecosystem and works with partners and volunteers to improve its health and yours.

**Heritage Theme:** Indiana Dunes National Lakeshore has resources associated with some 8,000 years of heritage that provide insights into varieties of culture, values, and perceptions. The National Park Service and today's park visitors play significant roles in the park's heritage.

These people include American Indians, trappers, fur traders, immigrants, farmers, industrialists, lobbyists, conservationists/stewards of yesterday and today, residents living in the park and neighboring communities, National Park Service

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### Themes



*National Park*

*Succession*

*Lake Michigan*

*Heritage*

*Diversity*

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employees, and more than 42 years of park visitors. Diverse perceptions and values characterize human experience at the dunes of Indiana at any one time. The continuum of these experiences helps define our shared heritage, our present identities, and guides our future possibilities.

Subthemes include:

- ✓ Indiana Dunes National Lakeshore preserves structures that represent more than a hundred years of America's heritage.
- ✓ Indiana Dunes National Lakeshore preserves natural and cultural resources amidst heavy industry, transportation corridors, and business and residential developments.
- ✓ Indiana Dunes National Lakeshore addresses controversial issues (such as management of the white-tailed deer population, endangered species protection, non-native species management, fire management, and visitor-use management) through public involvement and affirmation of park values, as well as through good science.

**Diversity Theme:** Indiana Dunes National Lakeshore contains one of the highest numbers of plant species in the National Park System. Community involvement is essential in sustaining the park's exceptional biological diversity.

Indiana Dunes National Lakeshore contains exceptional biological diversity and outstanding floral richness resulting from the combination of complex geological processes and the convergence of several major North American life zones. The lakeshore protects one of the highest number of plant species in the National Park System and maintains its biological diversity through a variety of programs—fire management, control of exotics, restoration of disturbed areas, restoration on natural species, maintenance and expansion of migration and habitat corridors, restoration of natural hydrologic regimes, and interpretive and educational programs. The Greater Indiana Dunes area supports an exceptional concentration and diversity of terrestrial and aquatic life. The park works with local communities to sustain its biodiversity.

# Professional Development & Program Support

**Office Location:** Paul H. Douglas Center

**Staff:** Supervisory Education Specialist, GS-11

**Outcome #1:** Professionally-trained park staff, volunteers, interns, and partners are equipped with the interpretive skills necessary to engage a wide and diverse community.

## Action Items:

- ✓ Assist interpretive staff with the development and implementation of Individual Development Plans.
- ✓ Develop and conduct training events for park staff, interns, and partners for the purpose of helping them provide quality informational services when they encounter park visitors.
- ✓ Assist interpretive staff with Interpretive Competencies.
- ✓ Assist partners and volunteers with interpretive certification.
- ✓ Develop and conduct teacher workshops in partnership with the Dunes Learning Center.

**Outcome #2:** Children living in neighboring communities have three or more park experiences to build an appreciation for Indiana Dunes National Lakeshore.

## Action Items:

- ✓ Continue to support in-park education partners (Field Station Preschool and Dunes Learning Center) so they might help young children in gateway communities form connections with the park. Support partners by providing training, consultations, and promotion of partner programs.

## Professional Development & Program Support



### Staff/Volunteer Training

### Interpretive Certification for Partners

### Funding Proposals to Support Interpretive Program

### Community-Supported K-Gray Education Programs

### Program Evaluation

- ✓ Explore with in-park partners the possibility of offering fee-based programs for middle school program (grades 7-8).
- ✓ Capitalize upon each partner's strengths and ensure that their programs and services are complementary rather than competitive or redundant to those of the National Park Service or other park partners.
- ✓ Continue involving in-park partners in project planning processes to ensure that programs are consistent with the park's mission and policies.
- ✓ When opportunities present, work with funders, partners, and community members to create special in-park learning opportunities for all ages.

**Outcome #3:** Indiana Dunes National Lakeshore and neighboring communities work together in a spirit of openness and cooperation to foster understanding of park management decisions.

**Action Items:**

- ✓ Work with the Office of the Superintendent to make a determined and consistent effort to open new avenues of communications and establish a formal program of community outreach, with specific goals and outcomes. (On-going)
- ✓ Work in concert with the Office of the Superintendent to increase the size and geographic scope of the outreach program. (On-going)

**Outcome #4:** The Division of Interpretation has sufficient non-NPS based funding to implement priority projects. This includes funds needed for temporary staff to develop/implement projects.

**Action Items:**

- ✓ Continue networking and seeking National Park Service project funding to develop new projects with temporary interpretive/education staff. Help other park staff learn how to prepare funding proposals. (On-going)
- ✓ Prepare and submit funding proposals, including PMIS entries. (On-going)

**Outcome #5:** All interpretive programs and education programs are evaluated.

**Action Item:**

- ✓ Assist program managers in the implementation of the evaluation program developed by the Service-wide Evaluation Work Group of the Interpretive Renaissance.

**Outcome #6:** Visitors receive high quality responses to their questions from all park staff and volunteers.

**Action Item:**

- ✓ Develop and implement a training program on informal interpretation that is available to all non-interpretive, uniformed NPS employees and volunteers.

**Outcome #7:** By 2011, Indiana Dunes National Lakeshore has accepted a written proposal for the establishing of a self-sustaining Artist-In-Residence program in Indiana Dunes National Lakeshore.

**Action Item:**

- ✓ Assist the Office of Superintendent's Office in the creation of a high-end, self-sustaining Artist in Residence program.



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**K-12**  
**Resource Issues**



***Deer Overpopulation***

***Habitat Fragmentation***

***Invasive Species***

***Wildland Fire  
Interface***

***Great Lakes Warming***

***Air and Water  
Pollution***

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## ***K-12 Resource Issues Program***

**Office and Program Location:** Paul H. Douglas Center for Environmental Education. This facility is located at the edge of Miller Woods in Gary, Indiana, and contains educational activity areas, an audiovisual/multipurpose room, and an outfitting area for winter programs. Trails provide an ideal setting for outdoor activities.

**Staff:** Education Specialist, GS-09

**Program Schedule:** Monday-Friday

**Topics:** Deer Overpopulation, Habitat Fragmentation, Invasive Species, Wildland Fire Interface, Impacts of Great Lakes Warming (Climate Change), Industry Meets Environment (Air & Water Pollution)

**Outcome #1:** New curricula help elementary, middle, and high school students understand the complex resource issues at Indiana Dunes National Lakeshore.

