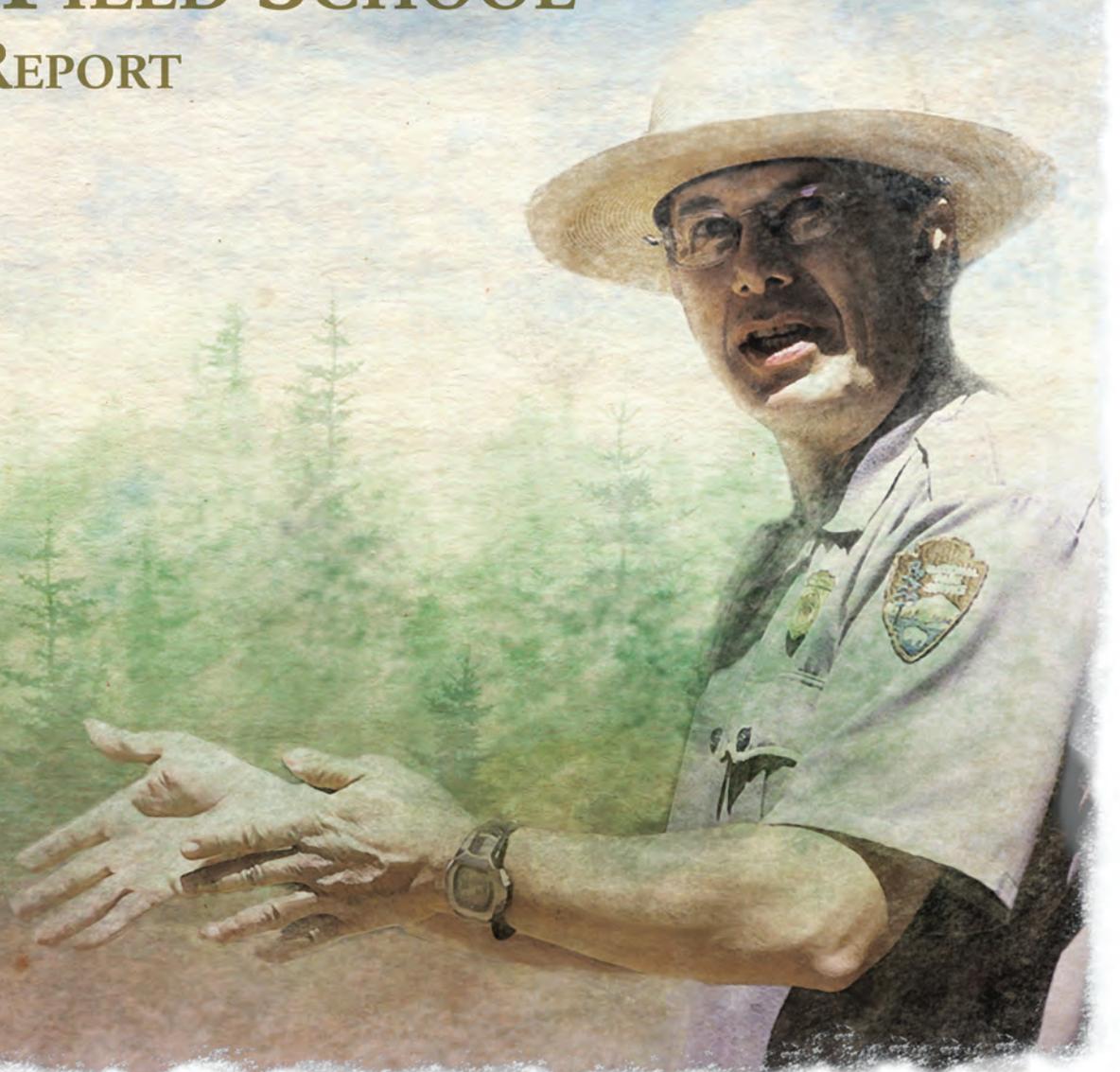




National Park Service
Interpretation and Education

INTERPRETIVE FIELD SCHOOL

FEASIBILITY STUDY REPORT



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November 2011

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EXECUTIVE SUMMARY

This feasibility study was authorized by the National Park Service through a cooperative agreement with the Eppley Institute for Parks and Public Lands at Indiana University. The Eppley Institute has a long and positive history of working with the National Park Service, including the Interpretive Development Program, which was expanded to include a distributed learning approach in 2003. The Interpretive Development Program is a customized, outcome-based employee development program using specific competencies as its framework. The partnership between Eppley and the Interpretive Development Program has resulted in the creation of an online learning platform that can reach the thousands of interpreters who work both for and in partnership with the National Park Service, as well as interpreters from other agencies worldwide. This collaborative effort also benefits the public, as these courses are available to students and interpreters in state, local, and non-profit organizations as well.

The Eppley Institute conducted this study on behalf of the National Park Service as part of this continuing partnership using program revenues from the National Park Service-Eppley Institute distance learning platform. The study was conducted to gather information for an interpretive field school to be based at the Stephen T. Mather Training Center in Harpers Ferry, West Virginia. This report is the culmination of the feasibility study process.

This report provides a comprehensive review of the potential for implementing an interpretive field school in the National Park Service. Recommendations are made for specific consideration by the National Park Service recognizing that the final choice to implement the field school requires further deliberation by decision makers. The report offers conditions that are most likely to be required if the National Park Service is to implement an interpretive field school, based on facts and conclusions drawn from the feasibility research. The function of this report is to help decision makers understand these conditions and frame the possible approaches for implementing an interpretive field school.

The report begins with the origin of the field school idea. Chapter Two explains the research methodology of the study process. Chapter Three presents a literature review of policy documents and related works for their potential influence on the interpretive field school. A review of existing field schools and training programs is presented in Chapter Four in order to compare those programs to the interpretive field school idea. During this process researchers determined that no competing field school like the one proposed for interpretation currently exists.

For the sake of this report, field school participants are proposed to work in one of three instructional parks: Harpers Ferry National Historical Park, Monocacy National Battlefield, and Chesapeake and Ohio Canal



This report provides a comprehensive review of the potential for implementing an interpretive field school in the National Park Service.

National Historical Park. The advantages and disadvantages of these parks, based on research and stakeholder interviews, are considered in Chapter Five.

The Eppley Institute project team interviewed more than 50 National Park Service training managers, supervisors, field interpreters, university professors and faculty, and graduate students over the course of this study. Results of these interviews and surveys are presented in Chapter Six.

Logistics, such as lodging, are included in Chapter Seven. Chapter Eight discusses the estimated costs for the field school. The costs provided are based on lodging, rental cars, per diem, airfare, and supplies, but do not include content development, management and oversight, or instruction. Funding possibilities, including grants and fundraising, are discussed in Chapter Nine. This chapter provides ideas for funding in light of the current economic climate in the National Park Service. University partnerships are discussed in Chapter Ten.

The report concludes with recommendations and a logic model for the field school in Chapter Eleven. The logic model lays out the inputs, activities, outputs, outcomes, and impacts of the field school. Specific recommendations are provided that suggest the National Park Service further determine the need, purpose, and operational approach of an interpretive field school before moving forward.

CHAPTER ONE

Origin of the Field School Idea

The idea of an interpretive field school at the Stephen T. Mather Training Center (STMA) and Harpers Ferry National Historical Park (HAFE) originated with the late David Larsen, Training Manager for Interpretation at STMA. In his position as Training Manager, he oversaw the development and delivery of training programs for thousands of National Park Service (NPS) employees throughout the United States, as well as graduate students and interpreters with other agencies.

Larsen spent 13 years as a frontline interpreter at HAFE, the Vietnam Veterans Memorial, and the Washington Monument. He also taught environmental education for two years at the Hard Bargain Farm in Accocek, Maryland. He worked for the Library of Congress, the National Archives, and History Associates, Inc. For five years, he was the Interpretive Historian at the National Park Service's National Capital Region Support Office.

Larsen was widely known as a dynamic interpreter. He received the National Park Service Sequoia Award, the highest honorary award for excellence in NPS Interpretation. In 2003 he published a journal and workbook for professional interpreters entitled *Meaningful Interpretation: Connecting Hearts and Minds to Places, Objects, and Other Resources*.

His vision for the future of interpretation in the NPS included an interpretive field school. After his untimely passing, em-

ployees at STMA began work to fulfill his idea for such a school. This feasibility study is the first step in that process.

Larsen White Paper

The field school framework was originally envisioned by Larsen as a program that would operate mid-May through mid-August annually at HAFE.

The following comes from a white paper authored by Larsen.

"The Freeman Tilden Interpretive Field School will be supervised by the Training Manager for Interpretation and Education located at the Stephen T. Mather Training Center. Students will be comprised of approximately thirty individuals half of whom would be non-NPS graduate students and half permanent NPS interpreters in the first to third year of their career. The non-NPS students will be hired under the STEP program. Additionally, there will be three SCEP GS-9 positions made up of returning students or other qualified individuals who will serve as training specialists and help train, coach, and teach. Additional training specialists could be filled by NPS employees wishing to explore the Learning and Development career field.

Students will work in park exhibits and visitor facilities approximately half of their time. Students will also give a variety of programs, participate in special events, and work on projects

such as media and technology interpretive efforts. All of their activities will be structured to provide learning in a variety of interpretive competencies. The other half of their time will be devoted to mastering subject matter content, readings about interpretation, audience analysis, field trips, evaluation, civic engagement, the interpretation of controversy, and other cutting edge subjects in seminar and group project formats. For universities and colleges that choose to participate, students may be given graduate credit.

Harpers Ferry NHP and the Mather Training Center will work together primarily through a park liaison. Mather seeks to compliment and supplement the efforts of the park and will supervise students to meet interpretive goals established by the park. Mather will be responsible for all personnel, office, and computer supplies. Harpers Ferry NHP will provide library access, other research materials, and period clothing. Regularly scheduled meetings will occur to provide further collaboration.

The Tilden Field School will serve a neglected youth population. Graduate students are often in need of practical experience and a salary while completing their degree. These students are seeking careers in public history, museums, and other areas that require

interpretation competencies. Several such programs are close to Harpers Ferry; American University, West Virginia University, and George Washington University. Harpers Ferry NHP reports there are as many as 25 students who apply to the park for internships each summer. Students who complete the Tilden Field School will provide prime applicants for NPS jobs as well as carry positive attitudes toward the NPS in whatever fields they pursue.”¹

It should be noted that the Student Temporary Employment Program, or STEP, and the Student Career Employment Program, or SCEP, that Larsen refers to are being phased out of the NPS. A new program called Pathways will be implemented as a replacement in 2012, but the specifics of how that program will work are currently unknown.

Background

Eppley Institute researchers spoke with many of Larsen’s former colleagues, friends, and family early in the feasibility process, some of whom are current or former HAFE employees. Their insight into his idea influenced the questions that were asked in stakeholder interviews later in the process. The thoughts and opinions represented in the following paragraphs are their recollections of Larsen’s plans for the field school.

Larsen’s dream for the field school was to create a place where interpreters could experiment with public engagement techniques in a collaborative and “safe” envi-

ronment. It would be a place to be innovative and generate 21st century interpretive techniques using new technologies. He also wanted the field school to include evaluation of interpretive programs and audience analysis research. Larsen envisioned the field school as a way to take the NPS and the field of interpretation into the 21st century.

While it is not explicitly stated in his white paper, several friends and colleagues recalled that Larsen’s wish was for participants to work exclusively in the living history division at HAFE during the field school. The structure of his collaborative model suggested that participants would need to work within one park. The emphasis on living history was due to the variety of interpretive experiences available, many of which are included in the Interpretive Development Program (IDP) competencies. The Eppley Institute presented this framework, including work in living history, to stakeholders during interviews to explain how the field school would operate.

The current living history operation at HAFE has one seasonal employee, a supervisor, and one lead park ranger. Colleagues indicated that the capacity of the living history branch to support 30 students is greater than any other park operation at HAFE. This is due to the allocated visitor interaction exhibits that the branch already maintains through a summer college internship program.

Friends explained that placing 30 students through the field school at HAFE in the busy visitor summer season would return visitor services to the levels that Larsen had experienced in his early career. The park themes consist of 18th- 20th century stories in a town as a stage backdrop that provides a multitude of opportunities to offer both natural and cultural history experiences over a timeframe of 240 years of history.

Larsen wanted to create an environment in the field school where students could learn together and practice together. He wanted a team spirit and camaraderie among participants that would allow them to support each other as they practiced new techniques and learned from each other. Larsen's model also included a mentor component where previous field school students would come back as instructors and guides for classes in following years.

Friends and colleagues stated that the reason to place the field school exclusively at Harpers Ferry would be to create and keep an interpretive collaborative Mather/Park campus atmosphere in place where the park becomes an experimental extension of the classroom. They expressed that the campus atmosphere might be lost if students were severed off to different parks. Students sent to different parks would not have one resource in common in which to collaborate and build supportive alliances.

Friends and colleagues also expressed that HAFE has a collaborative tradition and di-

verse range of interpretive experiences and themes. It is also close to other national parks, making field trips easier and more likely. HAFE has experience working with undergraduate and graduate student interns, making it a good fit for a field school involving graduate students.

It is important to understand that Larsen's vision for the field school was so much more than students simply presenting interpretive programs to the public. He felt this program would create the foundation for the next interpretive revolution, which is public engagement. He wanted participants to learn new techniques to connect visitors to the resources more, so they will care for what they care about. Larsen felt the field school would create the next generation of interpretive techniques and philosophies.



Larsen's dream for the field school was to create a place where interpreters could experiment with public engagement techniques in a collaborative and "safe" environment.

