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Department of  
Agriculture

Forest Service

Region 4

Dixie  
National Forest

March 2012



# *D*ixie National Forest

## Interpretive Master Plan



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**Executive Summary . . . . . vii**

**Background . . . . . 1**

**Purpose and Need . . . . . 1**

**Interpretive Goals and Desired Outcomes. . . . . 1**

*Visitor Experience Goals . . . . . 1*

*Management Goals . . . . . 2*

**Relationship to the Forest Communication Strategy. . . . . 3**

**Planning Process . . . . . 3**

    Figure 1 - Planning Process . . . . . 4

**Audience Analysis . . . . . 5**

**Studies Cited . . . . . 6**

**Observations and Their Significance . . . . . 6**

**Questions for Future Visitor Studies . . . . . 8**

**Definitions . . . . . 9**

**Significant Stories, Management Issues/Target Audiences, & Themes. . . . . 9**

**Forest-wide Interpretive Theme . . . . . 11**

**Significant Stories, Themes, and Subthemes . . . . . 11**

*Significant Story #1: Geological Resources. . . . . 11*

*Significant Story #2: Cultural Heritage. . . . . 11*

*Significant Story #3: World-Class Recreation and Scenery 13*

*Significant Story #4: Natural Resource Management . . . . 14*

*Significant Story #5: Water and Watersheds. . . . . 15*

**How to Use Themes, Subthemes, and Key Messages . . . . . 16**

**Recommendations . . . . . 17**

**Prioritization Process . . . . . 18**

**General Recommendations . . . . . 18**

*Visitor Centers . . . . . 20*

*Heritage Programs. . . . . 21*

*Interpretive Associations. . . . . 21*

*Interpretive Panels and Kiosks . . . . . 22*

*Publications . . . . . 23*

    Table 1 - Site-specific Recommendations and Priorities . . . . 24

    Table 2- Forest-wide Recommendations and Priorities . . . . 28

**Implementation . . . . . 31**

**Forest Roles and Responsibilities . . . . . 32**

*Forest Line Officers . . . . . 32*

*Forest Staff . . . . . 32*

*District Staff . . . . . 32*

*Forest Interpretive Team . . . . . 32*

**Potential Partner Roles . . . . . 33**

*Local . . . . . 33*

*Regional . . . . . 33*

*National . . . . . 33*

**Grants and Other Funding Sources . . . . . 34**

**Design Guidelines . . . . . 35**

**Existing Interpretive and Information Panel Designs . . . . . 36**

**Assessment of Existing Designs . . . . . 41**

*Recommendations for Future Panel Designs . . . . . 41*

**Color Palette . . . . . 42**

*Figure 3 - Color Palette . . . . . 43*

**Fonts . . . . . 44**

*Font Guidelines for Interpretive Panels . . . . . 44*

*Font Guidelines for Print Media . . . . . 44*

**Graphic Design Standards . . . . . 45**

*Design and Layout . . . . . 45*

*Text . . . . . 45*

*Figure 4 - Example of Landscape-oriented Panel -  
East Side Locations . . . . . 46*

*Figure 5 - Example of Landscape-oriented Panel -  
West Side Locations . . . . . 47*

**Accessibility . . . . . 48**

**Interpretive Structure Design Guidelines . . . . . 48**

**Evaluation & Monitoring . . . . . 51**

**Tools . . . . . 52**

*MEERA . . . . . 52*

*EUGENE . . . . . 52*

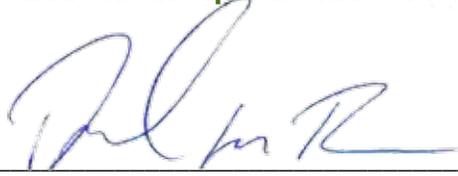
*National Visitor Use Monitoring (NVUM) . . . . . 52*

*Comment Cards . . . . . 53*

*Observational Techniques . . . . . 53*

**APPENDIX A - Related Planning . . . . . 55**  
**APPENDIX B - Audience Analysis Data . . . . . 57**  
**APPENDIX C - Interpretive Inventory . . . . . 71**  
**APPENDIX D - Examples of Social Media Use . . . . . 79**  
**APPENDIX E - Definitions . . . . . 81**  
**APPENDIX G - Planning and Presenting**  
    **Interpretive Programs . . . . . 89**  
**APPENDIX H - Exhibit Approval Process . . . . . 95**  
**APPENDIX I - Interpretive Panel Design**  
    **and Fabrication Tips . . . . . 97**  
**APPENDIX J - Target Audiences and**  
    **Planning Worksheet . . . . . 99**

**The Dixie NF Interpretive Master Plan has been approved by:**



Russ Bacon  
Acting Forest Supervisor, Dixie NF

3/13/12  
Date

**The following people made the Dixie NF Interpretive Master Plan a reality:**

**Forest Core Team**

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- ↪ Gretchen Merrill, Forest Recreation Program Manager
- ↪ C. Kenton Call, Forest Public Affairs Officer
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- ↪ Carol Ryan, Region 4 Interpretive Specialist, Conservation Education, Scenic Byways
- ↪ Lois Ziemann, Rocky Mountain Region's Center for Design and Interpretation (CDI)
- ↪ Cheryl Hazlitt, Rocky Mountain Region's Center for Design and Interpretation (CDI)

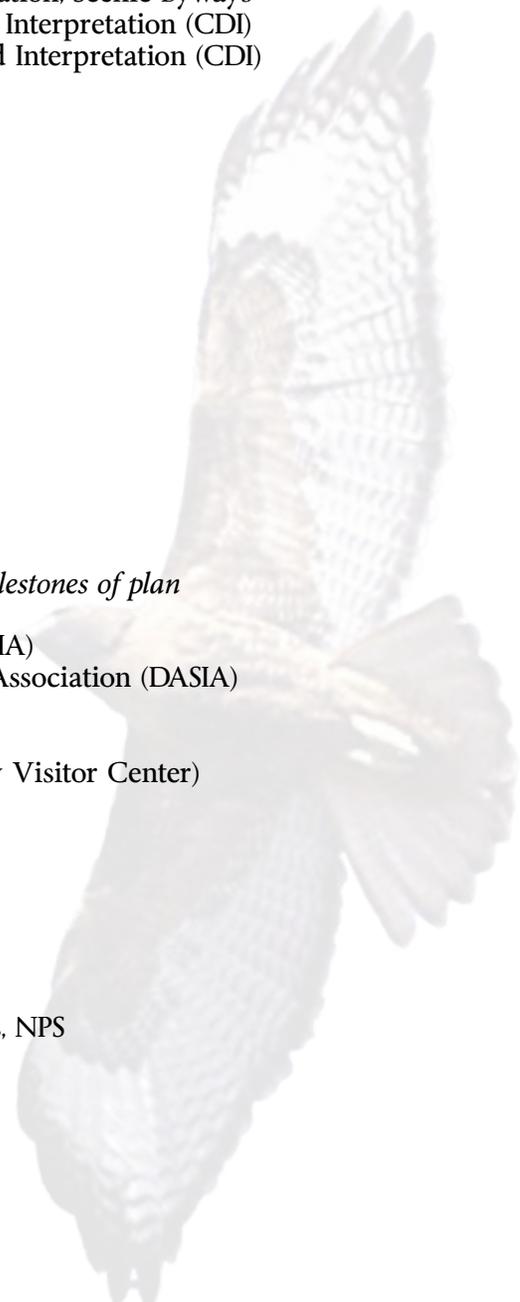
**Forest Review Team**

- ↪ Marian Jacklin, Forest Archeologist
- ↪ Nick Glidden, Trails, Forest Wilderness, Dispersed Recreation
- ↪ Marcia Gilles, D1 Recreation
- ↪ Deven Johnson, D1 Wildlife
- ↪ Patrick Moore, D1/D2 Timber
- ↪ Chris Butler, D1/D2/D3 Hydrologist
- ↪ Steve Robinson, D2 Recreation
- ↪ Joe Rechsteiner, D3 Recreation
- ↪ John Harding, D3 Fire
- ↪ Cindy Calbaum, D4 Recreation
- ↪ Leslie Fonger, D3/D4 Lands and Special Uses

**Partners and Stakeholders**

*(These participants were invited to provide reviews and input at major milestones of plan development.)*

- ↪ Gayle Pollock, Bryce Canyon Natural History Association (BCNHA)
- ↪ Arlene Perry and Debbie Bice, Dixie Arizona Strip Interpretive Association (DASIA)
- ↪ Rodney Sauter, Glen Canyon National Recreation Area
- ↪ Dan Ng, Bryce Canyon National Park
- ↪ Glen Canyon Natural History Association (Escalante Interagency Visitor Center)
- ↪ Ken Sizemore, Five County Association of Governments
- ↪ John Holland, Highway 12 Scenic Byway
- ↪ Grand Staircase Escalante National Monument
- ↪ Nancy Dalton, Utah Patchwork Parkway
- ↪ Clayton Schrivner, Utah State Office of Tourism
- ↪ Mark Miller, Southern Utah University (History Department)
- ↪ Jean Seiler, Ruby's Inn
- ↪ Steve McCarthy, IIC Agency Coordinator, SUU Regional Services, NPS



The Dixie NF Interpretive Master Plan provides the direction to develop and implement high-quality and professional interpretive products and services. Although the plan development was led by Forest Service staff, stakeholders and partners were consulted throughout the process and provided invaluable input.

The resulting plan includes both *issue-based* and *intrinsic-based* themes and subthemes for interpretation, media recommendations (both site-specific and forest-wide), and design guidelines.

Top priorities for immediate implementation are:

Site, Service, or Product	Recommendation
5 high-use campgrounds (Pine Valley, Duck Creek, Red Canyon, Panguitch Lake, and Posey Lake)	<ul style="list-style-type: none"> <li>• Interpretive programs via concessionaires</li> <li>• Low profile signs(s) or kiosk panel(s)</li> </ul>
3 Scenic Byways (Highway 12, Patchwork Parkway, Highway 14)	<ul style="list-style-type: none"> <li>• Wayside exhibits</li> <li>• Portal signs at byway ends</li> <li>• Downloadable tour and/or podcasts</li> </ul>
Visitor Centers at Pine Valley, Duck Creek, Escalante-Grand Staircase NM, St. George, and Red Canyon	Interpretive Site Plans and specific interpretive media
Cascade Falls and Bristlecone Pine Trailheads	<ul style="list-style-type: none"> <li>• Low-profile sign(s) or kiosk panel(s)</li> </ul>
Pine Valley, Cottonwood, Ash-down Gorge, and Box Hollow Wildernesses	<ul style="list-style-type: none"> <li>• Low-profile sign(s) or kiosk panel(s) at trailheads</li> <li>• Off-site interpretive programs</li> </ul>
Programs and services with partners (Brian Head Resort and Ruby's Inn)	<ul style="list-style-type: none"> <li>• On-site interpretive programs</li> <li>• 10-15 minute video on the five significant stories of the Dixie NF</li> <li>• Low profile signs(s) or kiosk panel(s)</li> </ul>
Social and digital media	Upgrade Dixie NF website into a thematic <i>Virtual Visitor Center</i> framework; include podcasts, smart phone apps, and downloadable maps
Dixie NF History Book	Create/revise history book on the Dixie NF with SUU History Dept. and interpretive associations
Interpretive Training	Provide interpretive training to staff, concessionaires, and partners who are involved with interpretive services and/or products (potential partner activity)

See Section 4 (pages 17-30) for more details on these and other recommendations.



There are two key components to the successful implementation of these priorities and other recommendations in this plan:

1. Active and continual collaboration with partners who will be the primary vehicles for turning the recommendations into reality
2. The establishment of a Forest Interpretive Team and Team Leader to:
  - ↻ oversee the implementation of this plan,
  - ↻ promote interdisciplinary support and funding, and
  - ↻ generate and maintain momentum with partners.

## Purpose and Need

A critical part of the Forest Service mission is to help people understand, appreciate, and use their national forests and make informed decisions that support the conservation of our natural and cultural heritage. Interpretation is one of the primary vehicles for driving this mission.

This Forest Interpretive Master Plan provides direction and tools to develop and implement high-quality and professional interpretive products and services. It also establishes priorities for implementation and recommends evaluation and monitoring methods.

*Conservation Education*—although closely related to interpretation—is a distinct program and is **not** a component of this Interpretive Master Plan. Conservation Education (CE) is typically a structured program with a formal curriculum, targeted at K-12 grades, and must be developed in close coordination with local education partners—many of whom are extremely vested in its implementation.

## Interpretive Goals and Desired Outcomes

Interpretive goals can be described in terms of what we want the visitor to experience (visitor experience goals) and what we want managers to accomplish (management goals). Desired outcomes (also referred to as objectives) can be monitored and evaluated to discern the accomplishment of our goals. The Dixie NF has articulated the following interpretive goals and desired outcomes:

### Visitor Experience Goals

1. Welcome visitors and orient them to facilities, services, and activities on the Dixie NF.
 

*Desired Outcomes:*

  - a. Visitors have a positive experience with Dixie NF interpretive services and programs.
  - b. Visitors are adequately prepared to safely and legally visit the national forest.
  - c. Visitors are matched to the facility, service, and/or activity that meet their needs and desires.
  
2. Facilitate an understanding of, an appreciation for, and a desire to know more about the forest's significant stories.

## Background

- ↪ Purpose & Need
- ↪ Interpretive Goals & Desired Outcomes
- ↪ Relationship to the Forest Communication Strategy
- ↪ Planning Process

“While a picture paints a thousand words, an experience paints a thousand pictures.”  
(Anonymous)

**Desired Outcomes:**

- a. Visitors request information that helps them further their exploration of the national forest and its resources.
  - b. There is an increase in the amount of repeat visitation to the Dixie NF and participation with interpretive products and services.
  - c. Youth develop a connection to the Dixie NF and its resources.
3. Help people recognize the complexity of resource issues and make environmentally sound choices that promote conservation and stewardship.

**Desired Outcomes:**

- a. Visitors understand the need to practice “Leave No Trace,” “Tread Lightly,” and other behaviors that reduce negative impacts to national forest resources.
- b. Visitors and local communities, organizations, and individuals are able to see different perspectives of the same issue and engage in informed dialogue about potential solutions to management problems.
- c. Visitors recognize that interpretive messages are relevant and unbiased.

**Management Goals**

1. Interpretive services respond to resource management issues.

**Desired Outcomes:**

- a. Messages and media are focused on relevant and priority issues.
- b. Messages and media are successful at mitigating negative impacts, promoting stewardship behavior, meeting the specific needs of target audiences, and recruiting partners and supporters.
- c. Themes, subthemes, and storylines work in tandem with the Forest Communication Strategy to communicate about current and emerging forest issues.



*Tunnel along Scenic Byway 12*

2. Interpretive services promote a professional, consistent, and positive image of the Dixie NF.

**Desired Outcomes:**

- a. By following the design standards in this plan and other industry standards, Dixie NF interpretive media is easily recognized and identified with the national forest in a positive manner.
  - b. Visitors and communities view the Dixie NF—and the Forest Service—as a credible and desirable source of information and interpretation.
3. Maximize effectiveness in cost, distribution, and accessibility of interpretive services.

**Desired Outcomes:**

- a. Interpretive services are targeted to the highest priority audiences in order to maximize benefits.
- b. Community organizations and individuals see mutual benefits in partnering with the Dixie NF to provide interpretive services.
- c. Interpretive services focus efforts for long-term infrastructure investments on the appropriate significant stories and priority resource management issues.
- d. Interpretive media are designed to be accessible through a wide range of learning modes (e.g. tactile, visual, auditory) and delivery methods (e.g. electronic media and other current technology, print, exhibitry).

- e. Support for the interpretive services program is provided by all resource staff areas.

## Relationship to the Forest Communication Strategy

This Interpretive Master Plan is a type of communications plan and will work in tandem with the *Dixie NF Communication Strategy*.

The Interpretive Master Plan addresses long-term issues that the forest will be working on over the next 10-20 years. In contrast, the Communication Strategy contains key messages that are of a more immediate concern, while reinforcing the significant stories and themes in the Interpretive Plan. An important aspect of the Communications Strategy is making the key messages transition to the larger interpretive story outline in this plan.

Descriptions of other related plans and planning efforts may be found in Appendix A.

## Planning Process

The Forest Service's *Center for Design and Interpretation (CDI)* facilitated a forest-wide process to develop this plan. A *Core Team* led the forest efforts and was supported by a *Forest Review Team* that provided input and review of the plan and the planning process.

*Stakeholders and Partners* were consulted for input at the onset of the planning process as well as a 60% review meeting in September 2011 (attended by interpretive associations, local colleges, scenic byway organizations, the Five County Association of Governments, State Office of Tourism, County Tourism, and others).



*Globe mallow*

### Interpretation is (FSM 2390):

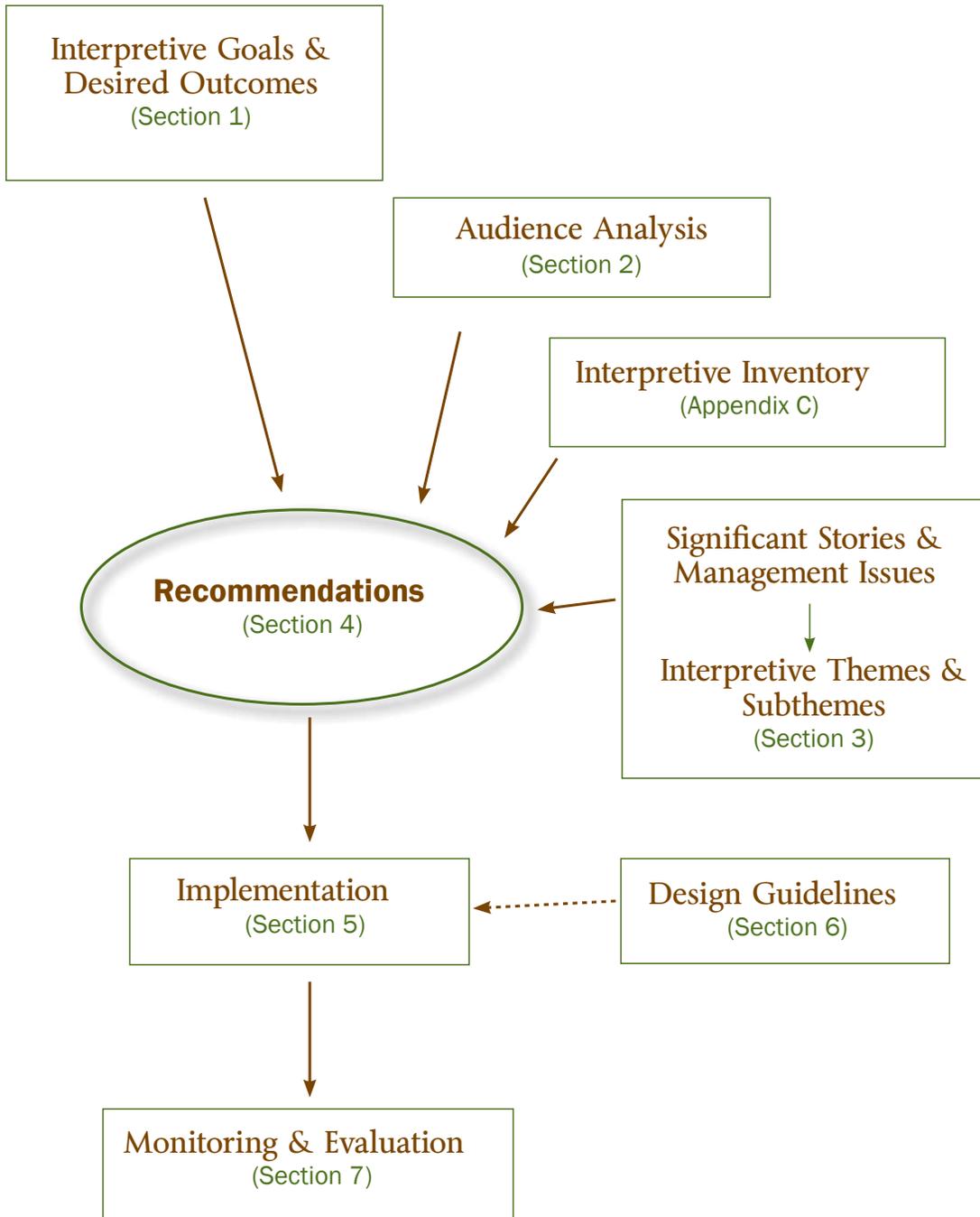
- ☞ *A teaching technique*
- ☞ *A service provided to visitors that entertains and provides meanings*
- ☞ *A management tool that can be used to increase visitors' appreciation for, and sensitivity to, the natural and cultural resources of the area*

### The Dixie NF Interpretive Master Plan refers to both:

- ☞ **Issue-based interpretation**—*responds to resource management issues in a manner that changes visitor behavior or attitudes about forest resources*
- ☞ **Intrinsic value-based interpretation**—*communicates the significant stories of the Dixie NF in a way that brings meaning and develops connections between visitors and the forest landscape and resources*

Figure 1 displays the components of the planning process.

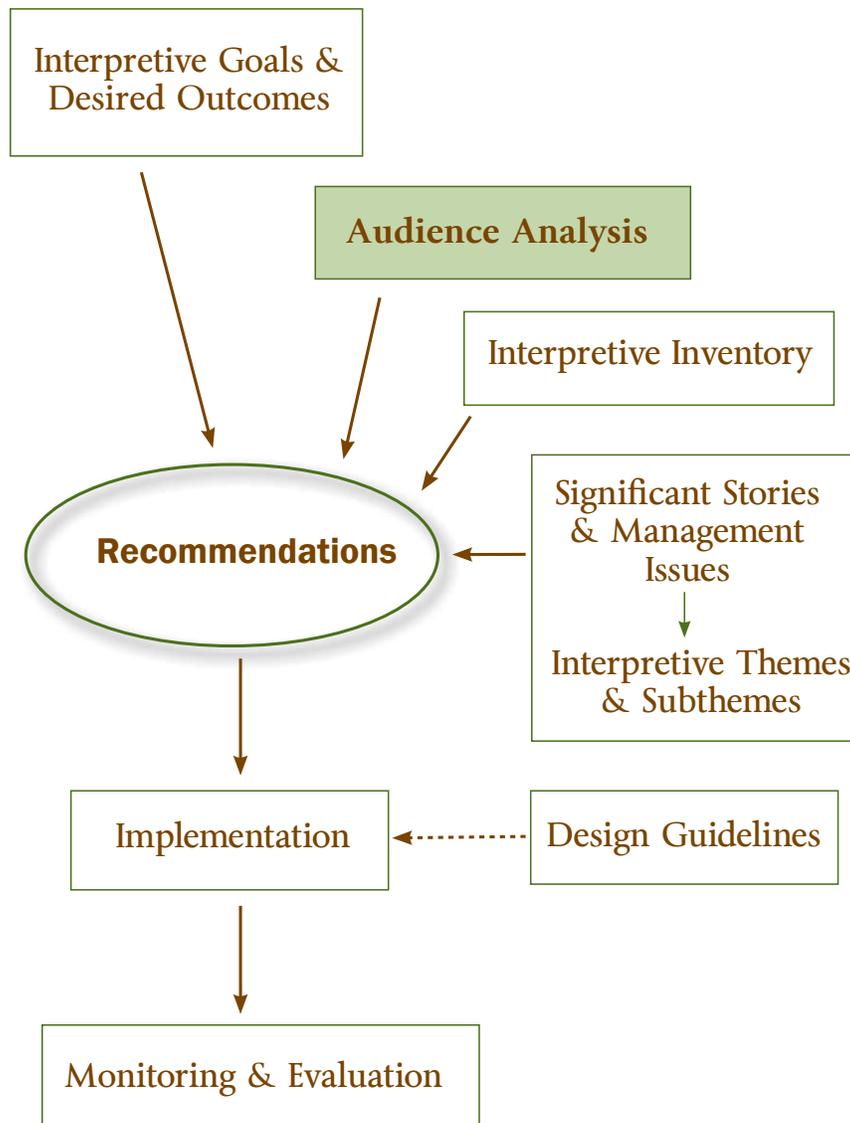
**Figure 1 - Planning Process**



## Audience Analysis

- ⌘ Studies Cited
- ⌘ Observations & their Significance
- ⌘ Questions for Future Visitor Studies

An analysis of our audience—our visitors and stakeholders—is an important step in planning for interpretation. By analyzing the demographics and trends of our audience and determining what these mean for interpretation, recommendations become more targeted, and therefore more effective.



## Studies Cited

Several studies were reviewed and are summarized in Appendix B where specific citations may be found. The studies include (abbreviations shown in green):

- ↪ National Visitor Use Monitoring for the Dixie National Forest (2009) -
- ↪ Motorized Travel Plan - Social and Economic Specialist Report (2008) -
- ↪ Bryce Canyon National Park Visitor Study
- ↪ Southern Utah Recreation and Tourism Study (1986)
- ↪ Escalante Interagency Visitor Center Statistics
- ↪ St. George Interagency Visitor Center Statistics
- ↪ Utah State Comprehensive Outdoor Recreation Plan (2009)
- ↪ National Survey on Recreation and the Environment (2004)
- ↪ ¡Bienvenidos! A Guide to Serving Spanish-Speaking Visitors in the Intermountain Region (2008)



## Observations and Their Significance

While the information included in this Interpretive Master Plan does not provide an exhaustive analysis of the Dixie NF audience, there are some general observations that can translate

into implications for the interpretive services program. Highlights are shown below; for a more detailed summary of these studies, refer to Appendix B. *(Please note that the studies cited used very different methodologies and their results have not been synthesized or vetted to ensure statistical validity.)*

1. Since 1986, the Dixie NF has experienced a dramatic increase in visitation, which has come with an increased demand for information and orientation in a myriad of forms, both for trip planning and for on-site wayfinding and activity participation.
2. Two age groups deserve focused attention:
  - ✓ **Youth:** The Dixie NF should continue to devote resources to connecting youth to their local national forest, not only to assist the agency in accomplishing one of its goals, but to invest in the next generation of forest stewards. Ideally, conservation education programs should be developed through a private-public partnership.
  - ✓ **Retirees:** As the national population ages, there is a need to increasingly design interpretive services for older visitors (typically retirees), especially services that can be enjoyed while hiking/walking, driving for pleasure, picnicking, and fishing.
3. While there may be some areas on the forest where increased use is desired (e.g. Visitor Centers), there are other areas where an increase is not desired (e.g. Wilderness). Rather than focusing on increasing or decreasing use, interpretive services should instead serve to increase the understanding and appreciation of forest resources by the existing visitors.

4. Large gatherings (both those under a special use permit and those without) present excellent opportunities to deliver key interpretive messages. Agency staff can collaborate with permit holders to provide interpretive services and products in a manner that enhances the visitor experience. Gatherings that are not under a permit may benefit from an increased Forest Service field presence in the areas where they frequently congregate in order for relationships to build between the agency and these families.



with the rural communities surrounding the national forest, as opposed to simply visiting the forest itself. Interpretive media should honor the forest's rural and traditional lifestyles, and provide mechanisms for community and local business involvement in festivals, special events, and heritage tourism. Popular dispersed camping areas may also deserve an investment in an interpretive/information structure.

7. Even though the data does not currently show a large need for bilingual media, this need will likely increase over the long-term. As new structures and interpretive media are developed, the forest should look for opportunities to partner locally for translations.

5. The Dixie NF should look for opportunities to provide key messages through Homeowners Associations (HOAs), property management companies, and/or summer rental associations. Fire prevention crews are already working closely with HOAs and could be used as a vehicle for message delivery in neighborhoods with a large percentage of second homeowners.
6. It is important to provide opportunities for visitors to interact



## Questions for Future Visitor Studies

It would be helpful to managers of interpretive and information services to have more information about Dixie NF visitors. When opportunities for additional Dixie NF visitor studies arise, the following questions should be addressed:

1. Where do they get their trip-planning information? What is the relative effectiveness of different types of information?
2. What type of interpretation is desired by our visitors (media and message)?
3. How are attitudes and behaviors affected by different types of information and interpretation?
4. What are the most effective ways of engaging teens in outdoor learning?
5. Who is **not** visiting the forest that we would like to encourage to do so? Are there groups that used to visit the forest that are being displaced by new visitor types, and if so, why?