**Action Items:**

- ✓ Hire a minimum three *Teacher to Ranger to Teacher* (TRT) staff—one from an elementary school, one from a middle school, and one from a high school. (Spring 2009)
- ✓ Work with the TRT staff to develop park-based activities at the three academic levels. The primary focus for each must be resource issues at Indiana Dunes National Lakeshore. (Summer 2009)
- ✓ Phase out older environmental programs that do not focus on Indiana Dunes-specific resource issues, and phase in the resource issues-based programs. (2009-2010 school year)

- ✓ Evaluate the new curriculum on an on-going basis to ensure programs are always relevant.
- ✓ Recruit a greater population of high school students for participation the new resource issue-based programs. (On-going)
- ✓ Place the new curriculum on-line, having field tested the new curriculum. (Summer 2010)
- ✓ Secure grant awards and use funds to have the curriculum professionally edited, designed, and printed. Arrange to have curriculum sold for sustainability. (2011)

**Desired Outcome #2:** Students studying resource issues at Indiana Dunes National Lakeshore are accommodated regardless of weather conditions, and have their space and accessibility needs met.

**Action Items:**

- ✓ Acquire Internet access at the Douglas Center. (Winter 2009)
- ✓ Increase the number of phone lines in the Douglas Center. (Winter 2009)
- ✓ Clean and paint the basement of the Douglas Center. (Winter 2009)
- ✓ Move the office of the K-12 Interpreter to the Douglas Center. (Winter 2009)
- ✓ Establish a youth research library in the basement. (Summer 2009)
- ✓ Complete exhibits for the lobby. (Spring 2009)
- ✓ Develop and test two versions of all resource issues-based programs—one for the outdoors and one for the indoors. (2009- 2011)

**Outcome #3:** The scheduling of schools is efficient and effective, and schools do not cancel at the last minute or fail to show up.

**Action Items:**

- ✓ Eliminate the middle person (scheduler) so communications are directly between the teacher and the K-12 Educator, who is responsible for scheduling all programs at the Douglas Center. (Begin January 2009.)
- ✓ Implement a year-round reservation system, eliminating the former limited reservation periods that required teachers to book programs prior to board/principal approval. (Begin January 2009.)
- ✓ Thoroughly research the pros and cons of imposing the approved interpretive fees during school year 2008-2009. If the research indicates that the benefits of charging interpretive fees outweigh any negative consequences, pilot the fee during school year 2009-2010. Although the approved fee will not cover the full costs of a program, it is sufficient for testing the waters. If the pilot fee program proves successful, considering obtaining public comment to impose a higher fee in order to make K-12 programs self-sustaining.

**Outcome #4:** Knowledgeable and experienced student interns, teachers, partners, and docents/volunteers assist in the delivery of resource issues curricula, especially when groups are large.

**Action Items:**

- ✓ Work with Volunteer Manager in the Office of the Superintendent to recruit highly qualified volunteers/interns to facilitate learning experiences for students. (On-going)
- ✓ Identify training needs of all volunteer educators, and provide training. (On-going)
- ✓ Evaluate and recognize all volunteer educators. (On-going)

**Outcome #5:** With a focus on resource issues relevant to Gary Community, staff and exhibits at the Douglas Center engage a greater number of Gary's young people (and their teachers and families) than in past decades.

**Action Item:**

- ✓ Work with the Contract Technical Representative to help ensure that the new interpretive exhibits at the Douglas Center are relevant and designed to help Gary residents feel welcome and safe throughout Indiana Dunes National Lakeshore. (School year 2008-2009)



## Outreach Program

**Office Location:** Paul H. Douglas Center for Environmental Education

**Staff:** Park Ranger, GS-09

**Program Schedule:** Flexible

**Outcome:** Residents of Lake, Porter, and LaPorte counties form connections with the national lakeshore and support the preservation of its resources.

### Action Items:

- ✓ Station Outreach Ranger at the Douglas Center to develop a solid/trusting relationship within the Gary Community.
- ✓ Work with other park staff to develop and implement a formal, written outreach plan designed to: invite local residents to engage in park activities and volunteer opportunities, and assist residents in practicing good stewardship at home as part of a “Good Neighbor” program, whereby stewardship at home is seen as the key to improving the quality of life throughout the Greater Indiana Dunes Ecosystem—improved water and air quality, reduction of non-native species, sustained native biodiversity, etc.
- ✓ Work with interpretive staff and maintenance staff to rebuild the donated interactive kiosks and place them in Lake and LaPorte counties for summer 2009.
- ✓ Attend meetings of the chambers of commerce, fraternal organizations, and social clubs.
- ✓ Participate in career fairs to promote diversity in the workforce.
- ✓ Work with the county visitor bureaus and the Interpretive Operations Manager to schedule permanent and temporary staff members at county visitor bureaus during peak visitation. (Pilot program in summer 2009, and then evaluate.)

## Outreach



*School Groups*

*Scout Groups*

*Social Clubs*

*Boys & Girls Club*

*Libraries*

*Fraternal Organizations*

*Chambers of Commerce*

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## Residential Experiences



*All residents  
understand. . .*

*Indiana Dunes  
National Lakeshore is  
a national park.*

*The mission of the  
National Park Service  
is to preserve its  
resources.*

*Indiana Dunes  
National Lakeshore  
belongs to them.*

*They help protect the  
park and other special  
lands by practicing  
good stewardship at  
home.*

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## Residential Program

**Program Location:** Dunes Learning Center

**Staff:** Park Guide, GS-05

**Schedule:** Monday-Friday

**Outcome #1:** Every student participating in the Dunes Learning Center's residential programs learns about the National Park Service and the resources of Indiana Dunes National Lakeshore from a National Park Ranger.

**Action Items:**

- ✓ Station a Park Guide at the Dunes Learning Center from September through June. (January 2009)
- ✓ Interpreter develops and leads an interactive program that helps residents understand the following: Indiana Dunes National Lakeshore is part of the National Park System, the mission of the National Park Service is to preserve the park's resources, the park belongs to them, and what they can do to help protect natural and cultural resources in the park and at home. (Develop winter 2009; implement by spring 2009)

**Outcome #2:** Excellent communications and collaboration between the Dunes Learning Center and the park are maintained.

**Action Items:**

- ✓ Ranger helps trains all naturalist interns. (On-going)
- ✓ Ranger helps develop new curricula materials. (On-going)

**Outcome #3:** Dunes Learning Center naturalist interns, who reflect diverse cultural backgrounds, are given the opportunity learn

about employment with the National Park Service by shadowing a National Park Service employee and participating in special projects and events.