CHAPTER Two

Methodology

A feasibility study aims to objectively uncover the strengths and weaknesses of a proposed venture, opportunities and threats as presented by the environment, the resources required to carry it through, the financial requirements for implementation of the proposed venture, and ultimately the prospects for success. Typically undertaken in the business realm, a feasibility study evaluates two main criteria: the cost required and the value attained.²

A field school can be defined as a school that teaches skills through practical application.³ The interpretive field school, as envisioned for this study, would provide an opportunity for participants to engage in an experiential education training program, connecting theoretical or conceptual knowledge of interpretation to an actual application in the field.

The project team consisted of Eppley Institute for Parks and Public Lands academic research faculty, with STMA employees serving as advisors. Because the goal of the project team was objectivity, STMA employee involvement was limited in the development of the research methodology and development of this report. Contributions from STMA employees were limited to project plan approval, review of survey instruments for comment, and review of reports/documents for comment. The remaining work, including research and analysis, was done by the Eppley Institute.

At the beginning of this process, the project team developed a list of questions that the feasibility study could address. These questions are listed in the following paragraph. However, it should be noted that it was not possible to answer all of these questions during this feasibility study.

General Questions

1. What are the overall goals of the field school?
2. Is the field school a place to contribute to the field of interpretation through NPS training?
3. Does the field school address an unmet need in interpretation?
 - a. Is this need specific to the NPS or does it apply to the field of interpretation in general?
4. Are there competing interpretive field schools?
5. Who are all of the stakeholders?
6. In what part of the year will the field school take place?
7. What is the marketing plan for advertising the field school?
8. Is there a projected timeline for developing a field school if it is found to be viable?
9. Are there specific permissions or processes that the project team needs to get/go through that are mandated by the Department of the Interior or another agency or department?
10. Will field school attendees impact seasonal hiring at participating parks?

Funding and Cost Questions

1. How much will the field school cost per student?
2. Will there be scholarships or grants of some kind for student expenses?
 - a. How will the field school be funded?
3. What are the specific start-up costs associated with the field school?

Organization of the Field School

1. Who would support the training (i.e., administrative support, instructional support)?
2. How would the participants be employed at the field school? Detail assignments from their permanent positions or permanent positions at STMA or HAFE?
3. Who will the students be? NPS interpreters only? A blend of federal interpreters? Interpreters and graduate students?
4. What topics could be covered in the field school?

Partnerships

1. Are there potential partnerships that could be formed with universities, cooperating associations, etc.?
 - a. Will college/graduate-level credit be offered for field school attendance? How will this be determined?
2. Does HAFE have existing partnerships with local universities? Are there other partners or contacts that should be included in the interview process?
3. How will logistics be handled during their attendance at the field school?
 - a. Lodging?
 - b. Park Assignments (work at one park or multiple parks)?

Logistics

1. Are there any local providers for housing?
2. What people will be needed now, in a year, and beyond that?

Phase I

The project was broken into two phases. The first phase focused on Project Initiation, Analysis and Research, Survey Instrument Development, and Data Collection. During this phase, two project team members from the Eppley Institute traveled to Harpers Ferry and met with NPS employees and stakeholders. The Eppley Institute also conducted phone interviews with stakeholders from the NPS and universities in Phase I.

Additional research was conducted during Phase I to determine the estimated costs and logistics of conducting an interpretive field school.

Phase II

Phase II consisted of the Data Collection and Analysis Results Review, and Report Development. All research and information gathered during Phase I, including online survey results, face-to-face interview results, phone interview results, possible focus group results, cost and logistical research, and literature review information, were analyzed in this phase and are included in this report.



A feasibility study aims to objectively uncover the strengths and weaknesses of a proposed venture.



CHAPTER THREE

Document Review

Researchers reviewed initiatives and documents that would support an interpretive field school. This document review did not look at specific field school programs, but it did look at resources that support training. It also includes resources that discuss training design for government agencies. Related literature is summarized below for its potential influence. A review of specific field school and training programs is discussed in Chapter Four.

America's Great Outdoors: A Promise to Future Generations (2011) - America's Great Outdoors (AGO) is an initiative established by the President. This report was written by the Department of the Interior, the U.S. Department of Agriculture, the Environmental Protection Agency, and the Council on Environmental Quality, but many other departments and agencies are involved in the AGO initiative. The report relays the comments and ideas gathered from the public during 51 listening sessions in which more than 10,000 people participated and more than 105,000 comments were received. The report also analyzes existing federal programs and reviews successful non-federal approaches. It also includes recommendations that will support conservation partnerships and reconnect Americans to natural landscapes and our history.

A Call to Action: Preparing for a Second Century of Stewardship and Engagement (2011) - A Call to Action is an appeal to all NPS employees and partners to commit

to actions that advance the Service toward a shared vision for 2016 and the second century of the NPS. This report describes the specific goals and measurable actions for the NPS as it enters its second century of existence. A second century NPS should specifically: connect people to parks, advance the education mission, preserve America's special places, and enhance professional and organizational excellence.

Director's Order no. 33, Learning and Development (2008) - The purpose of this Director's Order (DO) is to articulate the NPS's obligation to its workforce. It is one component of the NPS Workforce Management Plan (2008). The plan is intended to be a comprehensive response to NPS workforce challenges for the next five years and beyond. This DO establishes the need for a comprehensive and content-driven curriculum that is available to all employees in all disciplines via a wide range of delivery systems.

Director's Order no. 75A, Civic Engagement and Public Involvement (2007) - The purpose of this Director's Order (DO) is to articulate the NPS commitment to civic engagement, and to have all NPS units and offices embrace civic engagement as the essential foundation and framework for creating plans and developing programs.

Civic Engagement website (2011) - This is the official NPS website on civic engagement. It offers information about the process and impact of civic engagement,

resources that can help users understand and practice civic engagement, and case studies that allow them to learn from the experiences of others. The primary audiences include planners, educators, and employees. The website is managed by the National Park Service Conservation Study Institute.

Advancing the National Park Idea: Connecting People and Parks Committee Report (2008) - This is the report by the Connecting People and Parks Committee of the National Parks Second Century Commission. It provides demographic information about park visitors, usage trends, and projected demographic and visitation data. It also provides recommendations based on projections for the NPS to remain relevant to changing U.S. populations and discusses the use of civic engagement in this process.

Advancing the National Park Idea: Cultural Resource and Historic Preservation Committee Report (2008) - This is the report by the Cultural Resource and Historic Preservation Committee of the National Parks Second Century Commission. It presents nine broad Cultural Resource and Historic Preservation categories and recommendations for each. Intertwined throughout these nine categories are recommendations for how interpretation can help maintain cultural and historic resources.

Advancing the National Park Idea: National Parks Second Century Commission Report (2008) - This is the report by the National

Parks Second Century Commission, an independent commission convened by the National Parks Conservation Association. The report discusses history of the NPS, stewardship and service, empowering the NPS, and sustainable funding, and includes a summary of recommendations to carry the National Park Service through its second century of existence.

Human capital: A Guide for Assessing Strategic Training and Development Efforts in the Federal Government (GAO, 2004) - This guide introduces a framework consisting of a set of principles and key questions that federal agencies can use to ensure that their training and development efforts are targeted strategically and are not wasted on efforts that are irrelevant, duplicative, or ineffective. The guide focuses primarily on training and development rather than on other important methods of learning that organizations can use, such as knowledge management and human performance improvement models.

Human Capital: Selected Agencies' Experiences and Lessons Learned in Designing Training and Development Programs (GAO, 2004) - The U.S. General Accounting Office identified important lessons learned from five federal agencies' experiences in designing training and development programs for their employees that could be useful to other agencies facing similar challenges. The lessons described are related to the following three areas: assessing agency skill requirements and identifying training

needs; developing strategies and solutions for training needs; and determining methods for evaluating training programs.

The GAO worked with the following five agencies to identify their experiences and lessons learned: the U.S. Army Corps of Engineers, Department of Defense; Fish and Wildlife Service, Department of the Interior; Internal Revenue Service, Department of the Treasury; the Office of Personnel Management; and Veterans Health Administration, Department of Veterans Affairs. Agency officials provided information during interviews and furnished supporting documentation for analysis and review.



CHAPTER FOUR

Field Schools and Training Programs

The Eppley Institute for Parks and Public Lands determined that benchmark research of field schools and similar training programs was an important part of the literature review in this feasibility study process. Researchers conducted a search of field schools, including interpretive field schools, and reviewed them for approach, cost, model, and other factors. The research revealed that no other interpretive field school like the one being proposed for the NPS currently exists. This chapter discusses field schools in the disciplines of geology, anthropology-archaeology, and public history, as well as training programs that are similar to field schools. These include ProRanger, the Facility Manager Leaders Program, the Gilder Lehrman Institute for American History summer seminars, and the Federal Law Enforcement Training Center Land Management Police Training Program.

Lighthouse Archaeological Maritime Program Underwater Archaeology Field School

The Lighthouse Archaeological Maritime Program (LAMP) Underwater Archaeology Field School takes place in St. Augustine, Florida. Each June, LAMP oversees an intense three- to four-week accredited educational program allowing both undergraduate and graduate students the opportunity to participate in a marine survey and underwater excavation of a historic shipwreck site.⁴ In addition to methodological training and academic

lectures, students get valuable real-world experience in all aspects of archaeological fieldwork, scientific diving, and seamanship and laboratory analysis. LAMP has partnered with a variety of universities, including Flinders University, Florida State University, Syracuse University, and Plymouth State University, to organize and implement this four-credit course.

LAMP maintains a field house on five acres of rural property just outside St. Augustine. There are dormitory-type accommodations in the house, which is furnished with air conditioning, two bathrooms, and a fully operational kitchen. Meals are communal and prepared each day by the field school participants on a rotating basis. Each student is assigned to a weekly kitchen patrol roster. The budget for purchasing food is derived from the field school fee charged to all students. Students are responsible for their own food on weekends.

The fee for the field school is \$2,200 for students seeking academic credit and \$2,500 for students not seeking credit. A \$250 deposit is due upon acceptance, and the remainder is due on the first day of class; all fees are payable to LAMP. This fee includes housing, food (except on weekends), all diving gear (other than mask, fins, snorkels, and booties), air fills, and the use of LAMP's research vessels, dive locker, classroom, and laboratory facilities. The deposit and remaining balance may be paid with check or credit card. Graduate or undergraduate credit is available through Plymouth State

University or through the student's own institution, if appropriate arrangements are made, at additional expense paid directly to the school for tuition.

Students must provide their own transportation to and from St. Augustine. Students are also responsible for the required diving insurance, diving medical exam, and CPR/First Aid before the start of the course.

Facility Manager Leaders Program

The Facility Manager Leaders Program (FMLP) is a course of study for select employees in the facility management field in the NPS. The mission of the FMLP is to develop and strengthen the knowledge and competencies of these employees and to further their development as leaders. It is a partnership between the Eppley Institute and the NPS. The year-long course of study consists of three residential classes, over 500 hours of distributed education and training, and various developmental assignments. Students are awarded a joint certificate in facility management from the NPS and Indiana University (IU) at completion.

Students apply for the program and are admitted based on their qualifications and potential. They are paired with a mentor who is available for consultation and guidance throughout the program and even after completion. Students are funded by their home parks, and those parks can receive financial assistance from regional offices if necessary. Mentors are funded by the Washington Area Support Office (WASO).

Students earn Continuing Education Units (CEUs) from the FMLP, but they do not earn academic credit.

The first residential program is Principles of Asset Management, which is held at the beginning of the program. That is followed by a Distributed Learning Session (DLS), which is comprised of webinars, e-courses, homework assignments, and research papers. The second residential program is Advanced Facility Management Practices. That is followed by a second DLS, which is again comprised of webinars, e-courses, and homework assignments. The course of study concludes with a Capstone residential program.

The FMLP was selected as the 2010 recipient of the W. Edwards Deming Award. Sponsored by the Graduate School, the Deming Award is presented annually to a federal government program or civilian branch of the military in recognition of significant accomplishments in workforce development or training initiatives that have quantifiably benefited the organization's overall performance. The program serves as a catalyst for the NPS's development and retention of a dedicated and informed workforce. Through the efforts of FMLP graduates, the NPS has made substantial improvements in asset portfolio management Servicewide.

Gilder Lehrman Institute of American History

Founded in 1994, the Gilder Lehrman Institute of American History (GLI) is a nonprofit



Research revealed that no other interpretive field schools like the one being proposed for the NPS currently exist.

organization supporting the study and love of American history through a wide range of programs and resources for students, teachers, scholars, and history enthusiasts throughout the nation.⁵ The Institute creates and works closely with history-focused schools; organizes summer seminars and development programs for teachers; produces print and digital publications and traveling exhibitions; hosts lectures by eminent historians; administers a History Teacher of the Year Award in every state and U.S. territory; and offers national book prizes and fellowships for scholars to work in the Gilder Lehrman Collection as well as other renowned archives.

The Gilder Lehrman Institute presents one-week-long summer seminars for full-time K-12 teachers, NPS interpreters, and museum educators.⁶ School principals, curriculum specialists, and media specialists are also eligible if they are responsible for making American history materials available. Community college faculty members are eligible to attend high-school-level seminars.

GLI provides books, room and board for the week, and a travel allowance of up to \$400 to reimburse actual expenses. The allowance is provided at the completion of the seminar. Seminar participants must submit a reimbursement form accompanied by receipts for expenses to receive the allowance. For participants traveling internationally, the stipend is \$500 in lieu of reimbursement. Participants are responsible for making their own travel arrange-

ments to and from the seminar. Participants should be prepared to pay for all personal expenses.

Depending on the seminar, participants are housed on campus in dormitories or off campus in hotels. Participants housed in dormitories will have their own bedrooms, but may share common living spaces and/or bathrooms. Participants attending seminars in hotels will share a room with another participant. Housing is only provided for the duration of the seminar.