## Significant Stories, Management Issues/Target Audiences, & Themes



### Definitions

**Significant stories** are statements that define the most important things about the Dixie NF's resources that directly contribute to the special qualities of the forest, and the reasons people visit. They serve as the foundation for developing the interpretive themes/key messages and storylines for all interpretive media.

Significant stories for this plan were generated through:

- ⌘ An analysis of existing interpretive messages
- ⌘ A review of the Forest Niche Statement
- ⌘ Brainstorming and discussions with both the Core Team and Forest Review Team
- ⌘ Discussions with partners and the public.

**Management Issues** are areas of concern and/or emerging stories that are the focus of managers on the Dixie NF. These issues were articulated through:

- ↪ Meetings with forest staff and public stakeholders during a CDI site visit in October 2010 and a subsequent visit in April 2011
- ↪ Refinements by the Forest Review Team and CDI in April 2011

See Appendix F for a description of the issues analysis.

Not all issues discussed with forest staff were included in this plan. Chosen for inclusion were those issues that:

1. Are the most significant and appropriate for the scale of this plan
2. Are long-term forest-wide challenges
3. Are best addressed by the Dixie NF as opposed to another partner or agency.
4. Are priorities of the Forest Leadership Team (FLT)

**Target Audiences** are defined based on the identified management issues along with the audience analysis in Section 2. These audiences are targeted through specific recommendations shown in Section 4. The unranked priority audiences are:

- ↪ Youth
- ↪ Hunters
- ↪ Motorized users (especially ATV)
- ↪ Repeat urban visitors (especially those from the Las Vegas area)

Other importance audiences include:

- ↪ Local businesses
- ↪ Retirees
- ↪ Local governments
- ↪ Local communities
- ↪ Large groups (includes the collective group of campground users)

(Spanish-speaking visitors are also an audience for which the Dixie NF should address with bi-lingual media, but are not a specific target for specific media.)

Each of the implications in this section has a resulting recommendation(s) for an interpretive product or service, and a target audience(s) that the product or service should focus on. These target audiences should be refined further when actual development and implementation of the recommendation occurs.

Appendix J shows how each interpretive recommendation responds to a target audience.

**Interpretive Themes** are the key ideas through which the forest's **significant stories** and management issues are communicated. They serve as the building blocks on which the interpretive media are based.

**Subthemes** further develop the primary themes and allow a logical progression into specific storylines. The **storylines** carry the threads of the content of a program, interpretive panel, podcast, or other media, and will be written during actual development of the interpretive product, using the stories, themes, and subthemes of this plan as guidance.

Interpretive subthemes and storylines are sometimes referred to as **key messages**, such as those articulated in the *Dixie NF Communication Strategy*.



Lava beds

## Forest-wide Interpretive Theme

The significant stories and themes that emerged for the Dixie NF were combined with the Forest Niche Statement to create the following forest-wide central interpretive theme:

**The Dixie NF displays a contrast in color, climate, and culture through its geology, world class recreation and scenery, and natural and heritage resources.**

This theme is the umbrella statement to which all themes tier. Interpretive media should strive to incorporate this idea at some level in its messaging. (See page 20 for more information on how themes, subthemes, and key messages can be used.)

Five categories of significant stories and supporting themes/subthemes emerged for the Dixie NF:

### Significant Stories, Themes, and Subthemes

#### Significant Story #1: Geological Resources

Eons of time are encapsulated in the geology of the Dixie NF, telling stories of shallow seas, drifting sand dunes, river-carved canyons, and volcanic upheaval. Layers of limestone, siltstone, sandstone, and shale color this country in reds, oranges, purples, and grays, while stark lava beds add black accents to the landscape.

Considered the rooftop of the Grand Canyon with the highest plateaus in North America, the defining geology of the Dixie NF includes the Colorado Plateau, Mohave Desert, and Great Basin

land features. The topographic diversity creates distinct climates within the forest, while the variety in soil types gives rise to a medley of flora and fauna.

**Theme #1:** The splendor of colors and contrasts displayed in the Dixie NF geology tell the stories of eons of earth-shaping forces; this geology forms the basis for life and livelihoods in and around the forest.

#### Subthemes:

1.A: The Dixie NF straddles the divide between the Great Basin and the Colorado Plateau, encompassing landscapes with extreme elevational and climatic ranges that support distinct environments—each with their own flora and fauna.

1.B: The colors, patterns, and textures of the local geology provide a glimpse into the earth-shaping forces of the region through the ages. Many of these forces are still at work today.

#### Significant Story #2: Cultural Heritage

For centuries human cultures (prehistoric and American Indian) have been drawn to, and relied upon water, wildlife, timber, and minerals—the same resources that later drew Anglo explorers and pioneers. Forested lands have been used for mineral extraction, timber, water, and livestock forage. Historical overuse prompted local communities to push for federal protection in the form of forest reserves—the precursor to the Dixie NF.

People have enhanced the forest's archaeological/historical significance (e.g. the Civilian Conservation Corps) as well as detracted and damaged its heritage (e.g. vandalism of sites or carving on aspen).



*Pictograph, circa 2,000 B.C.*

**Theme #2(a):** Over time, diverse cultures have traveled through and settled in the forests and valleys of this area and are drawn here by many of the same resources—wildlife, water, timber, forage, and minerals.

**Subthemes:**

- 2.A: Pictographs, petroglyphs, dwellings, and artifacts identify the presence of prehistoric cultures as early as 10,000 years ago, from hunter and gathering cultures (Paleo Indian- Archaic) to horticultural cultures (Fremont and Anasazi). These cultures have used the high country for hunting and gathering of rock materials, medicinal plants, and other resources and the lower country for farms and settlements.
- 2.B: By the early 1300s, the Paiutes and Utes were making their homes here, living mainly in the valleys and accessing the higher country for resources, much the same as their predecessors.
- 2.C: Many of the transportation routes used today on the Dixie NF follow trails and routes that were laid out by American Indians, explorers, trappers, miners, immigrants, Anglo pioneers, and others who risked much to reach safety and their dreams of wealth and prosperity.

2.D: In 1849, Brigham Young—Leader of the Church of Jesus Christ of Latter Day Saints (Mormons)—sent settlers to the southwest corner of the state to mine iron and coal and grow crops. Many of these settlements still border the Dixie NF.

2.E: In the mid 1800s, emigrants and their large transient herds of sheep and cattle depleted forage and water resources on their way to the California gold fields. Local communities requested that the federal government set aside forest reserves to protect these resources that they depended on.

**Theme #2(b):** The sites, stories, and other remnants of our shared heritage warrant protection and preservation.

**Subthemes:**

- 2.F: During the Great Depression of the 1930s, the national forests became a work area for the Civilian Conservation Corps (CCC). Facilities were built by the CCC “to provide for the recreation and transportation of the public” - many of which are still in use today.
- 2.G: Heritage resources on the Dixie NF provide a rich picture of the past that we all share and enjoy. Looting or vandalizing these resources destroys the evidence that helps us learn from our past in order to better understand our future.



*CCC building a restroom on Brian Head Peak, circa 1935*

2.H: Rock art and arborglyphs are both valuable examples of how people communicated their stories and traditions to their contemporaries as well as to those coming after them. Unlike our predecessors, today's visitors should "leave no trace" to help ensure the beauty of these resources can be enjoyed by generations to come.

### Significant Story #3: World-Class Recreation and Scenery

The Dixie NF is a land of superlatives with a 200-mile vistas seen from high points on the forest span mountains, red rocks, lava flows and spectacular vistas from nearly any location. Scenery ranges from desert canyon gorges of amber, rose, and sienna to high mountain forests, plateaus, and alpine lakes.

The Dixie NF offers a nearly endless list of recreation opportunities, including large areas for dispersed recreation; national recreation trails along with high-quality horseback riding and mountain biking trails; great fishing opportunities; places for solitude and primitive recreation in congressionally designated Wilderness Areas; and a multitude of motorized recreation trails. Numerous scenic drives wind through red rock canyons, through dense forests with dazzling fall colors, and across expansive plateaus of staggering proportion.

The scenery and recreation opportunities are best enjoyed by visitors when they are able to stay safe. These same resources are best protected for future use and enjoyment when visitors respect regulations and the land itself.

### Additional Safety and Stewardship Subthemes

Safety and stewardship messages are often included with recreation themes because of their applicability to outdoor recreation. Because these messages are widely communicated throughout the forest, it is imperative that they stay consistent.

These *Know Before You Go* messages should be concise and kept to only the most important ones, in recognition of the limited attention span of most visitors who are reading bulletin boards or publications.

#### Safety

- ✓ Stay hydrated but don't drink the water.
- ✓ Recognize altitude sickness and know how to prevent/treat it.
- ✓ Know how to avoid getting struck by lightning.
- ✓ Be prepared for changing weather.
- ✓ Know how to recognize and avoid marijuana farms.
- ✓ Be *Bear Aware*—keep a clean camp and know how to hang food in the backcountry.
- ✓ *Keep Wildlife Wild*—give them space, restrain your pet, and do not feed them.

#### Stewardship

- ✓ Follow regulations—they exist for a good reason.
- ✓ *Leave No Trace*.
- ✓ *Tread Lightly* and Travel Management Plan key messages.
- ✓ Heritage Resource Protection
- ✓ *Pack it in, Pack it Out*
- ✓ Be careful with fires.
- ✓ Be respectful of fellow recreationists:
  - *Share the Trail*
  - Observe quiet hours in campgrounds



**Theme #3:** The world-class scenery and recreation of the Dixie NF offer nearly endless opportunities for renewal and enjoyment, but come with safety and stewardship responsibilities if they are to be sustained for future generations.

**Subthemes:**

- 3.A: Visitors to southern Utah can enhance their trip by planning an epic adventure or a relaxing escape on the Dixie NF, a land of superlatives.
- 3.B: The diverse landscapes and climatic conditions on the Dixie NF provide year-round opportunities for all ages and abilities - from pleasant hikes to extreme mountain biking. Families and friends gather here for making life-long memories.
- 3.C: While enjoying all that the national forest has to offer, keep in mind that there are inherent risks with any activity. You are responsible for your own safety.
- 3.D: The benefits that you enjoy on the Dixie NF—if they are to last—come with stewardship responsibilities. Individuals can have a significant impact on the land. That impact can be positive or negative, depending on the choices you make.

**Significant Story #4: Natural Resource Management**

The Dixie NF is in the conservation business, described by Gifford Pinchot (the first Chief of the Forest Service) as meaning: *“to provide the greatest good for the greatest number in the long run.”* To make this happen, the Dixie NF must manage in a way that promotes the health, productivity, diversity, and beauty of the forest.

The Dixie NF’s natural resources exhibit the dynamic nature of ecosystem processes and the values that people place on them. Both natural and human-caused changes can be seen throughout the forest, such as insects and disease, wildfire, and logging. Restoration of negatively impacted landscapes is a major goal of the Dixie NF.

Ranching, in particular, has been a driving force behind the settlement of communities in southern Utah, the development of economies, and the establishment of the Dixie NF.

**Theme #4:** The Dixie NF uses public input, science, and analyses of long-term effects to manage for resource sustainability and human benefits, as well as restoration of negatively impacted landscapes.

**Subthemes:**

- 4.A: Motorized travel on the Dixie NF has grown significantly in the last decade. The new Travel Management Plan focuses on providing access to areas and recreation activities, while also protecting and restoring land and water resources.
- 4.B: The Dixie NF manages a range program that provides economic and cultural benefits to local communities. At the same time,

land managers work to ensure that livestock grazing occurs at ecologically sustainable levels, and that conflicts with other uses and users is minimized.

- 4.C: Vegetation management and watershed restoration are key to the health and productivity of the Dixie NF. Timber harvest is one tool used to achieve these objectives, and is conducted where economically viable and environmentally appropriate.
- 4.D: Fire is an agent of change in the national forest. While some fires must be immediately suppressed because of their threats to life, property, and businesses, other fires are managed for ecological benefits for both flora and fauna.
- 4.E: The Dixie NF is a regional leader in conservation and protecting biodiversity, which is reflected in efforts to protect native and unique fish, animals, and plants, as well as those that are Threatened or Endangered Species (TES).
- 4.F: While acknowledging the many competing demands on the forest land and water resources, the Dixie NF uses current research, science, and public input and collaboration to achieve both resource sustainability and the benefits that people need and desire from their national forest.

### **Significant Story #5: Water and Watersheds**

The past, present, and future of southern Utah are inextricably linked to water resources. Long before the arrival of Utah pioneers and settlers, Indians of southern Utah were harnessing water to irrigate their crops. Later settlements were largely dependent on water (from the sky or

a stream) for their location, size, and continued existence.

Protection of water resources was a major driving force behind the establishment of many of the western national forests including the Dixie. Today, the US Forest Service manages the largest single source of water in the nation, with about 18% originating from 193 million acres of national forest land – a priceless ecosystem service.

Periodic drought, population growth, climate change, and catastrophic fires are all threats to the quality and quantity of our water. The Dixie NF strives to anticipate and respond to these threats to ensure the sustained protection and provision of water and the services it provides.

Because of the critical importance of watersheds, it is vital to understand their function and interrelatedness, and promote stewardship of their resources and values.

**Theme #5:** The quantity and quality of water in southern Utah has been—and will continue to be—critical to the land and resources that people use and enjoy for economic, cultural, and recreational purposes.



*Tippetts Valley*

- 5.A: People follow water. Water provides the habitat that supports the resources that people need to live and thrive.
- 5.B: National forests play a major role in the protection, conservation, and stewardship of water and watersheds, in the face of numerous and changing threats to the quantity and quality of this priceless resource.
- 5.C Because of their importance to natural, cultural, visual, and recreation resources, it is vital to understand the function and interrelatedness of watersheds, and how we can protect them for the health of the larger ecosystem.
- 5.D: The Dixie NF works with agency and community partners to protect, revive, and restore watersheds—both their resource values and the communities that depend upon them (e.g. the *Escalante Headwaters Collaborative Forest Landscape Restoration Program (CFLRP)* and *Upper Sevier River Watershed Council*.)

### **How to Use Themes, Subthemes, and Key Messages**

The themes and subthemes in this plan should be used when new interpretive media or programming is being considered. They can also be used as key messages when responding to current or emerging issues.

For example: An interpretive panel at a popular watershed overlook on the Markagunt Plateau begins with Theme #5: *“The quantity and quality of water in southern Utah has been—and will continue to be—critical to the land and resources that people use and enjoy for economic, cultural, and recreational purposes.”*

The panel then tiers down to Subtheme 5.D: *“Because of their importance, it is vital to understand the function and interrelatedness of watersheds, and how we can protect them for the health of the larger ecosystem.”*

Specific storylines (not provided in this plan) would then bring in more specificity. One example: *“The Markagunt Plateau is capped by numerous lava flows which act as groundwater recharge zones for the region. After infiltrating, this water makes its way to discharge points including Cascade Falls, Mammoth Spring, and Duck Creek Ponds.”*

If the watershed is damaged by fire, illegal motorized use, or some other cause, a news release can reference Subtheme 5.C, used here as a key message: *“The Dixie NF works with agency and community partners to protect, revive, and restore watersheds—both their resource values and the communities that depend upon them.”*

Use of themes and storylines in interpretive media should be coordinated with the Forest Interpretive Team to ensure consistency and appropriateness (see page 32).

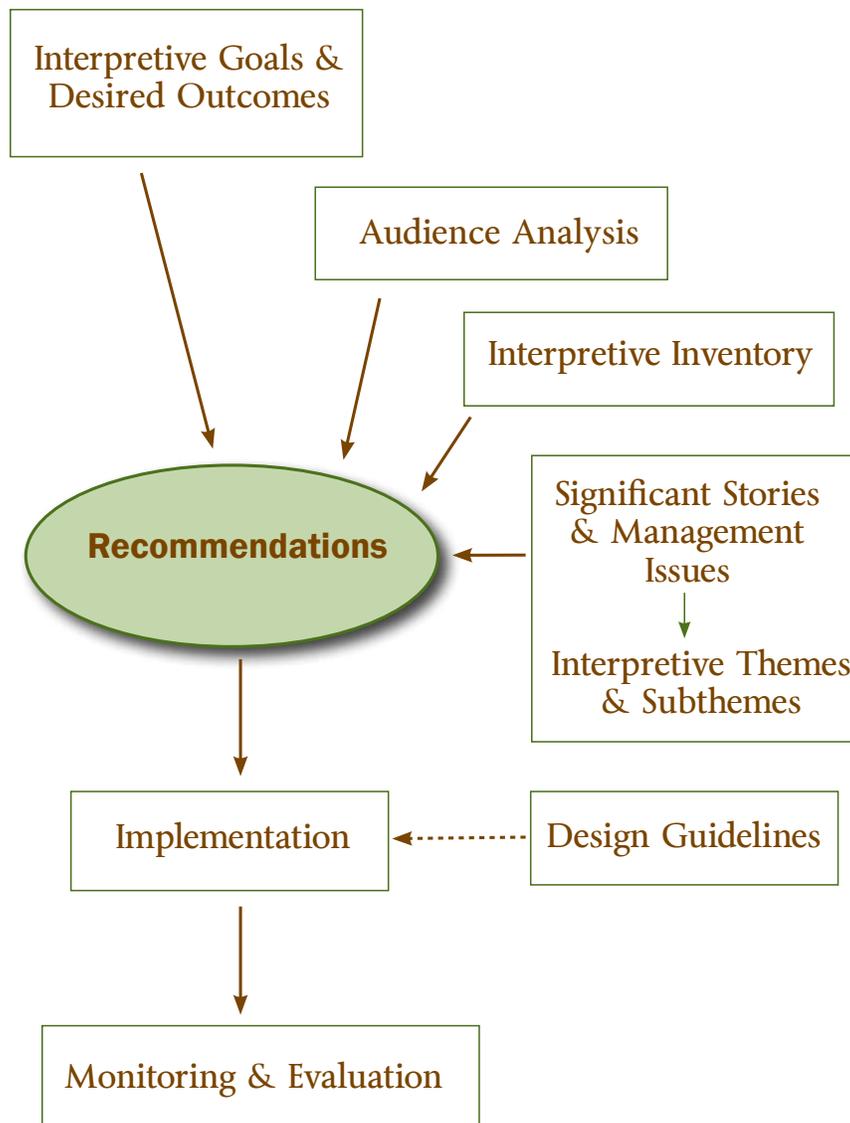


*Hells Backbone Bridge*

## Recommendations

- ↻ Prioritization Process
- ↻ General
- ↻ Site-specific
- ↻ Forest-wide

This section gives the recommendations that best achieve our Interpretive Goals and Desired Outcomes (Section 1), and tell our Significant Stories (Section 3), and. They also respond to the implications of our Audience Analysis (Section 2) and take into account our current Interpretive Inventory (Appendix C).



## Prioritization Process

Because funding, staff, and time are not unlimited on the Dixie NF, the recommendations in this plan went through a prioritization process during which they each received a rating of **High, Medium, or Low**.

The following criteria were based on the Interpretive Goals and Desired Outcomes from Section 1, taking both an *issue-based and intrinsic value-based* approach. Each recommendation was rated based on the extent to which it:

1. Is associated with a high-use site or delivery method that would reach a large number of people in our identified target audiences (*issue-based criteria*).
2. Responds to and mitigates resource management issues (*issue-based criteria*).
3. Facilitates an understanding of, an appreciation for the forest's natural and cultural resources, and helps people make environmentally sound choices that promote conservation and stewardship (*intrinsic value-based criteria*).
4. Is a partnership opportunity with mutual benefits (*both issue-based and intrinsic-based criteria*).

## General Recommendations

The general recommendations discussed in this section are also included in the subsequent Site-specific and Forest-wide recommendations tables (Tables 1 and 2).

Implementation of any of recommendations in this plan should be coordinated with the Forest Interpretive Team (see page 32).

## Digital and Social Media

Digital and social media is becoming an increasingly important communication and interpretation tool for the Dixie NF. While connectivity for cell phones and other mobile devices may be spotty in parts of the forest, there is ample service at offices, visitor centers, and populated areas. The Dixie NF has plans to implement more of these types of technologies.

Financially, digital media tends to be one of the lowest cost interpretive media in terms of the number of people reached per dollar invested.

It is important to develop a consistent branding of all digital media (using the Design Guidelines in Section 6) to promote a professional Dixie NF image.

See the Digital Media Interpretation sidebar (page 23) and Appendix D for additional examples of how social media can be used by forest visitors.

### Dixie NF Website and Virtual Visitor Center

This is the first place that efforts should be directed toward improving Dixie NF digital communications. All of the significant stories, themes, and subthemes from this plan should be developed and organized into a website framework from which to base future storylines and key messages about current and emerging issues on the forest.

Activity schedules for interpretive programs and other events should also be included, along with updated road and trail conditions, and other trip planning advice. Thematic trip itineraries could be suggested that follow a particular significant story or theme from this plan.

The website could host a blog or “scrapbook” where visitors can share

their national forest experiences, information about road and trail conditions, photos and videos, trip planning advice, and upcoming events. The Virtual Visitor Center should link to other tourism providers, agencies, and relevant community organizations that sponsor related services and products.

### Podcasts and Downloadable Tours

Podcasts can be made available from the Dixie NF website, located within the appropriate significant story, theme, or subtheme. Downloadable tours of scenic byways can also be made available here. Once posted, the links should be widely shared among local businesses, tourism entities, national and state parks, interpretive associations, and other community organizations to improve collaborative communication.

### Video Feature Film

A 15–20 minute film about the five Dixie NF significant stories is recommended as a useful tool for visitor centers with theater settings or other available viewing areas. A film requires a large initial investment, but can have a life span of 10 years or more. The film could also be made available as a sales item through the interpretive associations.

### Smart Phone Applications and Crowdsourcing

Current applications for smart phones include route finding, species identification, place histories, wildlife video games, and numerous others that have little to no cost. They can also be easily developed or adapted for specific interpretive messages, orientation and safety information, Junior Ranger activities, and Smokey Bear games. Applications can invite “crowdsourcing” when themes and storylines discuss resource management issues.

## Digital Media Interpretation

As **smart phones** replace cell phones in the general public, more options open up for interpretive media. Some applications have site-specific messaging which alerts owners when information is available in the area. Applications could include downloadable audio tours and maps synched to the phone's GPS system, activity maps linked to local road condition reports and avalanche advisories, and music/podcasts that tie to interpretive themes.

**Podcast** technology is simple and inexpensive, making it one of the most cost-effective interpretive media formats. Feed formats such as RSS (which nearly every website has) make it easy and convenient to automatically update content.—important since users are actually subscribers to the podcast links. Podcasts can be audio only, audio with graphics, or audio with video.



A **QR code** (Quick Response) is a type of matrix barcode that can be read by smartphones with the appropriate application (free).

The information encoded may be text, a URL, or other data. Users scan the the QR code to display text, connect to a wireless network, or open a web page in the telephone's browser.

**Crowdsourcing** is a community problem-solving model. Problems are broadcast in an open call for solutions. Users—the “crowd”—typically form themselves into online communities, and the crowd submits solutions. Crowdsourcing may produce solutions from ad hoc combinations of people who may be unknown to each other.

The interactivity of some of these media allow for easy (and usually free) monitoring and customizable metrics to provide real-time feedback on their use and effectiveness.

### Visitor Centers

There are four visitor centers on the forest, three of which should have *Interpretive Site Plans* developed that describe the site objectives, target audiences, staffing, funding, media, and storylines that tier from the themes in this plan (Escalante Interagency Visitor Center, Duck Creek Visitor Center, and Pine Valley Heritage Center). Additional recommendations include the following:

#### Red Canyon Visitor Center

Because this site serves as a gateway for many national and international visitors to the national parks in the area, and is seen as a gateway to the Colorado Plateau and Scenic Byway 12, there is a tremendous opportunity to entice audiences that would not normally linger on the Dixie NF to spend more time exploring the forest. An exhibit or travelling display could highlight special areas and activities that could be enjoyed in conjunction with a visit to Bryce Canyon, while also describing how national forests and national parks differ.

This is also an ideal place for digital media such as smart phones and other mobile devices. The Visitor Center could install kiosks with interactive maps, downloadable podcasts, and games that help visitors understand the significance of the national forest resources. Visitors will then become armed to ask more in-

depth questions of staff. (These are the same digital media that are accessible via the forest's website.)

#### Escalante Interagency Visitor Center

The center is currently a community focus point for recurring programs and special events, and should continue to expand in this area.

However, the Forest Service presence needs to be more clearly established and defined. An *Interpretive Site Plan* should be completed to clearly outline its interpretive objectives, funding, staffing, and Dixie NF exhibits.

#### Duck Creek Visitor Center

The large number of visitors seeking recreation information warrants increased development of orientation and information exhibits, computer interactive kiosks, and other digital media. This center should also take advantage of traveling exhibits developed for current resource issues. The Motorized Travel Plan and watershed themes are also appropriate for this location.

The Duck Creek Visitor Center should have an *Interpretive Site Plan* completed prior to any significant investment of time or money.



*Red Canyon Visitor Center*



*Duck Creek Visitor Center*

### **Pine Valley Heritage Center**

Interpretive investments at the Pine Valley Heritage Center should begin with an *Interpretive Site Plan* that describe the site objectives, staffing, funding, media, and storylines that tier from the themes in this plan. It should also show linkages to the Pine Valley Recreation Area.

Pine Valley should become a focal point for heritage programs of interest to both local and non-local visitors (see below). The facility should also provide recreation and Wilderness information that is easily accessible from an exterior kiosk or an interior area that is not staffed. Likewise, a portion of the building should be designed for sales items in a manner that allows it to be secured when the center is not staffed.

### **St. George Interagency Visitor Center**

The Center Manager salary is shared by the BLM, NPS, and FS. As such, it is appropriate that interpretation focus on themes and key messages that are common to all three agencies (e.g. a 10-15 minute video on the five significant stories of the Dixie NF.

### **Wildcat Visitor Center**

Although located on the Fishlake NF, its proximity to the Dixie NF makes it a candidate for forest information and interpretation.

### **Heritage Programs**

In addition to heritage sites themselves, heritage programs can encompass oral histories, living history demonstrations, “working vacations,” and a myriad of other activities associated with the history, prehistory, and cultural significance of an area.

The Pine Valley Heritage Center, Duck Creek Visitor Center, and the Escalante

Interagency Visitor Center would all be prime locations from which to base heritage programs. On-site living history demonstrations, speakers, pioneer crafts, and other activities could be scheduled in conjunction with the tours. Other off-site possibilities include:

- ↪ Driving tours focused on topics such as: Early LDS Settlements of Southern Utah; Ghost Towns of Southern Utah; Ranching History; and many others.
- ↪ Landscape Tours of Historic Trails with a living history component.

Heritage programs could be implemented through:

- ✓ Volunteers
- ✓ Passport in Time (PIT) program
- ✓ Ruby’s Inn and/or other lodging providers
- ✓ Interpretive Associations
- ✓ Commercial business operating under a special use permit

Grant funding opportunities for these types of activities can be found at: <http://nthpgrants.blogspot.com/>.

### **Interpretive Associations**

There are three interpretive associations that operate on the forest:

- ↪ Bryce Canyon Natural History Association (D2 and D3) - provides a great deal of technical support to the Dixie NF in the development of interpretive products and services; in addition, 12% of their gross receipts is reinvested into the forest interpretive program
- ↪ Dixie-Arizona Strip Interpretive Association (D1)
- ↪ Glen Canyon Natural History Association (D4)

These associations can play a significant role in the implementation of this

interpretive plan. Forest staff need to ensure that these partners are familiar with this plan and have ample opportunities to participate in any updates and associated planning.

### **Interpretive Resource Manual**

An Interpretive Resource Manual would lay the foundation for conducting all interpretive programs on the Dixie NF, either by forest staff, campground concessionaire, outfitters/guides, or other interpretive partners. The manual would provide all of the significant stories and themes in this interpretive plan, along with additional resource information for expanding the themes into storylines and full programs.