**Action Item:**

- ✓ Ranger works DLC staff and National Lakeshore staff to establish a shadow program for naturalist interns. The program is intended to extend their internship experience by giving them opportunities to shadow a National Park Service employee in the division of their choice—Office of the Superintendent, Administration-Human Resources, Interpretation-Education, Maintenance, Resource Management, and Visitor Safety-Resource Protection. (Implementation begins in fall of 2009.)



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## *Stewardship*



***Field Studies***

***Service-Learning  
Credit***

***4-H Projects***

***Family Projects***

***Science Club Projects***

***Garden Club Projects***

***Youth at Risk Projects***

***Ranger Scout  
Program***

***Upward Bound  
Math-Science Projects***

***History Clubs***

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## *Resource Stewardship Program*

**Office Location:** Resource Management

**Staff:** Park Ranger, GS-09

**Outcome #1:** High school students participating in field camps invest themselves in the park by conducting authentic research that is used by park management to help make decisions regarding resource management.

### **Action Items:**

- ✓ Move the Resource Stewardship Manager to an office in Resource Management Building to help ensure that the interpreter stays updated on new findings and new project opportunities. (January 2009)
- ✓ Work with Resource Management staff (including the Great Lakes Research and Learning Center staff) to select appropriate resource management projects in the park that gives students extended learning experiences in fields such as botany, archeology, fire management, historical restoration, etc. (Winter & Spring 2009)
- ✓ Work with Resource Management staff and high school educators to develop study proposals and field protocols to be used by students participating in future resources stewardship programs. (Fall-Winter 2009)
- ✓ Recruit students for the service-learning program and field camps for science credit. Work to integrate these programs into school's curriculum. (On-going)
- ✓ Field test stewardship projects with high school classes and evaluate. (2010)
- ✓ Edit field studies and protocols and post them online. (Summer 2010)
- ✓ Work with school leaders to ensure service learning credits for monitoring and other projects that do not involve analysis of data. (By fall 2010)

- ✓ Work with school leaders and school boards to establish an intense, for-credit high school field courses held during summer months. (By summer 2011)

### **Outcome #2: Visitors have meaningful experiences at historic park sites.**

#### **Action Items:**

- ✓ Host American Indian cultural demonstrations and programs presented by American Indians. (First demonstration as early as spring of 2010.)
- ✓ Work with the IC team to prepare plans for special events (such as the annual Century of Progress Architectural Tours, the Harvest Festival, and Maple Sugar Time) in advance of the events. This includes serving on the Volunteer Council.
- ✓ Ensure that all heritage volunteers are well trained and supervised. (On-going.)
- ✓ Provide heritage programs for diverse audiences.

### **Outcome #3: Intergenerational families “adopt” various stewardship projects at Indiana Dunes National Lakeshore.**

#### **Action Items:**

- ✓ Work with resource management staff to identify suitable projects. (On-going)
- ✓ Establish project guidelines with resource management. (On-going)
- ✓ Working with the Volunteer Manager, recruit families as volunteers.
- ✓ Continue to work with resource management and families to accomplish project goals.
- ✓ Evaluate the success of the intergenerational stewardship program.



**Outcome #4: A year-round resource stewardship program allows organized groups to accomplish a variety of cultural and natural resource management projects. Groups may include Upward Bound Math & Science, Garden Clubs, Science Clubs, Historical Societies, 4-H groups, and others. Scouts participating in six-hour of volunteer work are awarded the National Ranger Scout patch.**

#### **Action Items:**

- ✓ Work with resource management staff and organized groups to identify suitable projects. (On-going)
- ✓ Establish project guidelines. (On-going)
- ✓ Recruit organized groups as park volunteers. (On-going)

- ✓ Continue to work with resource management and groups to accomplish project goals. (On-going)
- ✓ Evaluate the success of using organized groups to do stewardship projects.

**Outcome #5:** Park neighbors and community decision makers understand the significance of the park’s cultural/historical resources and issues and are given opportunities to help preserve their heritage through preservation projects and interpretive programs.

**Action Items:**

- ✓ Develop a plan for a comprehensive heritage program that provides opportunities for community members to be help preserve the park’s history. The draft includes facility use of historic structures, including the Bailly Homestead. Draft submitted by November 2009.
- ✓ Work with Volunteer Manager to recruit, train, and supervise volunteers (from among neighboring communities and Chicago) to assist park staff in accomplishing the comprehensive plan.
- ✓ Work with park staff and representatives of the Pottawatomie tribe and the Miami tribe to complete the *Parks As Classroom’s* Research-Workshop-Curriculum projects.

**Outcome #6:** The public enjoys well-preserved structures and landscapes that span over a hundred years.

**Action Items:**

- ✓ The comprehensive plan mentioned above should include an interim plan for Chellberg Farm that highlights stewardship projects. The projects should all have an interpretive component. The interim plan for the farm should include donating the remaining farm animals by January 2009. The Stewardship Manager should work with maintenance and cultural resource staffs to devise a plan for caring for the cultural landscape. Recruitment of volunteers to plant period herbs, flowers, and vegetables near the farmhouse should also be in the plan.
- ✓ Work with resource management, maintenance staff, and park partners to develop and implement plans to help preserve the park’s historic structures and grounds (especially the Bailly Homestead) through sustainable uses. This may include lease agreements, where appropriate.



## Special Events

**Office Location:** Headquarters Complex

**Event Location:** Most special events occur in the parking lot and fields of the Bailly-Chellberg area.

**Staff:** Park Ranger, GS-09

Special events at Indiana Dunes National Lakeshore are carried out through an incident command organization. For purposes of efficiency and effectiveness, the Special Events Manager within the Interpretive Division is the initial point of contact when public events, such as festivals and special interpretive/educational programs, are being considered by park employees and/or outside groups. The Manager is well versed in federal regulation and park policy that pertain to special events such as DO #53 and the Incident Command System. The Manager may also serve as the Recreation Fee Coordinator beginning in FY-2010 pending the outcome of an operational review.

**Outcome #1:** Indiana Dunes National Lakeshore offers visitors a broad range of high-quality, cost-effective special events that appeal to large and diverse audiences.

### Action Items:

- ✓ The Events Manager is expected to serve in some capacity on park-sponsored Incident Command teams. To that end, the Events Manager will take ICS training at multiple levels to help assure the efficiency and effectiveness of the special events.
- ✓ The Events Manager brainstorms new ideas with park staff and others to ensure that events help support park goals.
- ✓ Events Manager works with park managers and staff from other divisions to establish and publish a calendar of

## Special Events



*Indiana Dunes  
National Park offers  
the public an outdoor  
staging area for special  
events.*

special events for upcoming fiscal year, with the understanding that some special events (especially those generated from outside the park) may not be known at the time the calendar is created. The calendar will be issued by June 30 of each year for the following fiscal year.