Participants are able to earn graduate credit through the GLI agreement with Adams State College (Colorado). Teachers participating in summer seminars can earn up to three hours of graduate credit in American history. Teachers are required to submit a reaction paper and a copy of one primary source activity completed during or immediately after the seminar in order to earn credits. Teachers also have the opportunity to take additional online and distance coursework that counts toward a Master of Arts in History from Adams State College.

ProRanger

There are two ProRanger programs available to undergraduate college students: ProRanger Philadelphia and ProRanger San Antonio.

ProRanger Philadelphia

ProRanger Philadelphia is an academic and technical skills training and paid internship program that is cooperatively administered

by the NPS and Temple University.⁷ The three-year program was established to recruit, train, and employ law enforcement park rangers for the NPS. Upon graduation from Temple University and successful completion of the ProRanger program, participants are placed in a permanent career tenure law enforcement park ranger position with the NPS.

Upon acceptance into the ProRanger Philadelphia program, cadets become part of an experiential learning cohort made up of twelve to 20 fellow trainees. The cohort annually enrolls in a one-credit course at Temple University that focuses on learning about the mission and functions of the National Park Service and the role of law enforcement in National Parks. Cadets also discuss their National Park experiences with the rest of the cohort group.

During the non-academic summer periods between the freshman / sophomore and sophomore / junior years, cadets are assigned to a National Park area and are employed as seasonal NPS Park Rangers. For these ten- to twelve-week internships, cadets are assigned to parks in pairs and are placed at one of the 76 National Park areas within the 13 states (and District of Columbia) that make up the Northeast and National Capital Regions. They may request a specific park assignment within the Region, but the final decision on placement will be made by the ProRanger Philadelphia placement panel. Housing is provided, and transportation can be arranged if necessary.

During the non-academic period between the junior / senior year, cadets are enrolled in the ten-week Seasonal Law Enforcement Training Program (SLETP) held at Temple University.

ProRanger cadets do not have to be Criminal Justice majors, and students from any academic major or background may apply. However, students must be enrolled at Temple University in order to participate.

ProRanger San Antonio

ProRanger San Antonio is a collaborative partnership between the NPS and San Antonio College.⁸ The program is a two-year academic-intake program that connects students to national parks and prepares them for a career in the NPS focused on law enforcement. ProRanger is stationed at the San Antonio College campus, located in San Antonio, Texas, and benefits from the close working relationship between the NPS and college staff. ProRanger is a career development program focused on creating new pathways for students into the NPS. Students in the program receive orientation, training, hands-on experience, and mentoring designed to help them succeed in an NPS law enforcement career.

The program is designed to complement the academic programs of students and provides them with the basic competencies to prepare them for their careers. During the school year, the ProRanger director (an NPS employee stationed at San Antonio College) provides professional development, logistical support, and mentoring

to prepare students for NPS employment. During the summer semester, cadets participate in paid internships at host parks using a structured training curriculum.

The program utilizes the Student Educational Employment Program (SEEP). The SEEP program is a special hiring authority that is only available to students and provides a way for parks to hire students without outside competition. (Note that the SEEP, like STEP and SCEP, will be discontinued and replaced with Pathways in 2012. What effect this will have on ProRanger is currently unknown.) ProRanger also provides scholarships for second-year students to pursue training that will benefit both the cadet and the NPS in areas such as firefighting, criminal justice, and medical response. The ProRanger Program arranges paid summer internships with NPS units across the U.S. Internships are full time (40 hours per week), last 12 weeks, and typically require living at the host park due to remote locations.

While ProRanger Philadelphia cadets attend SLETP at Temple University at the end of the program, ProRanger San Antonio cadets currently attend the Federal Law Enforcement Training Center (FLETC) at the end of their program. ProRanger San Antonio is in the process of establishing a SLETP at San Antonio College, and when they have received accreditation through the Federal Law Enforcement Training Accreditation (likely in November 2011), cadets will attend the SLETP instead.

As in ProRanger Philadelphia, students do not have to be enrolled in a specific degree program. However, ProRanger San Antonio cadets do not have to be enrolled at San Antonio College. They can be students at any area college or university.

Indiana University Geologic Field Station

The Judson Mead Geologic Field Station for IU is located in the Tobacco Root Mountains, 40 miles southeast of Butte, Montana, and 65 miles west of Bozeman.⁹ The field station hosts classes in the summer for undergraduate and graduate geology students. Students from IU as well as other universities are eligible to apply and participate. Students apply via the field station website and are accepted based on their prerequisites and GPA. Graduate students must fill out additional paperwork, which is sent to the IU graduate school. Once students have completed all necessary paperwork, they are admitted to the course and to IU (if they are from a different university).

The field station has facilities on site, including multi-person dormitories for sleeping, laundry facilities, bathhouses, and a kitchen/mess hall area where meals are served. Instructors for courses include IU professors, as well as geology professors from other university programs.

Tuition and fees for the courses are paid to the IU Bursar's Office. Fees vary by course, but typically include airfare, transportation



to and from the airport to the field station, trips, food and lodging, supplies, and insurance. Some students are sponsored by their universities, which send payment for the student to IU. Students from other universities who wish to receive credit must obtain a copy of their transcript at the end of the course in order to have credits transferred to their home university.

Courses last from two to six weeks, depending on the number of credits the course is worth. Courses consist of both instruction and hands-on work. Homework assignments, quizzes, in-field assignments, and final examinations are included in the courses.

Federal Law Enforcement Training Center

The Federal Law Enforcement Training Center (FLETC) serves as an interagency law enforcement training organization for 90 Federal agencies.¹⁰ The FLETC also provides services to state, local, tribal, and international law enforcement agencies. It is headquartered at Glynco, Georgia, near the port city of Brunswick, halfway between Savannah, Georgia, and Jacksonville, Florida.

In addition to Glynco, the FLETC operates two other residential training sites in Artesia, New Mexico, and Charleston, South Carolina. The FLETC also operates a non-residential in-service re-qualification and advanced training facility in Cheltenham, Maryland, for use by agencies with large concentrations of personnel in the Wash-

ington, DC, area. It also has oversight and program management responsibilities at the International Law Enforcement Academies.

For the purposes of this study, the Eppley Institute researched the FLETC at Glynco. The Center is actually a town unto itself with its own zip code (31524).¹¹ It is the headquarters facility for the FLETC. It is situated on 1,600 acres in southeast Georgia with modern conventional facilities such as classrooms, dormitories, and administrative and logistical support structures, including a dining hall capable of serving more than 4,000 meals per day. Additionally, Glynco has 18 firearms ranges, including a state-of-the-art indoor range complex with 146 separate firing points; and eight highly versatile semi-enclosed ranges with 200 additional firing points. Other training assets include a complex of driver training ranges, a physical techniques facility, explosives range, fully functional mock port of entry, and numerous other structures which support the entire training effort.

While Glynco provides training in a number of areas, for the purposes of this study, researchers focused on the Land Management Police Training Program (LMPT). The LMPT is the basic training program for uniformed officers charged with enforcing Federal laws and regulations on Federal and tribal lands and waters of the United States and its territories.¹² Agencies include the National Park Service, U.S. Forest Service, U.S. Fish and Wildlife Service, Tennessee Valley Authority, National Marine Fish-

eries Service, Bureau of Land Management, Bureau of Indian Affairs, Tribal Police, and Department of Defense Law Enforcement Conservation Officers. The diverse missions of these organizations include protecting natural and cultural resources, public recreation, facilities, visitors, and residents.

The LMPT covers all of the standard skill sets required of a uniformed law enforcement officer, including training in areas such as defensive tactics, arrest techniques, conflict management, critical incident response, emergency response driving, report writing, firearms proficiency, drugs of abuse, Federal criminal law, courtroom testimony, crowd control, and other law enforcement skills needed in urban, suburban, rural, and remote areas. This training program includes classroom instruction and applied learning in laboratory and practical exercises. Roads, residences, cabins, campsites, public buildings, and other realistic settings create an authentic environment for students when participating in scenarios.

The program lasts 79 days. Each participating agency sets standards in designating employees for training. After the individuals have been selected, they are sent by that agency to the FLETC. Attendees must meet their agency's recruitment standards and the FLETC Practical Exercise Performance Requirements for the LMPT prior to arriving for the training program. Registration is completed through the Federal agency employing or sponsoring the trainee. Attendance does not cost trainees anything; the



Other training programs can be used as models and provide ideas for the interpretive field school structure.

sponsoring agency pays for their attendance. The sponsoring park pays the attendee's salary while they are at the FLETC. Trainees do not earn academic credit.

After the 79-day program at the FLETC, trainees attend field training at parks throughout the NPS. The field training experience is coordinated through the FLETC, but it is not actually a requirement of training; it is a requirement of the agency for which the trainee works. Trainees are assigned to a park, where they work for 11 weeks with FLETC authorized trainers.

Public History Field School

The Public History Field School is a partnership program between Portland State University (PSU) and the NPS through Fort Vancouver National Historic Site's (FOVA) Northwest Cultural Resource Institute.¹³ The program operates under a cooperative agreement between PSU and FOVA. The university pays a portion of the NPS course instructor's salary.

The public history field school is open to both undergraduate and graduate students at PSU and is designed to build on the context of their introductory coursework by providing focused, hands-on immersion into how history is spread and taught by the NPS. Students from other universities may also enroll in the public history field school, but they must be registered through PSU. Students do not need formal permission to enroll, but the class roster is reviewed by the course instructor, and those

who do not have a background in public history are encouraged to reconsider their enrollment. Students are recruited in the fall semester from upper-level undergraduate and graduate courses.

The program is 11 weeks long, and students engage in group discussions, directed readings, research, practical exercises, peer review, and class instruction. They work on developing interpretive programs and interpretive media for the public.

Figure One on the following page compares the audience, length, cost, credit, lodging, and instructors for each program discussed in this chapter.

Program	Audience	Length	Cost	Credit	Lodging	Instructors
Lighthouse Archaeological Maritime Program	Undergraduate and graduate archaeology students	3-4 weeks	\$2,200 for academic credit; \$2,500 for students not seeking credit	Students earn credit	Facilities on site	Instructors with LAMP
Facility Manager Leaders Program	Select employees in facility management in NPS	One year	Cost for students is paid by their home park; mentors are funded by WASO	Students earn certificate and CEUs, but no academic credit	Lodging and per diem available for residential courses	Instructors are Eppley Institute academic faculty and NPS leaders and practitioners
Gilder Lehrman Institute	Primarily full-time K-12 teachers, NPS interpreters, museum educators	One week	Cost covered by institute	Students can earn credit through Adams State College	Facilities are provided	Instructors with GLI
ProRanger Philadelphia	Undergraduate students from Temple University	Three years, including summer internships	Students pay school tuition; no additional cost for ProRanger	Students earn credit	Facilities are provided during summer internships and SLETP	Both Temple University professors and NPS rangers
ProRanger San Antonio	Undergraduates from San Antonio area schools	Two years, including summer internships	Students pay school tuition; no additional cost for ProRanger	Students earn credit	Facilities are provided during summer internships and FLETC	NPS rangers
Indiana University Geologic Field Station	Geology students from IU and other universities	2-6 weeks	Varies (tuition and fees paid to IU)	Students earn credit; varies depending on course	Facilities on site	Both IU and professors from other universities
Federal Law Enforcement Training Center	Law enforcement rangers from federal agencies	79 days; field training is 11 weeks	Sponsoring agency pays for attendance	Students do not earn credit	Facilities on site	FLETC instructors
Portland State University Public History Program	Undergraduate and graduate students at PSU	11 weeks	Tuition paid to PSU	Students earn four credits	Not provided	Greg Shine, Chief Ranger at FOVA

Figure 1: Training Programs

CHAPTER FIVE

Instructional Parks

The field school model reviewed during this feasibility process included participants working in parks and presenting interpretive programming to the public. Although Larsen's original field school model did not have participants working at multiple locations, it was decided that this study should interview additional parks to gauge the level of interest in and support for participating in the field school as instructional parks. This chapter reviews three possible instructional parks: Harpers Ferry National Historical Park, Monocacy National Battlefield, and Chesapeake and Ohio Canal National Historical Park.

Harpers Ferry National Historical Park

The mission of Harpers Ferry National Historical Park is to commemorate the historic events that occurred at or near Harpers Ferry and to maintain and preserve those natural and cultural resources for the benefit and enjoyment of the people of the United States.¹⁴ Education plays a vital role in the accomplishment of their mission.

The interpretive staff at HAFE is managed by a Chief of Interpretation, who oversees three divisions: living history, education, and visitor services. Each division also has a division supervisor and permanent interpretive staff, as well as seasonal employees and interns.

Both the Superintendent and Chief of Interpretation were interviewed for this study, as were members of the interpretive staff. Overall there is much support for the field school and for HAFE's participation as an instructional park.

Currently there is a 12-week internship program at HAFE. It was expressed during interviews that the field school could coincide with the internship program, while remaining a separate program. Because of the park's experience with the current internship program, involvement with the field school would not be a new venture.

Both the Superintendent and Chief of Interpretation felt the field school should cover more than living history. Field school participants could be split between living history and education in order to gain a more complete range of interpretive skills.

The Superintendent expressed concern that hosting 30 participants at the field school would require HAFE to absorb too many additional people, so she recommended that other parks also be involved as instructional parks. Antietam National Battlefield was specifically mentioned by both the Superintendent and Chief of Interpretation. Both felt that working at multiple locations would provide a richer overall experience for participants, as well as offer additional flexibility for the instructional parks.