The manual would also include tips on how to develop an interpretive program (see Appendix G), performance standards, and operating procedures.

The manual could be shared via local hospitality training in partnership with Chambers of Commerce and other tourism partners.

Other resources for developing an Interpretive Resource Manual:

- ↪ National Association of Interpretation (NAI) provides Certified Interpretive Guide (CIG) and interpretive host training. More information can be found at <http://www.interpnet.com>.



*Outfitters should be armed with an Interpretive Resource Manual*

- ↪ The Region 4 Interp/Ed Tool box at [http://fsweb.r4.fs.fed.us/unit/rhwr/interp\\_ed/index.shtml](http://fsweb.r4.fs.fed.us/unit/rhwr/interp_ed/index.shtml)
- ↪ The Region 4 Interpretive Specialist (currently a CIG trainer)

The Forest Interpretive Team should oversee the development of the Interpretive Resource Manual.

### **Interpretive Panels and Kiosks**

Using a tiered approach for visitor signs, three types of structures are proposed.

#### **2-3 Panel Kiosk**

These may be located at visitor centers, major trailheads and campgrounds, or other major sites. One vertical center panel displays the district or unit, with a smaller inset of the entire forest and travel corridors. This map can showcase recreation opportunities in the area. A second panel is a thematic narrative of a significant story, theme, and subtheme of the area. The third panel provides important “Know Before You Go” safety, regulatory, and trip planning advice. This panel can be a changeable design to allow for seasonal updates. Panels 2 and 3 can be combined depending on need.

#### **1-2 Panel Kiosk**

These smaller kiosks can serve trailheads, day use sites, smaller campgrounds or other minor sites. They are patterned after they 2-3 panel kiosk, simply with less information.

#### **Low-profile Interpretive Panel**

Low-profile panels (set at a 40 degree angle) should be used at interpretive sites to narrate a significant story, theme, subtheme(s) and storylines. There should be only one theme per panel, and located so that the subject of the theme is easily visible. (See Appendix I for more information on designing and fabricating interpretive panels.)

A consistent design of their contents (following the Design Guidelines in Section 6) will reinforce the professional identity of the Dixie NF.

Additional guidance:

- ↪ The Motorized Travel Plan (MTP) implementation plan gives direction on sites that should have major kiosks to orient visitors to travel regulations.
- ↪ Trailhead structure guidelines can be found in the Dixie NF Trailhead Master Plan (2006).

Panels can incorporate technology such as QR codes to expand the learning opportunity and appeal to a wider range of audiences (see Digital Media Interpretation sidebar on page 23).



*Kiosk and low-profile interpretive panel and kiosk examples*



Exhibits or waysides with an estimated total cost (design and fabrication) of less than \$25,000 must be approved by the Forest Supervisor in consultation with the Region 4 Interpretive Specialist. An *Interpretive Planning Worksheet* can be filled out to help with the review process (see [http://fsweb.r4.fs.fed.us/unit/rhwr/interp\\_ed/exhibits/index.shtml](http://fsweb.r4.fs.fed.us/unit/rhwr/interp_ed/exhibits/index.shtml)). Projects with costs exceeding \$25,000 must also receive approval from the Washington Office. See Appendix H for more information.

### Publications

All new Dixie NF publications should follow the Design Guidelines in Section 6 of this plan, be coordinated through the Forest Interpretive Team, and then forwarded to the Region 4 Review Committee for approval. For more information, see <http://fsweb.r4.fs.fed.us/unit/sc/printing/index.shtml>.

New publications should tier to the significant stories, themes, and subthemes in this interpretive plan. In addition, they should be made available as a PDF on the forest website.

**Table 1 - Site-specific Recommendations and Priorities**

As a supplement to this table, Appendix J displays the target audience for each recommendation, along with a planning worksheet for recording a timeframe and potential funding and/or partnerships for implementing each recommendation.

Site	Recommendation	Theme(s)	Priority
<b>D1 - Pine Valley RD</b>			
Pine Valley Heritage Center (see page 20)	<ul style="list-style-type: none"> <li>Develop an <i>Interpretive Site Plan</i> for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan</li> </ul>	2.D: LDS settlement history ... 2.E: Ranches/forest reserves ... 2.F: CCC work ... 2.G: Heritage res. protection ... Theme 3 and all subthemes 4.A: Motorized travel ... 4.C: Vegetation management ...	High
St. George Interagency VC (see page 21)	<ul style="list-style-type: none"> <li>Develop a 10-15 minute video on the five significant stories of the Dixie NF</li> </ul>	All themes and subthemes	High
Pine Valley Recreation Area	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Interpretive programs (especially living history)</li> </ul>	1.A: Geology and ecosystems ... 1.B: Earth-shaping forces ... Theme 2, 4, and all subthemes	High
Pine Valley and Cottonwood Wilderness Trailheads	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> <li>Off-site interpretive programs</li> </ul>	4.A: Motorized travel ... 4.D: Fire as a change agent ... 4.F: Sustainability/benefits ... 5.B: Protecting watersheds ...	High
Honeycomb Rocks Campground	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Interpretive programs (especially living history)</li> </ul>	Themes 1, 2 and all subthemes 3.C: Safety ... 3.D: Stewardship ... 4.A: Motorized travel ... 4.C: Vegetation management ... 5.D: Watershed work/partners ..	Medium
Pine Valley Guard Station	<ul style="list-style-type: none"> <li>Historical scrapbook</li> </ul>	2.C: Historic routes/trails ...	Medium
General Steam Mining Site	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Incorporated into podcast series and/or heritage programs</li> </ul>	2.C: Historic routes/trails ...	Low
Oak Grove Campground	<ul style="list-style-type: none"> <li>Low-profile sign(s) or kiosk panel(s)</li> </ul>	Themes 1, 2, 4, and all sub-themes 3.C/D: Safety and stewardship ... 5.D: Watershed work/partners ..	Low

**Theme Categories**

**Theme #1:** The splendor of colors and contrasts displayed in the Dixie NF geology tell the stories of eons of earth-shaping forces; this geology forms the basis for life and livelihoods in and around the forest.

**Theme #2(a):** Over time, diverse cultures have traveled through and settled in the forests and valleys of this area and are drawn here by many of the same resources—wildlife, water, timber, forage, and minerals.

**Theme #2(b):** The sites, stories, and other remnants of our shared heritage warrant protection and preservation.

**Theme #3:** The world-class scenery and recreation of the Dixie NF offer nearly endless opportunities for renewal and enjoyment, but come with safety and stewardship responsibilities if they are to be sustained for future generations.

**Theme #4:** The Dixie NF uses public input, science, and analyses of long-term effects to manage for resource sustainability and human benefits, as well as restoration of negatively impacted landscapes.

**Theme #5:** The quantity and quality of water in southern Utah has been—and will continue to be—critical to the land and resources that people use and enjoy for economic, cultural, and recreational purposes.

Site	Recommendation	Theme(s)	Priority
<b>D2 - Cedar City RD</b>			
Duck Creek Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>Develop an <i>Interpretive Site Plan</i> for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan.</li> </ul>	Themes 1, 3, and all subthemes 4.A: Motorized travel ... 2.F: CCC work ... 4.C: Vegetation management ...	High
Cascade Falls Natl. Rec. Trail	<ul style="list-style-type: none"> <li>Low-profile sign(s) or kiosk panel(s)</li> </ul>	1.A: Geology and ecosystems ... 5.B: Protecting watersheds ...	High
Highway 14 State Scenic Byway	<ul style="list-style-type: none"> <li>Wayside exhibits (Navajo Lake, Zion's View, potentiall 2 others)</li> <li>Install portal signs at byway ends</li> <li>Downloadable tour and/or podcasts</li> </ul>	1.A: Watershed divide Theme 3 and all subthemes 5.A: People and water ... 5.B: Protecting watersheds ...	High
Patchwork Parkway Natl. Scenic Byway (Hwy 143)	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Downloadable tours and/or podcasts</li> </ul>	2.C: Historic routes/trails ... 2.D: LDS settlement history ... Theme 3 and all subthemes	High
Brian Head Resort, Trailhead, and Summit	<ul style="list-style-type: none"> <li>Interpretive programs</li> <li>Low-profile sign(s)</li> </ul>	Theme 1 and all subthemes 2.F: CCC work ... 3.C/D: Safety and stewardship ...	High
Panguitch Lake Campground, So. Boat Ramp, Wildlife Point	<ul style="list-style-type: none"> <li>Interpretive programs</li> <li>Low-profile sign(s)</li> </ul>	2.B: American Indian history ... 2.D: LDS settlement history ... 2.G: Heritage res. protection ... 2.H: Rock art/arborglyphs ...	High
Duck Creek Campground	<ul style="list-style-type: none"> <li>Interpretive programs</li> </ul>	1.A: Geology and ecosystems ... 4.A: Motorized travel ... 4.C: Vegetation management ... 4.D: Fire as a change agent ... 4.F: Sustainability/benefits ...	High
Ashdown Gorge Wilderness Trailheads	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> <li>Off-site interpretive programs</li> </ul>	4.A: Motorized travel ... 4.D: Fire as a change agent ... 4.F: Sustainability/benefits ... 5.B: Protecting watersheds ...	High
Bristlecone Pine Trailhead	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> </ul>	3.B: Diverse land/recreation ...	High
Zion Overlook	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	Theme 1 and all subthemes	Medium
Sage Valley Lava Flows	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	1.B: Earth-shaping forces ...	Medium
OHV Trailheads	<ul style="list-style-type: none"> <li>Kiosk panel</li> </ul>	3.C/D: Safety and stewardship ... 4.A: Motorized travel ...	Medium
Midway Junction (SR 148/14)	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	4.B: Grazing ... 4.C: Vegetation management ...	Medium
Virgin River Rim Trailheads	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	1.A: Geology and ecosystems ... Theme 3 and all subthemes	Medium
Mammoth Cave	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	1.B: Earth-shaping forces ... 2.B: American Indian history ... 4.E: Protecting biodiversity (bats)	Medium

Site	Recommendation	Theme(s)	Priority
Marathon Trail overlooking AGW	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	Theme 3 and all subthemes 4.E: Protecting biodiversity ... 5.B: Protecting watersheds ...	Medium
Yankee Meadows	<ul style="list-style-type: none"> <li>Kiosk panel</li> </ul>	Theme 3 and all subthemes 4.B: Grazing ...	Medium
Woods Ranch/ College Cabin	<ul style="list-style-type: none"> <li>Interpretive programs</li> </ul>	Themes 2, 3, and 4, and all subthemes	Low
Mammoth Spring	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	Theme 1, 5, and all subthemes 3.D: Responsible recreation	Low
Lowder Bogs Ranch	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	2.D: LDS settlement history ...	Low
Bowery Cr. Rd. at Vermillion Castle	<ul style="list-style-type: none"> <li>Kiosk panel</li> </ul>	1.B: Earth-shaping forces ... Theme 3 and all subthemes	Low
Ice Cave	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	1.B: Earth-shaping forces ... 2.B: American Indian use ...	Low
Singing Pines Trail	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	Theme 3 and all subthemes	Low
Strawberry Point	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	Theme 1 and all subthemes	Low
Mammoth Creek Highway	<ul style="list-style-type: none"> <li>Downloadable tours and/or pod-casts</li> </ul>	1.B: Earth-shaping forces ... Themes 3, 4, and all subthemes	Low
Uinta Flat Fire	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> </ul>	4.C: Vegetation management ... 4.D: Fire as a change agent ...	Low
Bear Flat Trailhead	<ul style="list-style-type: none"> <li>Kiosk panel (at future trailhead)</li> </ul>	Theme 3 and all subthemes	Low
Old Spanish Tr. at Bear Valley	<ul style="list-style-type: none"> <li>Wayside</li> </ul>	2.C: Historic routes ...	Low
High Desert Trailhead	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> </ul>	4.A: Motorized travel ...	Low
<b>D-3 Powell RD</b>			
Red Canyon Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>Computer kiosks for digital media interaction and downloads</li> <li>Exhibit showing Dixie NF areas that NPS visitors can enjoy</li> <li>Interactive or holographic map showing shifting landforms</li> </ul>	1.A: Geology and ecosystems ... 1.B: Earth-shaping forces ... 1.C: Watershed work/partners .. Theme 3 and all subthemes 4.C: Vegetation management ...	<b>High</b>
Ruby's Inn	<ul style="list-style-type: none"> <li>Interpretive programs</li> <li>Develop a 10-15 minute video on the five significant stories of the Dixie NF</li> </ul>	Themes 2, 4, and all subthemes	<b>High</b>
Scenic Byway 12 All American Road	<ul style="list-style-type: none"> <li>Wayfinding signs</li> <li>Downloadable tours and/or pod-casts</li> </ul>	Developed in Scenic Byway 12 Signage and Interpretive Master Plan	<b>High</b>
Red Canyon Campground	<ul style="list-style-type: none"> <li>Low-profile signs</li> <li>Interpretive programs (especially living history)</li> </ul>	Theme 1 and all subthemes 2.C: Historic routes/trails ... 2.F: CCC work ... 2.H: Rock art/aborglyphs/LNT ... 3.C/D: Safety and stewardship ...	<b>High</b>

Site	Recommendation	Theme(s)	Priority
Tropic Reservoir Trailhead and Boat Launch	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Theme 1 and all subthemes 2.H: Rock art/aborglyphs/LNT ... 3.C/D: Safety and stewardship ... 4.E: Protecting biodiversity ... 5.B: Protecting watersheds ...	Medium
Bike Trail/ATV Parking Area	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Theme 4 and all subthemes	Medium
Kings Creek Campground and Group Site	<ul style="list-style-type: none"> <li>• Interpretive programs (especially living history)</li> <li>• Low-profile signs</li> </ul>	4.C: Vegetation management ... 4.D: Fire as a change agent ... Theme 5 and all subthemes	Medium
Podunk/Jones' Corral/Dave's Hollow Guard Stations	<ul style="list-style-type: none"> <li>• Historical scrapbook</li> </ul>	2.C: Historic routes/trails ...	Medium
Casto Trailhead	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Theme 4 and all subthemes	Medium
East Fork of the Sevier River Scenic Backway	<ul style="list-style-type: none"> <li>• Low-profile signs</li> </ul>	Theme 4 and all subthemes	Medium
Shakespeare Sawmill	<ul style="list-style-type: none"> <li>• Low-profile sign(s) <i>(Site requires significant cleanup and stabilization before it is safe for the public)</i></li> </ul>	2.D: LDS settlement history ... 4.C: Vegetation management ...	Low
<b>D4 - Escalante RD</b>			
Escalante Interagency Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>• Influence the update of the <i>Interpretive Site Plan</i> for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan</li> </ul>	All themes and subthemes	<b>High</b>
Box Hollow Wilderness Trailheads	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> <li>• Off-site interpretive programs</li> </ul>	4.A: Motorized travel ... 4.D: Fire as a change agent ... 4.F: Sustainability/benefits ... 5.B: Protecting watersheds ...	<b>High</b>
Posey Lake, Baker Reservoir	<ul style="list-style-type: none"> <li>• Interpretive programs</li> <li>• Low-profile signs</li> </ul>	4.D: Fire as a change agent Theme 5 and all subthemes	<b>High</b>
Hells Backbone Scenic Backway	<ul style="list-style-type: none"> <li>• Low profile sign(s)</li> </ul>	Theme 1 and all subthemes	Medium
Boulder Town (Anasazi SP)	<ul style="list-style-type: none"> <li>• Partnership with town and state park to interpret Dixie NF</li> </ul>	All themes and subthemes	Medium
Pine Lake CG	<ul style="list-style-type: none"> <li>• Interpretive programs</li> <li>• Low-profile signs</li> </ul>	Theme 5 and all subthemes	Medium
Powell Point Parking Area	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	1.A: Geology and ecosystems ... 1.B: Earth-shaping forces ... 5.D: Watershed work/partners ..	Low

**Table 2- Forest-wide Recommendations and Priorities**

As a supplement to this table, Appendix J displays the target audience for each recommendation, along with a planning worksheet for recording a timeframe and potential funding and/or partnerships for implementing each recommendation.

Recommendation	Theme(s)	Priority
<b>Social and Digital Media</b>		
Upgrade and organize Dixie NF website into a thematic <i>Virtual Visitor Center</i> framework, including activities and events; a blog or “scrapbook” where visitors can share their national forest experiences; updates of road and trail conditions; and podcasts, smart phone apps, and downloadable maps (see pages 18-19).	All significant stories, themes, and subthemes	High
Links to Dixie NF website and/or podcasts from community chambers of Commerce and/or Welcome Centers in Enterprise, Central, Veyo, New Harmony, Newcastle, Leeds, Bryce Canyon City, Boulder, Parowan, Panguitch, Brian Head (town and resort)	All themes and subthemes	Medium
Recreation, heritage, and natural resource podcast series for forest website	All themes and subthemes	Medium
Widely disperse a calendar of planned burns via Twitter and other social media	3.A: So. UT trip planning ... 4.D: Fire as a change agent ... 4.F: Sustainability/benefits ...	Low
Post information about marijuana farm activity and safety on website	3.C: Safety ...	Low
<b>Publications</b>		
Create/revise history book on the Dixie NF with SUU History Dept. and interpretive associations	Theme 2 and all subthemes	High
Pamphlet on place names derived from American Indians and ranching (also on forest website)	2.B: American Indian history ... 2.E: Ranches/forest reserves ... 4.B: Grazing ...	Low
Post interpretive flyers/panels in restrooms on watershed protection and why its important (also on forest website)	3.D: Stewardship ... 4.A: Motorized travel ... 5.D: Watershed work/partners...	Low
<b>Programs</b>		
Help campground concessionaire develop and implement interpretive program; use this interpretive plan for basis of programs; provide appropriate training; develop <i>Interpretive Resource Manual</i> (see page 21)	All themes	High
Heritage programs through partnerships: Provide guided tours to heritage sites as part of volunteer interpretive program; compile oral histories; present heritage programs at fairs, festivals, and visitor centers (see page 21)	Theme 2 and all subthemes	Medium
Through a partner, host a speaker/film series about current forest management issues; include <i>The Greatest Good</i> and <i>Greenfire</i> ; follow with facilitated discussion. Brian Head Resort is a potential venue.	Theme 4 and all subthemes	Medium

Recommendation	Theme(s)	Priority
LEOs and Fire Prevention Crews visit large recreation groups, HOAs, property management companies, and pockets of summer homes as “roving interpreters.”	All themes and subthemes	Medium
Cultivate partnerships with riding clubs; generate stewardship projects; sponsor an ATV/UTV rodeo to promote Tread Lightly	3.A: So. UT trip planning .... 3.C/D: Safety and stewardship ..	Low
Through a partner, sponsor living history performers at local venues (e.g. Gifford Pinchot, Teddy Roosevelt, Father Escalante, John Wesley Powell); SUU Theatre program may be a partner	4.B: Grazing ... 4.C: Vegetation management ... 4.D: Fire is an agent of change... 4.E: Protecting biodiversity ... 4.F: Sustainability/benefits ...	Low
Spotlight a prescribed fire or other recent resource management project with positive benefits as a success story at community events; offer tours	4.D: Fire as a change agent ... 4.F: Sustainability/benefits ...	Low
LEOs give presentations to community organizations about marijuana safety issues	3.C: Safety ...	Low
<b>Other</b>		
Provide interpretive training to staff, concessionaires, and partners who are involved with interpretive services and/or products (potential partner activity)	All themes and subthemes	<b>High</b>
Ensure that all Dixie NF can verbalize the Forest Service Mission	Theme 4 and all subthemes	Medium
Include a communication and/or interpretive strategy in all project plans/NEPA documents	Theme 4 and all subthemes	Medium
Develop a menu of potential activities and encourage large group gatherings (with special use permits) to participate in one or more; increase field contacts with these groups and other large groups without permits.	3.D: Stewardship ...	Medium
As new structures and interpretive media are developed, look for opportunities to partner locally for Spanish translations; include a short Spanish welcome message at major interpretive and information kiosks.	Not applicable	Medium
Develop a traveling exhibit showing the dynamics of forest birth, death, and regeneration	4.C: Vegetation management ... 4.D: Fire as a change agent ... 4.E: Protecting biodiversity ... 4.F: Sustainability/benefits ...	Low

**Theme Categories**

**Theme #1:** The splendor of colors and contrasts displayed in the Dixie NF geology tell the stories of eons of earth-shaping forces; this geology forms the basis for life and livelihoods in and around the forest.

**Theme #2(a):** Over time, diverse cultures have traveled through and settled in the forests and valleys of this area and are drawn here by many of the same resources—wildlife, water, timber, forage, and minerals.

**Theme #2(b):** The sites, stories, and other remnants of our shared heritage warrant protection and preservation.

**Theme #3:** The world-class scenery and recreation of the Dixie NF offer nearly endless opportunities for renewal and enjoyment, but come with safety and stewardship responsibilities if they are to be sustained for future generations.

**Theme #4:** The Dixie NF uses public input, science, and analyses of long-term effects to manage for resource sustainability and human benefits, as well as restoration of negatively impacted landscapes.

**Theme #5:** The quantity and quality of water in southern Utah has been—and will continue to be—critical to the land and resources that people use and enjoy for economic, cultural, and recreational purposes.

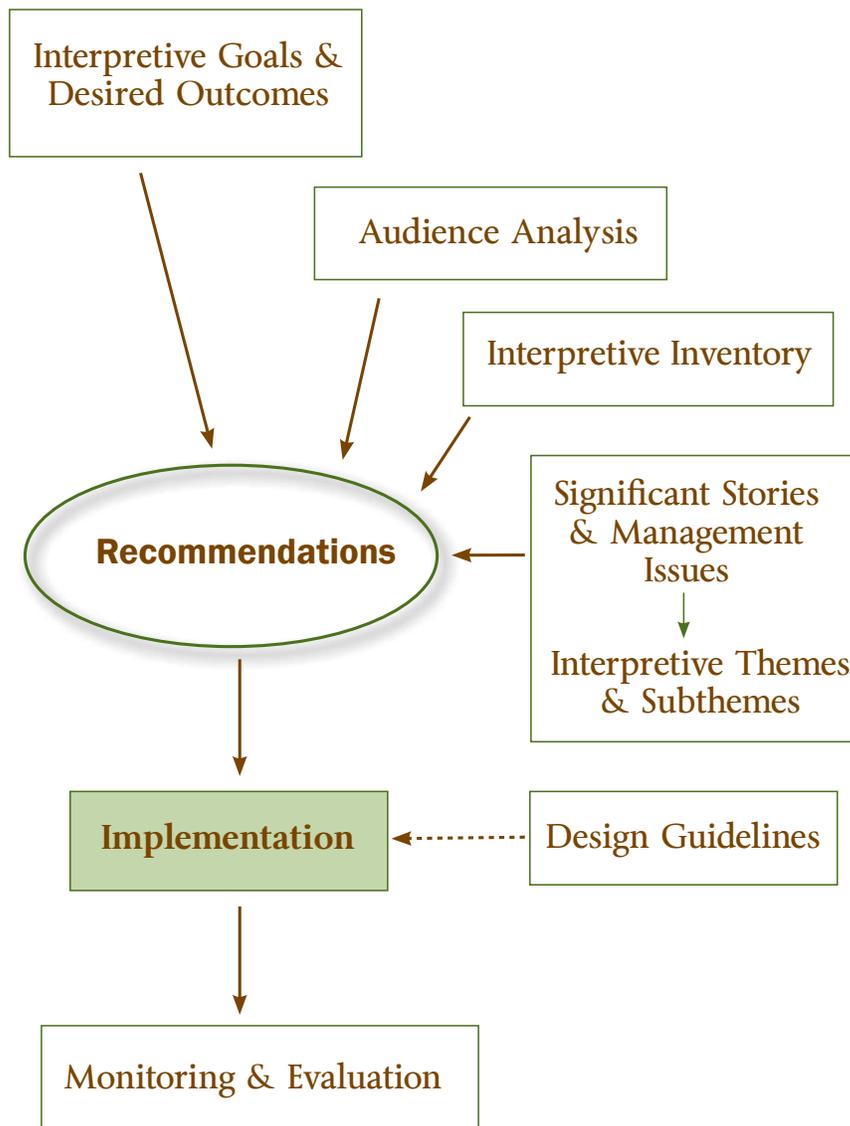
**Notes**



*Upper Barker Lake*

## Implementation

- ⌘ Forest Roles & Responsibilities
- ⌘ Potential Partnership Roles
- ⌘ Grants & Other Funding Sources



In order to implement and maintain a viable interpretive services program within current budget trends, it is important that the Dixie NF manage and fund the program in a collaborative manner, both internally and externally.

*Internally*, all staff areas can and should play a role in supporting the implementation of this interpretive plan. Success will require an interdisciplinary and coordinated approach in the planning, funding, and application of interpretive products and services.

*Externally*, there is a wealth of capable partners who are vital to the fruition of this interpretive plan. However, in order to



capitalize on the expertise, knowledge, and skills of these partners, a mutual benefit must be articulated.

## **Forest Roles and Responsibilities**

### **Forest Line Officers**

1. Support the Dixie NF Interpretive Master Plan through allocation of funding, staffing, training, opportunities, and other resources.
2. Set current and out-year priorities.
3. Promote the integration of interpretive themes into all program areas, and the financing of the program by all staff areas.
4. Recognize and reward staff and partners that embrace and strengthen the interpretive program.

### **Forest Staff**

This includes Recreation, Public Affairs, and Other Resources

1. Is familiar with this plan and its priorities.
2. Promote the integration of interpretive themes and messages into program areas.
3. Coordinate other related programs with the *Forest Interpretive Team* to ensure alignment of goals and design standards (e.g. Conservation Education, Watchable Wildlife, Fire Prevention, and others).
4. Provide interpretive technical support.
5. Ensure alignment between the Dixie NF Interpretive Master Plan themes/subthemes and the Dixie NF Communication Strategy key messages through an annual review; use current issues as opportunities to use themes and subthemes in public communications.

### **District Staff**

This includes information specialists, district program managers, and other staff involved with interpretive services.

1. Be familiar with this plan and its priorities.
2. Promote the integration of interpretive themes and messages into program areas.
3. Consult with the *Forest Interpretive Team Leader* before developing interpretive media/services.
4. Coordinate other related programs with the *Forest Interpretive Team* to ensure alignment of goals and design standards (e.g. Conservation Education, Watchable Wildlife, Fire Prevention, and others).
5. Prepare work plans and coordinate staff and funding for collaborative implementation of interpretive media and services.

### **Forest Interpretive Team**

This is a new group that should include appropriate Forest Staff, a district interpretive services representative, and a district or forest representative for related programs such as Conservation Education, Watchable Wildlife, Rise to the Future, Smokey/Woodsey, or other similar. The Team Leader will be the Forest Landscape Architect (currently Rick Dustin).

#### **Team Leader**

1. Oversees the implementation of this interpretive plan. Ensures that it is reviewed annually and progress reported to the Forest Leadership Team.
2. Ensures that this plan is used as a means of coordination and collaboration with existing and potential partners; generates momentum, shared goals, and mutual benefits.
3. Oversees monitoring and evaluation of interpretive media and services to ensure that the desired outcomes in this plan are achieved.
4. Coordinates interpretive messages with public affairs staff to promote consistent public communications.

### Team

1. Promotes the recruitment, training, and coordination of volunteer groups and individuals.
2. Works with the interpretive associations to plan and prioritize Dixie NF interpretive services and media for funding.
3. Provides a review and approval process for each interpretive project to ensure that interpretive and design standards are followed, as outlined in this plan.
4. Helps partners find grants and other funding sources for implementing this plan's recommendations.
5. Serves as a district and/or resource liaison.

### Team Members

The initial Forest Interpretive Team members are:

- ↪ Rick Dustin-Forest Landscape Architect
- ↪ Kenton Call-Public Affairs Officer
- ↪ Marian Jacklin-Archaeologist
- ↪ Marcia Gilles-D1 Recreation
- ↪ Devin Johnson-Wildlife
- ↪ Patrick Moore-Timber
- ↪ Joe Rechsteiner-D3 Recreation
- ↪ John Harding-Fire
- ↪ Cindy Calbaum-D4 Recreation

The Forest Landscape Architect and Public Affairs Officer will be permanent members of the team. Other members can rotate, although not all in the same year in order to maintain continuity of process and projects.