- ✓ The Events Manager designs and implements a method of evaluating each special event.
- ✓ The Events Manager contacts the supervisor of each volunteer participating in an event, in order to ensure that the volunteer has signed all the necessary paper signed.
- ✓ The Events Manager has purchasing authority and tracks the costs of each special event sponsored by the park to ensure that costs do not exceed benefit to the park.

**Outcome #2:** The amenities at the Bailly-Chellberg area lends itself to special events.



**Action Items:**

- ✓ The Event Manager works with staff in all park divisions to develop a plan that makes the Bailly-Chellberg area suitable for the majority of the park's special events. The plan will include estimated costs needed electrical lines, water lines, parking etc.
- ✓ The Event Manager ensures that the recommended plan is implemented once it has been approved and funds are available.

## *Interpretive Operations*

**Office Location:** Indiana Dunes Visitor Center

**Staff:** Park Ranger, GS-09; GS-04 Information Receptionist

**Schedule:** The Visitor Center, which is leased from and shared with Porter County Convention, Recreation and Visitor Commission, is open seven days a week. Hours vary with the season.

### **ROVING RANGERS OPERATION**

For many visitors to Indiana Dunes National Lakeshore, the experience of seeing and talking with a park ranger is as memorable as a family picnic on the beach. They seek out those friendly, knowledgeable, and versatile men and women in the gray and green uniforms and the flat hats. They have come to know and expect that the ranger will not only provide the deeper meaning—the larger truths—behind the information or facts.

Informal interpretation at Indiana Dunes National Lakeshore includes “Roving Rangers.” Roving is the assignment of a uniformed interpretive ranger to a specific area in order to assist the many visitors who do not seek out formal interpretive programs. Rovers provide educational opportunities, a sense of security for visitors, and protection of the park resources. Importantly, uniformed rovers, by their uniform and conversation, help visitors connect the national lakeshore to the National Park Service.

**Outcome:** Provided that the park receives sufficient funds for 6-8 centennial rangers, a quarter of the park’s 2 million visitors encounter an interpretive ranger.

## *Operations*



*Visitor Center*

*Roving Rangers*

*Junior Rangers*

*Formal Interpretive Programs*

**Action Items:**

- ✓ Develop an interpretive operations plan by April 1, 2009, that maximizes the use of uniformed rangers in order to provide a National Park Service presence during peak daytime hours during summer months. This includes selecting both strategic locations, days, and hours.
- ✓ Recruit, hire, train, schedule, and evaluate a group of diverse seasonal employees (including centennial rangers and *Teacher to Ranger to Teacher* staff) to continue the expansion of the park's roving ranger program.

### **JUNIOR RANGER OPERATIONS**

**Outcome:** Participation in the Junior Ranger program grows to 6,000 in FY-2009; 7,000 by FY-2010; and 8,000 by FY-2011.

**Action Item:**

- ✓ Expand participation in the Junior Ranger Program (by increasing its promotion and increasing staff hours spent roving the beach) to help children and their families connect with Indiana Dunes National Lakeshore and the National Park Service.
- ✓ Teach the *ParKids* Volunteers the "tools of the trade" when approaching families about the Junior Ranger program.
- ✓ Prepare a Junior Ranger Plan/Manual to help volunteers, new interpreters, and other interested park staff, detailing how to best implement the program. (By June 2009)
- ✓ Train staff how to host a Junior Ranger ceremony, demonstrating how to reinforce the take home messages. (May 2009 and on-going.)

### **VISITOR CENTER OPERATIONS**

Visitor centers serve three primary functions: providing interpretation, orientation and information, and visitor services. This is done through personal contacts, exhibits, audiovisual presentations, and interpretive sales. For the purpose of this planning document, it is assumed that we will continue to lease our visitor center during the next three years.

**Outcome #1:** Every visitor (or family group) that enters the visitor center is greeted and is given a friendly invitation to see the orientation film. AND every family group, every group of friends, and every organized group planning to go to the national lakeshore receives an *Official Park Map and Guide* and a copy of the *Singing Sands*.

**Action Items:**

- ✓ Continue to work with the Porter County Convention, Recreation and Visitor Commission to provide interpretation, information, orientation, and a sales outlet for park-related books and materials.

- ✓ Ensure that all field NPS interpreters and volunteer interpreters participate in online interpretive training and are awarded certificates.



**Outcome #2:** Visitors to county visitor centers in Lake, Porter, and LaPorte counties have access to an interactive kiosk that provides basic information about Indiana Dunes National Lakeshore.

**Action Item:**

- ✓ Work with park staff and partners in the design and install of information kiosks that provide orientation and area information at tourism centers in Lake County and LaPorte counties. Where possible, include interactive computer stations that are easily updated, reliable, and requires little maintenance. (By Summer 2010)

### **INTERPRETIVE SALES OPERATIONS**

Eastern National is provides educational materials as the park’s cooperative association.

**Outcome #1:** Interpretive sales area offer visitors an opportunity to obtain high-quality, in-depth materials, which are important to a comprehensive interpretive program.

**Action Item:**

- ✓ Encourage Eastern National to develop and/or carry a wide range of additional education materials (software, CDs, and other appropriate products) that will enhance and expand upon the park’s interpretive themes.

**Outcome #2:** The park store sales operate effectively and efficiently.

**Action Items:**

- ✓ The Interpretive Program Manager serves as the Eastern National Coordinator, and works directly with Eastern National Regional Coordinator to enhance and improve the existing park outlet. The manager ensures that all Eastern National reports are accurate and submitted by established deadlines. (On-going)
- ✓ Develop written procedures for the Eastern National cash management and collection operations based on guidance provided in the *Eastern National Handbook*.
- ✓ Ensure that is a system in place for limiting access to the cash register and safe.
- ✓ Create a shift report to track accountability for the change fund and cash drawer. (2009)
- ✓ Work with Eastern National to incorporate interpretive elements (such as exhibits and educational and informational services) into the design of their sales area.