The time of year for the field school was also discussed. The Chief of Interpretation communicated that the field school might

be better positioned if it took place in the spring or fall. At that time of year HAFE staff would have more time to devote to participants, and the park could provide housing for them. HAFE would also benefit from this timing because more programs could be offered at times when the park budget and staff would not otherwise allow for them. Offering the field school during the spring or fall would also not interfere with the current internship program at HAFE.

Concerns about funding were also expressed; namely, a desire for field school funding to come from the WASO.

Monocacy National Battlefield

The mission at Monocacy National Battlefield (MONO) is to preserve and protect the landscape, historic structures, archeological sites, and monuments that contribute to the national significance of the Battle of Monocacy; to commemorate the Battle of Monocacy; and to provide opportunities for visitors to understand and appreciate the significance of the Battle of Monocacy within the full context of the Civil War and American history.¹⁵

MONO is located about 23 miles from HAFE. The interpretive staff is made up of a Chief of Interpretation, three permanent rangers, and one to two seasonal rangers. Interpretive programming consists of two living history events a year, orientation programs, and hands-on programs. Interpreters from MONO also work with Frederick County Tourism and other local museums.

The remainder of this section comes from the stakeholder interview conducted with an interpretive park ranger for this study. While supportive of the field school concept, the interviewee expressed a few concerns. For one, visitation at MONO is not likely to be able to sustain more than two or three additional interpreters. To combat this potential issue, it was proposed that participants be distributed throughout multiple parks. Participants could also work with Frederick County Tourism and area museums. Working with multiple parks and organizations would provide participants with different experiences in park programming, as well as experience working with different people. There are also opportunities for participants to do research for the park, which could alleviate over-staffing.

Another concern expressed was the potential dichotomy between permanent rangers and graduate students, due to their different experiences and employment statuses. It is unclear how that issue could be resolved, if it is indeed a probable issue. This concern was also expressed in later interviews with STMA employees and university faculty members.

Some of the benefits for the park include the following: participants' research at National Archives or other locations could be used in new programming; new interpretive techniques tested by participants could be incorporated into regular programming if they were useful; and, if participants were able to evaluate interpretive pro-



This chapter reviews three possible instructional parks: Harpers Ferry National Historical Park, Monocacy National Battlefield, and Chesapeake and Ohio Canal National Historical Park.

gramming, the results would be useful to staff when developing new programs.

Benefits for field school participants would include an expanded range of experiences, improved quality of resumes, and increased networking opportunities, potentially leading to employment offers.

It was also advised that the program be advertised as beneficial for parks, so as to gain support from staff and management for both sending and hosting participants. Moreover, the NPS should view the field school not solely as a means of hiring people but instead as an avenue to building a reciprocal relationship that provides participants with a better appreciation of the NPS, which will directly benefit the service.

Chesapeake and Ohio Canal National Historical Park

The Chesapeake and Ohio Canal National Historical Park (CHOH) encompasses 184.5 miles, which preserve America's colorful Canal era and transportation history.¹⁶ Originally CHOH, was a lifeline for communities and businesses along the Potomac River as coal, lumber, grain, and other agricultural products floated down the canal to market.

There are six visitor centers within CHOH. The Georgetown Visitor Center is located at 1057 Thomas Jefferson Street, NW, in Washington, DC, which is about 65 miles from HAFE. The Great Falls Tavern Visitor Center is located at 11710 MacArthur Blvd. in Potomac, Maryland, which is about 53 miles

from HAFE. The Brunswick Visitor Center is located at 40 West Potomac St. in Brunswick, Maryland, which is right across the river from HAFE, about seven miles away. The Williamsport Visitor Center is located at the Cushwa Basin, 205 W. Potomac St. in Williamsport, Maryland, which is about 30 miles from HAFE. The Hancock Visitor Center is located near lock 52 on the canal at 439 East Main St. in Hancock, Maryland, about 55 miles from HAFE. Finally, the Cumberland Visitor Center is located in the Western Maryland Railway Station at 13 Canal St. in Cumberland, Maryland. It is about 60 miles from HAFE.

The remainder of this section comes from the interviews conducted with CHOH staff. Overall the park is supportive of the field school and the possibility of serving as an instructional park. However, there were some concerns. First, it was mentioned that living history is too narrow a focus, and that participants need a variety of experiences. It was said that there are several elements to good interpretation, and the field school would not be addressing each of those elements if it focused on living history alone. Civic engagement is a great new technique and should definitely be included in the field school curriculum. However, it was expressed that civic engagement is a personal service, and most big parks, including CHOH, do not have opportunities to personally connect with visitors. Interpretive media and volunteers are actually the future of visitor engagement and should thus be included in the

field school curriculum. It was also suggested during this interview that Antietam National Battlefield be included among the instructional parks within the field school.

It was suggested that field school coordinators work with parks to establish rules for student projects and programs. Educational goals need to be met in the field school, and coordinators should also engage parks in creating a curriculum that involves park experiences. A single point of contact at each park should be established to develop the relationship and curriculum.

The proposed time of year for the field school was also discussed. Parks that wish to send employees would be unable to let them go during the summer months. The program would likely be better received and attended if it was conducted in the spring or fall, and participating instructional parks would likely have shoulder seasons during that time as well. Also, if the field school was conducted in the spring or fall, CHOH would have housing available for participants. Catoctin Mountain Park and Shenandoah National Park, also suggested as instructional parks, may have housing available during the spring or fall as well.

CHOH currently has a unique interpretive program—Canal Quarters, established in 2009—that could be utilized by the field school. The program allows visitors to spend the night in one of four restored lockhouses. The program operates through a partnership with the C&O Canal Trust,

which developed and maintains the website and registration system. The Trust also organizes volunteers, known as Quarter Masters, who maintain the lockhouses.

The lockhouses are furnished in the style of the time period they represent, and interpretive media are placed in each lockhouse. The media items were developed separately in each house and can be easily changed. The program also uses a Virtual Ranger program, which provides podcasts about the lockhouses, recipes that would have been cooked by their original residents, and other activities to prepare visitors for their stay. Field school participants could develop additional media to further engage visitors.

CHOH is also working on a proposed field school for the Canal Quarters program. This field school is separate from the one included in this study, but CHOH management is interested in combining the two field school ideas into one program.



Antietam National Battlefield was repeatedly mentioned as a potential instructional park during stakeholder interviews.

CHAPTER SIX

Stakeholder Interviews and Surveys

National Park Service Interviews

As part of Phase I, interviews were conducted with NPS employees from STMA, WASO, and proposed instructional parks, for a total of nine interviews. Questions were developed based on conversations with STMA employees and friends and family of David Larsen. Responses from these interviews were divided into the following nine categories: reasons for field school to take place at STMA and HAFE; needs of the field school; concerns; students; curriculum; outcomes of field school; the field school as a memorial to Larsen; funding; and notes. The following lists outline the most common or notable responses in these categories.

Reasons for Field School to Take Place at STMA and HAFE:

- Makes STMA as a place, an actual building, viable
- HAFE is close to STMA
- HAFE has experience with undergraduate and graduate student interns
- HAFE is close to other national parks, which would provide field school participants opportunities to view other interpretive programs
- HAFE has both natural and cultural interpretation themes
- HAFE has IDP certifiers on staff

Needs of the Field School:

- Additional staffing at STMA to manage field school
- Strong partnership with a university

- Clear goals that have been defined by NPS trainers and management
- Reality check for participants; graduate students are not guaranteed jobs, and rangers may have difficulty implementing what they learned when they return to home park

Concerns:

- Participants may use field school experience to get a promotion and then leave park that hosted their attendance
- Intake program through field school is not currently feasible
- If students work at multiple parks and not HAFE exclusively, students will not have one resource in common in which to collaborate and build supportive alliances
- NPS cannot fully fund program
- Resentment by participants if field school presents unrealistic expectations
- If there is no avenue of employment for participants, then field school is a waste of time and money for NPS
- Consortia are based on a pre-set GPA, which is very high. It tends to favor those who went straight through school and not those who have life experiences. Would that create a bias against certain groups of people for attending?
- Would using a university consortium model preclude those who already have a master's degree?

Students:

- Should not include new interpreters, because they do not have the background skill set needed for experimental and cutting-edge techniques
- Graduate students and new interpreters are the appropriate audience for field school, because they come with a blank slate
- Should be a mix of graduate students and new NPS interpreters
- Potential clash between graduate students and new NPS interpreters

Curriculum:

- Informal interpretation
- Stationary talk
- Conducted activities
- Illustrated programs/demonstrations
- Curriculum-based education programs
- Interpretive media
- Civic engagement
- Information about Larsen's contributions to field school and interpretation
- Living history

Outcomes of Field School:

- Place for professional interpreters to come together and try new ideas
- Students would be well-grounded in interpretation and interpretive philosophy
- Create groundswell for interpretive basics and paradigm shift to 21st century interpretation
- Provide access to other interpreters for field school participants

- Involvement of supervisors in embracing new ideas (movement of ideas from participants upwards)
- Avenue of employment for participants
- Create more diverse audience/work force
- Participants will exhibit leadership behavior as a result of field school participation and move into upper management positions

Memorial to Larsen:

- Must take place at STMA and HAFE
- Must teach civic engagement
- Curriculum needs to include information about Larsen's philosophies and teaching models

Funding:

- Model field school like Fundamentals program with its own budget and staff
- Memorial Fund – could fundraise
- Corporations or businesses (e.g., REI)
- National Endowment for the Humanities
- Gilder-Lehrman Institute
- History and education foundations
- Use a business model – tuition is charged, NPS puts up some money, with university and scholarship funding as well

Notes:

- Could become the foundation for a master's degree in civic engagement
- Could hire an NPS term employee to run field school using interpersonnel act agreement with a university
- Envisioned to be a research-intensive program – not meant to be the meth-

od for teaching all interpreters

- Supervisors more likely to send employees if program included some sort of certificate
- Running current summer training at STMA is futile, because summer is high season – idea is to reduce current summer trainings and just run field school
- If the field school students are graduate students, they won't be pulled away from a park to attend
- Do not like idea of involving several parks in single program, because of fear that it will disturb cohort feeling
- Participants would have to learn more subject matter if they worked at different parks
- Field school should be a place to just do interpretation and nothing else, no collateral duties
- Collateral duties in a park are all visitor services and resource protection oriented, such as opening or securing park property that belongs to the tax payer. Duties would be paramount and basic learning for any field school student experience
- Harpers Ferry Center is not solution for teaching media and writing

It was proposed that surveys be sent to supervisors and chiefs of interpretation during Phase I as well. The purpose of the survey was to determine the perceived need and support for an interpretive field school, as well as potential content and structure of such a program. However, because of recently updated guidelines regarding NPS employee surveys,

this step was not possible. Targeted interviews with regional chiefs of interpretation were proposed instead, but did not garner much support. It is recommended that a more thorough survey of the field be conducted to determine support for the field school.

University Interviews

Professors, program directors, researchers, and instructors from American University, Howard University, Indiana University, West Virginia University, Shippensburg University, Indiana University Purdue University Indianapolis, The George Washington University, Clemson University, Stephen F. Austin State University, New Mexico State University, University of Idaho, and Portland State University were approached for interviews during Phase I. They were contacted via email by the Epley Institute project manager. The purpose of the study was explained, and they were asked if they would like to participate in a phone interview to discuss the following:

- potential topics for the field school;
- potential instructors from their university;
- what interest their students may have in participating in such a field school;
- any partnership possibilities between their program and an interpretive field school;
- possibility of offering college- or graduate-level credit for field school attendance; and
- any contacts they have that would be helpful during this process or helpful to the field school in general.

Each of the universities contacted agreed to participate. Their responses were divided into

categories similar to NPS interviews: needs, concerns, students, curriculum, funding, and notes. Partnerships, incentives for students, and incentives for universities were added as well. The following lists outline the most common and notable responses.

Needs of the Field School:

- Tangible benefit for all people involved
- Participants should be ethnically diverse.
- Need to get away from idea that interpretation is performance
- Universities need to have oversight in course creation
- Evaluation must be built into field school
- Must have objectives that can be assessed

Concerns:

- 40 hours/week is a deterrent for graduate students
- Three months is too long
- Do not want field school to get too academic – should be creative
- Do not want field school to conform to university requirements
- Do not let field school use top-down approach
- Lack of clear mission for field school
- Need a gap analysis, objectives, and defined need before pursuing school

Students:

- SFA students would have difficulty attending in summer, but could attend in winter
- Summer is best for Clemson students
- Current Recreation, Parks, and Tourism

Resources students at WVU likely not interested in program like this

- NMSU students would be very interested in program like this
- Viable pilot needs to include both graduate students and interpreters
- High level of interest on part of students in general

Curriculum:

- Networking outside the NPS – bring in other organizations to serve as instructors and contribute to curriculum
- Emphasize personal connections
- Look to field and see what has worked and what has not, and incorporate that into field school
- Focus on communication techniques and interfacing with audience more
- Key part of curriculum is engaging creative people to develop course
- Visitor studies – What do visitors want? What do they respond to?
- How to research, including conducting research locally
- Emerging media
- Interpretive narratives
- Informal learning opportunities
- Professional development opportunities
- Field trips
- Civic engagement
- Curriculum should not place too much emphasis on grading and testing

Funding:

- Most students will need funding
- Few students able/willing to self-fund to attend

Notes:

- Certificate program possibility – partner with outside partner (not a university), partner confers certificate, university provides academics
- Cohort, ability to interact with professionals – important aspects to graduate programs
- Make it clear that field school is not a career placement program
- NPS has not always looked to and conversed with museum field, but field school is a chance to do that
- Admission process needs to be thorough
- Field of interpretation needs to come together – interpretation in academics is lacking – field school could be chance to change this
- NPS needs to recruit from master's programs
- Second Century Commission recommended a Center for Innovation – field school could serve as Center
- Field school is a way to bring interpretation into 21st century

Partnerships:

- The George Washington University Museum Education Program very interested in partnership/collaboration
- Value in involving university consortium for oversight
- University partnerships are not a significant source of funding – most tuition money is taken by universities, with little left over for program

Incentives for students:

- Funding
- Graduate credit
- Incentives for universities
- Research and collect evaluation data
- Serve as instructors
- Faculty will benefit by being able to interact with each other, students, and field

Graduate Student Surveys

Surveys were also distributed to graduate students in public history and interpretation. The purpose of the survey was to determine support and likely attendance by graduate students in an interpretive field school. Graduate students from American University, Howard University, Indiana University, West Virginia University, Shippensburg University, The George Washington University, Clemson University, Stephen F. Austin State University, and New Mexico State University were invited to participate. In order to distribute this survey, the Eppley Institute project manager contacted university professors who were individually interviewed and asked them to circulate the survey link to their students. They had two weeks to complete the survey, which was available online only. Survey results are discussed in the following paragraphs.