The Forest Landscape Architect should have 30 days planned for Forest Interpretive Team work on an annual work plan; all other team members should show 10 days.

### Potential Partner Roles

The value of partners in the Dixie NF interpretive services program cannot be overstated. Not only are they integral

to the implementation of this plan, but they will also be important to its periodic review and update, as well as evaluation and monitoring.

Potential partners and agreements include the following:

### Local

- ↪ Southern Utah University History Department, IIC and Outdoor Recreation programs
- ↪ Dixie State College - Vice President, Center for Media Innovation, Dock Utah, Colorado Plateau Institute
- ↪ Utah State University Extension
- ↪ Scenic Byway Committees (Highway 12, Utah's Patchwork Parkway/ Highway 143)
- ↪ Interpretive associations - DASIA, Bryce Canyon Natural History Association, Glen Canyon NHA
- ↪ Business Associations - REI, Sports Authority, WalMart, Cabela's, Sportsman's Warehouse, ATV dealers
- ↪ Brian Head Ski Resort
- ↪ Paiute Indian Tribe of Utah
- ↪ Five County Association of Government Agencies (CAOGA)
- ↪ Rocky Mountain Elk Foundation
- ↪ Water Conservancy Districts (Iron, Kane, Washington)
- ↪ Friends of the Dixie NF (potential)
- ↪ Outfitters and Guides
- ↪ Grand Circle Association
- ↪ Chambers of Commerce

### Regional

- ↪ Travel Councils (Iron and Garfield Counties)
- ↪ Backcountry Horseman
- ↪ Utah Office of Tourism

### National

- ↪ National Forest Foundation and other national groups
- ↪ National Park Service - Bryce Canyon NP, Zion NP, Cedar Breaks NM
- ↪ Bureau of Land Management - Grand Staircase-Escalante NM

The Forest Interpretive Team should determine the most appropriate partners to assist with the high priority recommendations in this plan and then create opportunities for those partners to derive benefits from their participation.

Partners may wish to use parts of this plan in their own marketing plans. For example, some of the significant stories, themes, and subthemes may provide a basis for thematic advertising of their services or products.

“In the past a leader was a boss.  
Today’s leaders must be partners  
with their people..  
they no longer can lead  
solely based on positional power.”  
(Ken Blanchard)

## Grants and Other Funding Sources

An important role that the Forest Interpretive Team should fill is to help partners connect with local and national funding opportunities appropriate for the implementation of the recommendations in this plan.

Sources of grant information include:

### **The Partnership Resource Center**

website a joint project of the National Forest Foundation and the US Forest Service (<http://www.fs.usda.gov/prc>). Their website offers:

- ↪ Tools to help connect people.
- ↪ Quick access to Forest Service efforts to address emerging or pressing issues.
- ↪ Tools for process design, meeting management, and assessments, and

tips from others for successful collaboration and partnered endeavors.

- ↪ References to applicable law and policy.

**Grants.gov** is hosted by the U.S. Department of Health and Human Services as a source for information on federal grants ([www.grants.gov](http://www.grants.gov)).

The **Mt. Baker-Snoqualmie NF** hosts a website that lists partnership grants from both local and national sources ([http://www.fs.usda.gov/detailfull/mbs/workingtogether/?cid=fsbdev7\\_001659&width=full](http://www.fs.usda.gov/detailfull/mbs/workingtogether/?cid=fsbdev7_001659&width=full)).

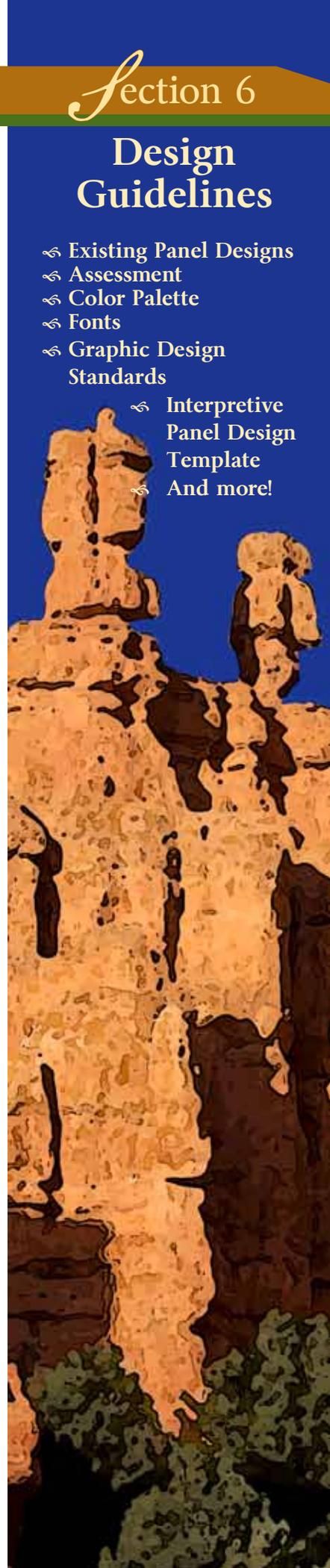
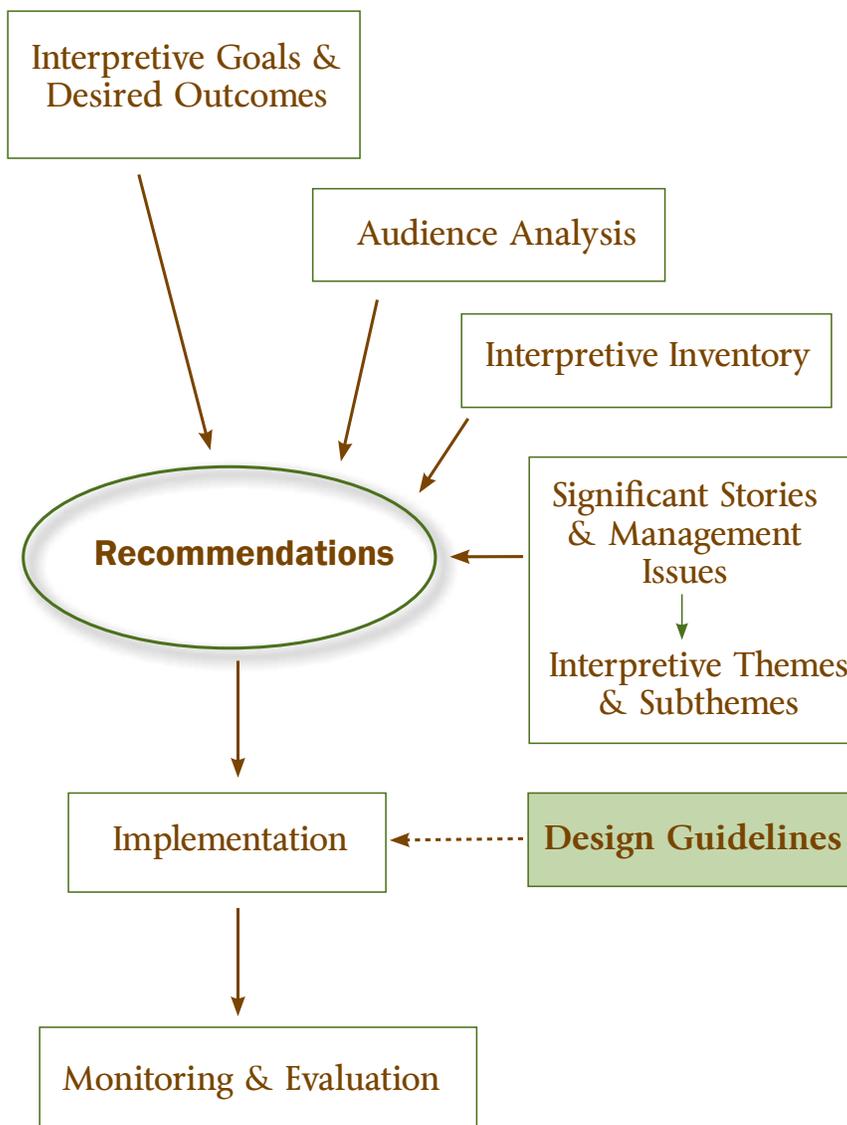
**The Foundation Center** provides tools for conducting funding searches (<http://fconline.foundationcenter.org>).

## Design Guidelines

- ⌘ Existing Panel Designs
- ⌘ Assessment
- ⌘ Color Palette
- ⌘ Fonts
- ⌘ Graphic Design Standards
  - ⌘ Interpretive Panel Design Template
  - ⌘ And more!

The Dixie National Forest has a “sense of place” that is all its own, and described in Section 3 through the Significant Stories. This sense of place can be largely captured through the visual design of interpretive media, including colors, fonts, graphic elements, style, and corporate branding. These visual elements help deliver the message without saying a word.

Using these Design Guidelines in the development of interpretive media will ensure focus, consistency, and professionalism.



## Existing Interpretive and Information Panel Designs

The Dixie NF currently has several interpretive and information panel designs in use, as displayed below.



*Utah Centennial  
Circle monument  
and panel (Pine  
Valley RD)*



*Wood routed sign (Location?)*

*Mountain Meadows Massacre Site*



Examples of Scenic Byway 12/Red Canyon Visitor Center panels



JUBILEE GUARD STATION

**Jubilee Ranger Station**  
was built in 2008 to provide a comfortable abode for forest rangers while they were riding and checking range conditions on the Shoshone National Forest. Since Jubilee means "a time of rejoicing" the name may have been chosen because of how happy the rangers were to have a place out of the weather.

**CABIN LIFESTYLE**  
The small one-room log cabin contained a built-in bunkbed on which comfortable camp beds could be placed for a warm bed. A cookstove was for both cooking and heating. The tin food storage bin was used to keep food and grain for their horses.

The station also contained a hand-cranked telephone that made it possible to be in contact with a supervisor in town. The line ran west for miles down the mountain to Starke Ranch, then south to the Box Ranger Station, then on into Escalante.

Rangers often took their sons with them. On extended trips the whole family came along. Water was obtained from a spring, and one of the ranger's wives said she had to go to get water was "hug out the front door." The spring has since dried up.

**RANGERS**  
The rangers that lived and worked out of back-country cabins, such as this one, mapped the forest, administered grazing permits, provided trail access and patrolled for poachers of game, timber, water, mineral and riparian resources. Many of these rangers were local people that possessed hands-on skills rather than formal training.

Guard stations were located about a one day ride apart from each other. This was to give adequate back-country administrative coverage over large areas of National Forest.

**IMAGINE**  
Please go inside the Jubilee Guard Station and picture yourself living several months of your summer in remote areas of the country in a building such as this one.

DIXIE NATIONAL FOREST

Examples of Escalante RD interpretive and trailhead panels (a design developed by the Powell RD)

**ESCALANTE RANGER DISTRICT**

Trail history and information

Please go inside the Jubilee Guard Station and picture yourself living several months of your summer in remote areas of the country in a building such as this one.



Example of Wilderness trailhead panel (used Region-wide)

Note: Guidance for Dixie NF trailhead structures can be found in the Dixie NF Trailhead Master Plan (2006).

**Pine Valley WILDERNESS**

**USE RESTRICTIONS**

To protect natural resources and the wilderness experience, the following are PROHIBITED within the Pine Valley Wilderness:

- Groups exceeding 25 people and/or recreational stock. Groups larger than established limits may be allowed under permit on a case-by-case basis.
- Failing to pack out all garbage (Pack-In/Pack-Out) or leaving human waste exposed or in an unsanitary manner (bury it).
- Shortcutting a switchback in a trail.
- Damaging any natural feature and/or any other government property. This includes, but is not limited to, falling or damaging trees, trenching, and vandalism.
- Building any structure or improvement. This includes, but is not limited to, hitchhiking rails, furniture, shelters, meat poles.
- Using motorized equipment or mechanized transportation. This includes, but is not limited to, bicycles, game carts, and chainsaws.

Please help us protect the Pine Valley Wilderness... RESPECT RESTRICTIONS!

**WHAT IS WILDERNESS**

Wilderness is an area designated by Congress to preserve natural communities of life from the encroachment and expanding impact of human development. In wilderness natural forces and conditions dominate the landscape and the area is managed to retain its primitive character and intrinsic value providing opportunities for primitive recreation and solitude.

Wilderness areas are managed to preserve natural conditions. They serve as important habitat for wildlife species, protect watersheds and drinking water, and act as biological reserves for native vegetation and animal species. Wilderness areas may also have ecological, geological, historical, scientific, educational and scenic values.

**LEAVE NO TRACE**

- PLAN AHEAD AND PREPARE** - Know before you go! Leave everything you can about the area you plan to visit and the regulations for its use.
- TRAVEL AND CAMP ON DURABLE SURFACES** - Use established corridors and trails, where available. Avoid sites just beginning to show impacts. Keep camps small and at least 200 feet from water, occupied campsites, and trails.
- DISPOSE OF WASTE PROPERLY** - "Pack it in, pack it out!" Bury human waste in a cathole 6-8 inches deep and at least 200 feet from water. Wash yourself and your dishes at least 200 feet from water.
- LEAVE WHAT YOU FIND** - Do not damage, collect, or remove natural objects or cultural artifacts. Leave them for others to enjoy. Don't build structures, dig trenches, or alter natural features.
- MINIMIZE USE AND IMPACTS OF FIRE** - Use a lightweight stove, instead of a fire. If you build a fire, use only small dead wood found on the ground and use existing fire rings.
- RESPECT WILDLIFE** - Watch wildlife from a safe distance and never approach, feed, or follow it. Stay foot lights and store it out of reach. Control pets at all times or consider leaving them at home.
- BE CONSIDERATE OF OTHER VISITORS** - Don't disturb others. Preserve the natural quiet. When you meet horses on the trail, step off the downhill side and speak softly as they pass.

Please help us protect the Pine Valley Wilderness... **LEAVE NO TRACE!**

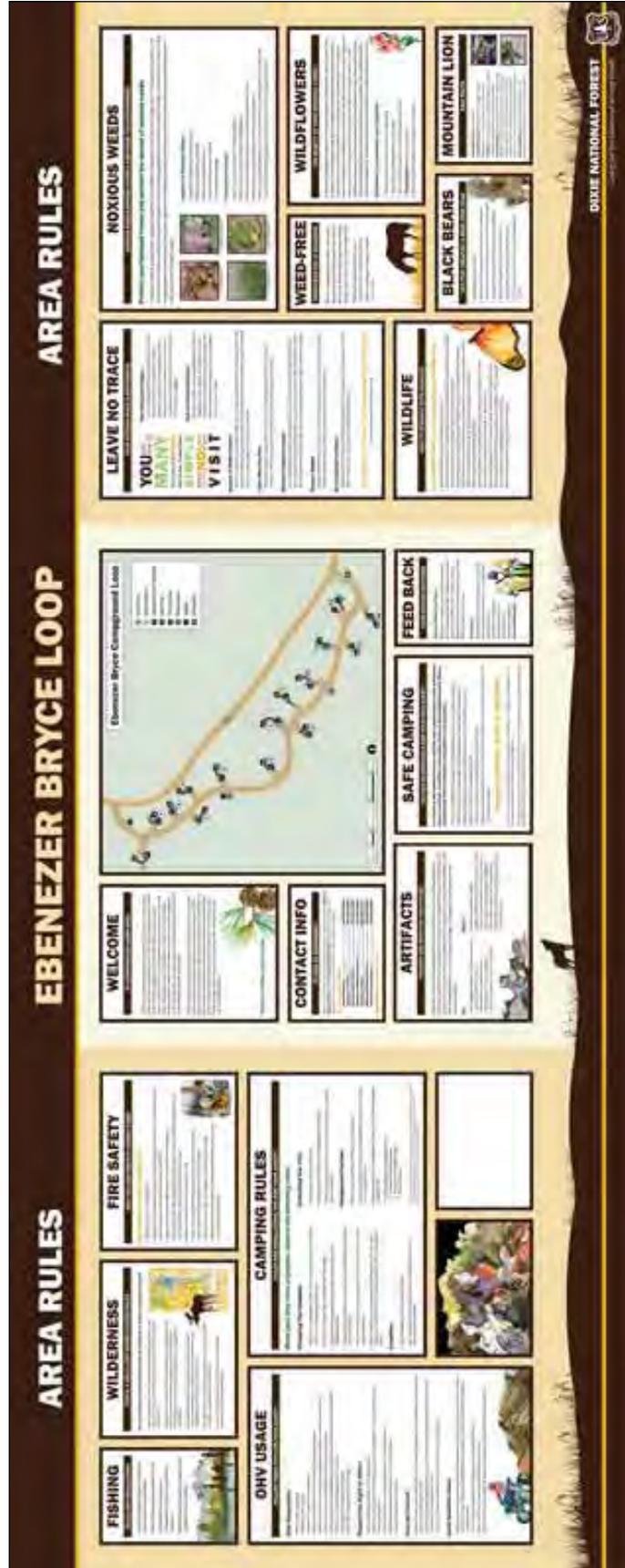
Three historic cabins on the Dixie NF will be receiving interpretive panels as part of a Region 4 rec fee project. Their design follows the Intermountain Region Design Guidelines for Recreation-related Exhibitory and Print Media



- Guard Stations slated to receive panels:
- Pine Valley
  - Podunk
  - Jones Corral

To improve the appearance and consistency of national forest information, Region 4 has assembled an Information Board Project modeled after a similar product in Region 8. The intent was to create a package of layout and design modules that are mutually flexible, artistic, consistent, and simple to use. The goal is to foster consistency, professional appearance and improved customer service.

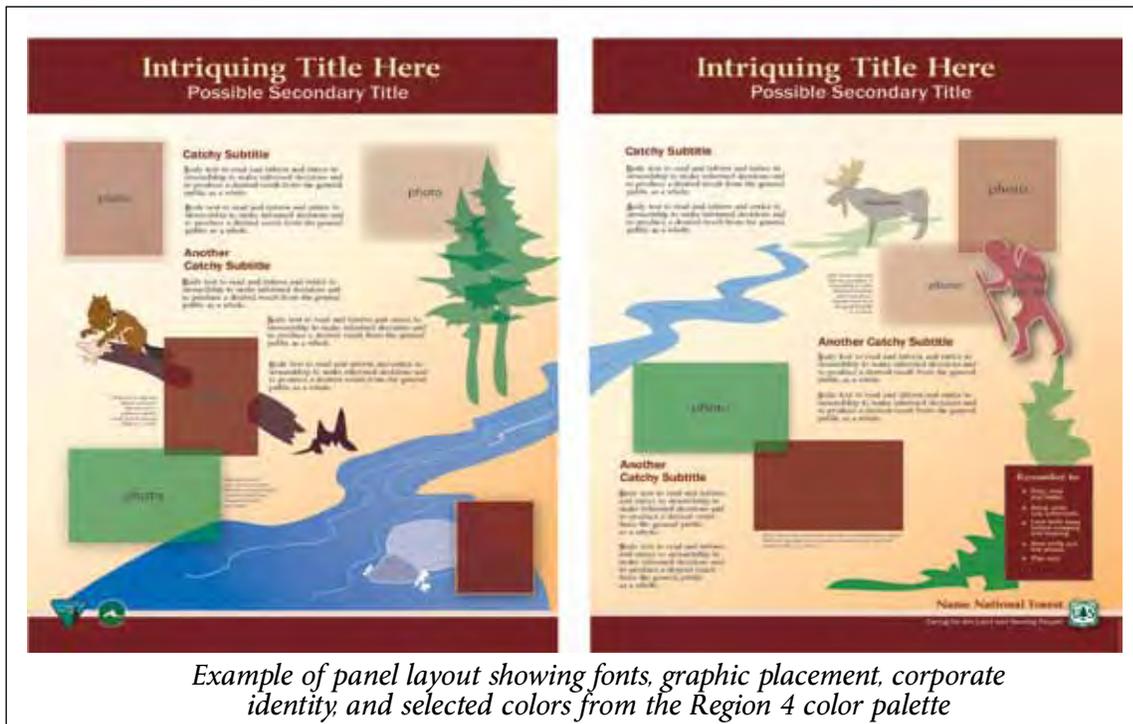
A Region 4 website contains instructions for use along with graphic components and illustrations for forests and districts to use (no special software needed). For more information, visit: [http://fsweb.r4.fs.fed.us/unit/rhwr/interp\\_ed/visual\\_info\\_boards/index.shtml](http://fsweb.r4.fs.fed.us/unit/rhwr/interp_ed/visual_info_boards/index.shtml).



In February 2009, the Region 4 Director of Recreation approved the *Intermountain Region Design Guidelines for Recreation-related Exhibitory and Print Media*. These guidelines are to be used to ensure a corporate Region 4 identity within the recreation program, and enhance the landscape and setting where the media is found.

The Design Guidelines provide direction for the placement of the corporate identity (Forest Service shield and logo: “Caring for the Land and Serving People”), cooperators logos, and forest name for outdoor products. A color palette and fonts are also specified in the Design Guidelines, although specifics for each forest are not dictated.

The *Intermountain Region Design Guidelines for Recreation-related Exhibitory and Print Media*. are posted at: [http://fsweb.r4.fs.fed.us/unit/rhwr/interp\\_ed/exhibits/index.shtml](http://fsweb.r4.fs.fed.us/unit/rhwr/interp_ed/exhibits/index.shtml).



*Example of panel layout showing fonts, graphic placement, corporate identity, and selected colors from the Region 4 color palette*

## Assessment of Existing Designs

The assessment of panel designs is measured against the following **visual design principles** (for both interpretive and information panels):

1. Create a sense of place (i.e. promote an emotional and intellectual connection to the location)
2. Promote a positive and professional image of the agency
3. Quickly identify the area or site and its relationship to a larger public lands entity
4. Catch the viewer's attention long enough to convey the most significant story or information (based on the individual objectives of each panel)
5. Enhance the site and story rather than detract from it.

There are many attractive and professional interpretive and information panels currently in use on the Dixie NF. Some support an identity recognition (Scenic Byway 12 and Escalante RD panels) with their consistent use of design elements.

Others that are more focused on information rather than interpretation (Wilderness and Trailhead signs) have a more generic appearance. Adding the new Region 4 Design Standards and Information Board designs complicates the visual scene even more.

The largest current deficiency is the lack of consistency among different areas that works against principle #3, above. The diversity of design, colors, and styles makes it difficult for the viewer to automatically associate the site with the larger entity of which it is a part.

In turn, the Dixie NF loses an opportunity to showcase its identity as a professional land manager actively managing a diversity of special places and recreational opportunities.

## Recommendations for Future Panel Designs

There is a balance to be reached between the need to promote the agency identity while still showcasing a special area's significance. While promoting the fact that a special site or story is a part of the Dixie NF, it is also important to show its relationship to other special designations, such as a Scenic Byway that extends beyond the national forest boundary.

This balance can be reached by consistently incorporating certain visual attributes such as on a forest-wide basis—while still incorporating some elements that are specific to the area or special designation of which it is a part. These visual attributes are:

1. **Color Palette**
2. **Fonts**
3. **Graphic Design Standards**

These three attributes are described more fully below, and form the basis of the Interpretive Design Guidelines of this plan. If they are incorporated into all new interpretive panels on the Dixie NF, professionalism, consistency, and agency identity can still be achieved even if modifications to layout and graphic composition are desired for a special area such as a scenic byway.

## Color Palette

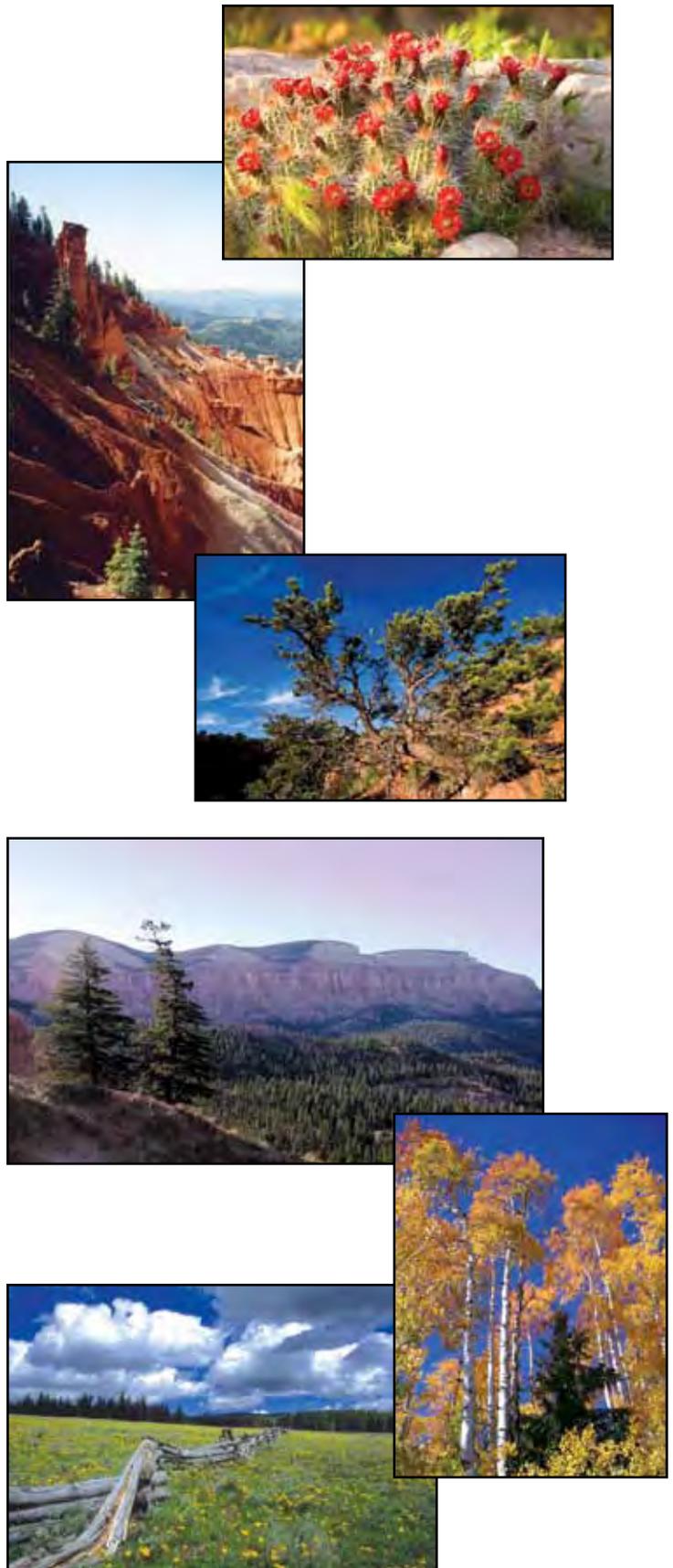
From the menu of colors provided in the *Intermountain Region Design Guidelines for Recreation-related Exhibitory and Print Media*, the Dixie NF Color Palette has been created by selecting those colors that best reflect its landscape.

To aid with contract specifications and fabrication, colors are described using the Pantone® Matching Color System, the industry standard for matching color. Pantone colors are solid ink or spot colors. The colors that you're seeing in this printed document are close—but not exact—representations of the specified Pantone colors. Consult a Pantone Color Selector (often available at paint stores) to view the true color, or visit [www.pantone.com](http://www.pantone.com) for more information.