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## *Interpretive Media*



*Films*

*eTrips*

*Kiosks*

*Podcasts*

*Waysides*

*Publications*

*Bulletin Boards*

*Online Roving Ranger*

*Online Interpretive  
Programs*

*Cell Phone Tours*

*Intranet Site*

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## *Non-Personal Interpretive Services*

**Office Location:** Headquarters

**Staff:** Visual Information Specialist, GS-11  
Interpretive Publication Manager-GS-09, STF  
Information Technician, GS-05, STEP/SCEP

**Schedule:** Monday through Friday

To remain relevant in the lives of young people and embrace how park visitors receive and use knowledge in the *Information Age*, park interpretive staff will continue to expand its use of appropriate technologies to be a leader in adapting technology to enhance place-based interpretation.

**Outcome #1:** We, as the park's internal customers, have accurate information at our finger tips, thus making all operations more efficient and effective.

**Action Items:**

- ✓ Work with squad and other park staff to create a visually pleasing, user-friendly Intranet site that centralizes all important documents, frequently used forms, instructional tools, FAQ, and so forth.
- ✓ Maintain Intranet site.
- ✓ Establish a work order process or a schedule that allows the Information Technician to assist other divisions with projects.
- ✓ Support Information Technician in obtaining training in geographic information system, in order that he might assist resource managers in producing park maps and analyzing data.

## **Outcome # 2: Visitors come prepared for their visits to the park.**

### **Action Items:**

- ✓ Expand the park's *Discover Indiana Dunes* series (AKA: On-line Roving Ranger Series) to include two-minute, audio-visual presentations on a wide-range of topics that includes safety, parking, specific resource issues, cultural/natural park areas, and others.
- ✓ Work with Outreach Manager and Interpretive Operations Manager to design and place kiosk at county visitor centers in Lake, Porter, and LaPorte counties and other key locations to promote Indiana Dunes National Lakeshore as a unit of the National Park System and as a place that offers a wide range of activities.
- ✓ Work with park interpreters and resource managers to create a series of animated eTrip packages that focus on the park's various resource management issues. Promote the series as a way to prepare students for their field trip experience and extend their learning experience through post-trip lesson plans. Also promote these eTrips among those who may never have an opportunity to visit Indiana Dunes National Lakeshore.
- ✓ Continue to publish and widely distribute copies of *The Singing Sands* newspaper.
- ✓ Create a new design for park brochures/site-bulletins that conveys messages and information that is important for the public to understand. Continue to make publications available online, through the mail, and at all major park areas.

## **Outcome #3: In-park media services/products help visitors at Indiana Dunes National Lakeshore: know that they are in a park managed by the National Park Service; orient themselves in the park, have memorable experiences, go home feeling enriched, and understand the lakeshore's significance as embodied in the interpretive themes.**

### **Action Items:**

- ✓ Establish a media branch that includes a Visual Information Specialist, a writer-editor, and an information technician (student employee).
- ✓ Develop and implement a park-wide publication plan that describes the range of publications and other interpretive products for the public, ranging from free items to possibly sales items. The plan should examine what is currently available and what is needed in relationship to each of the park's interpretive themes. The plan should consider the different types of audiences (e.g. children, adult, foreign), different types of publications (e.g., books, pamphlets, posters, etc.) price range of sales items, and range of complexity of the publications. The publications plan should identify and establish publication priorities and should include such publications as junior ranger materials, curricular materials, park newspaper, park brochures, site bulletins, etc.
- ✓ Develop objectives for a new orientation film and act on opportunities to fund it.

- ✓ Develop objectives for a brief water safety video for children from a child's perspective. Seek grant funding. This film could be shown on the park website, outreach locations, and during park orientation programs.
- ✓ Develop, produce, and post additional two-minute video clips for the park's on-line roving ranger series, *Discover Indiana*.
- ✓ Develop and produce the on-line roving ranger video clips through a new venue—podcasts.
- ✓ Add appropriate informational/interpretive messages to current cell phone tour program.
- ✓ Plan, develop, and produce on-line interpretive programs (10-20 minutes) to be used by those who may never visit the park, as well as students and others preparing for a trip to the park.
- ✓ Plan, research, design, and write a new series of publications that helps promote the park as a unit of the National Park Service.
- ✓ Work with partners to produce a pre-visit orientation to Indiana Dunes Environmental Learning Center as an orientation for students and teachers who will be participating in the program, including the subjects of food, lodging, what the area looks like, and what to bring as well as introduction to the educational activities Place the orientation film online.
- ✓ Provide standard orientation and interpretive exhibits with specific variations as needed to describe local features and conditions.
- ✓ Work on an interdivisional team to seek the most effective venues for informing users of current conditions such as weather, beach closures, construction areas, and road closures.
- ✓ Develop a procedure for quality control and review of information presented on the park's website.
- ✓ Continue to expand the content of the website and keep up with evolving technology.
- ✓ Obtain appropriate bandwidth to offer live-streaming video.
- ✓ Explore providing access on the website to normally inaccessible resources or events. For example, offer virtual tours of the park's museum collection.
- ✓ Develop a new website to provide a one-stop calendar of special events and programs offered by the park and its partners within the Greater Indiana Dunes Ecosystem.
- ✓ Install information kiosks at all appropriate locations and, where feasible, include interactive computer stations to provide information about park orientation and recreational activities. These interactive computer stations should be phased in as technology evolves and would be easily updated and reliable with little maintenance required.
- ✓ Prepare a bulletin board plan. Address themes, goals, and objectives for each park bulletin board and develop uniform design elements.
- ✓ Working with an interdivisional work group, develop a prototype mobile contact station (van or trailer) to use at community events and fairs, campgrounds, and other areas where visitors congregate in order to interpret resource issues, discuss recreational opportunities and/or to use for recruiting purposes.
- ✓ Design signage for the cell phone tour. Produce and continually update up cell phone tour stop messages throughout the park.

- ✓ Develop a wayside exhibit plan to add additional wayside exhibits where they are needed and to replace outdated and worn wayside exhibits park-wide. The plan should include the development of a cyclic maintenance schedule for all waysides.
- ✓ Work with maintenance staff to fabricate all wayside exhibits in house to reduce costs and time spent contracting out fabrication.



## INFORMATION

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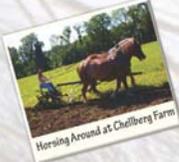
### Indiana Dunes National Lakeshore Public Programs: May 2008



**Spring Blooms Hike**  
Saturdays & Sundays, 1:30 p.m.–3 p.m.  
(except May 3 & 4)  
Join a ranger and explore the forest for spring wildflowers and other signs of spring. Meet at the Calumet Dune Interpretive Center located on the corner of Highway 12 and Kemil Road.