Responses came from 37 total students at the following schools:

- American University (n=3)
- George Mason University (n=2)
- George Washington University (n=12)
- Howard University (n=3)

- Indiana University of PA (n=1)
- New Mexico State University (n=2)
- Pennsylvania State University (n=1)
- Purdue University (n=1)
- University of Massachusetts, Boston (n=1)
- University of Tennessee (n=1)
- Virginia Polytechnic Institute and State University (n=1)
- West Virginia University (n=9)

It is unclear how students from universities other than those specifically invited came to complete the survey, but it can be assumed that the survey link was forwarded to friends and colleagues that respondents thought would be interested in participating.

Respondents were asked to explain what an interpreter does, if they knew. Thirty-four narrative responses were received. The most common actions included the following: helps, facilitates, interacts, gives, communicates, assists, translates, educates, invokes, and engages. Thirty-three percent (n=12) of the respondents have worked as interpreters for the National Park Service. Seventy percent (n=26) of respondents have considered a career as an interpreter with the NPS. Over half of the respondents (60%, n=22) indicated that they would be interested in serving as an intern for the NPS.

Interpreter Skills

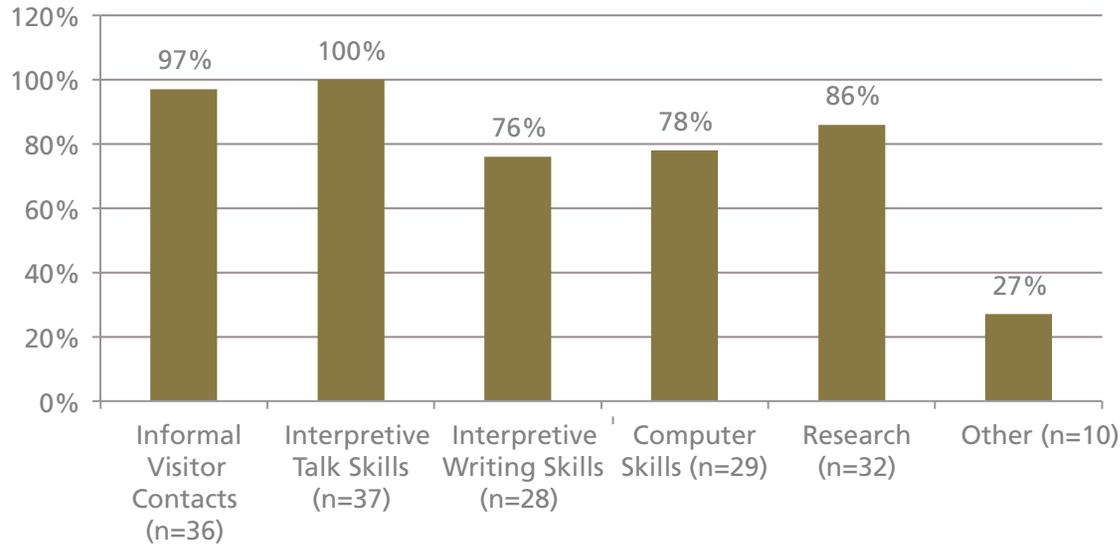


Figure 2: Graduate Student Survey – Perceived Interpreter Skills

Needed Field School Provisions

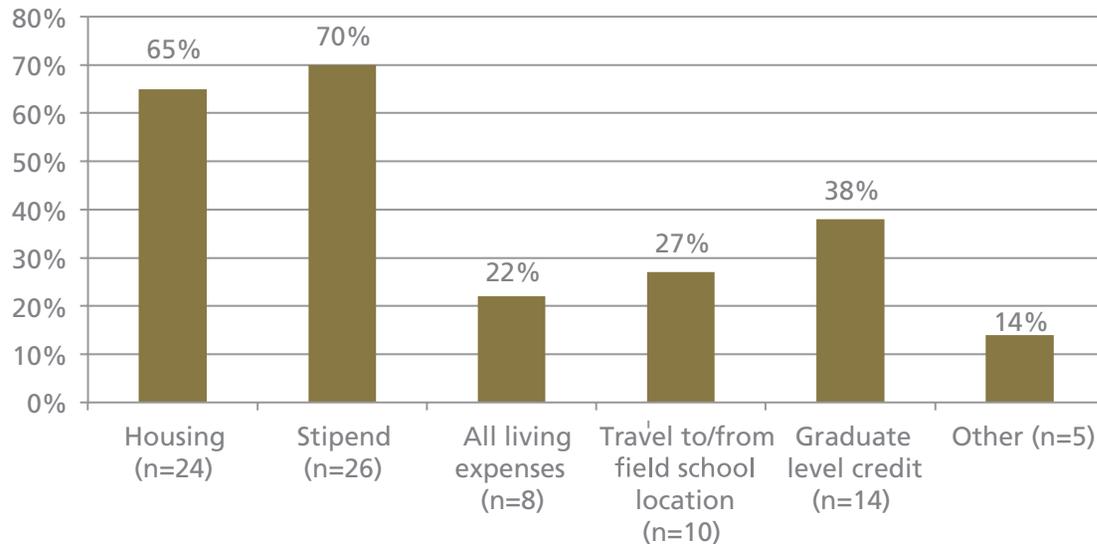


Figure 3: Graduate Student Survey – Needed Field School Provisions

Respondents were asked what skills they thought interpreters use on a daily basis in their job. Figure two on the top left shows the most common answers.

Responses for “other” include:

- Creativity skills
- Safety skills
- Innovation skills

Respondents were asked what the field school would need to provide in order for them to attend. The answers are shown in Figure three on the bottom left.

Responses for “other” include internet access and affordable enrollment. Additionally, respondents indicated that they would be more likely to attend a field school if they earned a non-degree professional-level certificate at the end of the experience (76%, n=28). The ability to earn graduate-level credit would also increase the likelihood of attendance (78%, n=29).

Respondents were asked if any of the following would prevent them from traveling to Harpers Ferry to attend a field school: cost (81%, n=26), length of field school (44%, n=14), travel distance from home to Harpers Ferry (44%, n=14), or other (3%, n=1).

Length of Field School

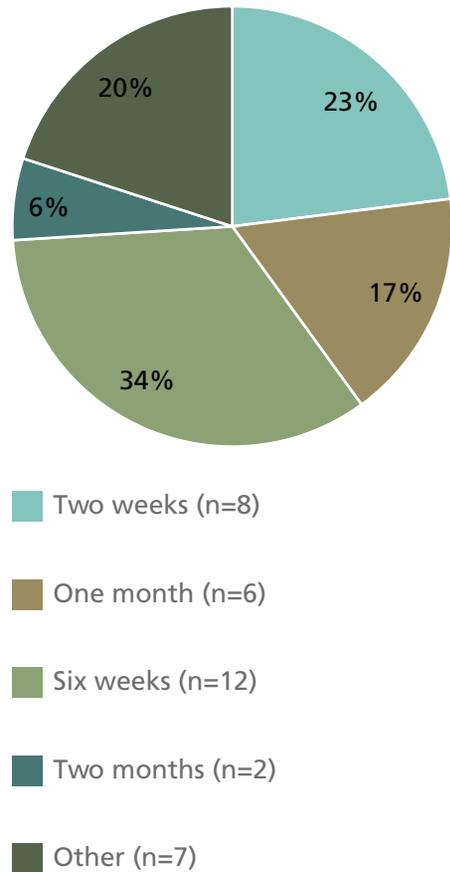


Figure 4: Graduate Student Survey – Length of Field School

When asked how long the field school should last, respondents answered from two weeks to two months. Figure four to the left represents the responses.

The answers given for “other” include the following:

- At least two months to go from novice to highly productive employee
- Depends on curriculum
- A school year – similar to an Ameri-Corps placement
- Entire summer season – approximately three months
- Four to six weeks

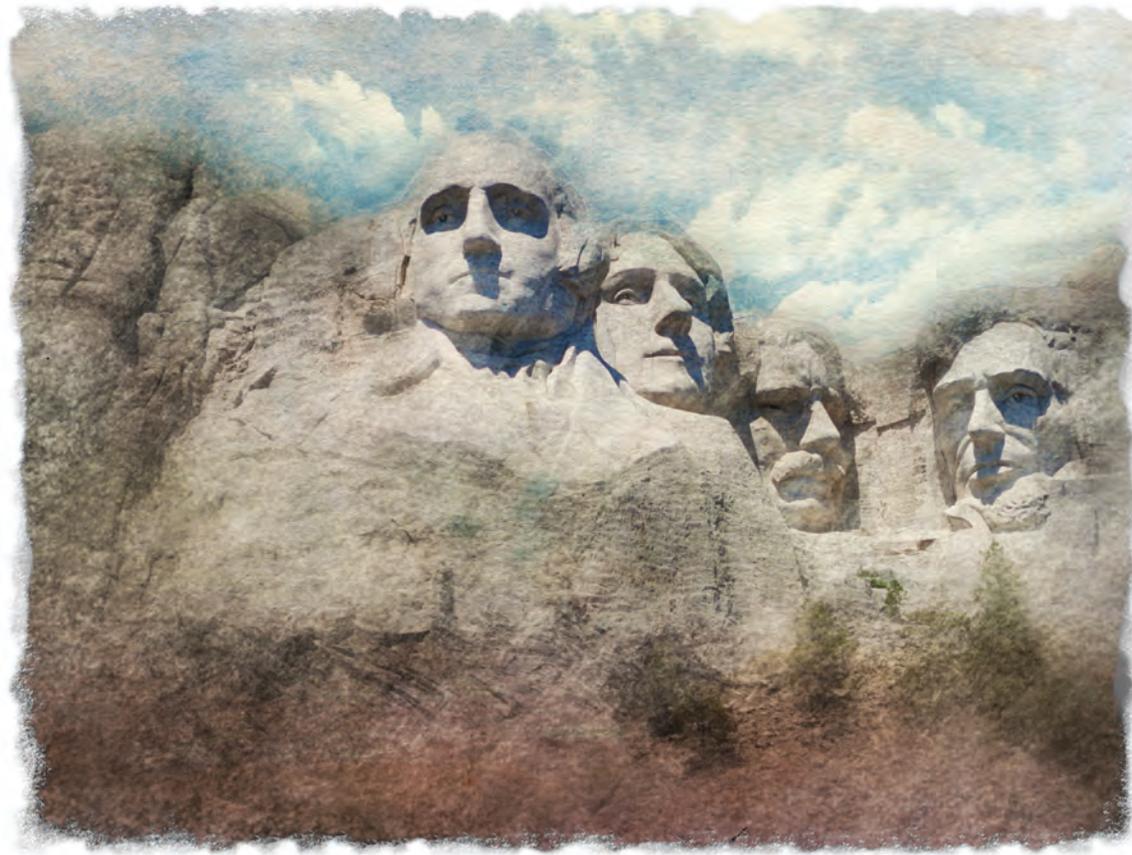
The following is a list of topics respondents feel should be included in the field school:

- Informal visitor contacts
- Tangibles/intangibles
- New media techniques
- Interpretive writing
- Research skills
- Teamwork
- Public speaking
- Grant writing
- Site-specific history and historical research methods
- Actor training for interpretive characterizations
- Civic engagement
- Challenges specific to NPS interpretation
- Understanding audiences
- How to achieve a future in the NPS
- How to bridge the gap between academic and public history
- Archaeological interpretation
- Collaboration with Native American communities

- Changing role of interpreters in light of the Civil War Sesquicentennial
- Environmental education
- Place-based education
- David Larsen’s “*Meaningful Interpretation*” at a very in-depth level
- Multiple viewpoints from interpreters from other agencies, not just the NPS
- Challenging topics in interpretation
- Interpreting tough or controversial topics

Respondents were also asked for their one great idea for an interpretive field school. The following list includes the most unique responses:

- “Anything that is NOT in reference to the Civil War or battlefields.”
- “Connect the field school participants with local community members in order to increase visibility and accountability of the field school and its participants.”
- “I think it would be great to include a unit on writing interpretation through brochures, site bulletins, and waysides. If the school would be in Harpers Ferry, it would be a shame to not take advantage of the close proximity with the Harpers Ferry Center and their expertise.”
- “Not only create an institution in which pupils can become the next generations of qualified, frontline interpreters – but also create a bridge in which genuinely interested and excited students can successfully embark on long term careers in the NPS.”



“The field school should not only create an institution in which pupils can become the next generations of qualified, frontline interpreters – but also create a bridge in which genuinely interested and excited students can successfully embark on long term careers in the NPS.”

- “Civic Engagement should be the theme of the program. Everything the field school teaches/learns should be centered around the ideology of Civic Engagement.”