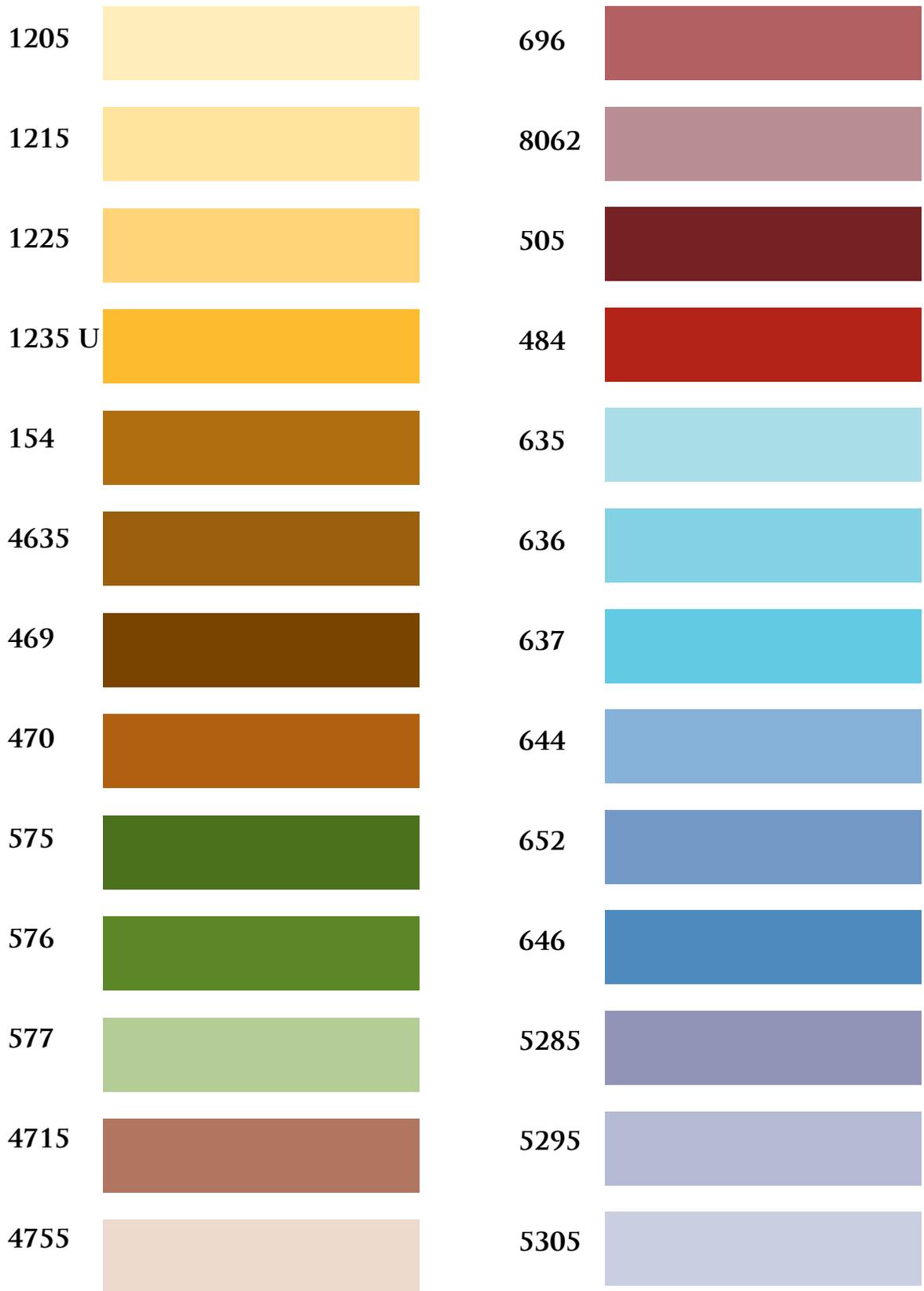
Within the color palette are *base colors*—those that are used most widely and tend to be the darker and more neutral colors. *Accent colors* are more vibrant and should be used with discretion.

The spot colors shown in the color palette can be represented in *CMYK* or *RGB* color spaces. *CMYK* (cyan, magenta, yellow, and black) colors are those created by mixing four solid process ink colors and should be used for a full-color printing processes such as interpretive panels or publications.

*RGB* (red, green, and blue) colors are the mode that computer monitors and other light-producing media use. When preparing designs for electronic output, *RGB* colors should be used.



**Figure 3 - Color Palette**



## Fonts

Fonts approved for use in Region 4 are shown in the *Intermountain Region Design Guidelines*. They are adapted for use on the Dixie National Forest as follows:

“Byington” - Use for titles (including the panel header), some subtitles, and body text.

Byington Regular  
**Byington Bold**  
*Byington Italic*

“Franklin Gothic” - Use for some subtitles, secondary text, captions, and italicized text.

Franklin Gothic Book Regular  
*Franklin Gothic Book Italic*  
**Franklin Gothic Medium Regular**  
*Franklin Gothic Medium Italic*  
**Franklin Gothic Heavy Regular**  
**Franklin Gothic Medium Italic**

*American Scribe* - Use sparingly for accents and decorations (not for text or headers).

### Font Guidelines for Interpretive Panels

1. Use no more than two different fonts per panel for text blocks and captions.
2. Use italics sparingly, and never for long blocks of text.



*Aspen Mirror Lake*

3. Maintain the same fonts and type size hierarchy on each sign.

### Font Sizes

In general, use the font point sizes listed below (take note of the minimum physical text size in parenthesis) for interpretive panels, assuming sign is 2' x 3' and landscape oriented. Adjust sizes upward for larger panels.

- Main heading: 150-190 point, single line (1.5")
- Secondary Titles: 65-72 point (3/4")
- Subtitles: 40-48 point (1/2")
- Main Text: 36-30 point/40 leading (3/8")
- Secondary Text: 26 point/30 leading (1/4")
- Captions: 20-24 point/22-26 leading.
- Italics may be used (1/4")

As font physical size may differ from typeface to typeface even though the same point size is chosen, it is best to print out your project full size to check accessibility before sending to the fabricator.

### Font Guidelines for Print Media

1. Use no more than two different fonts per publication; however for variation use the different aspects of each font: regular, bold, italic etc.
2. Set up a hierarchy (title, subtitle, body text, bullets, caption) and use it throughout for consistency.

### Font Sizes

*Covers: (minimum size)*

- Title - 18/18 (font size/leading) bold, flush left, ragged right, title case
- Subtitle - 14/14, regular, flush left, ragged right, title case

*Inside document:*

- Titles - 14/15, bold, sentence case
- Main body - 12/13, sentence case
- Caption text - 10/10, sentence case or italic, flush right, ragged left as needed

## Graphic Design Standards

### Design and Layout

1. Use thematic graphics and images to tell the story rather than words.
2. Panels should contain 1/3 text; 1/3 graphics; 1/3 empty space.
3. Use raised or tactile components where possible.
4. Good interpretive panel layout serves as a road map for the eye, telling them where to go next, guiding the viewer through all aspects of the sign without creating effort on their part.
5. Use contrasting colors for text and background for ease of reading. Use the following websites to check your colors for those visually impaired or color blind.
  - <http://www.vischeck.com/>
  - [http://www.lighthouse.org/color\\_contrast.htm](http://www.lighthouse.org/color_contrast.htm)

### Text

1. Keep to less than 150 words per panel.
2. Follow the “3-30-3” principle: visitors should be able to grasp the gist of a panel in 3 seconds, get a bit more detailed message in 30 seconds, and get the total message in 3 minutes. This technique can be fostered using intriguing and thematic titles, message layering, and captions.
3. Captions for graphics can be used to meet learning objectives and capture the theme; some visitors look only at graphics so the graphic and its caption should be a learning opportunity on its own.
4. Strive for balance and relevancy in the message by displaying multiple viewpoints or perspectives.

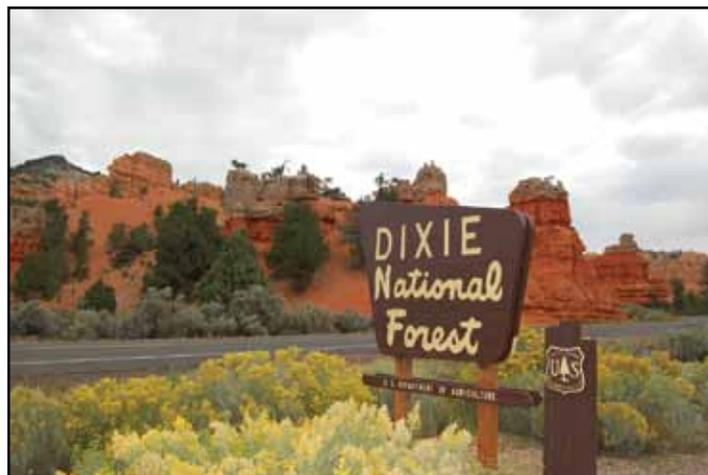


Figure 4 - Example of Landscape-oriented Panel - East Side Locations

# Color, Climate, & Culture

## Thematic Subtitle

**Thematic Subtitle**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris quis lectus. Nam sit amet metus. Aenean aliquet. Proin molestie est et ipsum bibendum sollicitudin.

Mauris ac libero. Ut porttitor porttitor pede. Aliquam consectetur tincidunt enim. Proin



**Thematic Subtitle**  
Maecenas venenatis pharetra nisl. Vestibulum tempus mauris eu enim. Morbi pede. Aenean blandit iaculis mauris.

Ut nisi est, convallis ac, fringilla eget, accumsan ac, nisl. Sed laoreet arcu



**Thematic Subtitle**  
Ut nisi est, convallis ac, fringilla eget, accumsan ac, nisl. Sed laoreet arcu



**Thematic Subtitle**  
Ut nisi est, convallis ac, fringilla eget, accumsan ac, nisl. Sed laoreet arcu



Dixie National Forest  
Caring for the Land and Serving People

Figure 5 - Example of Landscape-oriented Panel - West Side Locations

# Color, Climate, & Culture

*Thematic Subtitle*

**Thematic Subtitle**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris quis lectus. Nam sit amet metus. Aenean aliquet. Proin molestie est et ipsum bibendum sollicitudin.

Mauris ac libero. Ut porttitor porttitor pede. Aliquam consectetur tincidunt enim. Proin

**Thematic Subtitle**

Maccenas venenatis pharetra nisl. Vestibulum tempus mauris eu enim. Morbi pede. Aenean blandit iaculis mauris.

Ut nisi est, convallis ac, fringilla eget, accumsan ac, nisl. Sed laoreet arcu quis mi consectetur tempor. Proin rutrum sodales

**Thematic summary statement and take-home point.**

*Placeholder photo*

*Placeholder photo*

*Placeholder photo*

**US**  
Dixie National Forest  
Caring for the Land and Serving People

## Accessibility

Public awareness of, and expectations for, accessibility in public facilities continues to grow. This accessibility extends to interpretive media as well. Media that is well-designed is “universally accessible” meaning that it is generally accessible to all populations, rather than being designed to meet a specific segment of the audience.

While there are many standards and guidelines that can be referenced when designing interpretive media, the best way to ensure accessibility is to involve people with disabilities in planning and design.

## Other General Accessibility Guidelines

- ⌘ Include captioning on all films/ videos.
- ⌘ Make high-demand brochures available in alternate formats, including large print (18 point/.25” minimum height).
- ⌘ All websites must be fully accessible in compliance with Section 508 of the Rehabilitation Act.
- ⌘ Make sure all signs related to accessibility are clearly posted and use appropriate terminology (i.e. “Accessible Parking” instead of “Handicap Parking”).
- ⌘ Use audio description in high use areas where visual media tells the story. Provide written scripts wherever audio information is presented.
- ⌘ Design media in a variety of learning styles (verbal, oral, tactile, and kinesthetic). Provide multi-sensory experiences.
- ⌘ Minimize light and sound distractions.
- ⌘ Eliminate obstructions to viewing exhibits such as high pedestals or railings.
- ⌘ Use high contrast colors and matte or low gloss finish.
- ⌘ Accessible color combinations for

persons with various forms of color blindness may be verified at the *Vischeck* website: [www.vischeck.com](http://www.vischeck.com).

- ⌘ Avoid complicated, decorative or cursive fonts and, when they must be used, reserve them for emphasis only. Keep print fonts simple and predominantly in sentence case. See [www.lighthouse.org/accessibility/design/](http://www.lighthouse.org/accessibility/design/) for good examples.
- ⌘ All materials for distribution are to be within the following range reach: maximum forward reach of 48” and maximum side reach of 48”.

A complete listing of all exhibit accessibility requirements (adapted from the Smithsonian Institute for use by the Forest Service) may be found at: <http://www.fed.us/recreation/programs/accessibility/smithsonian.htm>

## Interpretive Structure Design Guidelines

Although not a component of this Interpretive Master Plan, it will be imperative that interpretive panel structures be designed that take into account the landscape setting and built environment image for the forest.

In Phase 2 of this planning efforts, *Structure Design Guidelines* will provide direction for the built environment in a manner that creates a “sense of place” for the visitor. These guidelines will be based on—and expand—the existing Dixie NF guidelines for trailhead structures.

The guidelines will:

- Incorporate principles of sustainability as an integral part of site planning and facility development.
- Connect the built environment to the land in a manner that creates

- harmony with the spectacular setting and enhances the intrinsic qualities of the corridor.
- Create a visual consistency and organization that facilitates the visitor experience.
  - Describes the materials, colors, textures, and construction practices that are appropriate to the diverse micro-climates and development densities of the byway.

Inspiration for the design concepts comes from the landscape, its themes, and existing iconic architectural structures and visual patterns. Structures are also consistent with the Forest Service' Built Environment Image Guide (BEIG) and complement existing structures.

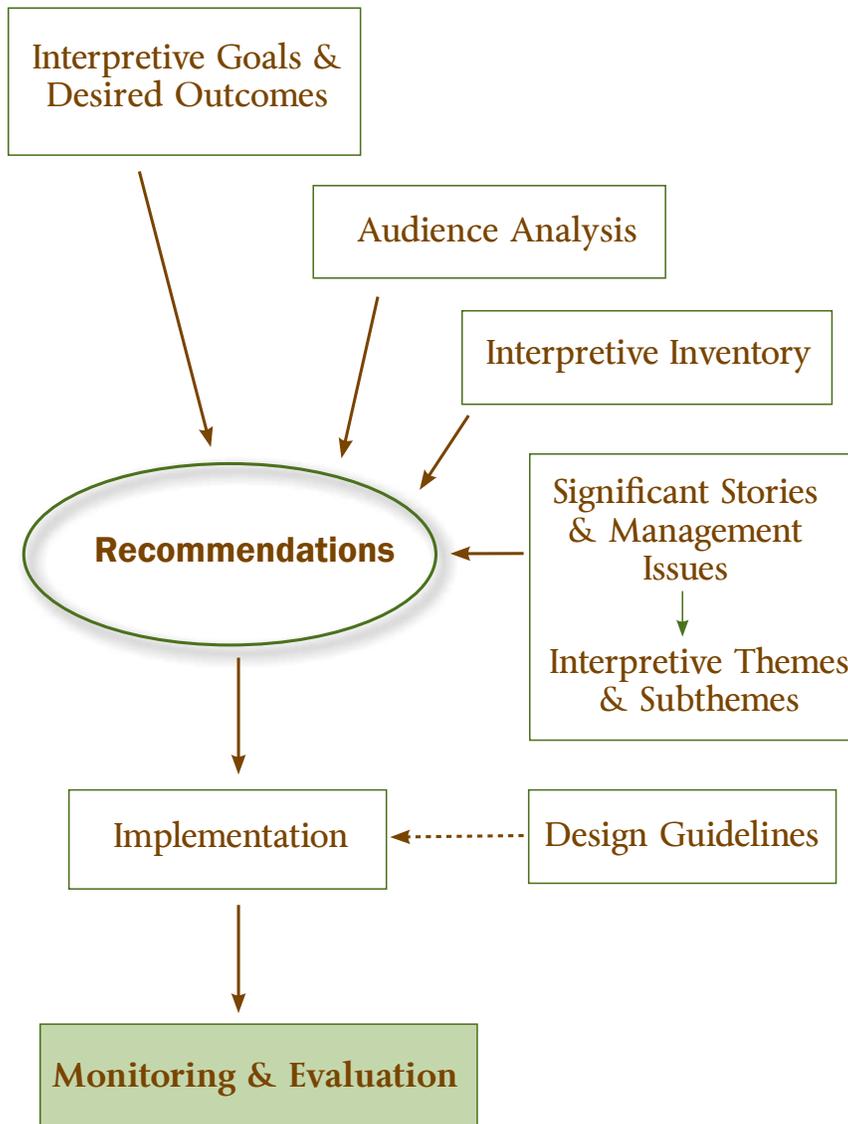


*Leeds Creek Kiln is interpreted via a 1/2 mile nature trail through the area*

**NOTES**

## Evaluation & Monitoring

- ⌘ External
- ⌘ Internal



Monitoring and evaluation are critical to measuring the attainment of the goals, desired outcomes, and recommendations in this plan. We should measure:

- ✓ Our effectiveness in meeting customers' expectations (an external check); and
- ✓ Our progress in implementing this interpretive plan (an internal check).

Gauging the effectiveness in meeting customers' expectations is difficult. At best, it is a subjective measure of a person's satisfaction in a leisure setting. Even more difficult is the fact that the attitudes or behavioral changes that are desired outcomes of our interpretation often are not immediately evident or measurable, and may not result in any change at

all for generations. (Think about how long it has taken for *Leave No Trace* or *Tread Lightly* to become familiar phrases and expected behavior.) A final challenge to evaluation and monitoring is that it is typically the first thing that gets dropped when funding is tight.

There are several strategies for addressing these challenges:

1. The total cost of implementing a project should include the cost for evaluation and monitoring.
2. Partners can and should play a role in evaluation and monitoring, not only in providing feedback on interpretive products and services, but potentially conducting the evaluation or monitoring themselves.
3. Enlist area universities with fields of study in Forest Recreation and Interpretation. Check with department chairpersons for opportunities to trade a survey opportunity for college credit.

The framework for any evaluation and monitoring study should be based on the goals and desired outcomes in Section 1 of this plan (see page 1), and should ensure that both issue-based and intrinsic-value based outcomes are evaluated. Phrased another way, what behavioral or attitudinal changes are we wanting to see in our audiences with each of our implemented action items, in either the immediate future or in the long-term?

The most important evaluation and monitoring to be conducted is that done by the *Forest Interpretive Team*. This team should meet on a regular basis to review this plan, monitor accomplishment of recommendations, and provide updates to the FLT.

## Tools

### MEERA

An excellent resource to use in developing a monitoring and evaluation plan is MEERA (*My Environmental Education Evaluation Resource Assistant*; <http://meera.snre.umich.edu/>). This model helps implementers to think in terms of **inputs, outputs, and outcomes**. For example:

- ↪ **Inputs examples:** staff, funding, time, materials put into a particular interpretive media or service.
- ↪ **Outputs examples:** a publication, a podcast, or the number of people attending an interpretive program.
- ↪ **Outcomes examples:** improved stewardship behaviors among campers; increased compliance with the Travel Management Plan; increased request for information on resource management issues.

### EUGENE

EUGENE (*Ecological Understanding as a Guideline for the Evaluation of Nonformal Education*; <http://meera.snre.umich.edu/>) is increasingly being used by the Forest Service for evaluation of Conservation Education programs. It assesses middle school students' baseline knowledge of seven specific ecological principles as well as their knowledge gains as a result of participating in environmental education programs.

### National Visitor Use Monitoring (NVUM)

Conducted on a five-year cycle using national protocols, this survey measures user preferences and customer satisfaction.

**Comment Cards**

These can be beneficial, if distributed to, and recovered from, very wide audiences.

**Observational Techniques**

The best way to do this is to be an unobtrusive “fly on the wall” to watch visitors—their behavior, their interaction with exhibits, the questions they ask staff, the photos they take. Even when people are not around, you can still observe their use patterns by noting impacts along the trails, litter left behind, handprints on an exhibit, or other signs of visitor use.

**Notes**

## APPENDIX A - Related Planning

### Dixie NF Land and Resource Management Plan (1986)

While the Forest Plan provides overall direction for forest management, interpretive services provide support to that work, complementing the goals and objectives. This Interpretive Master Plan should be consulted and updated as necessary when the Forest Plan is revised.

### The National Framework for Sustainable Recreation

In 2011, the Washington Office of the Forest Service released a strategy that—among other things—aims to sustain and expand the benefits to America that quality recreation opportunities provide.

One of the Framework's guiding principles parallels the purpose, need, and interpretive objectives of the Dixie NF Interpretive Plan:

“Connecting people with their natural and cultural heritage is a vital thread in the fabric of society. It contributes to the American identity and reminds people of the resources that sustain life — water, soil, food, and fiber.

Moreover, recreation is the portal for understanding and caring for natural resources and public lands. It provides opportunities and motivation to advance from fun and attraction, through awareness, education and understanding, to a role of citizen stewardship—one of “giving back” and supporting sustained management of natural resources.”

The development of this Interpretive Plan is a significant step on the Dixie NF toward implementing the National Framework.

All existing and future Dixie NF interpretive plans will be incorporated into—or tier from—this Interpretive Master Plan.

### Scenic Byway 12

Scenic Byway 12 was designated a National Forest Scenic Byway in 1988, a State Scenic Byway in 1990, and an All-American Road in 2002. In 2007, a *“Signage and Interpretive Master Plan”* was completed and provides recommendations for the construction and installation of new amenities along the byway. Some have already been implemented.

This Interpretive Plan does not modify any of the Scenic Byway 12 recommendations. However, as wayside exhibits and other interpretive media are implemented on the national forest, the Design Guidelines in this plan should be followed.

### Utah's Patchwork Parkway National Scenic Byway

In 2007, a *Corridor Management Plan* (CMP) was completed for the Patchwork Parkway. The CMP articulates a vision, describes the intrinsic qualities of the corridor, provides an inventory of structures, sites, and resource qualities, and sets the stage for further interpretive media development. Further planning efforts for

this byway should coordinate with and—for those sections on national forest—tier from this plan.

### **Highway 14 State Scenic Byway**

To date, no Corridor Management Plan has been done for Highway 14. When this planning effort begins, it should coordinate with and—for those sections on national forest—tier from this forest-wide Interpretive Plan.

### **Recreation Facility Master Plan**

The Dixie NF Recreation Facility Master Plan addresses numerous recreation and visitor facilities on the forest, and should be referred to prior to any planning or construction related to interpretive facilities or visitor contact sites. This interpretive plan provides prioritized interpretive media recommendations; their location should be coordinated with the direction given in the Recreation Facility Master Plan.

In particular, The Recreation Facilities Master Plan should address the current and planned infrastructure necessary to accommodate large group gatherings.

Conversely, new structures that areas recommended and approved in this interpretive plan should be then incorporated into the Recreation Facility Master Plan for inventory and planning purposes.

## **APPENDIX B - Audience Analysis Data**

Items reviewed for the audience analysis include:

1. Dixie NF National Visitor Use Monitoring (MVUM) Report (2009)
2. Dixie NF Motor Vehicle Use Map Socio-economic Specialist Report (2008)
3. Bryce Canyon NP Visitor Study (2009)
4. Utah State Comprehensive Outdoor Recreation Plan (SCORP,2009)
5. National Survey on Recreation and the Environment (2004)
6. Southern Utah Recreation and Tourism Study (1986)
7. ¡Bienvenidos! A guide to Serving Spanish-speaking Visitors in the Intermountain Region (2008)
8. Email from Richard Costigan, Red Rock Visitor Center Notes (2011)
9. Escalante Interagency Visitor Center Statistics (2010)
10. Cedar Breaks National Monument Visitation Statistics (2008)

### **Dixie NF National Visitor Use Monitoring Report (2009)**

#### **Annual Visitation = 733,000**

Race: 96.4% white

Ethnicity: 3.3% Hispanic (up from 2.5% in 2004)

#### **Visitation Frequency**

<b>Number of Annual Visits</b>	<b>Visits (%)</b>	<b>Cumulative Visits (%)</b>
1 - 5	60.0	60.0
6 - 10	9.4	69.4
11 - 15	6.5	75.9
16 - 20	3.7	79.6
21 - 25	4.3	84.0
26 - 30	4.3	88.3
31 - 35	0.0	88.3
36 - 40	1.5	89.9
41 - 50	2.5	92.4
51 - 100	4.3	96.7
101 - 200	2.9	99.6
201 - 300	0.2	99.8

Over 300	0.2	100.0
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### Percent of National Forest Visits by Age

Under 16	22.7
16-19	4.5
20-29	12.6
30-39	13.1
40-49	16.5
50-59	12.1
60-69	11.8
70+	6.6
Total	99.9

### Where do people come from?

- Nevada (mostly Clark County) = 20.5%
- Utah = 46% with folks mostly from (in descending order) Washington, Iron, Garfield, Salt Lake, and Utah counties.

### Percent of National Forest Visits from Foreign Visitors by Origin

3.9% of total forest visitors. Of those 3.9%, most were from Europe. A few were from Canada and Asia.

### Day Trippers versus Overnight Visitors

Between 41%-61% of visitors spend the night on the forest, depending on how you read the data.

### Where do people stay?

NFS Campground on this NF	13.2%
Undeveloped Camping in this NF	19.0%
NFS Cabin	2.4%
Other Public Campground	5.1%
Private Campground	3.6%
Rented Private Home	36.7%
Home of Friends/Family	17.6%
Own Home	4.8%
Other Lodging	1.9%

### Special Events

Event Name	Quarter	Calendar Year	Count
Winter Fest 2009 Non-Commercial Group Use	Oct-Dec	2008	80

Event Name	Quarter	Calendar Year	Count
Southern Utah Army ROTC Non commercial Group Use	Oct-Dec	2008	80
Ruby's Inn Winter Festival	Jan-Mar	2009	83
Lion's Club Organized Camp	Apr-Jun	2009	712
ATS QUO Archery Meet	Apr-Jun	2009	127
Lion's Club Organized Camp	Jul-Sep	2009	2,064
ATS QUO Archery Meet	Jul-Sep	2009	303
Red Rock Relay Foot Race	Jul-Sep	2009	300
Grace Sports Bike Race	Jul-Sep	2009	300
Snow Canyon BSA	Jul-Sep	2009	250
Blue Duck Racing Foot Race	Jul-Sep	2009	200
Ruby's Inn Rim Run	Jul-Sep	2009	175
XP Endurance Horse Ride	Jul-Sep	2009	80
Shakespeare Wedding	Jul-Sep	2009	80
Virgin Rim Horse Ride	Jul-Sep	2009	15
Backcountry Horsemen of Utah (Dixie Chapter) Annual Pine Valley Ride	Jul-Sep	2009	11
<b>TOTAL PARTICIPANTS</b>			<b>4,860</b>

**Satisfaction (1=Very Dissatisfied - 5=Very Satisfied)**

Satisfaction Element	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Mean Rating	Mean Importance	No. Observations
Restroom Cleanliness	0.6	0.8	15.3	47.1	36.3	4.2	4.9	152
Developed Facilities	0.1	0.3	8.0	49.2	42.5	4.3	4.4	184
Condition of Environment	2.1	2.0	2.9	31.6	61.4	4.5	4.7	190
Employee Helpfulness	0.0	0.0	2.0	11.2	86.9	4.8	4.6	143
Interpretive Displays	0.0	0.0	12.1	26.0	61.9	4.5	4.4	110
Parking Lot Condition	0.1	0.2	2.5	16.5	80.7	4.8	4.2	189
Rec. Info. Availability	0.1	0.9	9.3	54.4	35.3	4.2	4.1	162
Road Condition	1.7	15.0	17.3	27.3	38.7	3.9	4.3	53
Feeling of Safety	0.0	0.0	0.2	5.7	94.2	4.9	4.7	189
Scenery	0.8	0.0	2.5	8.4	88.2	4.8	4.9	190

Signage Adequacy	0.0	0.3	2.7	20.6	76.4	4.7	4.3	177
Trail Condition	0.0	1.5	17.1	31.0	50.4	4.3	4.7	65
Value for Fee Paid	0.0	0.0	2.5	25.9	71.5	4.7	4.7	83

### Activity Participation

Activity	% Participa- tion	% Main Activ- ity	Avg Hours Doing Main Activity
Relaxing	66.1	4.9	10.7
Viewing Natural Features	54.4	15.1	3.1
Hiking / Walking	40.6	8.0	3.2
Viewing Wildlife	35.7	2.1	3.5
Driving for Pleasure	32.2	5.0	3.8
Fishing	26.2	16.0	4.1
Downhill Skiing	18.0	17.6	4.5
Motorized Trail Activity	16.7	9.2	2.8
Picnicking	13.9	2.4	8.1
Nature Center Activities	11.3	0.2	1.0
Primitive Camping	10.2	3.3	12.0
Nature Study	8.1	0.0	2.0
Developed Camping	8.0	2.9	18.6
Hunting	7.2	5.8	17.5
Visiting Historic Sites	5.4	0.1	4.2
OHV Use	4.7	1.0	6.7
Gathering Forest Products	4.4	1.8	4.8
Bicycling	3.8	2.0	3.9
Some Other Activity	1.5	1.6	1.8
Resort Use	1.3	0.0	0.0
Motorized Water Activities	1.3	0.0	0.0
Other Non-motorized	1.2	0.3	2.1
Non-motorized Water	1.1	0.3	3.1
Horseback Riding	1.0	0.2	13.9
Backpacking	0.5	0.0	6.0
Snowmobiling	0.2	0.0	0.0
Cross-country Skiing	0.1	0.3	5.3
No Activity Reported	0.0	0.0	
Other Motorized Activity	0.0	0.0	4.0

### Use of Special Facilities or Areas

Developed Swimming Site	0.6
Scenic Byway	68.4

Visitor Center or Museum	21.6
Designated ORV Area	9.6
Forest Roads	15.4
Interpretive Displays	17.7
Information Sites	3.2
Developed Fishing Site	3.6
Motorized Single Track Trails	3.7
Motorized Dual Track Trails	16.4
None of these Facilities	21.0

**Other**

Most folks don't feel that the forest is overcrowded.