**Farming the Chellberg Homestead**  
Saturdays & Sundays, 3 p.m.–4 p.m.  
Learn about farming and the importance of domestic animals to a 1900-era farm. Assist with feeding the huge draft horses and other farm animals. Held at the Chellberg Farm barn located on Mineral Springs Road between Route 20 and Route 12.



**Horsing Around at Chellberg Farm**  
Sunday, May 4, 1 p.m.–3 p.m.  
(weather permitting)  
Watch as farm fields are planted on a 1900-era farm. Huge draft horses will pull equipment to seed the fields. Held at the Chellberg Farm barn located on Mineral Springs Road between Route 20 and Route 12.



**Pinhook Bog Adventure**  
Saturday & Sunday, starts May 24  
9 a.m.–11 a.m.  
Join a ranger for a walk along a floating mat of sphagnum moss and discover evergreens that lose their needles and plants that eat insects. Fourteen thousand years in the making and a remnant of the last Ice Age, Pinhook Bog is a rare and beautiful environment. Because of the bog's fragility, reservations are required for this program; call 219-926-7561.



**Music Heritage Series:  
Songs of Many Nations**  
Friday, May 16, 7:30 p.m.–9 p.m.  
Join the Save the Tunes Council and share musical favorites of the region's immigrants. Meet at the Calumet Dune Interpretive Center located on the corner of Highway 12 and Kemil Road.

**For publications  
or more park information,  
call 219-926-7561.**

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#### Protect Yourself and Your Park

-  Dispose of litter and place empty aluminum and plastic beverage cans in marked recycling containers to help keep the park clean.
-  Walk only on designated trails to prevent dune erosion and damage to park resources.
-  Do not feed wild animals. Feeding wild animals is dangerous. Feeding them harms their health and alters their natural behavior. Respect all wildlife.
-  Avoid diseases carried by biting pests by checking yourself for ticks after being outdoors. Use insect repellent, and wear light colored long shirts and pants to help prevent both tick and mosquito bites.

#### Be a Volunteer

Help support Indiana Dunes National Lakeshore by becoming a volunteer. We are looking for volunteers to assist visitors in the visitor center, to preserve and interpret the park's cultural and natural resources, to maintain park facilities and grounds, to perform clerical and administrative duties, and to serve as the park's librarian. If you are interested in learning more about these volunteer opportunities contact the volunteer coordinator at 219-926-7561

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#### Dorothy Buell Memorial Visitor Center

Daily, 8:30 a.m.–4:30 p.m.

Stop by the Dorothy Buell Memorial Visitor Center to plan your visit and learn the story of the dunes. View the 11-minute orientation video, and enjoy exhibits. Participate in the Junior Ranger program, browse the bookstore, and pick up free maps and brochures at the information desk. The visitor center is named after Dorothy Buell who founded the *Save the Dunes Council* and successfully fought for 14 years to save the Indiana dunes. The visitor center is located on Highway 49 just south of Highway 20.

#### Be a Junior Ranger

Become a junior ranger, and open your eyes to all the adventures Indiana Dunes National Lakeshore has to offer. Stop by the visitor center for your free *Discovery Guide*. Use the guide to explore the park and earn your Junior Ranger Badge. When you complete the guide, return to the visitor center for your badge.

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#### Ranger Tips

Do not leave valuables in your car. Lock all doors and windows in your car before leaving. Report all suspicious activities and persons to park rangers at 1-800-PARK-TIP.

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## *Recreation Fees*



### *Camping Fees*

### *Enhanced Amenities Fees*

### *Interpretive Fees*

### *Interagency Passports*

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## *Recreation Fee Program*

**Office Location:** Cultural Resources

**Staff:** Recreation Fee Coordinator, GS-09 (The Recreation Fee Manager is also the Special Events Manager.)

**Outcome #1:** The Recreation Fee Program successfully transitions from the oversight of the Resource Protection and Visitor Services Division to the Division of Interpretation.