The final question allowed respondents to leave any additional thoughts or comments regarding the interpretive field school. Overall the comments were general and very supportive of the field school, but a few of the more unique comments include:

- “I hate when these training sessions are 50% social events. I would rather learn than socialize.”
- “I would be more interested in attending an interpretive school if it would help boost prospects of finding a job with the National Park Service.”
- “It would need housing and at least a stipend for most grad students like me to consider going, since I cannot commute to the school and would have to take considerable leave from work, if not leave without pay, to attend.”

CHAPTER SEVEN

Logistics

There are a number of logistical concerns that need to be taken into consideration before an interpretive field school can be launched.

Housing

Finding accommodations for field school participants may be a challenge due to limited government housing. There are a number of hotels in the area, but hotel stays for three months can be very expensive. Area hotels, along with their 2011 rates, are listed in the table below.

Hotel	Number of Rooms	Room Rate	Government Room Rate	Meals Included	Room Amenities
HARPERS FERRY, WV					
The Jackson Rose Bed & Breakfast	4	\$120-135/ \$130-150	N/A	Breakfast	N/A
Comfort Inn	49	\$98	\$82	Breakfast	Microwave, refrigerator, coffee maker
Harpers Ferry Guest House	N/A	\$92/\$115	\$82	N/A	N/A
The Angler's Inn	4	\$115-130/ \$140-165	\$82	Breakfast	N/A
FREDERICK, MD*					
Comfort Inn	73	\$89	\$89	Breakfast	Microwave, refrigerator, coffee maker
Fairfield Inn & Suites	105	\$114	\$92	Breakfast	N/A
Hampton Inn	161	\$119	\$92	N/A	N/A
Courtyard Marriott	90	\$119-129	\$92	N/A	N/A

Hotel	Number of Rooms	Room Rate	Government Room Rate	Meals Included	Room Amenities
MainStay Suites	72	\$89	\$89	N/A	Kitchen, weekly house-keeping cleaning
Sleep Inn	84	\$79-94	\$92	Breakfast	Microwave, refrigerator, coffee maker (not in all rooms)
Holiday Inn Express	N/A	\$94	\$92	Breakfast	N/A
Extended Stay America	N/A	\$59	\$59	N/A	Kitchen, weekly house-keeping cleaning, laundry facilities
Residence Inn	90	\$149	N/A	N/A	N/A
RANSOM, WV**					
Holiday Inn Express	N/A	\$140	\$106	Breakfast	N/A
INWOOD, WV***					
Hampton Inn	65	\$97	N/A	Breakfast	N/A
MARTINSBURG, WV^					
Comfort Suites	76	\$89	\$82	Breakfast	Microwave, refrigerator, coffee maker
Comfort Inn	109	N/A	N/A	Breakfast	Microwave, refrigerator, coffee maker
Knights Inn	N/A	\$44	\$47	Breakfast	Microwave, refrigerator, coffee maker
Super 8	N/A	\$47	\$47	Breakfast	Microwave, refrigerator, coffee maker
Hampton Inn	99	\$119	\$82	Breakfast	N/A

Hotel	Number of Rooms	Room Rate	Government Room Rate	Meals Included	Room Amenities
Holiday Inn	120	\$114	\$82	N/A	Microwave, refrigerator, coffee maker
Days Inn	N/A	\$61	\$55	Breakfast	Microwave, refrigerator, coffee maker
SHEPHERDSTOWN, WV^^					
Clarion Hotel	168	\$114	\$82	N/A	N/A
Shepherd University	varies; Housing offered only during June and July	\$20-50	N/A	N/A	N/A
Comfort Inn	N/A	\$99	\$81	Breakfast	Microwave, refrigerator, coffee maker (not in all rooms)
CHARLESTOWN, WV^^^					
America's Best Value Inn	N/A	\$79	N/A	Breakfast	Microwave, refrigerator, coffee maker (not in all rooms)

Figure 5: Area Hotels

*Frederick is 20 miles from Harpers Ferry, WV.

** Ransom is 10 miles from Harpers Ferry, WV.

*** Inwood is 20 miles from Harpers Ferry, WV.

^ Martinsburg is 20 miles from Harpers Ferry, WV.

^^ Shepherdstown is 12 miles from Harpers Ferry, WV.

^^^ Charlestown is 8 miles from Harpers Ferry, WV.



Finding housing accommodations may be a challenge, but there are a variety of options to explore.

Another possibility for housing is the U.S. Fish and Wildlife Service National Conservation Training Center (NCTC), located in Shepherdstown, WV.¹⁷ Accommodations at NCTC include 225 onsite lodging rooms, three computer labs, three science labs, a 250-seat auditorium, ten eight-seat breakout rooms, three 14-seat conference rooms, and 12 classrooms of various sizes.¹⁸ Lodging costs are \$128 a night, which includes three meals a day. Individual meal prices are \$8 for breakfast, \$12 for lunch, and \$26 for dinner. It would be possible to have the pricing adjusted if participants did not eat each meal at NCTC.

It is important to reserve rooms at NCTC well beforehand, as the calendar for the training center is planned 18 months in advance. The NPS coordinator at NCTC should be contacted early in the planning process to arrange for accommodations if NCTC is chosen for lodging.

Housing is available at HAFE, but during the summer it is occupied by park interns and seasonal staff. If the field school took place in the fall, winter, or spring, this housing would be available to field school participants. If other parks with housing were included in the program as instructional parks, additional park residences may be available to field school participants as well.

Transportation

If field school participants are not housed within walking distance of classrooms and parks, they will need transportation. It is suggested that transportation be provided through a shuttle service. If necessary, government cars could possibly be made available to participants on weekends as well.

CHAPTER EIGHT

Costs

This chapter includes costs for five years for three different models: a three-month-long residential program, a distance learning program, and a program that mixes residential and distance learning.

Lodging costs were estimated using two options: Extended Stay America or accommodations provided by NCTC. Costs are based on rooms for 30 people. Extended Stay America was chosen because of the availability of kitchenettes and its close proximity to shopping, restaurants, and entertainment. NCTC was chosen because meals are provided. A complete proposal provided by Extended Stay America is available in Appendix E. Rental car estimates for 30 people are also included.

Per diem costs were included for both NPS employees and graduate students. Because both the three-month residential program and the blended learning program involve stays for at least 30 days, NPS employees will need to be assigned to the field school as a detail assignment. They will qualify for reduced per diem per the Financial Management Memorandum 2009-004 (Vol. X.B) (see Appendix C). The per diem rate calculated in the table below for NPS employees is 55 percent of the total per diem rate for Harpers Ferry. The per diem rate for graduate students is 100 percent.

Training manual duplication and classroom supply estimates are included with these other costs in Figure Six. Costs for

developing content are not included, and it is assumed that the NPS will develop content without the assistance of an outside consultant, such as the Eppley Institute. If that were to change, the cost would increase. However, for the purposes of this report, the estimated costs for the blended learning program and the distance learning program are based on Eppley Institute staff setting up and maintaining Moodle, a distance learning platform. Those estimated costs would also change in the event that a different firm handled the distance learning platform.

The costs for Years 2-5 also reflect an annual three percent increase adjustment for inflation.

Interpretive Field School Five-Year Program Cost Estimates

Expenses		Year 1*	Year 2*	Year 3*	Year 4*	Year 5*
		Residential (3 Months)				
Lodging	Extended Stay America, Frederick, MD	\$159,300	\$164,079	\$169,001	\$174,071	\$179,294
	NCTC, Shepherdstown, WV	\$345,600	\$355,968	\$366,647	\$377,646	\$388,976
Airfare	Average \$450 per person through IAD	\$13,500	\$13,905	\$14,322	\$14,752	\$15,194
Rental Car	Enterprise economy size vehicle	\$79,530	\$81,916	\$84,373	\$86,905	\$89,512
Per Diem[^]	Frederick, MD	\$117,180	\$120,695	\$124,316	\$128,046	\$131,887
	Shepherdstown, WV ^{^^}	\$0	\$0	\$0	\$0	\$0
Supplies	Training manual duplication	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Supplies	Classroom materials Easels, markers, pens, pencils, post-its, stapler, paper clips, notepads, name badges, tent cards	\$1,095	\$1,128	\$1,162	\$1,197	\$1,232
Total	Frederick, MD	\$380,605	\$392,023	\$403,789	\$415,897	\$428,374
	Shepherdstown, WV	\$449,725	\$463,217	\$477,113	\$491,427	\$506,169

Figure 6: Five-Year Program Cost Estimates

* 30 participants each year (15 NPS employees, 15 graduate students)

[^] Per diem for graduate students at 100%, NPS employees at 55%

^{^^} No per diem for Shepherdstown, all meals included with lodging cost

Interpretive Field School Five Year-Program Cost Estimates

Expenses		Year 1*	Year 2*	Year 3*	Year 4*	Year 5*
		Blended (1 Month Residential/2 Months Distance Education)				
Lodging	Extended Stay America, Frederick, MD	\$53,100	\$54,693	\$56,334	\$58,024	\$59,765
	NCTC, Shepherdstown, WV	\$115,200	\$118,656	\$122,216	\$125,882	\$129,659
Airfare	Average \$450 per person through IAD	\$13,500	\$13,905	\$14,322	\$14,752	\$15,194
Rental Car	Enterprise economy size vehicle	\$25,920	\$26,698	\$27,499	\$28,323	\$29,173
Per Diem[^]	Frederick, MD	\$39,060	\$40,232	\$41,439	\$42,682	\$43,962
	Shepherdstown, WV ^{^^}	\$0	\$0	\$0	\$0	\$0
Supplies	Training manual duplication	\$3,334	\$3,434	\$3,537	\$3,643	\$3,752
Supplies	Classroom materials Easels, markers, pens, pencils, post-its, stapler, paper clips, notepads, name badges, tent cards	\$676	\$696	\$717	\$739	\$761
Salaries	Moodle set up	\$437	\$450	\$464	\$478	\$492
	Moodle maintenance	\$919	\$947	\$975	\$1,004	\$1,034
Total	Frederick, MD	\$136,946	\$141,054	\$145,286	\$149,645	\$154,134
	Shepherdstown, WV^{^^}	\$159,986	\$164,786	\$169,729	\$174,821	\$180,066
		Distance Education (3 Months)				
Lodging		\$0	\$0	\$0	\$0	\$0
Airfare		\$0	\$0	\$0	\$0	\$0
Rental Car		\$0	\$0	\$0	\$0	\$0
Per Diem[^]		\$0	\$0	\$0	\$0	\$0
Supplies		\$0	\$0	\$0	\$0	\$0
Salaries	Moodle set up	\$437	\$450	\$464	\$478	\$492
	Moodle maintenance	\$919	\$947	\$975	\$1,004	\$1,034
Total		\$1,356	\$1,397	\$1,439	\$1,482	\$1,526

Figure 6: Five-Year Program Cost Estimates

* 30 participants each year (15 NPS employees, 15 graduate students)

[^] Per diem for graduate students at 100%, NPS employees at 55%

^{^^} No per diem for Shepherdstown, all meals included with hotel cost

CHAPTER NINE

Funding Possibilities

It appears that the current funding climate of the federal government may make it difficult for the NPS to fully fund the field school. Because of this, other funding sources were researched as part of this feasibility study.

Harpers Ferry Historical Association

The Harpers Ferry Historical Association was formed in 1971. It was developed to operate the Harpers Ferry National Historical Park's bookstore and distribute educational films produced by the NPS to schools and libraries.¹⁹ Today the association operates the bookstore, produces publications, and sponsors interpretive park events, especially living history programs. It also seeks grants to support park programs. Total donations to the NPS from 1971 to the present exceed \$2 million.

After Larsen's passing, a memorial fund administered by the association was set up in his name. According to the fund's concept statement, its purpose is to

Establish a continuing method to forge ahead in support of the concepts of public engagement to create relevance; honoring both the spirit and substance of the work that David Larsen accomplished in his career with the National Park Service. The David L. Larsen Memorial Fund will serve to support a grant, scholarship, or stipend in support of an internship or similar opportunity for a deserving employee, volunteer, student, or

partner. The projects supported by this Fund will be selected to reveal or enhance the relevance of National Park sites and resources through the integration of engagement strategies and interpretive initiatives. The internship will be coordinated by the Mather Training Center, in consultation with the David L. Larsen Memorial Committee.²⁰

The association has established a restricted account for the purpose of receiving contributions from anyone interested in making a gift to support the fund. The grants or support made available through the fund will be coordinated by agreement between Harpers Ferry Historical Association, STMA, and the David L. Larsen Memorial Committee. In order to advertise the fund, a newsletter was sent to members of the association, and the concept statement is available on the "In Memoriam David Larsen" Facebook page. There is currently no formal marketing plan for fundraising, but the director of the association indicated that may change. The original idea was that interest from donations would be enough to fund the field school. However, given the current donation rate, that does not seem likely.

National Endowment for the Humanities

The National Endowment for the Humanities (NEH) is an independent grant-making agency of the United States government dedicated to supporting research, education, preservation, and public programs in the humanities.²¹ Grant programs offered by the

NEH are administered by divisions and offices that work with prospective applicants, recruit and oversee peer-review panels, provide analysis of panel results to members of the National Council on the Humanities and the agency's senior staff, conduct site visits to projects that have received NEH support, and represent NEH at regional, national, and international conferences in the humanities. The National Park Service is currently also a partner of NEH.

The divisions within NEH include the following: Division of Education Programs, Division of Preservation and Access, Division of Public Programs, Division of Research Programs, Federal/State Partnership, Office of Challenge Grants, and the Office of Digital Humanities.

Most closely related to the interpretive field school, the Division of Public Programs supports the development of humanities content and interactivities that excite and inform culture, identity, and history in creative and new ways.