**Social and Economic Specialist Report - Motorized Travel Plan (2008)**

*(C. Kenton Call, Public Affairs and Partnerships Officer and Noelle L. Meier, Developed Recreation Program Manager/Forest Landscape Architect)*

"Since the Forest Plan was released in 1986, recreation and tourism levels on the Dixie National Forest have shown a dramatic increase, paralleling or exceeding statewide trends during this same period.

The Dixie's proximity to several national parks, its location near Interstate 17 and 70 between major western population centers, and a growing resident and transient population are contributing to swelling trends in Forest visitation." (no citation)

Utah is the fifth fastest growing state in the country (State of Utah, 2006, as cited in the Specialist Report). Washington and Iron were the two of the fastest growing counties in the country (U.S. Census Bureau 2005a). Other metropolitan areas that tend to supply large amounts of Forest users – namely Salt Lake City and Las Vegas – continue to see explosive growth (State of Utah 2006; U.S. Census Bureau 2005a).

**Population Age Trends:** Nationally, our population is aging as it is in Utah. St. George attracts more and more retirees over the years. Washington County has a median age of 31 which makes it the tenth oldest county in the state. Garfield, Wayne, Piute, and Kane counties have four of the seven highest median ages in the state (State of Utah 2003, State of Utah 2005a). However, Iron County (north of St. George) has the third most youthful population in the state. Many of the smaller agriculturally-oriented rural communities may see a trend toward aging populations as youth from these areas move to urban.

**Economic Trends:** Traditional industries such as mining and logging are becoming a smaller part of the economic pie as professional business, education, and health services are projected to grow.

**Rural Character:** There is a desire to retain rural traditions and lifestyles, as

well as a “working” connection with the land. The Forest Service will continue to provide opportunities to earn a livelihood from the land.

**Second Homes:** The trend is for a continued increase in the number of second-home ownership in the five-county area surrounding the Dixie National Forest.

### **Bryce Canyon Visitor Study (2009)**

*(University of Idaho, Park Studies Unit, Visitor Services Project, Report 219)*

#### **Visitor Demographics**

60% were from the US (including 23% from California, and only 12% from Utah)  
40% were international visitors, mostly Europeans

Most (95%) visitors got information about the park prior to their visit, most often through travel guides/tour books (52%), friends/relatives/word of mouth (47%), and Bryce Canyon website (43%).

76% were visiting for the first time.

89% reported English as their preferred language for both reading and speaking. The other two languages most preferred were French and German. However, 43% of visitor groups felt that services should be provided in languages other than English.

#### **Safety Issues**

Of 16 different safety issues covered in the survey, the issues with the least amount of awareness among visitors were lightning safety and altitude sickness.

#### **Overnight Stays**

Very few of Bryce Canyon Visitors (less than 1%) stayed overnight the Dixie NF before or after their park visit.

#### **Topics Visitors Learned About**

Visitors' level of understanding improved the most for the topic of geology. Other topics included American Indian culture/history, night skies/astronomy, pioneer history and plants/animals.

#### **Importance of Different Types of Information**

The following types of information had a combined rating of more than 65% by park visitors as being “extremely important” or “important.”

1. Park brochure/map: 89%
2. Self-guided nature trails: 87%
3. Shuttle bus: 83%
4. Jr. Ranger program: 79%
5. Park newspaper: 69%
6. Ranger-led programs: 67%
7. Bryce Canyon website: 64%

8. Assistance from Park Staff: 63%
9. Roadside exhibits: 61%
10. Visitor Center video: 58%
11. Visitor Center exhibits: 50%
12. Bulletin boards: 42%
13. Sales items: 31%
14. Park radio information station: 22%

### **Utah State Comprehensive Outdoor Recreation Plan (2009)**

Based on the percentage of Utah households that have participated in a given activity in the past 12 months, the most popular activity in every planning district was walking for pleasure or exercise, followed by picnicking.

Utah has experienced remarkable growth in recent years. Population growth projections suggest this trend will continue.

While Utah still ranks as the nation's youngest state, as it did in 2000, the state's population is growing older. This trend mirrors the national trend in the age of the population. In 2000, the median age in Utah was 27.1 years; in 2006, it was 28.4. By comparison, the median age for the U.S. is 36.4.

Another trend is a decrease in the proportion of the population under 20 years of age. In 1990, this age group represented 40 percent of Utah's population; in 2000, it had dropped to 36 percent; and by 2006, it comprised 34 percent of the state's population. This trend is expected to change, however. In 2000, the largest age category for Utah's population was people age 20 to 24; by 2006, the largest age category was children under five years old.

In the Five County AOG, the top five outdoor recreation activities of residents are:

1. Walking for pleasure or exercise
2. Picnicking
3. Swimming
4. Camping
5. Fishing

### **National Survey on Recreation and the Environment (2004)**

*(Ken Cordell, Southern Research Station, US Forest Service)*

According to the US Census Bureau, the 65 and older age group is projected to continue to grow by 147% between 2000 and 2050. The National Survey on Recreation and the Environment (NSRE) showed that the most popular outdoor activities for people 65 and older are walking, family gatherings, driving for pleasure, picnicking, and viewing/photographing nature. Older Americans will continue to be active outdoors, but require greater accessibility for many of their activities.

## Southern Utah Recreation and Tourism Study (1986)

In 1986, it was estimated that 4 million non-resident tourists visit southern Utah annually. This represented 80% of all state-wide non-resident tourists. Non-residents comprise approximately 65-75% of all southern Utah tourists. Regional tourism is anticipated to increase 3.5 to 6% annually.

Among Utah residents, the national forests in southern Utah are more popular than the national park areas. Non-residents favor visiting attractions and sightseeing while residents are more activity based (boating, fishing, hunting, camping).

Over 50% of southern Utah's tourists arrive during the three summer months. Slightly less than 20% of the annual visitation occurs during spring, and approximately 25 percent occurs in the fall. Winter claims only 5%.

Constraints to southern Utah tourism, relative to the Dixie NF:

- Deteriorating facilities and services at public recreation areas, due to inadequate federal and state funding. Many facilities cannot meet demand.
- Lack of tourism-related education programs for service employees in most communities.
- A net loss of tourist facilities (on public lands) is anticipated to occur through the year 2000.

## ¡Bienvenidos! A guide to Serving Spanish-speaking Visitors in the Intermountain Region (2008)

(Dixie National Forest Excerpt)

Where	Who		What	How
	Potential visitation	Observed visitation		
<b>When: Tier 2</b> (Actions serving this group are likely to be <i>active</i> , rather than either <i>proactive</i> or <i>reactive</i> .)				
Pine Valley RD	Medium	Yes	Action B	<ul style="list-style-type: none"> <li>• Post FS Spanish language signs available through Unicolor Industrial Products Business Group: (805) 735-6211 <a href="mailto:jhalb@central.unicor.gov">jhalb@central.unicor.gov</a></li> <li>• Partner with community organizations</li> <li>• Elicit assistance from bilingual employees</li> </ul>
<b>When: Tier 3</b> (Actions serving this group are likely to be <i>proactive</i> .)				
Cedar City RD	Low	No*	Action A	<ul style="list-style-type: none"> <li>• Post FS Spanish language signs available through Unicolor Industrial Products Business Group: (805) 735-6211 <a href="mailto:jhalb@central.unicor.gov">jhalb@central.unicor.gov</a></li> <li>• Partner with community organizations</li> <li>• Elicit assistance from bilingual employees</li> </ul>
Escalante RD	Low	Yes	Action B	<ul style="list-style-type: none"> <li>• Post FS Spanish language signs available through Unicolor Industrial Products Business Group: (805) 735-6211 <a href="mailto:jhalb@central.unicor.gov">jhalb@central.unicor.gov</a></li> <li>• Partner with community organizations</li> <li>• Elicit assistance from bilingual employees</li> </ul>

Powell RD	Low	No	Action A	<ul style="list-style-type: none"> <li>• Post FS Spanish language signs available through Unicolor Industrial Products Business Group: (805) 735-6211 <a href="mailto:jhalb@central.unicor.gov">jhalb@central.unicor.gov</a></li> <li>• Partner with community organizations</li> <li>• Elicit assistance from bilingual employees</li> </ul>
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**Action A:** If there are large, fee-free or nominal fee group sites that are about an hour from a city center, have bathrooms and tables, and are near water features, prepare for potential Spanish-speaking visitors by doing these things:

Step 1: Greet Spanish-speaking visitors with “bienvenidos,” meaning “welcome” in Spanish. (Word of mouth is the most often used source of information for the Hispanic/Latino population, so communicating with one group goes far in communicating with the community as a whole.)

Step 2: Where possible, use bilingual volunteer community members or bilingual agency staff to verbally interpret information.

Step 3: At group sites, post Forest Service rule signs in both English and Spanish. Provide several garbage cans near tables to discourage litter.

*Note:* Be aware that research shows that this group often recreates in large, extended family units (30 to 50 people), spends much of the day cooking and socializing, and brings nearly everything they need (which increases their likelihood to use areas that are not specifically designed for large groups).

**Action B:** If there are Spanish-speaking visitors participating in recreational activities on the NF, influence their behavior by doing these things:

Step 1: Greet Spanish-speaking visitors with “bienvenidos,” meaning “welcome” in Spanish. (Word of mouth is the most often used source of information for the Hispanic/Latino population, so communicating with one group goes far in communicating with the community as a whole.)

Step 2: Where possible, use bilingual volunteer community members or bilingual agency staff to verbally interpret the information.

Step 3: Observe how this group recreates and uses the resources. Based on these observations, generate Spanish language information through interpretive signs, brochures, and Spanish language sections of a webpage, which specifically address these recreational uses. *Note:* If fishing is the desired activity, provide Spanish language information about where this activity is appropriate, making sure to explain why (research supports that Hispanics/Latinos traditionally have great appreciation and respect for nature).

Step 4: Look for possible cultural misunderstandings because of a language barrier. If this appears to be happening, use a bilingual volunteer community member or bilingual agency staff to verify that there is a misunderstanding of what is expected.

Step 5: Generate Spanish language information through interpretive signs, brochures, and Spanish language sections of a webpage, which specifically address potential misunderstandings by stating how and why this behavior is not appropriate.

Step 6: Generate regular public service announcements through Spanish language media (including newspapers, radios, and TV stations)

informing the Spanish-speaking community of recreational opportunities and general appropriate use behavior on the NF.

### **Red Canyon Visitor Center Notes**

*(Email from Richard Costigan, April 4, 2011)*

“Hello All

Cold mornings and warming afternoons seem to be the norm, most visitors still seeking warmer weather. A bit slower this week but lots of hikers and bike riders, Thunder Mt. still a bit wet and muddy in spots. This was a split week between two months, the last two days of April we saw 837 visitors, for the six day month of April we saw 2998 visitors, 499 average per day. The first two days of May we saw 939 visitors. So in summary the weekend saw 1776 visitors, 444 average per day. With seasonal staff coming on now we will be open seven days a week, 9-6, starting Friday May 6, so stop by and see the Rob Wilson show and what’s new in the canyon. Thanks for all your help and support.

Cheers

Richard

Richard A. Costigan  
Red Canyon Visitor Center”

### **Escalante Interagency Visitor Center Statistics (2010)**

*(District Annual Report)*

The heaviest use months are May and September, averaging between 7,000-8,000 visitors each month in recent years. Total annual use is between 45,000-50,000. Use has been steadily increasing since 1993.

### **Cedar Breaks National Monument Visitation Statistics (2009)**

*(Source: NPS Stats-National Park Service Public Use Office)*

In 2008, Cedar Break NM reported annual visitation of 525,831. This amount has been fairly consistent for the last 15 years. The heaviest use months are July, August, and September.

### **Observations and Their Significance**

#### **Observation #1—Visitor Characteristics**

Of the forest’s annual visitation of approximately 733,000, a large proportion of come from the Utah counties of Washington, Iron, Garfield, Salt Lake, and Utah (46% combined), while another 21% originate in Las Vegas. Less than 4% of visitors are international (NVUM).

This contrasts sharply with the visitor profile at neighboring Bryce Canyon National Park. There, only 60% of their visitors were from the United States, 23% of which are from California (only 12% are from Utah) (BCNP).

Another difference between national forest and national park visitation is the amount of repeat visitation. Although the survey methods and metrics are

different, it is interesting to note that 76% of Bryce Canyon NP visitors were there for the first time (BCNP). On the Dixie NF, 60% of visitors reported visiting between 1-5 times per year, with the other 40% visiting anywhere between 6-300 times (NVUM).

According to the park's study, very few of Bryce Canyon NP visitors (less than 1%) stayed overnight on the Dixie NF before or after their national park visit (BCNP).

### **Implications**

It appears that the national parks and national forest serve two somewhat distinct visitor types. As such, there is little reason to be concerned that forest interpretation may duplicate national park interpretation (in cases where we have similar significant stories).

### **Observation #2—Population Trends**

Since the Forest Plan was released in 1986, recreation and tourism levels on the Dixie National Forest have shown a dramatic increase, paralleling or exceeding statewide trends during this same period (MTP).

Utah is the fifth fastest growing state in the country; Washington and Iron were the two of the fastest growing counties in the country. Other metropolitan areas that tend to supply large amounts of forest users—namely Salt Lake City and Las Vegas—continue to see growth (MTP), although somewhat slower in recent years.

Nationally, our population is aging as it is in Utah. While Utah still ranks as the nation's youngest state, its population is growing older (SCORP). This mirrors the national trend—according to the US Census Bureau, the 65 and older age group is projected to grow by 147% between 2000 and 2050 (NRSE).

Washington County has a median age of 31 which makes it the tenth oldest county in the state. Garfield, Wayne, Piute, and Kane counties have four of the seven highest median ages in the state. St. George attracts more and more retirees over the years (MTP).

However, Iron County (north of St. George) has the third most youthful population in the state (MTP), which presents an opportunity for the Dixie NF. Nationally, the Forest Service wants to encourage more kids to go outdoors, be healthy, and learn more about nature. This can foster an awareness of the value of public lands, a desire to seek careers in natural resources, and enthusiasm to participate in physical activities.

### **Implications**

Because the Dixie NF is expecting a continued increase in visitation, it is logical to also assume that there will be an increase in need and demand for information and orientation in a myriad of forms, both for trip planning and for on-site wayfinding and activity participation.

In combination with Observation #3, these indicators point to the need to increasingly design interpretive services for older visitors (typically retirees), especially services that can be enjoyed while hiking/walking, driving for pleasure, picnicking, and fishing.

However, the Dixie NF should continue to devote resources to connecting youth to their local national forest, not only to assist the agency in accomplishing one of its goals, but to invest in the next generation of forest stewards. Conservation education programs should be developed, ideally through a private-public partnership.

### **Observation #3—Activity Participation**

State-wide, the most popular outdoor recreation activity is walking for pleasure or exercise, followed by picnicking (SCORP). In the Five County Association of Governments (Beaver, Kane, Iron, Washington, and Garfield), the top five outdoor recreation activities of residents are:

1. Walking for pleasure or exercise
2. Picnicking
3. Swimming
4. Camping
5. Fishing

On the Dixie NF (NVUM), the highest activity participation rates are for:

1. Viewing natural features - 66%
2. Hiking/walking - 54%
3. Viewing wildlife - 36%
4. Driving for pleasure - 32%
5. Fishing - 26%
6. Downhill skiing - 18%
7. Motorized trail activity - 17%
8. Picnicking - 14%
9. Nature Center activities - 11%
10. Primitive camping - 10%

More than 68% of visitors travel one of the Scenic Byways on the forest, and about 22% stop at a visitor center (NVUM).

### **Implication**

Interpretive services delivery should focus on locations where activity participation rates are high, and where activities have the potential to create the most significant negative impacts (e.g. campgrounds, scenic byways). In addition, trip planning media (such as the forest website) should focus on those activities that our visitors are most interested in.

While there may be some areas on the forest where increased use is desired (e.g. Visitor Centers), there are other areas where an increase is not desired (e.g. Wilderness). Rather than focusing on increasing or decreasing use, interpretive services should instead serve to increase the understanding and appreciation of forest resources by the existing visitors.

### **Observation #4—Special Events and Family Gatherings**

In 2009, nearly 5,000 people participated in special use permit events on the Dixie NF ranging from Archery Meets to a Shakespearean Wedding. Event participation ranged from 11 people (Backcountry Horsemen of Utah Annual Pine Valley Ride) to the 2,064 at the Lion's Club Organized Camp from July-September (NVUM).

In addition to these organized and permitted events, it is common for large families to use the national forest as a location for reunions and other family gatherings, usually in dispersed camping areas (less than 75 people in a group does not require a permit).

**Implication**

Special events present opportunities to deliver key messages to forest users via collaboration with event sponsors. Through special use permits and event planning, the Dixie NF can promote the use of interpretive media and key messages by the permit holder in a manner that enhances the visitor experience.

Large family gatherings without a special use permit may benefit from an increased Forest Service field presence in the areas where they frequently congregate in order for relationships to build between the agency and these families.

**Observation #5—Forest Visitor Accommodations**

Over 13% of forest visitors stay in developed campgrounds and 19% in undeveloped areas of the forest (NVUM). There are also numerous second homes located in forest inholdings where owners are not present on a full-time basis. Many visitors who spend more than one day on the forest stay in rented private homes which may or may not be second homes for the owners.

**Implication**

The Dixie NF should look for opportunities to provide key messages through Homeowners Associations (HOAs), property management companies, and/or summer rental associations. Popular dispersed camping areas may also deserve an investment in an interpretive/information structure.

Fire prevention crews are already working closely with HOAs and could also be used as a vehicle for message delivery in neighborhoods with a large percentage of second homeowners.

**Observation #6—Forest Visitor Satisfaction Levels**

On a scale of 1-5 (with 1 being very dissatisfied and 5 being very satisfied), interpretive displays and recreation information availability rated a 4.5 and 4.2 respectively. The importance level of these items rated 4.4 and 4.1 respectively (NVUM).

**Implication**

These statistics support the development and additional interpretive media and information sources.

**Observation #7—Socio-economic Trends in Southern Utah**

Traditional industries such as mining and logging are becoming a smaller part of the economic pie as professional business, education, and health services are projected to grow.

Increasingly, more Dixie NF visitors will come from towns/cities relative to those who live in the rural areas surrounding the forest. However, there is still a desire

to retain rural traditions and lifestyles, as well as a “working” connection with the land (MTP).

**Implication**

It will be important to provide opportunities for visitors to interact with the rural communities surrounding the national forest, as opposed to simply visiting the forest itself. Interpretive media should honor the forest’s rural and traditional lifestyles, and provide mechanisms for community and local business involvement in festivals, special events, and heritage tourism.

**Observation #8—Language Use**

The Bryce Canyon Visitor Study showed that even though 40% of their visitors are international, 89% use English as their preferred language both for reading and speaking.

Visitation by Spanish-speakers is “low” on all ranger districts except for Pine Valley where it is “medium” (GSSSV). The report recommended posting Forest Service Spanish language information/regulation signs available through Unicorn; partnering with bilingual community organizations for translations; and eliciting assistance from bilingual employees.

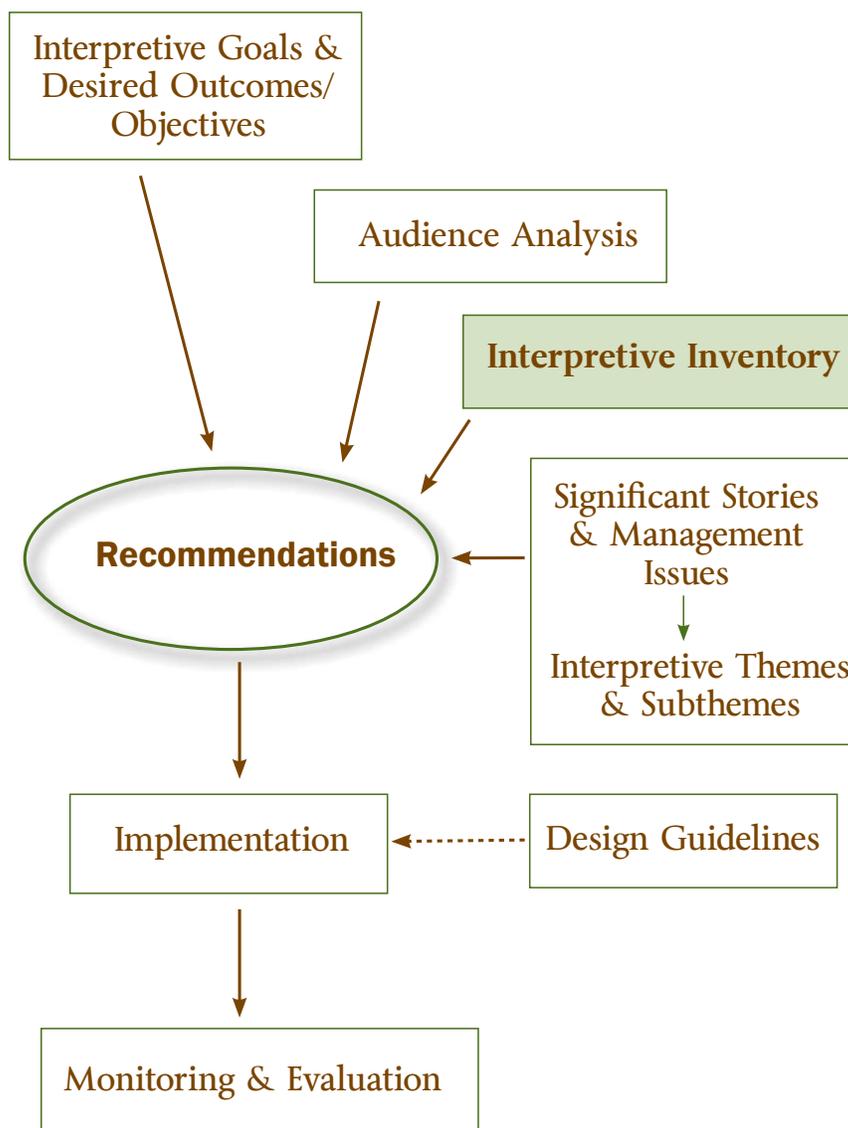
In addition, simply greeting visitors with “bienvenidos,” (meaning “welcome” in Spanish) will go a long way in making Spanish-speaking visitors feel welcome, even if there is no other bilingual information.

**Implication**

Even though the data do not currently show a large need for bilingual media, this need will likely increase over the long-term. As new structures and interpretive media are developed, the forest should look for opportunities to partner locally for translations.

## APPENDIX C - Interpretive Inventory

This Appendix describes the existing interpretive and information facilities, structures, and media that exist on the Dixie NF. By examining how users currently get information and interpretation, the forest will be better positioned to fill the gaps to achieve goals and desired outcomes.



There are nine visitor centers on or near the Dixie NF (excluding Forest Service District Offices). Three of these centers are specific to the Dixie NF:

- ↪ Red Canyon Visitor Center (open seasonally)
- ↪ Pine Valley Heritage Center (open seasonally)
- ↪ Duck Creek Visitor Center (open seasonally)

The *Red Canyon Visitor Center* is the most popular and highest-use visitor center on the forest. A *Prospectus and Exhibit Plan* were developed in 2002-03 when the visitor center was being built and there are plans to complete a master interpretive plan.

The Prospectus and Exhibit Plan states that the purpose of the facility is to serve national and international visitors in a state-of-the-art facility. Anecdotal evidence suggests that the center is, in fact, being used as a gateway stop to Bryce Canyon by non-local and international visitors.

The prospectus goes on to explain that a feature that will make Red Canyon Visitor Center unique from others will be comprehensive trip planning services: *“Well orchestrated among the partners and services in the region, this service will entice visitors to stay an extra day or two in Southern Utah,”* tempting them to sample experiences outside of the national parks.

Internal exhibits are high quality and professional; staffing is adequate for current programs; and visitation increases annually. Interpretive programs are led by both Forest Service staff and the Bryce Canyon Natural History Association partners, focusing on elementary and 8th grade age groups.

In 2010, over 117,000 visited the center, with the September being the highest visitation month.

The *Pine Valley Heritage Center* does not have an interpretive plan, although staff have a vision of the site’s potential as a pioneer heritage center, and have made significant progress toward that goal. (Pine Valley was an early settlement in southern Utah.) Opportunities exist for numerous community events and partnerships. Currently, visitation is very low and staffing is provided primarily through volunteers.



*Pine Valley Heritage Center*

The Pine Valley Heritage Center and the Pine Valley Canal Trail have stories that are not being told, such as:

- ↪ Tabernacle pipes in Salt Lake City from Pine Valley; need to complement existing LDS sites
- ↪ Iron Valley
- ↪ History of the Forest Service and the valley

- ↪ Pioneer survival stories
- ↪ Pine Valley Wilderness
- ↪ Pine Valley has the largest laccolith in the world

*Duck Creek Visitor Center* functions primarily as information outlet during peak visitation periods. There are some interpretive programs held here, but there are no significant investments in exhibits. However, Duck Creek receives a large amount of visitation—perhaps up to 20 times that of Pine Valley.

Dixie NF information and orientation are provided at other off-site Visitor Centers (*St. George Interagency Visitor Center, Escalante Interagency Visitor Center, Wildcat Visitor Center, Anasazi State Park, and Torrey Visitor Center*). The Cedar City Welcome Center does not currently provide Dixie NF information, but could potentially become a service partner.

Interpretation is also provided at the Escalante Interagency Visitor Center, although the focus is on the Grand Staircase-Escalante National Monuments. The Dixie NF provides some staff salary, but there are no Forest Service exhibits within the facility.

#### **Other General Comments:**

Many of the visitor contacts made on the forest are via Forest Protection Officer (FPO) patrols. In addition to clarifying rules and regulations, FPOs also have the opportunity to orient visitors, provide information on forest activities, and promote key messages.

For many visitors, the only Forest Service communication they get is from trailhead bulletin boards, where posted materials are generally focused on orientation, safety, and regulations.

There are three interpretive associations that operate on the forest:

- ✓ Bryce Canyon Natural History Association (D2 and D3)
- ✓ Dixie-Arizona Strip Interpretive Association (D1)
- ✓ Glen Canyon Natural History Association (D4)

#### **Other Sites and Programs**

Interpretation, information, and orientation are provided via wayside exhibits, kiosks, and trailhead bulletin boards throughout the forest. There is a forest-wide guide for trailhead structures and signing for district use, which includes standard informational signing.

The concessionaire operating the campgrounds have a permit requirement to provide \$5,000 worth of interpretive programs each year. To date, these funds have not been spent, pending further direction from the Dixie NF on the desired programs.