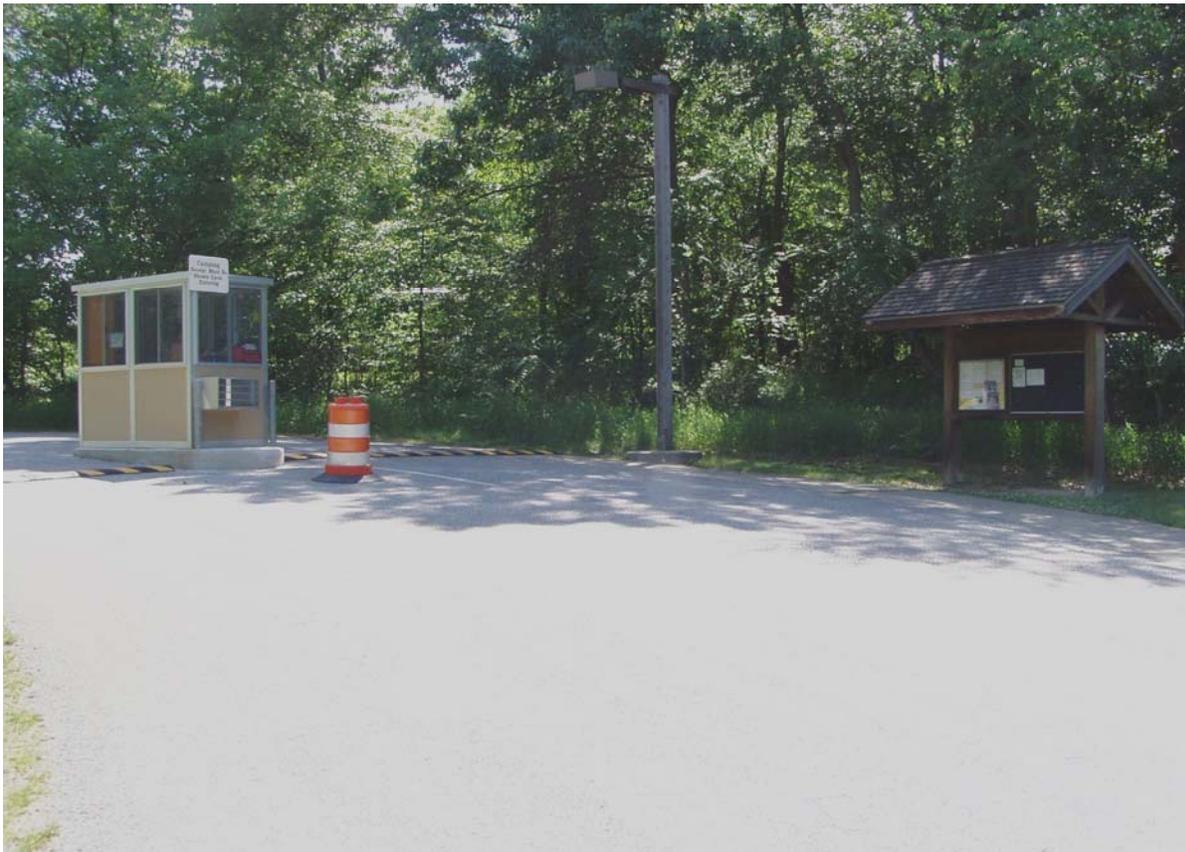
**Action Items:**

- ✓ Before FY-2010, the new Recreation Fee Program Coordinator receives DO #22 training in order to administer the fee program successfully.
- ✓ The new Recreation Fee Program Coordinator works with the current RMVP Recreation Fee Program Coordinator and the park's Budget Analyst to learn about the details of the fee collections at the Dunewood Campground, West Beach, and other fee-based operations such as the Multi-agency American Passport Program.
- ✓ By November 2009, the new Recreation Fee Program Coordinator develops a time-line of tasks that must be accomplished to ensure the program will operate effectively when the Division of Interpretation assumes responsibility of the program.
- ✓ By March 2010, the new Recreation Fee Program Coordinator, has a sound knowledge of DO #22 and has prepared a curriculum for any and all employees who will implement aspects of the program.
- ✓ The Recreation Fee Program Coordinator hires, supervises, and evaluates all temporary employees who collect fees in the park.

**Outcome #2:** New/increased recreational fees collected in the park are studied and used in ways that improves the visitor experience.

**Action Items:**

- ✓ The new Recreation Fee Park Coordinator consults with “Fee Program Work Group” created in December 2009 to explore the feasibility of imposing various fees within the lakeshore.
- ✓ The Coordinator works with the staffs at the park, regional, and national levels to obtain approval for recommended fees.
- ✓ The Coordinator analyzes the results of visitor study surveys/comments regarding the park’s fee program.
- ✓ The Coordinator prepares PMIS project request and reports that are related to fee collection.



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## Management



## Management

**Office Location:** Headquarters/Visitor Center

**Staff:** GS-13 Chief, GS-12 Assistant  
Chief/Interpretive Planner

**Outcome #1:** New program areas replace programs that are not efficient and effective with ones that help accomplish one or more management goals.

**Action Item:**

Program leads for stewardship, outreach, special events, K-12 resource issues curriculum, publications, and interpretive operations, and fee collection will discuss their preliminary plans with the Interpretive Management staff for preliminary approval prior to developing their planning documents for final approval. Discussions will focus on the responses to these questions: To what degree does the plan involve collaboration with communities, partners, and staff from other division? Which format will be used to reach each of targeted audience and why? What park problems/issues does the plan address and how? Does the plan help accomplish management/park goals, and if so, how? How does the plan make the park more visible? Why is this the right time for this particular plan? What is the estimated annual budget for the plan, including salaries? What are the one-time expenses? Is anyone else in the area doing the programs/services? How does the plan help make the park more visible? What are the funding sources needed to accomplish the plan? How will the program/services be evaluated?

**Outcome #2:** The Division of Interpretation at Indiana Dunes National Lakeshore applies applicable federal regulations and Director's Orders, and supports the service-wide Interpretation and Education Renaissance.

**Action Items:**

- ✓ Participate in the *Interpretation and Education Employee Certification Policy and System* to help ensure the delivery of consistent, accountable, and dependable visitor experiences.
- ✓ Provide staffing and operating resources necessary to achieve program standards, which will ensure that all park visitors have access to personal interpretative and educational programs.
- ✓ Hold staff in the new organization accountable for doing their part in providing for a more comprehensive approach to engaging the public with relevant meanings.
- ✓ Recruit, hire, and train a seasonal workforce for the purpose of connecting the public to the national lakeshore through informal interpretation, and encourage higher-graded employees to spend more time planning, training, partnering, enforcing standards, etc.
- ✓ Require competency training for all those who provide information, orientation, interpretation, education, and other visitor experience services at the national lakeshore. As appropriate, evaluate and credit the mastery of appropriate skills, knowledge, abilities, and behaviors.
- ✓ Obtain scientifically valid data about the park's visitors and their park experiences through a visitor study.
- ✓ Use service-wide evaluation tools to determine if inputs, activities, and outputs of interpretive operations yield desired outcomes.
- ✓ Require timely completion of PMIS project request and awards.
- ✓ Participate in the PEPCI, SIR reporting, GPRA reporting, and Annual Visitor Survey.
- ✓ Ensure that staff members understand park goals.
- ✓ Ensure that staff members understand and follow park policies.

**Outcome #3:** Interpretive staff members are empowered, held accountable, and properly recognized/awarded for their successes.