Any U.S. nonprofit organization with 501(c)3 tax-exempt status is eligible to apply and receive NEH grant funding, as are state and local governmental agencies and tribal governments. However, NEH generally does not award grants to other federal entities or to applicants whose projects are so closely intertwined with a federal entity that the project takes on characteristics of the federal entity's own authorized activities. This does not preclude applicants from using grant funds from, or sites and materi-

als controlled by, other federal entities in their projects. Grants are also not awarded to individuals not associated with a nonprofit organization.

America's Historical and Cultural Organizations Grants

A part of the Division of Public Programs, America's Historical and Cultural Organizations grants support projects in the humanities that explore stories, ideas, and beliefs in order to deepen our understanding of our lives and our world.²² Grants for America's Historical and Cultural Organizations should encourage dialogue, discussion, and civic engagement, and they should foster learning among people of all ages. NEH offers two categories of grants for America's Historical and Cultural Organizations: planning grants and implementation grants.

America's Historical and Cultural Organizations grants support

- traveling exhibitions that are presented at multiple venues;
- long-term exhibitions at one institution;
- interpretive websites or other digital formats;
- interpretation of historic places or areas;
- reading and discussion programs;
- panel exhibitions that travel widely, reach a broad audience, and take advantage of complementary programming formats (e.g., reading and discussion series, radio, or other media) to enhance the visitor experience; and
- other project formats that creatively engage audiences in humanities ideas.

We the People Initiative

We the People is an NEH program designed to encourage and enhance the teaching, study, and understanding of American history, culture, and democratic principles.²³ The primary emphasis of the We the People program is on providing grants to scholars, teachers, filmmakers, curators, librarians, and others who submit proposals for projects that explore significant events and themes in our nation's history and culture. In addition to the grants the initiative already provides, NEH has created new grant programs that advance the We the People program. Two of these initiatives encourage the creation of interpretive programs for the general public at America's historical and cultural organizations. They are Family and Youth Programs in American History and Interpreting America's Historic Places.

The Family and Youth Programs in American History funds proposals for public programs that encourage intergenerational learning about and reflection on significant topics in U.S. history and culture. Grants will support programming tailored to youth and/or family audiences at museums, libraries, historical societies and sites, parks, and other places in the community.

Family and Youth Programs should

- strengthen knowledge and appreciation of American history among young people through activities outside the classroom; or
- encourage families to explore themes and ideas from American history together.

Interpreting America's Historic Places grants fund proposals for public programs that use one or more historic sites to address themes and issues central to American history. Projects may interpret a single historic site, a series of sites, whole neighborhoods, communities or towns, or larger geographical regions. The place taken as a whole must be significant to American history, and the project must convey its importance to visitors.

Interpreting America's Historic Places projects should

- increase the public's knowledge and appreciation of American history;
- encourage historic sites, communities, or regions to develop interpretive programs that address central themes and issues in American history;
- encourage consultation with humanities scholars and organizations in the development of heritage tourism destinations and itineraries; and
- focus on the development or implementation of interpretive content that tells a significant national story appropriate to the place.

Possible activities include docent tours, publications (e.g., brochures, guidebooks, etc.), driving or walking trails or tours, annotated itineraries, exhibition labeling or trail signage, films, and digital media.

However, because of the eligibility requirements of NEH grants, the field school would not be eligible if it was organized as a part of the NPS.

National Park Foundation

The National Park Foundation (NPF) works individually and with partners and funds grants and programs that meet priorities and critical needs across the National Park System in the areas of youth, community outreach, conservation, and professional engagement. The NPF actively supports the NPS in its goal to prepare national parks for another century of conservation, preservation, and enjoyment by its 100th anniversary in 2016.²⁴

The America's Best Idea grants program through the NPF could be a funding source for the interpretive field school. The focus of this grant program is "community engagement." Through this grant program, NPF endeavors to connect with people who have had little or no experience in national parks, as well as to find ways to deepen existing relationships. The scope of the project includes the development of programs and initiatives that will strengthen the National Park Service's ability to serve and relate to underserved audiences and to develop or strengthen partnerships. Importantly, America's Best Idea Grant Programs should advance the goal of creating the next generation of stewards for America's national parks.

Cooperative Ecosystem Studies Units

The Cooperative Ecosystem Studies Units (CESU) Network is a national consortium of federal agencies, academic institutions, tribal, state, and local governments, non-governmental conservation organizations,

and other partners working together to support informed public trust resource stewardship.²⁵ The CESU Network includes nearly 300 partners, including 13 federal agencies, in 17 CESUs representing biogeographic regions encompassing all 50 states and U.S. territories. The CESU Network serves as a platform to support research, technical assistance, education, and capacity-building that is responsive to long-standing and contemporary science and resource management priorities.

Harpers Ferry falls in the Chesapeake Watershed CESU, which is comprised of 21 university and research institutions and nine federal agencies. While CESUs do not distribute grants, they do allow federal agencies to move money to universities for research purposes, including interpretation. They operate at no cost to universities, but there is a cost for federal agencies. The Chesapeake Watershed CESU could serve as a mechanism for moving money into the interpretive field school. It could also be used to attract universities to the field school, as well as to connect different federal agencies to the field school. Finally, the involvement of a non-profit organization or a university through a CESU also allows for the charging of fees to students that could be retained as program revenue used to offset project costs.



CHAPTER TEN

University Partnerships

It was suggested during stakeholder interviews that the field school function in cooperation with universities through a consortium. Conversations with university professors resulted in the following information.

Working with universities would allow students to earn graduate-level credit. There is also value in having a university consortium for oversight of the field school. This oversight provides academic structure for the field school and ensures that the program meets academic standards. Including more than one university in the field school has the strategic advantage of creating a larger student recruiting pool.

However, a number of considerations need to be taken into account before deciding to develop a consortium or partnership, including the following: the number of course credits the field school is worth academically; working with universities with different tuition rates; and regulations for degree transfers and class approvals.

Another factor to consider is tuition. If the field school charges tuition to students, and part of what students earn in return for paying tuition is graduate credit, then tuition money will revert back to the authorizing university. For this reason, university partnerships are not a significant source of funding.

NPS training managers will need to work with the university or universities in the consortium to determine how the field school is offered to students. Options include a special topic course, new course, workshop, independent study, or internship. Different universities will have different policies and requirements for managing field school participants.

A consortium that could serve as a model for the field school is the Academic Consortium.²⁶ This program is a partnership between The George Washington University, Clemson University, the University of California at Merced, Colorado State University, Indiana University, the University of Vermont, the Center for Park Management, and the NPS. The Consortium has developed a Leadership for Public Lands and Cultural Heritage Certificate designed to prepare current and future leaders with responsibility for the United States' cultural and natural resources. The program consists of six graduate-level courses resulting in 18 credits. Each course is taught by one of the consortium universities. Courses are primarily taught online, but each includes a residential component designed to bring theory into practice in a park-based setting.

The target audience of the program is executives and emerging leaders with professional work-life experience. Employees of the U.S. Department of the Interior, including employees of the National Park Service, Bureau of Land Management, and U.S. Fish and Wildlife Service, are all eligible to apply.

There are two main strengths to this consortium model: the joint instruction of six universities with specific subject matter expertise and the opportunity for students to be exposed to a variety of academic institutions. However, the NPS will need to determine how much ownership of the field school it should provide to universities. A consortium has both advantages and disadvantages.

If the field school operated in cooperation with one university, it could function under an NPS cooperative agreement. In this scenario, the NPS would provide funding for the first three years of the program and the university would charge fees or tuition. The university would keep those monies, while deferring initial costs of the field school to the NPS. However, after the first three years of operation, the tuition and fee money earned by the university could be used to fund the field school, making it self-funding. Attendance and tuition costs would still need to be paid, but the cost of operating the program would be covered solely by those fees and not need additional funding from an outside source.



University partnerships could be an asset to the field school.

CHAPTER ELEVEN

Conclusions and Recommendations

The idea of an interpretive field school is compelling, and enthusiasm for the project was expressed in all interviews and discussions. However, the analysis from the interviews and related qualitative research did not identify an emerging consensus that favors a particular model for the interpretive field school, what needs a field school would address, or how an interpretive field school should operate within the National Park Service. In fact, the report reveals the exact opposite. There seems to be much confusion and differing opinions about what the field school should accomplish and how it should do so. The recommendations provided below were determined in light of the results found in the limited capacity of this study.

Identify Training Need Recommendation One

The recommended next step in further determining the feasibility of implementing an interpretive field school is to focus on the overall goals of the field school and what interpretive skills it would address. The emerging overall goal identified in this feasibility study is creating better interpreters, thus improving the field of interpretation as a whole. Unfortunately, this goal does not point to any gaps in interpreter competencies in the National Park Service, or to other, more definite goals. Specific areas suggested as possible training needs during stakeholder interviews were civic engagement and interpretive media development. National Park Service officials

should consider more specific activities to determine the goals, performance gaps, and/or skills they feel the interpretive field school should address. A formal learning needs analysis to determine the baseline condition of interpretation in the National Park Service would be foundational. One component of the learning needs analysis is conducting a gap analysis of current training programs. This study will show what training programs already exist and will assist NPS training managers in determining if the field school would fulfill training needs that are not already addressed in other programs. This would allow for a more informed analysis of the interpretive field school's purpose, goals, and overall mission.

Recommendation Two

Stakeholders for the field school were judged to be National Park Service management, trainers, park superintendents, chiefs of interpretation, frontline interpreters, graduate students, and university professors. Using qualitative research methods including interviews, this study gathered feedback from a limited group of stakeholders. As with all qualitative research using interviews, the more widely and carefully selected the population of interviewees is, the more accurate the findings will be in answering the research question. In this case, the selected group was relatively homogenous, making the findings narrowly applicable. An expanded research effort and/or larger stakeholder group will provide more data and enhanced conclusions. The research methods that would be

included to further an understanding of the purpose of the interpretive field school are surveys, focus groups, and/or individual interviews. Gathering stakeholder opinion creates more buy-in for the field school and would likely encourage more people to apply and attend.

Recommendation Three

While this report has revealed that the interpretive field school is currently envisioned as a place to contribute to the field of interpretation through National Park Service training, the additional research analysis should examine the field of interpretation as a whole, including museums, zoos, and other organizations that provide interpretive programming. This perspective would be essential in conducting further analysis of the interpretive field school and would provide a link to the National Park Service Call to Action theme of “Advancing the NPS Education Mission” through potential impacts to the field of interpretation as a whole.

Determine Logistics

Recommendation Four

Once the needs and relevance of the interpretive field school approach are determined, more detailed projections of the program’s logistics could be considered. For example, the ideal time of year to hold the interpretive field school was discussed with stakeholders during interviews. It was suggested based on Larsen’s initial proposal that the program take place in the summer, which would likely enable more graduate

students to attend. However, as summer is the height of visitation for most parks, National Park Service employees would be less likely to attend. As a result, almost all of the National Park Service stakeholders interviewed did not feel the interpretive field school should be held in the summer. Holding the field school in the fall, winter, or spring would make it possible for more rangers to attend, but would potentially lower graduate student attendance. Graduate students were not asked what time of year they prefer, but professors and faculty indicated that summer would be the best time for them to attend. Information regarding preferred time of year should be gathered in further stakeholder interviews.

Recommendation Five

One constraint of this study was its limited geographic area. Conducting the field school at Mather Training Center with nearby parks serving as instructional parks was the only option researched, which limited determination of National Park Service need as well as exploration of potential options that might enhance a field school. In reviewing logistics, it will clearly benefit the National Park Service to expand the feasibility investigation to allow for solutions that would be distributed throughout all seven National Park Service regions, rotated throughout the country, held at a location better able to absorb a large number of students/professionals, or allow for flexibility in time of year that the interpretive field school would operate.

Identify Funding

Recommendation Six

While this feasibility report provides information on likely costs and revenue to operate the school, identification of any funding source(s) needs further determination by the National Park Service. This determination also needs further research into preferred funding sources, sponsorship, and partnerships in order to truly understand the feasibility of implementing the interpretive field school. While decisions to finalize revenue and support approaches will be necessary if the interpretive field school becomes a reality, better and more informed research into preferred funding and cost arrangements is needed, especially if program revenue (i.e., charging benefit account, tuition, etc.) is one of the primary ways the interpretive field school is funded. Providing these preferences will allow for further logistical analysis of issues such as staffing, housing, marketing of program, and the application process.

Develop and Pilot Content

Recommendation Seven

Additional analysis of interpretive field school feasibility should follow the first six recommendations found in the preceding paragraphs. In order to conclude this analysis appropriately and to confirm that the interpretive field school fills a valid performance (current or anticipated) gap, a course of study (also referred to as a certificate of completion or professional development certificate) including specific curriculum



In order to conclude the analysis for an interpretive field school appropriately and to confirm the program fills a valid performance gap, a course of study including specific curriculum topics should be developed.

topics should be developed. In this effort, researchers and curriculum design specialists should work with interpretation subject matter experts, including National Park Service training managers. The development of a course of study would allow details relating to instruction, instructional resources, admission, student qualifications, matriculation, competency analysis, and other factors to be determined. The course of study should be developed using a structured task force or advisory group convened for this process. This group should include both National Park Service and university professionals (stakeholders who expressed an interest in content development during individual interviews are listed in Appendix D). Clear measurable objectives should be defined, and subject matter should support those objectives.

The inputs, activities, outputs, outcomes, and impacts of the field school are represented in the logic model on the following page. The identification of these components is the overall result and conclusion of this feasibility study.