Other interpretation and information providers include SUU Mountain Ranch,

area youth camps, Brian Head Resort, Pine Vally community, Ruby's Inn, Panguitch Lake, Duck Creek, and Boulder.

There are two interpretive trails on the forest: Leeds Kiln and Pink Ledges. Unfortunately, Leeds Kiln experiences ongoing vandalism.

Rental cabins are an ideal location for historic interpretation, given the captive audience that uses them, and two of the forest's cabins currently have on-site interpretation.

## **Publications**

The Dixie NF Visitor Guide is an encompassing publication for recreationists. Highway 12 has a brochure "*A Route Guide to Scenic Byway 12*" - with both interpretation and orientation.

Other publications are topic-specific, focusing on information and orientation, but do not follow a common or standard design guideline.

## **Digital and Social Media**

Currently, the only digital or social media that the Dixie NF uses directly is its forest website which includes an RSS Feed the viewers can subscribe to for news updates, such as prescribed fires.

The Dixie NF has produced some limited YouTube videos with the help of regional office staff, but is currently limited by software and capacity to produce additional videos.

The partnering interpretive associations are supportive of investigating and investing in new digital and social media products.

Staffed Visitor Centers		
Site	Description	Comments
<b>D1 - Pine Valley Ranger District</b>		
Pine Valley Heritage Center	Staffed 6 days/week; summer programs on 13 Saturdays; sales outlet; wilderness information dispersed; lots of maps available	District has a larger vision for the center; planned community activities and 4th of July events; focus will be on pioneer history and living history
<b>D2 - Cedar City Ranger District</b>		
Duck Creek Visitor Center	Historic Ranger Station; some signs and pamphlets; some interpretive programs given; info on Mammoth and Ice Caves	
<b>D3 - Powell Ranger District</b>		
Red Canyon Visitor Center	Exhibits on geology, history, early settlers farming, heritage, safety, LNT, maps, regulations; both personal and non-personal programs; hiking and biking starting point	Serves about 20% of Bryce Canyon NP visitors; 2 programs done for school kids (animals, plants, geology, LNT, fire; 8th graders do service project on a trail
<b>Off-forest Visitor Centers</b>		
Pine Valley District Office	Receptionist; pamphlets;	
Cedar City District Office	Receptionist; pamphlets; sales outlet	
Powell District Office	Receptionist; pamphlets; sales outlet	
Escalante Interagency Visitor Center/District Office	Interpretive programs; information, orientation; exhibits; brochures	Interpretation is more pertinent to the Monument than the Dixie NF
Anasazi State Park	Staffed visitor desk	Interpretation is more pertinent to the Park than the Dixie NF
Petrified Forest State Park	Interpretive programs	
Cannonville Visitor Center	Interpretive programs; information, orientation; exhibits; brochures	Interpretation focuses on the town of Cannonville and the Monument, rather than the Dixie NF
Ruby's Inn	Gateway to the Great Western Trail; offers interpretation, information, and orientation via signs, brochures, and staff	
Wildcat Visitor Center	On Highway 12; open seasonally	
Torrey Visitor Center	Junction of Highway 12 and 14; open seasonally	
St. George Interagency Office	Large center open 7 days/week; lots of volunteers plus 1 paid FS staff; sales outlet	Host brown bag lunch series

Other Sites and Programs		
Site	Description	Comments
<b>D1 - Pine Valley RD</b>		
Enterprise Reservoir	Fishing, hiking, dispersed camping, OHV	FPOs get info to public, but need to document questions; have funding for wildlife interp (FY12)
Honeycomb Rocks Campground	Run by concessionaire; information kiosk at entrance	FPOs patrol the area; there is a potential for interpretive programs
Mountain Meadow National Landmark (67 acres on Dixie NF)	Interpretive panels/monuments on trail overlooking massacre site	Off-forest interpretation has been developed by the LDS.
Pine Valley Recreation Area	Campground with amphitheater; fishing, hiking, day use	Host hands out information; working with DASIA to have brochures; interpretive programs in amphitheatre
Pine Valley Guard Station	May become a rental; historic photos posted	Will be receiving an interpretive panel in 2011 through the Region 4 historic cabin interpretation project.
Oak Grove Campground	Information kiosk; Forest Service host; historic bee tree used by public	
Enterprise Work Center		Public stops by but is not intended to be a visitor contact office
Leeds Creek Kiln	Historic kiln with interpretive trail; Children's Forest	
<i>NOTE: FPO Patrols are an important source of information dispersal</i>		
<b>D2 - Cedar City RD</b>		
All Campgrounds	All have hosts and information kiosks	MVUM info distributed
Kiosks at Miller Knoll, Strawberry Creek, Noah's Ark, and Vermillion Castle	Some have information; some don't; were installed with funds from county and state park	
Cascade Falls	Interpretive kiosk	
Jensen Sawmill	Small site; interpretive sign	
Brian Head Peak Overlook	Plaques about the CCC and the view	
Zion Overlook	Interpretive kiosk	
Yankee Meadow Wayside Camping Exhibit		Produced by BCNHA
Lowder Creek Ponds Cabins	Small interpretive panel	
<i>NOTE: Primary messages are fishing, camping, firewood, dead trees, information about Mammoth Caves, where you can/cannot go; much is handled through FPOs</i>		
<b>D3 - Powell RD</b>		
Red Canyon Campground	Interpretive programs, signs, information and orientation	
Kings Creek/Tropic Reservoir	Interpretive programs and panels; information and orientation	
Coyote Hollow	Sign with regulations	

<b>Other Sites and Programs</b>		
<b>Site</b>	<b>Description</b>	<b>Comments</b>
Thunder Mountain Trail	Interpretation, information, and orientation panel	
Casto/Losee Trails	Interpretation, information, and orientation panel	
Podunk and Jones Corral Guard Stations	Interpretation, information, and orientation panel	
Pink Ledges Interpretive Trail	Starts at the Red Canyon Visitor Center and follows the base of red rock cliffs, through mixed conifer and back to the Visitor Center.	
<b>D4 - Escalante RD</b>		
Posey Lake and Pine Lake Campgrounds	Information kiosks (small amphitheatre at Posey Lake)	Are underutilized - need to give the concessionaire better information and guidance on interpretation
Baker Reservoir and Campground	Information kiosk and interpretation	Focus is on fishing information
Wilderness Trailheads	Information kiosks and registration boxes	Focus is on wilderness LNT and regulations
Jubilee Guard Station	Interpretive panel on the history of the guard station	
Stump Springs Guard Station and Trailhead	Geology and LNT interpretive panels; orientation	
Hell's Backbone Bridge	Interpretive panel	
Powell Point	Interpretive panels on history, geology, and Powell expedition	

Publications <sup>1</sup> and Electronic Media		
Item	Description	Comments
Dixie NF Visitor Guide	16-page, full color; information, interpretation, and orientation	Distributed both on and off forest; printed via Rec Fee dollars
OHV Maps	Maps for Markagunt, Paunsaugunt, and Fremont areas	Produced by BCNHA
MVUM and Travel maps	1 of each exists for all districts	Also available on forest website
<i>Garmin</i> Travel Map	GPS download from forest website	
Dixie NF Motor Vehicle Travel Information	Small fold-out brochure, 1-page flyer	
Pink Ledges Trails Guide		Produced by BCNHA
Bird and Plant Checklist		Produced by BCNHA
Red Canyon Poster		Produced by BCNHA
Patches, pins, hiking staff medallion, t-shirts, postcards		Produced by BCNHA
California Condor Recovery Program	Rack card, non-lead ammo brochure, and Condors in Arizona brochure	
Noxious Weeds	"A Growing Concern" fold-out brochure, 4-page pamphlet	
Dixie NF Motor Vehicle Travel Information	Small fold-out brochure, 1-page flyer	
Forest Restoration	Guide for residents of Ponderosa pine forests	
Fire	Various publications on preparing for wild-fires and the use of fuels management	
Leave No Trace and Tread Lightly!	Various and sundry	
Gila Monsters in our Midst	Fold-out brochure	
Water conservation	Fold-out brochure	
Trails maps	Cascade Falls Trail and Virgin River Rim Trail	Also available on forest website
Dixie NF website	Includes an RSS (Really Simple Syndication) feed for news updates	

<sup>1</sup>Publications included in this table are those most pertinent to the Dixie NF; hundreds of other publications exist for neighboring agencies and related resource issues.

## APPENDIX D - Examples of Social Media Use

Social media is now mainstream. For those under 30 years of age, more than 80 percent of the information they receive comes from non-traditional media. Some experts speculate that personal computers may become obsolete in the near future. Within ten years, most of the information we get may be from devices that haven't yet been invented (*Burning Issues: Social Media; U.S. Forest Service, 2010*).

*(The following is excerpted from the U.S. Forest Service Social Media Guide, 2009)*

There are four basic categories into which most social media platforms fall.

- ↪ **Communication:** Blogs, Microblogs (*Twitter*), Social Networking (*MySpace, Facebook*), Professional Networking (*LinkedIn, ResearchGate*), Chat rooms and Forums (*Yahoo!, MSN, AOL, plus other hobby, sport and social sites*)
- ↪ **Collaboration:** Wikis, Social Bookmarking (*Delicious, StumbleUpon*), Social News Sites (*Digg, Mixx, Reddit*)
- ↪ **Multi Media:** Photo, Video and Audio/Music Sharing (*YouTube, Flickr, YahooVideo*)
- ↪ **Entertainment:** Virtual Worlds (*Second Life*), Gaming and Game Sharing

The two illustrations below point out how our various publics are now using these social networking platforms in very effective ways. While these are for illustrative purposes only, they are indicative of what other research has discovered.

**Illustration #1 - Rex Recreator** and his family want to take a camping vacation out West. Rex sits at his computer to research where they can go, how long it will take to get to and from each site, the costs and time involved, the amenities they will have on-site and what they will need to bring along with driving directions, reservations, and recommendations for places to stay, eat, shop – and avoid.

He first sends tweets to his friends to find out where they have been. He searches for campgrounds on national forests to find five different Forest camping areas he likes. Then he searches through Facebook, MySpace and some other bookmarking Web sites for “National Forest campgrounds” to see where other people have stayed and what they liked.

After getting recommendations from his Twitter friends and some thumbs-up about a few specific places, he hits the Forest Web sites. There he finds the portal for each forest, including a direct Google Earth link that shows the terrain, roads, campground layout, and gives directions to the specific campsite; links to photos of the campgrounds; and links to videos on YouTube from the trailers posted on the Forest Web site.

He reads the reviews from Facebook, adds info he got from the Forest Web sites and then goes to Recreation.gov to reserve his campsites. Then he downloads the Google Earth links and directions for each campground to his iPhone, and posts his itinerary to his Facebook page.

Finally he tweets his Twitter followers about the posting and tells his friends go

to his Facebook page and follow his travels, and to see if they can join him at any point along the way.

Once they start out on their trip, Rex will tweet his followers about the experiences, upload photos to his Flickr account, link in with his Facebook pages and friends about their travels; upload videos of their camping antics to YouTube, and leave comments on each of his social networking pages and each Forest's portal pages for other campers to read.

**Illustration #2** - *Peter Partner* is very anxious to share his group's part of the progress on a watershed restoration project he is working with your Forest. Daily on his company's Web page blog, he uploads photos of the progress, the team members and Forest Service staff, and the scenery around the watershed. He sends out tweets on his Twitter page to announce the posting, and updates his RSS (Really Simple Syndication) feed from the blog. Then he puts the photos he took on his Flickr site for others to view.

On his blog, he has links to your Forest Web site, along with other links to the videos that he has done, as well as links to his Facebook page, his Twitter account, and his LinkedIn profile.

He also has a link to a Google Earth map with linked photos from that map to his photo file, to your Forest portal Web site, the videos, and to both his Twitter account and the Forest Twitter account.

His work alone generates about 300 hits a week on that project, including more than 100 additional hits to your Forest portal. You notice after the first month that you have about 750 followers to your Twitter account.

Upon further searches, you discover that Pete has been adding some of your Forest messages and information to his blog, and that he has more than 2000 people reading his blog and following the project. Following comments and postings to his blog turns up more than two dozen other watershed-related blogs that are recounting Pete's information—using your information—along with links to Pete's blog, Twitter account, and the videos and photos of your Forest.

Through this 30-minute effort a couple times a week by one of your partners, more than 2000 people stay plugged in to a local project on your Forest. All you had to do was let Pete take pictures, give him some of your Forest messaging and information, and allow him to link to your videos and your site from his blog.

Total investment? Probably not more than a few hours of time.

For more information, visit:

[http://fswiki.wo.fs.fed.us/fswiki/sandbox/index.php/Social\\_Media\\_Resource\\_Guide\\_August\\_19%2C\\_2009#Social\\_Media\\_at\\_a\\_Glance](http://fswiki.wo.fs.fed.us/fswiki/sandbox/index.php/Social_Media_Resource_Guide_August_19%2C_2009#Social_Media_at_a_Glance)

## APPENDIX E - Definitions

**Interpretation** is a communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource. (*National Association of Interpretation*)

It is:

1. A teaching technique
2. A service provided to visitors that entertains and provides meanings
3. A management tool that can be used to increase visitors' appreciation for, and sensitivity to, the natural and cultural resources of the area (*Forest Service Manual 2390*).

**Examples:**

- ✓ A campfire program that explores the role of bats in our ecosystem
- ✓ An interpretive panel describing the prehistory of rockshelters and how they can be damaged or destroyed by inappropriate use
- ✓ A podcast that provides a brief history of the Dixie NF - through the eyes of three generations of black bear

**Conservation Education** is distinct from—though closely related to—interpretation programs and information services. Conservation education is typically a structured series of experiences similar to formal curriculum-based education in K-12 public school systems. Frequently, education programs are targeted for a specific age group and have a captive audience, such as a school group.

**Examples:**

- ✓ A Project Learning Tree school program where 3rd graders build their own camouflaged insect
- ✓ A Boy Scout program and work day that focuses on restoring a wetland by removing invasive weeds and planting riparian vegetation
- ✓ A Smokey Bear program to Head Start enrollees that shares a fire prevention message

**Visitor Information Services** aim to provide information, orientation, and awareness of Forest Service programs, activities, and services. Through both personal and non-personal media, the public is made aware of how they can make use of and benefit from national forest lands, facilities, and services.

**Examples:**

- ✓ A campground bulletin board with a map, regulations, and instructions on how to pay the fees
- ✓ A website page that gives information on the Scenic Byways of the forest; and
- ✓ A front desk employee who helps a visitor match their desires and expectations to the appropriate facilities and activities on the forest
- ✓ Social media through which the agency and visitors share information about conditions, opportunities, and experiences

### Learning Outreach Continuum

Interpretation and Conservation Education programs and services are rarely distinguished from each other in clear-cut terms. Rather, there is a continuum of learning that can occur, mixing and matching elements from both interpretation and education.

INTERPRETATION	←→	CONSERVATION ED
Interactive, thematic, often entertaining	<b>Presentation Method</b>	Facilitated, more structured, curriculum or outline driven
Provoke, motivate, spark interest in additional learning and discovery	<b>Desired Outcome</b>	Cognitive gains, desired attitude and/or behavioral change
Usually NF sites, sometimes community locations	<b>Location</b>	Classrooms, outdoor sites
NF visitors, sometimes community members	<b>Audience</b>	Students, members of organized groups, sometimes visitors
During leisure Usually shorter in durations (15 min - 3 hrs)	<b>Time</b>	During a dedicated time period during which a person commits to attend (e.g. a Scout meeting); may be one program, or a series of programs with the same audience.
Intrinsic (usually for enjoyment)	<b>Rewards</b>	Extrinsic, often for a grade or a badge or some other reward

The following definitions are taken from a “*Definitions Project*” facilitated by the National Association for Interpretation in 2006.

**Audience:** A person or group of persons for whom messages and/or services are designed or delivered. Synonymous terms might include: visitors, learners, customers, users, recreationists,

**Exhibit:** An organized arrangement of text, graphics, and objects that communicate a message or theme. Outside exhibits are often called waysides and may include interpretive signs, kiosks, or other presentation methods developed for use in the outdoors.

**First-person Living History Interpretation:** The act of portraying a person from the past (real or composite). The intent of this style is to present the attitudes,

briefs, viewpoints, language, and mannerisms of another period in history in a way that is immediate, entertaining, and thought-provoking. Through the portrayal of a character they create for the visitor the illusion that their historic personage has returned to life. Also known as “character interpretation” or “first-person interpretation.” (Association for Living History Farms And Museums)

**Goal:** A stated desired outcome of a process or project.

**Informal Interpretation:** Spontaneous personal interpretive contacts with audiences within a variety of settings.

**Interpretive Center:** An interpretive center is a facility where opportunities are provided for people to forge emotional and intellectual connections between their interests and the meanings that arise from learning about the resource. The facility may or may not be staffed, and can range in scale from a kiosk to a complex of buildings and natural sites, but always provides information about the natural and cultural resources.

**Interpretive Objectives:** Desired measurable outputs, outcomes and impacts of interpretive services.

**Interpretive Planning:** The decision-making process that blends management needs and resource considerations with visitor desire and ability to pay to determine the most effective way to communicate the message to targeted markets.

**Interpretive Program:** Activities, presentations, publications, audio-visual media, signs, and exhibits that convey key heritage resource messages to audiences. (Adapted from US Fish & Wildlife Service)

**Media:** Means, methods, devices, or instruments by which the interpretive message is presented to the public.

**Nonpersonal Interpretation:** Interpretive media that do not require a person to deliver a message (i.e. exhibits, waysides, brochures, signs, magazines, books, etc.).

**Outcomes:** The achievements or changes brought about by a program, project, or activity that help lay the foundation for longer-term impacts or benefits. Outcomes can involve changes in behavior, skills, knowledge, attitudes, values, or condition after participating in a learning activity or experience. Related Terms: Outputs, Impacts, Logic model

**Resource Issue Interpretation Formula:** Consists of identifying an issue, determining an appropriate message, identifying target audience(s) and selecting appropriate interpretive techniques to accomplish resource protection. (National Park Service)

**Teachable Moment:** A recognized serendipitous occurrence that may lead to an interpretive opportunity

**Visitor Center:** A facility, open to the public, that provides information about the area's natural and cultural resources. A visitor center may contain exhibits, visitor facilities, and interpretive information.

**Visitor Contact Station:** Any location, ranging from a table, a kiosk, to a building where people can obtain information about a natural or cultural resource.

## APPENDIX F - Issue Analysis

The table below has three components:

1. **Management Issues:** These are areas of concern and/or emerging stories that are the focus of managers on the Dixie NF. They were described by forest staff and public stakeholders during a CDI site visit in October 2010. The issues were then expanded and refined by the Forest Review Team during a subsequent CDI meeting in April 2011. The table below is a summary of issues.
2. **Situational Analysis:** Following the issue identification, a “*Situational Analysis*” was conducted for each issue to describe our existing condition in terms of how well the Dixie NF is currently interpreting this issue (i.e. what works and what doesn’t).
3. **Desired Outcomes:** Subsequent to the Situational Analysis, “*Desired Outcomes*” were articulated. These describe the desired future condition in terms of what people know, think, and do relative to each issue.

**Note:**

Issues discussed with employees and stakeholders that cannot be addressed through interpretation are not included in the summary below (e.g. “All agencies should work together seamlessly for the good of the resources.”).

Resource Issues (summarized)	Situational Analysis (How well are we communicating about this issue)	Desired Outcomes (What do we want people to know, feel, or do as a result of our interpretation)
<i>Dixie NF Employee Input (43 employees)</i>		
<p><b>Issue 1:</b> The new motorized travel plan (MTP) is seen by some public sectors as an unnecessary change to historic use patterns, with few benefits for people or the resources. People are confused about what’s open (especially firewood collectors). ATV users sometimes create resource impacts and user conflicts through non-compliance; however, our roads and trails are not keeping up with changing ATV technology.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Some people are happy about the decrease in noise.</li> <li>New colored maps are well-received.</li> <li>There is increased awareness about roads/trails available for ATV users.</li> <li>Brochures promote responsible and safe riding.</li> <li>San Dimas T&amp;DC has help for improved cattle guards for larger ATVs.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>The MTP does not address social dimensions of change.</li> <li>Popular advertising does not support “Tread Lightly” principles.</li> <li>New technologies create new problems on the ground.</li> <li>Users are often focused on high adventure experiences, not safety or resource damage.</li> </ul>	<ol style="list-style-type: none"> <li>1. Confusion lessens and compliance with regulations improves annually.</li> <li>2. Decreased resource damage annually.</li> <li>3. Riders increase their land stewardship ethic.</li> </ol>

<b>Resource Issues</b> <i>(summarized)</i>	<b>Situational Analysis</b> <i>(How well are we communicating about this issue)</i>	<b>Desired Outcomes</b> <i>(What do we want people to know, feel, or do as a result of our interpretation)</i>
<p><b>Issue 3:</b> There are misperceptions about the role and history of grazing on public land; the economic connection to local communities; and the role of ranchers in the establishment of the national forest. Conflicts exist between recreationists and domestic livestock, especially where there is watershed damage. Visitors are curious about place names that are tied to grazing history.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• People are happy that grazing has decreased in the Escalante area.</li> <li>• There are signs at fences warning visitors to expect cows.</li> <li>• Contacts at VCs result in positive attitudes towards grazing.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Many visitors from outside the area don't know to expect to see/hear/smell cows when they recreate in this area.</li> </ul>	<ol style="list-style-type: none"> <li>1. All visitors know what to expect (relative to grazing) when they recreate on the national forest.</li> <li>2. Visitors develop an interest in the history of grazing through place name stories.</li> </ol>
<p><b>Issue 4:</b> People are not aware of the existence and value of the unique fish species on the forest.</p> <ul style="list-style-type: none"> <li>• Managing for TES fish species can conflict with other forest uses and users.</li> <li>• People are concerned about the use of Rotenone used to kill fish and its effect on other aquatic life.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Forest managers take a holistic approach to fisheries management.</li> <li>• There have been public meetings to discuss management and restocking of East Boulder Creek for native fish.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• People prefer game species at the expense of endemic species.</li> </ul>	<ol style="list-style-type: none"> <li>1. Visitors and the public understand and appreciated the role of endemic species and are knowledgeable about the pros and cons of using Rotenone.</li> </ol>
<p><b>Issue 5:</b> Invasive species are being spread by users, contractors, and fire crews.</p> <ul style="list-style-type: none"> <li>• People don't know what's invasive, how they are transported, what the consequences are, and why they should care.</li> <li>• Forest Service spends a lot of money eradicating areas.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Range permittees and contractors must use weed-free hay and clean machinery before it goes on the forest.</li> <li>• State ANS hitchhiker and "wash your boat" programs.</li> <li>• There is much repetition of messages; most people are aware of the weed-free requirement.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Individual ATV users not being contacted.</li> <li>• Users don't like the expense.</li> <li>• Weed hay coming in from outside the area (vehicles, ATV, fire rigs).</li> <li>• Some people who know about the requirement still don't comply.</li> </ul>	<ol style="list-style-type: none"> <li>1. Overall compliance.</li> <li>2. Increased prevention.</li> <li>3. ATV users should be as aware as horse users.</li> </ol>

Resource Issues (summarized)	Situational Analysis (How well are we communicating about this issue)	Desired Outcomes (What do we want people to know, feel, or do as a result of our interpretation)
<p><b>Issue 6:</b> There is a need to communicate a balanced management story (economic, social, and ecological) versus extreme viewpoints</p> <ul style="list-style-type: none"> <li>• There is a perception that multiple use means every use on every acre.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Multiple viewpoints support healthy discussions.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• The public does enough examples of successful collaboration on projects.</li> <li>• The public understanding of the Forest Service mission and regulations is vague.</li> </ul>	<ol style="list-style-type: none"> <li>1. Forest Service credibility increases.</li> <li>2. The public can see positive examples of collaboration.</li> <li>3. The public understands the history and evolution of the Forest Service serving the public good by balancing ecological and social interests as well as the needs of both current and future generations.</li> </ol>
<p><b>Issue 7:</b> Users are vandalizing heritage resources and don't see the value of protecting them on-site.</p> <ul style="list-style-type: none"> <li>• Historic buildings are being vandalized; can't maintain but it also costs money to tear down.</li> <li>• Aspen carving is causing a loss of trees in developed recreation sites.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The Dixie NF website, LNT, and Tread Lightly programs, and heritage camps all promote resource protection.</li> <li>• The interpretive associations offer materials and programs promoting heritage resource stewardship.</li> <li>• Some buildings (as in Pine Valley) are positive example of pride in heritage resources.</li> <li>• The strong familial ties contribute to a sense of stewardship among local residents and relatives.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• LNT ethic not well understood by all user groups.</li> <li>• Lack of agency presence and poor condition of some sites promotes vandalism and degradation.</li> </ul>	<ol style="list-style-type: none"> <li>1. The number of people involved in and/or contacted through heritage programs increases annually.</li> <li>2. Heritage education programs targeting organized groups increase and have a positive effect.</li> <li>3. The historic infrastructure on the Dixie NF helps people understand the history of the agency.</li> </ol>
<p><b>Issue 8:</b> The public is suspicious of wildfire management.</p> <ul style="list-style-type: none"> <li>• Smoke is perceived to affect tourism.</li> <li>• There are health and safety issues with residents in the wildland-urban interface.</li> <li>• People feel that resources are being wasted.</li> <li>• People fear out-of-control fires.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The Dixie NF has prescribed burn success stories that can increase public confidence.</li> <li>• Travel management could be a tool to prevent human started fires.</li> <li>• There is strong interagency cooperation and fire prevention capacity and provides plenty of information of protecting life and property.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• The native fire regime as part of the ecosystem is not widely understood.</li> <li>• Notification of prescribed burns does not always occur.</li> <li>• Many communities are not prepared for wildfire.</li> </ul>	<ol style="list-style-type: none"> <li>1. There is informed consent among local residents and communities about the use of prescribed fire.</li> <li>2. Communities can see the positive benefits of a prescribed burn.</li> <li>3. Tourism-based entities are fully informed of the prescribe fire schedules.</li> </ol>

<b>Resource Issues</b> <i>(summarized)</i>	<b>Situational Analysis</b> <i>(How well are we communicating about this issue)</i>	<b>Desired Outcomes</b> <i>(What do we want people to know, feel, or do as a result of our interpretation)</i>
<p><b>Issue 9:</b> Watershed management issues are not understood, particularly that actions in one place in the watershed may affect the whole watershed.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• There are strong Forest Service/Community partnerships that address water issues (e.g. the Upper Sevier River Community Watershed Project).</li> <li>• Research has been conducted to better ground water movement through lava tubes.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• Success stories are left untold.</li> <li>• There is a lack of understanding about how forest health is connected to the quality of local drinking water.</li> </ul>	<ol style="list-style-type: none"> <li>1. Local residents and communities can see watershed improvement success stories and appreciate the value of forest health to the quality of their drinking water.</li> </ol>
<p><b>Issue 10:</b> Marijuana farms in the area pose safety issues.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The Dixie has national attention and law enforcement support beyond the forest LEO.</li> <li>• Law enforcement is proactive in warning the public about “what to do” should you encounter a marijuana farm.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• The ability to monitor general access and illegal use is very difficult.</li> <li>• Most visitors are unfamiliar with standard actions to take when encountering a farm .</li> <li>• The Dixie NF needs more LEOs.</li> </ul>	<ol style="list-style-type: none"> <li>1. There are no accidents or injuries to visitors, residents, or Forest Service staff resulting from a marijuana farm activity.</li> </ol> <p><i>Note: While the ultimate desired outcome would be to obliterate marijuana farming on the Dixie NF, that action is beyond the scope of this interpretive plan.)</i></p>
<p><b>Issue 11:</b> People want to know more about the “Sudden Aspen Decline.” There is controversy about its causes and best management practices.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• There is research available to share on the subject.</li> <li>• The results of the decline are visible with easily explained consequences.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• There are minimal communication products developed.</li> <li>• The causes of the disease are complex and not easily understood.</li> </ul>	<ol style="list-style-type: none"> <li>1. Communities and visitors have an appreciation for the magnitude and complexity of the problem, and support management tools to reduce the damage.</li> </ol>

## **APPENDIX G - Planning and Presenting Interpretive Programs**

### **How to Plan a Program**

The possibilities are endless! How do you figure out where to start? Your first point of reference should be the Dixie NF Interpretive Master Plan, to which all interpretive should tier. While pure “entertainment” can be a component of both interpretation and conservation education, we will fall short of achieving our interpretive objectives if it is the ONLY component. Interpretation provides a perfect setting to:

- ↪ Forge emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource
- ↪ Increase visitors’ appreciation for, and sensitivity to, the natural and cultural resources of the area
- ↪ Foster an informed and engaged citizenry able to participate effectively in the actions and decisions needed to sustain the values of our natural and cultural resources for present and future generations

Always keep in mind the mission of the USDA Forest Service:

The mission of the USDA Forest Service is to sustain the health, diversity, and productivity of the Nation’s forests and grasslands to meet the needs of present and future generations (*FSM 1020.21*). One objective of this mission is to advocate a conservation ethic in promoting the health, productivity, diversity, and beauty of forests and associated lands (*FSM 1020.2*).