**Action Items:**

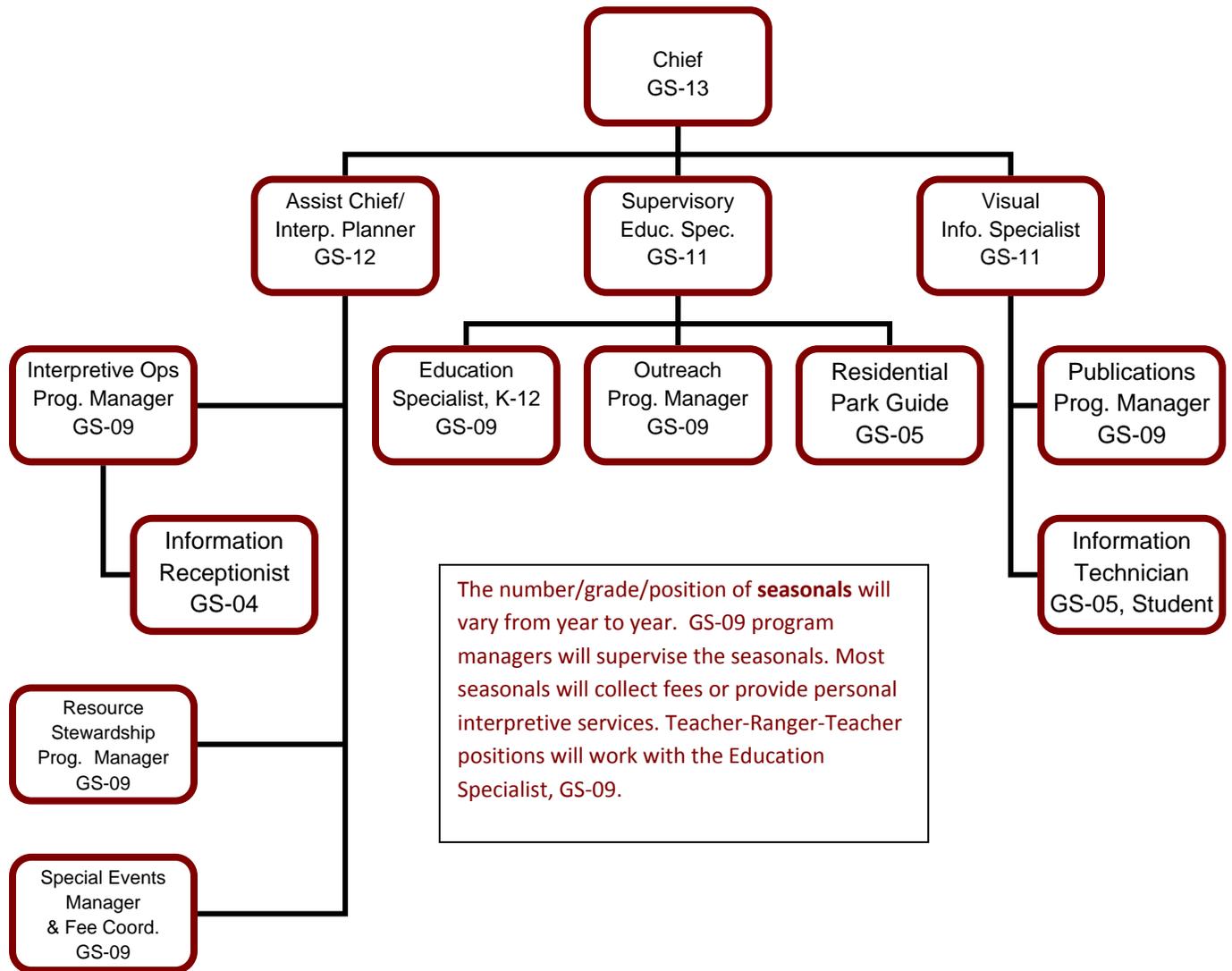
- ✓ Fully implement the new organization, and provide encouragement, especially during transitional phase.
- ✓ Over time, rewrite job descriptions and have them approved.
- ✓ Provide special awards only when they go well beyond what is expected.
- ✓ Speak with one voice so employees go in one direction.

## *Conclusion*

The purpose of THE PLAN is to guide interpreters in their efforts to make the park meaningful, relevant, and valued. THE PLAN reorganizes the Division of Interpretation and an effort to achieve the outcomes presented in this document. This interim plan is a living document, and will eventually be replaced with Comprehensive Interpretive Plan (CIP) developed in collaboration with park staff and partners. THE PLAN, and later the CIP, will help Indiana Dunes National Lakeshore provide a diverse and sophisticated public with the high level of interpretive services that they deserve.



# Interpretive Organization



## Interpretive Areas

AREA	Products/Services	Office	Schedule
SENIOR INTERP MANAGEMENT	Overall planning/structuring /overseeing of formal/informal, personal/non-personal interpretive- education programs. Direct supervision of GS-11 &12 staff.	HDQT	M-F
INTERPRETIVE PLANNING	Interpretive planning. Coordination of GPRA, PMIS, FMSS, SIR, PEPCI. Supervises interpretive programs manager and stewardship programs.	VC	M-F
NON-PERSONAL INTERPRETATION	Internet, intranet, exhibits, podcasts, photographs/videos	HDQT	M-F
PUBLICATIONS	Publications, bulletin boards, newspapers articles, cell messages, etc.	HDQT	M-F
TECH ASSISTANCE	Provides all divisions with technical assistant in the creation of posters, flyers, maps, and web postings-content management system	HDQT	Varies
PROFESSIONAL DEVELOPMENT, PROGRAM SUPPORT	Teacher workshops, interpretive staff training, certification program for volunteers and partners, grant writing, education partnership liaison	DC	M-F
K-12 RESOURCE ISSUES PROGRAM	K-12 curriculum programs based on the park's resource issues. Supervision of T-R-T staff, volunteers	DC	M-F
OUTREACH PROGRAM	Comprehensive outreach program	DC	M-F, varies
RESIDENTAL PROGRAM	NPS programs at DLC-programs; NPS Shadow Program for DLC Interns	DLC	M-F
INTERPRETATIVE OPERATIONS	VC Operations, informal interpretation (such as roving), formal Interpretive programs. Supervision of VC staff/volunteers and seasonal interpreters	VC	M-F
STEWARDSHIP PROGRAM	Stewardship-Based Interpretive Programs (Natural/Cultural)	RM	TBD
SPECIAL EVENTS PROGRAM	Coordination of all operational aspects of special events such as interpretive programs and demonstrations.	CR	TBD
FEE PROGRAM	Camping fees, interpretive fees, enhanced amenity fees; Supervision of fee collection	CR	TBD

# Signature Page

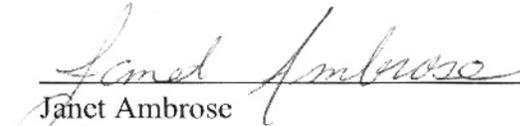
## Participants

The Chief of Interpretation prepared this interim plan (2009-2011) with input from the park's interpretive staff.

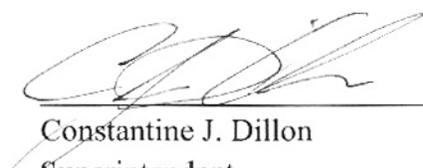
Edwin Alcox, Automation Clerk  
Jean-Pierre Anderson, Park Ranger  
Mark Bluell, Supervisory Park Ranger  
Gail Cross, Park Guide  
Christine Gerlach, Park Ranger  
Cliff Goins, Park Ranger  
Laura Gundrum, Supervisory Park Ranger

Ryan Koepke, Information Receptionist  
Bruce Rowe, Supervisory Park Ranger  
Kimberly Swift, Education Specialist  
Kip Walton, Park Ranger  
Justin Woldt, Park Ranger  
Julie Weller, Park Ranger

## Signatures

  
\_\_\_\_\_  
Janet Ambrose  
Division of Interpretation, Chief  
Indiana Dunes National Lakeshore

Date: December 18, 2008

  
\_\_\_\_\_  
Constantine J. Dillon  
Superintendent  
Indiana Dunes National Lakeshore

Date: 1/5/09