NPS Interpretive Field School Logic Model

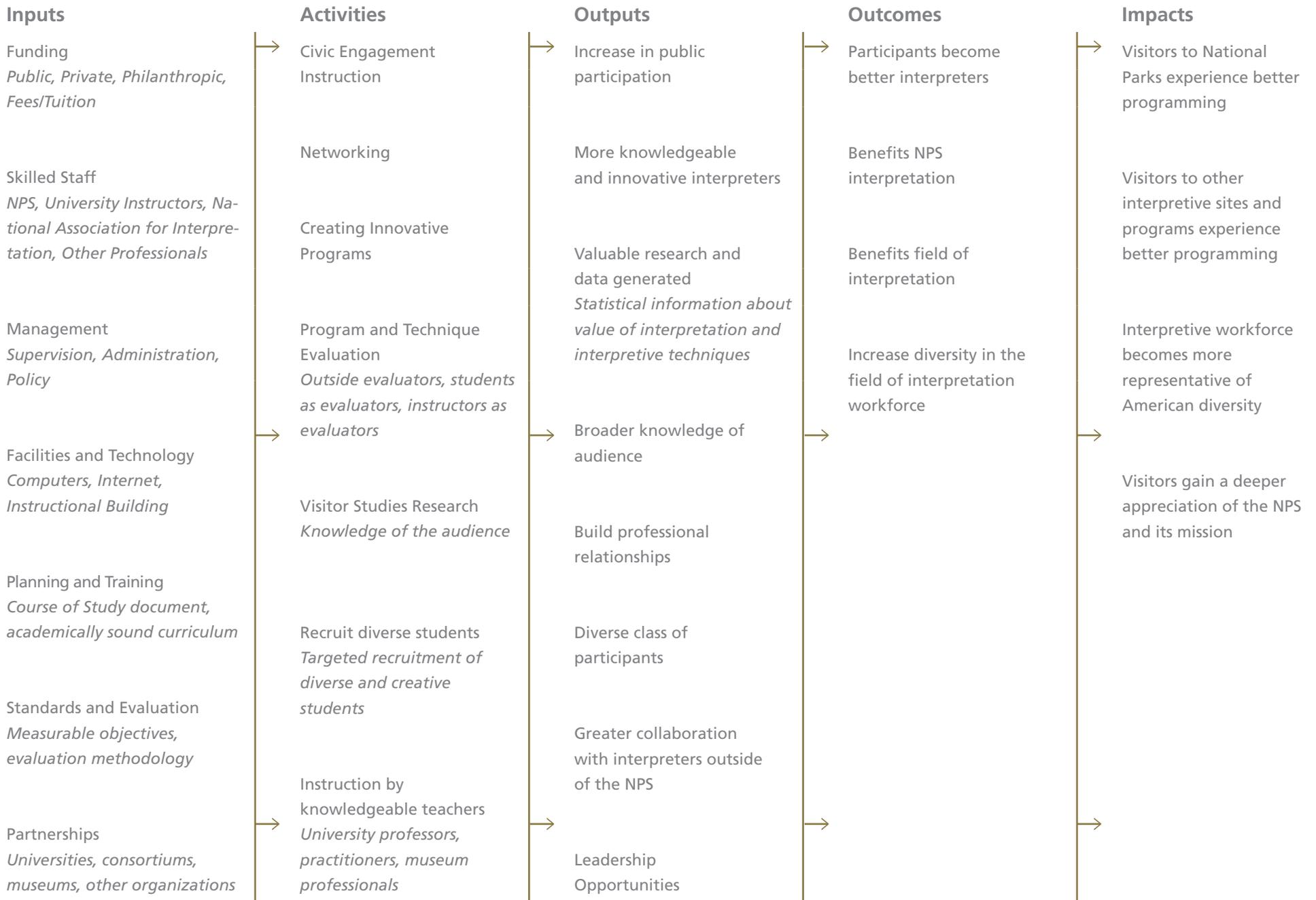


Figure 7: NPS Interpretive Field School Logic Model

Appendix A

Acronym List

Chesapeake and Ohio Canal National Historical Park – CHOH
Continuing Education Unit – CEU
Cooperative Ecosystem Studies Unit – CESU
Distributed Learning Session – DLS
Facility Manager Leaders Program – FMLP
Federal Law Enforcement Training Center – FLETC
Fort Vancouver National Historic Site – FOVA
Gilder Lehrman Institute of American History – GLI
Harpers Ferry National Historical Park – HAFE
Indiana University – IU
Interpretive Development Program – IDP
Land Management Police Training – LMPT
Lighthouse Archaeological Maritime Program – LAMP
Monocacy National Battlefield – MONO
National Conservation Training Center – NCTC
National Endowment for the Humanities – NEH
National Park Foundation – NPF
National Park Service – NPS
Portland State University – PSU
Seasonal Law Enforcement Training Program – SLETP
Stephen T. Mather Training Center – STMA
Student Career Employment Program – SCEP
Student Educational Employment Program – SEEP
Student Temporary Employment Program – STEP
Washington Area Support Office – WASO

Appendix B

Larsen White Paper

FREEMAN TILDEN INTERPRETIVE FIELD SCHOOL

Youth Program Partnership

Harpers Ferry NHP and

Stephen T. Mather Training Center

Proposed:

A field school in interpretation operating mid-May through Mid-August annually at Harpers Ferry National Historical Park.

The Freeman Tilden Interpretive Field School will be supervised by the Training Manager for Interpretation and Education located at the Stephen T. Mather Training Center. Students will be comprised of approximately thirty individuals half of whom would be non-NPS graduate students and half permanent NPS interpreters in the first to third year of their career. The non-NPS students will be hired under the STEP program. Additionally, there will be three SCEP GS-9 positions made up of returning students or other qualified individuals who will serve as training specialists and help train, coach, and teach. Additional training specialists could be filled by NPS employees wishing to explore the Learning and Development career field.

Students will work in park exhibits and visitor facilities approximately half of their time. Students will also give a variety of programs, participate in special events, and work on projects such as media and technology interpretive efforts. All of their activities will be structured to provide learning in a variety of interpretive competencies. The other half of their time will be devoted to mastering subject matter content, readings about interpretation, audience analysis, field trips, evaluation, civic engagement, the interpretation of controversy and other cutting edge subjects in seminar and group project formats. For universities and colleges that choose to participate, students may be given graduate credit.

Harpers Ferry NHP and the Mather Training Center will work together primarily through a park liaison. Mather seeks to compliment and supplement the efforts of the park and will supervise students to meet interpretive goals established by the park. Mather will be responsible for all personnel, office, and computer supplies. Harpers Ferry NHP will provide library access, other research materials, and period clothing. Regularly scheduled meetings will occur to provide further collaboration.

The Tilden Field School will serve a neglected youth population. Graduate students are often in need of practical experience and a salary while completing their degree. These students are seeking careers in public history, museums, and other areas that require interpretation competencies. Several such programs are close to Harpers Ferry; American University, West Virginia University, and George Washington University. Harpers Ferry NHP reports there are as many as 25 students who apply to the park for internships each summer. Students who complete the Tilden Field School will provide prime applicants for NPS jobs as well as carry positive attitudes toward the NPS in whatever fields they pursue.

Costs:

\$14,000 per 3 month GS-7 STEP	15 STEP Students	\$210,000
10,000 salary		
2,000 housing stipend		
1,000 computer and supplies		
1,000 period clothing		
\$17,000 per 3 month GS-9 SCEP	3 SCEP Students	51,000
14,000 salary		
2,000 housing stipend		
1,000 computer and supplies		
1,000 period clothing		
\$60,000 GS-7 Administrative Assistant	1 Administrative Assistant	60,000
	Non-NPS TOTAL	\$321,000

The additional NPS students would be funded by individual parks or potentially by a central source.

Appendix C

Financial Management Memorandum 2009-004 (Vol. X.B)



United States Department of the Interior

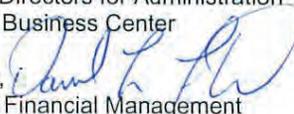
OFFICE OF THE SECRETARY
Washington, DC 20240



APR 29 2009

FINANCIAL MANAGEMENT MEMORANDUM 2009-004 (Vol. X.B)

To: Bureau Chief Finance Officers
Bureau Assistant Directors for Administration
Director, National Business Center

From: Daniel L. Fletcher, 
Director, Office of Financial Management

Subject: Reduced Per Diem for Temporary Duty and Training Travel
for Periods 30 or More Days

When travel assignments involve extended periods at temporary duty or training locations, the per diem rate will be reduced to 55 per cent of the full per diem rate (lodging plus meals and incidental expenses {M&IE}) specified in the Federal Travel Regulation for the location, unless a different rate is fully justified. Under unusual situations the reduced rate may be increased or decreased depending on the conditions and necessary cost that must be incurred by the traveler. The reduced rate should be established based on the conditions that exist when the travel is performed; thus, if a traveler is forced to incur unusual lodging and/or meal cost due to the assignment, the rate should be based on cost data provided.

A flat per diem rate may not be established to provide:

- A lodging allowance for staying with friends and/or relatives, or for lodging at his/her abode (home);
- A full M&IE allowance because lodging is obtained with friends or relatives, a reduction should be made to the locality M&IE allowance;
- A payment that will, based on the data available, knowingly allow the employee to receive more than the full M&IE allowance;
- The full locality per diem rate; or
- A payment sufficient to cover periods where per diem is lost due to annual leave or expenses of family members.

The reduced per diem rate is applicable from the first day of the assignment through the last day of the assignment. Changes to the flat per diem rate should be based on cost data and the employee must be notified and should agree with the change before the effective date of the change.

Appendix D

Content Development Group

The following people expressed an interest in content development for the field school during individual interviews.

Melissa Bingmann, Ph.D., Director of Public History, West Virginia University

Theresa Coble, Ph.D., Associate Professor of Forest Recreation and Interpretation, Stephen F. Austin State University

Melinda Day, Lead Park Ranger, Harpers Ferry National Historical Park

Richard Gillespie, Director of Education, Mosby Heritage Area Association

Dennis Frye, Chief of Interpretation, Harpers Ferry National Historical Park

Sam Ham, Ph.D., Professor and Director, Center for International Training and Outreach, University of Idaho

Jon Hunner, Ph.D., Professor of History, Department Head, Department of History, New Mexico State University

Susan Journell, Technology Resource Teacher, Staff Developer, Loudoun County Public Schools, Virginia

Doug Knapp, Ph.D., Associate Professor and Associate Chair for Instruction and Undergraduate Studies, Recreation, Park, and Tourism Studies Department, Indiana University

Dwight Pitcaithley, Ph.D., Department of History, New Mexico State University

Carol Stapp, Ph.D., Director of Museum Education Program, The George Washington University

Appendix E

Extended Stay Hotels Proposal

Thank you for your interest in considering the Extended Stay America Frederick for your feasibility study for Harpers Ferry WV. Whether guests visit for a few days, a week or two, a month or looking for a temporary housing solution, the Extended Stay America Frederick is the hotel of choice. The property features deluxe rooms that are larger than a standard hotel room with living area seating, workspace and high speed wireless internet, and comfortable mattresses for a great night's sleep. In addition, your visitors can make themselves at home with a mid-night snack prepared in their own fully-equipped kitchenette. Each deluxe room has all the amenities of home...and more. Additionally, this property will be undergoing renovations in March...your team will be one of the first to enjoy all of our new upgrades!

Rates include:

Our complimentary value added services carry on our home-like atmosphere: daily newspaper, local calls, personalized voice mail, cable / utilities and on-site parking.

Kitchenettes include:

Full size refrigerator/freezer, stove top, microwave, coffee maker, toaster, cookware/dinnerware/utensils. (Guests are welcome to bring any specialty cooking apparatus for their personal use.)

Additional amenities:

High speed wireless internet throughout property (\$4.99 per stay) / Guest Laundry on premises / Weekly housekeeping (additional housekeeping refresh can be arranged)

Grocery delivery service / online ordering

Transportation packages upon request

Creative Packaging for groups available upon request

What is Nearby:

- **Restaurants:** Starbucks, Bob Evans, TGI Fridays, Macaroni Grill, Domino's Pizza, Red Robin, Hot Wok, Lone Star Steak House, Applebee's, Olive Garden, Pargo's Spirited Foods, Perkins, Luke's, Mimi's Café (meeting room on site)
- **Grocery Stores:** Giant Food, Food Lion
- **Shopping:** Francis Scott Key Mall, Westview Promenade, K-Mart, Wal-Mart, Target
- **Other Interests:** Clustered Spires Golf Course, Frederick Athletic Club, Hoyt's Cinema, Staples Copy Center, Sunchaser Kennels, Amour Flowers, U.S. Post Office
- **Historical:** C&O Canal, Monocacy, Antietam, National Civil War Medicine Museum, Gettysburg

Proposed Property Information:

Extended Stay America Frederick
5240 Westview Drive
Frederick, MD 21703
Phone: 301-668-0808

Appendix E (cont.)

The Extended Stay America Frederick is pleased to offer the following nightly 2012 rates:

Queen	1-6 NIGHTS	1-6 NIGHTS	15-29 NIGHTS	30 + NIGHTS USD
Model 1: 30 rooms / 90 nights May 10-Aug 10, 2012	N/A	N/A	N/A	\$64.99*
Model 2: 30 rooms / 30 nights June 1-30, 2012	N/A	N/A	N/A	69.99*

Rates are non-commissionable and will be set up for availability effective immediately. The above rate is based per night, single occupancy. Rates are based on consecutive-night stays. *Taxes are 9% and refunded after 30th night consecutive and stay becomes tax exempt. Contract is subject to change or expires December 31st, 2011.

Guarantee Policy:

Reservations are to be guaranteed with a major credit card to hold reservations for arrivals. A direct bill application could be qualified with room night volume. Approval processes could begin after arrival.

Payment:

Payment for hotel accommodations will be billed to the guest credit card, unless other arrangements have been made. Credit Card authorization services may be provided.

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