The table below explains the steps of developing a program, along with examples of how to complete each step:

Steps in Planning a Program	Example
Determine who your audience is and what their expectations are.	“My audience members are campers, many of whom are urbanites from Las Vegas. They expect to hear something that will enhance their camping experience.”
Choose a theme and subtheme(s) pertinent to this audience and location.	<p>Theme #1: The splendor of colors and contrasts displayed in the Dixie NF geology tell the stories of eons of earth-shaping forces, and form the basis for life and livelihoods in and around the forest.</p> <p>Subthemes:</p> <p>1.A: The Dixie NF straddles the divide between the Great Basin and the Colorado Plateau, encompassing landscapes with extreme elevational and climatic ranges that support distinct ecotones – each with their own flora and fauna.</p> <p>1.B: The colors, patterns, and textures of the local geology provide a glimpse into the earth-shaping forces of the region through the ages. Many of these forces are still at work today.</p>
Develop storylines that carry the narrative of the theme and each of the subthemes.	<p>Possible storylines (incomplete):</p> <ul style="list-style-type: none"> <li>• The various layers of rock on display each have a different story of origin ...</li> <li>• Deeply hidden earth forces pushed and pulled, while wind, water, and time conspires to create fantastic landscapes.....</li> <li>• Different colors in the rock are the result of different minerals and weathering actions ...</li> <li>• These evolving landscapes have formed the basis for different flora and fauna, which formed the basis for different livelihoods - which are also evolving....</li> </ul>
Establish knowledge, emotional, and behavioral objectives for your program. That is, what do you want your audience to <i>know, feel, and do</i> as a result of participating in your program?	<p>“After hearing my presentation, I want my audience to KNOW the basis for the geology on the Dixie NF and how it has shaped the livelihoods in Southern Utah over the years. FEEL a sense of awe at the magnitude of earth-shaping forces and the expanse of time that has resulted in the landscape in which they are camped. DO look closer at the varieties of colors and shapes in the rocks.</p>
Put it together in an organized manner	(Use the 2-3-1 Rule below to stay organized.)

## Putting It All Together Using the 2-3-1 Rule

After you have chosen a general topic, narrowed it down to a specific topic and chosen a theme based on the desired outcome of your talk you are ready to start your preparation. A common mistake is attempting to first prepare the introduction. The introduction is used to create interest in the talk and to tell your audience your theme and how your talk will be organized. You will find it difficult to do this without knowing what your talk will include and how it will be organized. So even though the body is the second part of your talk (#2), you should develop it first. Likewise, since your introductions are designed to

prepare the audience for the conclusion it makes the most sense to prepare the conclusion 2nd and the introduction last.

## **Body**

Your theme serves as the skeleton to which you attach your ideas. The body is made up of facts and for instances that flesh out your theme. Without a theme, the body of your talk will be flabby and shapeless with little appeal to your audience. **Limit the number of ideas presented in the body to three to five points.** People best understand and remember new information when it is presented in five points or less. Remember we are not here to tell people everything we know, but instead create a sense of excitement and wonder!

With your main points outlined, you must decide how to illustrate them. To be effective, every major idea presented should be illustrated in some way. Use visual aids, such as props, slides, or other audio-visual devices. Create mental images through metaphor and analogy, guided imagery, or story telling. Involve the audience physically. Make sure you breathe life into cold dead abstractions. People learn in different ways—a good interpreters program addresses several different learning styles.

- ✓ Select three to five points that you want to discuss to support your theme.
- ✓ Build on these points to support your theme.
- ✓ Use visual aids, such as large maps or posters, props, slides, experiments or other tools to help illustrate your points.
- ✓ As yourself these questions:
  - Is the information relevant to the listener?
  - Is the theme supported and enhanced?
  - Did I have only 3-5 main points?
  - Did I tell them what I told them I'd tell them?
  - Did I use visual aids to enhance their understanding?

## **Conclusion**

Your conclusion should tell the listener you are done. It can be a call to action or can summarize you main points. It might be a thought provoking quote or a dramatic ending for emotional impact.

- ✓ Restate your theme and how it supports your topic.
- ✓ Tell them what you told them.
- ✓ Provide closure.
- ✓ Ask if there are any questions
- ✓ Ask yourself these questions:
  - Did I lead them back to where we started?
  - Did I restate the theme?
  - Did I bring closure to the talk and has everything been brought together?
  - Did I repeat my 3-5 points?

## Introduction

Naturally every time you get up to give a presentation you need to introduce yourself in some fashion to the audience. You may try experimenting with several different introductions, listen to how other interpreters do their introductions; you might come upon a good idea.

In your introduction you will need to include that you work for the Forest Service (or are a permittee/concessionaire for the Forest Service). An introduction does two things; it promises your listeners a rewarding experience and it introduces your theme. Your introduction can be startling or humorous, a rhetorical question or a quotation. Your goal is provocation. You need to grab your audience with your first words. Aside from catching the group's attention, an introduction presents the theme and sets the groups expectations of what they will learn.

- ✓ Introduce yourself and the Forest Service.
- ✓ Get their attention.
- ✓ Introduce your theme.
- ✓ Ask yourself these questions:
  - Does my introduction have a hook?
  - Does it bridge the unfamiliar with the familiar?
  - Do the listeners know what to expect?
  - Do the listeners see how this affects their lives or why it is important to them?

## More Planning Tips

Once you have developed your program, using these steps, you need to ask yourself a few more questions:

- ✓ Did I meet the goals and objectives of my talk?
- ✓ If asked the "So what?" of the talk, would the listeners be able to state my theme?
- ✓ Is there a smooth flow to the talk, no abrupt transitions?
- ✓ Does it leave the listeners curious to learn or discover more?
- ✓ Is the talk entertaining and enjoyable for my audience?

Keep in mind:

- ✓ Different groups will not experience programs the same way. Use the nonverbal feedback from the group to hone your programs.
- ✓ Programs should be interesting, informative and of a 20-30 minute duration. Think about your own attention span—how long you can listen to someone else?
- ✓ Use props and visual aids that are appropriate to your presentation.
- ✓ Do not feel you need to share everything you know. Invoke a desire to learn more.
- ✓ Utilize the scene, and take advantage of "teachable moments." If you're at a rockshelter and a skunk walks by, take time to watch, discuss, and teach.

Be creative! Be flexible! Have fun!

## **Public Speaking Tips**

- ✓ Chewing gum is very distracting and looks unprofessional. A glass of water kept nearby is okay and would be recommended if you get a dry throat from talking.
- ✓ Try to speak slowly. Nervousness that everyone experiences when speaking to the public will make you want to rush.
- ✓ Also, remember it may be the one-hundredth time you said something, but it may be the first time the visitors are hearing it.
- ✓ Do not be afraid to repeat yourself. It is fine to reiterate important ideas, and the audience will be able to follow you better. Repeating ideas works even better if you can rephrase it the second time.
- ✓ Practice with friends explaining the concepts you find most difficult to explain.
- ✓ BE ENTHUSIASTIC!! Smile when you speak and make eye contact with all of the audience.
- ✓ Never narrate something you can't see because of weather.
- ✓ A good presentation or narration gives the audience a quick preview of what is going to be discussed.
- ✓ Always use your best grammar, pronunciation, and never use profanity. Slang terms are inappropriate since many of our visitors will not know their meaning.
- ✓ Be approachable. Your attitude makes a big difference.
- ✓ Your appearance must be professional. If you are a uniformed employee, follow the uniform handbook guidelines. If you're not in uniform, make sure that your clothes are clean, hair is neat, and jewelry is kept to a minimum.
- ✓ Learn to adapt to changing situations. If your slide projector breaks, you must be prepared to keep going through another presentation means.

## Dixie NF Interpretive Program Outline

Program Title: \_\_\_\_\_

Theme: \_\_\_\_\_

Sub-Theme: \_\_\_\_\_

Audience: \_\_\_\_\_

Goal(s): (why are you doing this program?)

Objective(s): (what do you want the audience to do as a result of participating in this program?)

Resources/materials needed

Presentation Outline: (continue on back if necessary)

Introduction

Body (storylines):

Conclusion:

Presented on (date): \_\_\_\_\_ # of attendees: \_\_\_\_\_

Presented at (location): \_\_\_\_\_

Hand in to forest representative at end of season.

## APPENDIX H - Exhibit Approval Process

For large projects, Regional and Washington Office approval is required for exhibit construction. (Refer to FSM 2390 for more information.)

### Approval Process for Exhibits in new FS Visitor or Interpretive Centers Over \$250,000

Action Field Unit	Action RO	Action WO
<b>Step 1 - Waiver</b>		
<ul style="list-style-type: none"> <li>Field prepares request for waiver to Visitor Center moratorium (policy memo, 2000)</li> <li>Submits request RO</li> </ul>	<ul style="list-style-type: none"> <li>RO Recreation, Engineering and Business Operations review request for waiver</li> <li>Forward waiver request to Chief, WO</li> </ul>	<ul style="list-style-type: none"> <li>WO Recreation, Engineering and Bus Ops review waiver request. WO Recreation prepares memo for Chief to approve or deny waiver request</li> <li>If waived, field then prepares exhibit proposal, as well as expanded operation and maintenance business plan and other documentation.</li> </ul>
<b>Step 2 - Exhibit Proposal</b>		
<ul style="list-style-type: none"> <li>Waiver authorizes field to proceed with exhibit and facility proposal which is submitted to RO</li> </ul>	<ul style="list-style-type: none"> <li>RO Recreation, Engineering and Business Operations review proposal</li> <li>Forward proposal to Chief, WO</li> </ul>	<ul style="list-style-type: none"> <li>WO Recreation, Engineering and Business Operations review. WO Recreation prepares memo for Chief to approve or deny proposal</li> <li>May consult with USDA Visual Communication Center (DR 1470)</li> </ul>
<b>Step 3 - Design Review Process</b>		
<ul style="list-style-type: none"> <li>With WO approval the field and RO proceed with design review process with WO oversight and involvement</li> <li>CDI may provide oversight on behalf of WO</li> </ul>		

### Approval Process for Exhibits or Displays Over \$25,000

Includes exhibits or displays in new or renovated Forest Service administrative sites, as well as temporary or traveling exhibits/displays.

Action Field Unit	Action RO	Action WO
<ul style="list-style-type: none"> <li>Field prepares exhibit proposal</li> <li>Submits proposal to RO</li> </ul>	<ul style="list-style-type: none"> <li>RO reviews proposal</li> <li>Forwards proposal with transmittal letter to WO</li> </ul>	<ul style="list-style-type: none"> <li>WO reviews and prepares memo to approve or deny</li> <li>May consult with USDA Visual Communication Center (DR1470)</li> </ul>
<ul style="list-style-type: none"> <li>With WO approval the field with RO oversight proceeds with design review process (may include WO oversight)</li> </ul>		

**Notes**

## **APPENDIX I - Interpretive Panel Design and Fabrication Tips**

### **Before You Begin**

- Identify scope
- Address site issues
- Familiarize yourself with typical costs
- Have written interpretive themes and objectives
- Identify number of signs appropriate to the site

### **Estimating Project Costs**

- Budget - Figure approximately \$3,000-\$5,000 for design and text development per sign, plus \$1,000 for frame
- Don't forget 7-10% for contract administration

### **Design**

- Blend with other existing signage
- Location and angle of signage
- Logo requirements and placements
- Colors for layouts that fit the theme and site

### **Sign Materials and Fabrication**

- Standard materials for exterior sign fabrication - 24" x 36"
- High Pressure Laminate - \$350-400 per sign for a 24" x 36"
- Fiberglass Embedment - \$300 for the first, \$175 per duplicate
- Porcelain Enamel - \$2,500-\$3,000 per sign

### **Sign Bases**

- You can purchase ready made bases or build your own.
- A typical low profile base to Park Service standards runs around \$500 (24" x 36")

### **Contract Administration and Installation**

- Don't forget to figure 7-10% for contract administration
- Add appropriate installation costs - typically 5%

### **Fabrication Vendors and Sources**

- Check out the Green Pages with NAI: [http://interpnet.com/resources\\_interp/greenpages/](http://interpnet.com/resources_interp/greenpages/)
- Local small businesses that specialize in low cost fabrication
- Word of mouth from other designers and interpretive professionals

### **Beware of:**

- Companies who have no references or track records
- Print companies using plotter and heat press technology
- Fabricators who cannot explain the fabrication process to you
- Fabricators who work out of their garage

**Notes**

APPENDIX J - Target Audiences and Planning Worksheet

Site	Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership <sup>2</sup>	Timeframe <sup>2</sup>
<b>D1 - Pine Valley RD</b>					
Pine Valley Heritage Center (see page 20)	<ul style="list-style-type: none"> <li>Develop an Interpretive Site Plan for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Youth</li> <li>Urban visitors</li> <li>Communities</li> </ul>		
St. George Interagency VC (see page 21)	<ul style="list-style-type: none"> <li>Develop a 10-15 minute video on the five significant stories of the Dixie NF</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Local businesses</li> <li>Communities</li> </ul>		
Pine Valley Recreation Area	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Interpretive programs (especially living history)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Communities</li> </ul>		
Pine Valley and Cottonwood Wilderness Trailheads	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> <li>Off-site interpretive programs</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Hunters</li> <li>Urban visitors</li> </ul>		
Honeycomb Rocks Campground	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Interpretive programs (especially living history)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Large groups</li> </ul>		
Pine Valley Guard Station	<ul style="list-style-type: none"> <li>Historical scrapbook</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Retirees</li> </ul>		
General Steam Mining Site	<ul style="list-style-type: none"> <li>Low-profile sign(s)</li> <li>Incorporated into podcast series and/or heritage programs</li> </ul>	Low	<ul style="list-style-type: none"> <li>Retirees</li> <li>Communities</li> </ul>		
Oak Grove Campground	<ul style="list-style-type: none"> <li>Low-profile sign(s) or kiosk panel(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Large groups</li> </ul>		
<b>D2 - Cedar City RD</b>					
Duck Creek Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>Develop an Interpretive Site Plan for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan.</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Youth</li> <li>Urban visitors</li> <li>Communities</li> </ul>		
Cascade Falls Natl. Rec. Trail	<ul style="list-style-type: none"> <li>Low-profile sign(s) or kiosk panel(s)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> </ul>		

<sup>1</sup>Target audiences should be refined prior to the actual development and design of the recommendation. For example, the "Youth" category may be specifically 4th graders in local schools, or the "Large Groups" may be an organized event under a special use permit.

<sup>2</sup>Potential Funding and/or Partnerships and Timeframes should be completed by the Forest Interpretive Team and used as a tool during the annual program of work and budget planning process.

Site	Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership <sup>2</sup>	Timeframe <sup>2</sup>
Highway 14 State Scenic Byway	<ul style="list-style-type: none"> <li>• Wayside exhibits (Navajo Lake, Zion's View, potentiall 2 others)</li> <li>• Install portal signs at byway ends</li> <li>• Downloadable tour and/or podcasts</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Patchwork Parkway Natl. Scenic Byway (Hwy 143)	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> <li>• Downloadable tours and/or podcasts</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Brian Head Resort, Trailhead, & Summit	<ul style="list-style-type: none"> <li>• Interpretive programs</li> <li>• Low-profile sign(s)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Retirees</li> <li>• Local businesses</li> <li>• Local communities</li> </ul>		
Panguitch Lake Campground, So. Boat Ramp, Wildlife Point	<ul style="list-style-type: none"> <li>• Interpretive programs</li> <li>• Low-profile sign(s)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Retirees</li> <li>• Large groups</li> </ul>		
Duck Creek Campground	<ul style="list-style-type: none"> <li>• Interpretive programs</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Retirees</li> <li>• Large groups</li> </ul>		
Ashdown Gorge Wilderness Trailheads	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> <li>• Off-site interpretive programs</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Hunters</li> <li>• Urban visitors</li> </ul>		
Bristlecone Pine Trailhead	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Zion Overlook	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Sage Valley Lava Flows	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
OHV Trailheads	<ul style="list-style-type: none"> <li>• Kiosk panel</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Midway Junction (SR 148/14)	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		

Site	Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership <sup>2</sup>	Timeframe <sup>2</sup>
Virgin River Rim Trailheads	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Mammoth Cave	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Large groups</li> </ul>		
Marathon Trail overlooking AGW	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Yankee Meadows	<ul style="list-style-type: none"> <li>• Kiosk panel</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Woods Ranch/College Cabin	<ul style="list-style-type: none"> <li>• Interpretive programs</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Youth</li> <li>• Retirees</li> <li>• Large groups</li> </ul>		
Mammoth Spring	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Lowder Bogs Ranch	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Bowery Cr. Rd. at Vermillion Castle	<ul style="list-style-type: none"> <li>• Kiosk panel</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Ice Cave	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Singing Pines Trail	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Strawberry Point	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Mammoth Creek Highway (FH50)	<ul style="list-style-type: none"> <li>• Downloadable tours and/or podcasts</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Uinta Flat Fire	<ul style="list-style-type: none"> <li>• Low-profile sign(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Bear Flat Trailhead (future)	<ul style="list-style-type: none"> <li>• Kiosk panel</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		

<sup>1</sup>Target audiences should be refined prior to the actual development and design of the recommendation. For example, the "Youth" category may be specifically 4th graders in local schools, or the "Large Groups" may be an organized event under a special use permit.

<sup>2</sup>Potential Funding and/or Partnerships and Timeframes should be completed by the Forest Interpretive Team and used as a tool during the annual program of work and budget planning process.

Site	Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership <sup>2</sup>	Timeframe <sup>2</sup>
Old Spanish Trail at Bear Valley	<ul style="list-style-type: none"> <li>• Wayside</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
High Desert Trailhead	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
<b>D-3 Powell RD</b>					
Red Canyon Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>• Computer kiosks for digital media interaction and downloads</li> <li>• Exhibit showing Dixie NF areas that NPS visitors can enjoy</li> <li>• Interactive or holographic map showing shifting landforms (include an elevational map with life zones)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Youth</li> <li>• Urban visitors</li> <li>• Communities</li> <li>• Local businesses</li> <li>• Large groups</li> </ul>		
Ruby's Inn	<ul style="list-style-type: none"> <li>• Interpretive programs</li> <li>• Develop a 10-15 minute video on the five significant stories of the Dixie NF</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Communities</li> <li>• Local businesses</li> <li>• Large groups</li> </ul>		
Scenic Byway 12 All American Road	<ul style="list-style-type: none"> <li>• Wayfinding signs from Cedar City</li> <li>• Downloadable tours and/or podcasts</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> <li>• Retirees</li> </ul>		
Red Canyon Campground	<ul style="list-style-type: none"> <li>• Low-profile signs</li> <li>• Interpretive programs (especially living history)</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Large groups</li> </ul>		
Tropic Reservoir Trailhead and Boat Launch	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Youth</li> <li>• Urban visitors</li> <li>• Local communities</li> </ul>		
Bike Trail/ATV Parking Area	<ul style="list-style-type: none"> <li>• Low-profile signs(s) or kiosk panel</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Motorized users</li> <li>• Urban visitors</li> </ul>		
Kings Creek Campground and Group Site	<ul style="list-style-type: none"> <li>• Interpretive programs (especially living history)</li> <li>• Low-profile signs</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Urban visitors</li> <li>• Large groups</li> </ul>		

Site	Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership <sup>2</sup>	Timeframe <sup>2</sup>
Podunk/Jones' Corral/Dave's Hollow Guard Stations	<ul style="list-style-type: none"> <li>Historical scrapbook</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Local communities</li> </ul>		
Casto Trailhead	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		
East Fork of the Sevier River Scenic Backway	<ul style="list-style-type: none"> <li>Low-profile signs</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		
Shakespeare Sawmill	<ul style="list-style-type: none"> <li>Low-profile sign(s) <i>(Site requires significant cleanup and stabilization before it is safe for the public)</i></li> </ul>	Low	<ul style="list-style-type: none"> <li>Retirees</li> <li>Local communities</li> </ul>		
Wildcat Visitor Center (managed by the Fishlake NF)	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel(s)</li> </ul>	Low	<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		
<b>D4 - Escalante RD</b>					
Escalante Interagency Visitor Center (see page 20)	<ul style="list-style-type: none"> <li>Develop an Interpretive Site Plan for site objectives, staffing, funding, media, and storylines that tier from this Interpretive Master Plan</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Communities</li> <li>Local businesses</li> <li>Large groups</li> </ul>		
Box Hollow Wilderness Trail-heads	<ul style="list-style-type: none"> <li>Off-site interpretive programs</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> </ul>		
Posey Lake, Baker Reservoir	<ul style="list-style-type: none"> <li>Interpretive programs</li> <li>Low-profile signs</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Large groups</li> </ul>		
Hells Backbone Scenic Backway	<ul style="list-style-type: none"> <li>Low profile sign</li> </ul>		<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		DONE (summer 2011)
Boulder Town (Anasazi SP)	<ul style="list-style-type: none"> <li>Partnership with town and state park to interpret Dixie NF</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		
Pine Lake CG	<ul style="list-style-type: none"> <li>Interpretive programs</li> <li>Low-profile signs</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Large groups</li> </ul>		
Powell Point Parking Area	<ul style="list-style-type: none"> <li>Low-profile signs(s) or kiosk panel</li> </ul>	Low	<ul style="list-style-type: none"> <li>Motorized users</li> <li>Urban visitors</li> </ul>		

<sup>1</sup>Target audiences should be refined prior to the actual development and design of the recommendation. For example, the "Youth" category may be specifically 4th graders in local schools, or the "Large Groups" may be an organized event under a special use permit.

<sup>2</sup>Potential Funding and/or Partnerships and Timeframes should be completed by the Forest Interpretive Team and used as a tool during the annual program of work and budget planning process.

Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership	Timeframe
<b>Social and Digital Media</b>				
Upgrade and organize Dixie NF website into a thematic <i>Virtual Visitor Center</i> framework, including activities and events; a blog or “scrap-book” where visitors can share their national forest experiences; updates of road and trail conditions; and podcasts, smart phone apps, and downloadable maps	<b>High</b>	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Links to Dixie NF website and/or podcasts from community chambers of Commerce and/or Welcome Centers in Enterprise, Central, Veyo, New Harmony, Newcastle, Leeds, Bryce Canyon City, Boulder, Parawan, Panguitch, Brian Head (town and resort)	Medium	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Recreation, heritage, and natural resource podcast series for forest website	Medium	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Widely disperse a calendar of planned burns via Twitter and other social media	Low	<ul style="list-style-type: none"> <li>Hunters</li> <li>Local businesses</li> </ul>		
Post information about marijuana farm activity and safety on website	Low	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
<b>Publications</b>				
Create/revise history book on the Dixie NF with SUU History Dept. and interpretive associations	<b>High</b>	<ul style="list-style-type: none"> <li>Local businesses</li> <li>Retirees</li> <li>Local communities</li> </ul>		
Pamphlet on place names derived from American Indians and ranching (also on forest website)	Low	<ul style="list-style-type: none"> <li>Local communities</li> <li>Local governments</li> </ul>		
Post interpretive flyers/panels in restrooms on watershed protection and why its important (also on forest website)	Low	<ul style="list-style-type: none"> <li>Youth</li> <li>Urban visitors</li> <li>Local communities</li> </ul>		
<b>Programs</b>				
Help campground concessionaire develop and implement interpretive program; use this interpretive plan for basis of programs; provide appropriate training; develop <i>Interpretive Resource Manual</i>	<b>High</b>	<ul style="list-style-type: none"> <li>Urban visitors</li> <li>Large groups</li> </ul>		

Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership	Timeframe
Heritage programs: Provide guided tours to heritage sites as part of volunteer interpretive program; compile oral histories; present heritage programs at fairs, festivals, and visitor centers	Medium	<ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Retirees</li> <li>• Large groups</li> <li>• Local communities</li> </ul>		
Through a partner, host a speaker/film series about current forest management issues; include <i>The Greatest Good and Greenfire</i> ; follow with facilitated discussion. Brian Head Resort is a potential venue.	Medium	<ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Retirees</li> <li>• Local governments</li> <li>• Local communities</li> <li>• Large groups</li> </ul>		
LEOs and Fire Prevention Crews visit large recreation groups, HOAs, property management companies, and pockets of summer homes as “roving interpreters.”	Medium	<ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Local governments</li> <li>• Large groups</li> </ul>		
Cultivate partnerships with riding clubs; generate stewardship projects; sponsor an ATV/UTV rodeo to promote Tread Lightly	Low	<ul style="list-style-type: none"> <li>• Hunters</li> <li>• Motorized users</li> <li>• Local businesses</li> <li>• Local communities</li> </ul>		
Through a partner, sponsor living history performers at local venues (e.g. Gifford Pinchot, Teddy Roosevelt, Father Escalante, John Wesley Powell); SUU Theatre program may be a partner	Low	<ul style="list-style-type: none"> <li>• Retirees</li> <li>• Local businesses</li> <li>• Local communities</li> <li>• Large groups</li> </ul>		
Spotlight a prescribed fire or other recent resource management project with positive benefits as a success story at community events; offer tours	Low	<ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Local governments</li> <li>• Local communities</li> </ul>		
LEOs give presentations to community organizations about marijuana safety issues	Low	<ul style="list-style-type: none"> <li>• Youth</li> <li>• Hunters</li> <li>• Local businesses</li> <li>• Local governments</li> <li>• Local communities</li> </ul>		

<sup>1</sup>Target audiences should be refined prior to the actual development and design of the recommendation. For example, the “Youth” category may be specifically 4th graders in local schools, or the “Large Groups” may be an organized event under a special use permit.

<sup>2</sup>Potential Funding and/or Partnerships and Timeframes should be completed by the Forest Interpretive Team and used as a tool during the annual program of work and budget planning process.

Recommendation	Priority	Target Audience <sup>1</sup>	Potential Funding and/or Partnership	Timeframe
<b>Other</b>				
Provide interpretive training to staff, concessionaires, and partners who are involved with interpretive services and/or products (potential partner activity)	<b>High</b>	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Ensure that all Dixie NF can verbalize the Forest Service Mission	Medium	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Include a communication and/or interpretive strategy in all project plans/NEPA documents	Medium	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Develop a menu of potential activities and encourage large group gatherings (with special use permits) to participate in one or more; increase field contacts with these groups and other large groups without permits.	Medium	<ul style="list-style-type: none"> <li>Large groups</li> </ul>		
As new structures and interpretive media are developed, look for opportunities to partner locally for Spanish translations; include a short Spanish welcome message at major interpretive and information kiosks.	Medium	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		
Develop a traveling exhibit showing the dynamics of forest birth, death, and regeneration	Low	<ul style="list-style-type: none"> <li>All audiences</li> </ul>		

<sup>1</sup> Target audiences should be refined prior to the actual development and design of the recommendation. For example, the "Youth" category may be specifically 4th graders in local schools, or the "Large Groups" may be an organized event under a special use permit.

<sup>2</sup> Potential Funding and/or Partnerships and Timeframes should be completed by the Forest Interpretive Team and used as a tool during the annual program of work and budget planning process.