Harpers Ferry Center
National Park Service
U.S. Department of the Interior

Indiana Dunes National Lakeshore
Long-Range Interpretive Plan

MARCH 2011

Beach near Central Avenue Access Point

Lupine

Indiana Dunes National Lakeshore

Long-Range Interpretive Plan

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Beach near Mt. Baldy.

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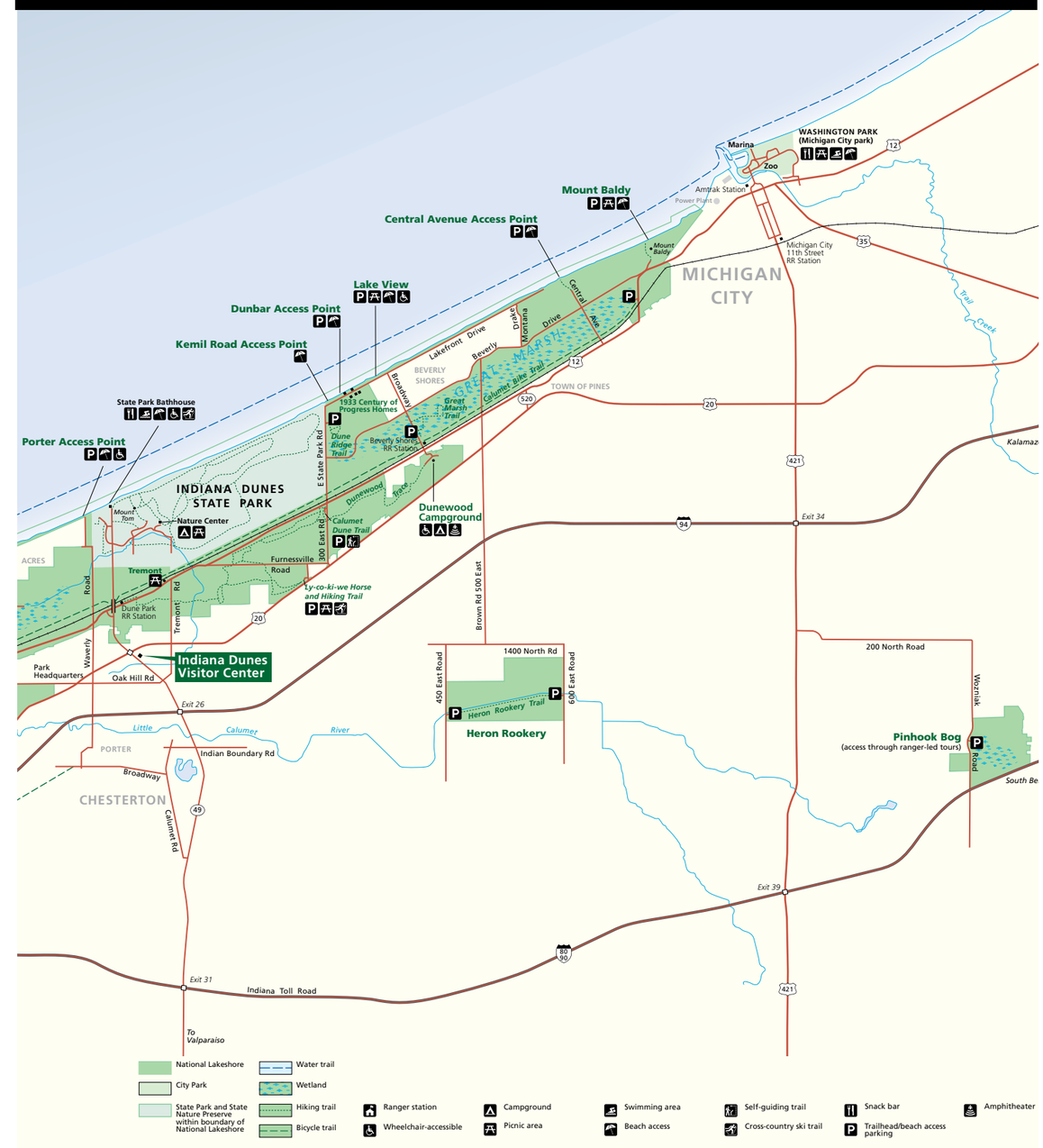
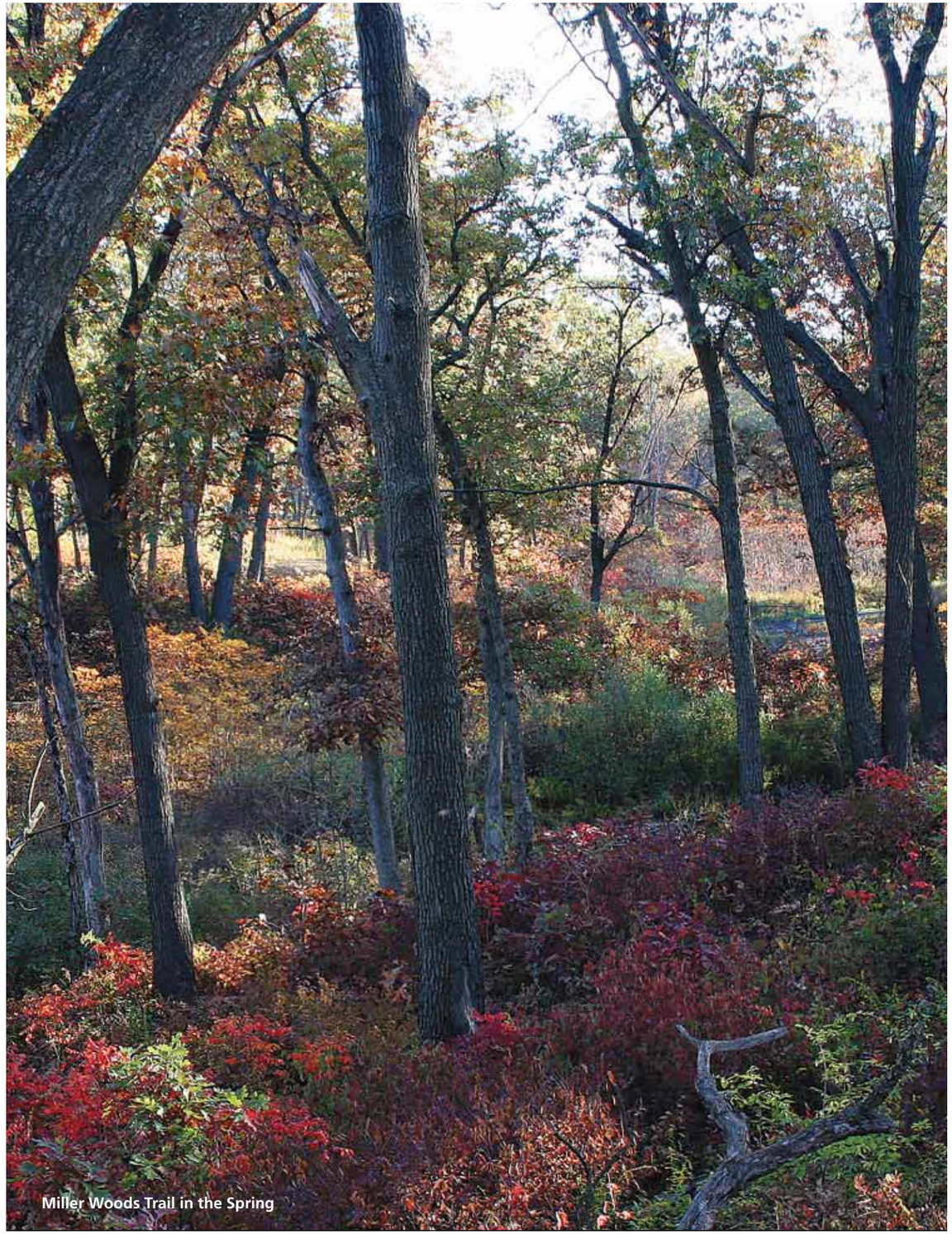
Indiana Dunes National Lakeshore




Miller Woods Trail in the Spring

The Long-Range Interpretive Plan for Indiana Dunes National Lakeshore contains the following elements:

- Primary interpretive themes that address 1) the park's exceptional biological diversity; 2) its legacy of scientific inquiry; 3) 10,000 years of varying land use activities; 4) its remarkable proximity to densely populated urban areas; and 5) the incredible story of the struggle to create a national park.
- Audience segments that include:

  General audience: the "typical" audience of mixed characteristics that visits the park on an average day. It includes recreational visitors.

  Beach-goers: recreational visitors who are specially targeted because of their need for focused safety and resource protection messages.

  Curriculum-based audiences that will access park programs to support curriculum goals.

  Park neighbors: local and regional residents.

  Underserved audiences: includes culturally and economically diverse audiences, as well as non-English speakers and readers.

  Environmentally-focused organizations and stakeholders.
- A description of existing conditions and programs at the park.
- Recommended strategies and actions for:

  Information, Orientation and Visitor Services.

  Interpretation and Education: Personal Services.

  Interpretation and Education: Non-personal Services.

  Audience Information and Evaluation.
- An Implementation Plan that identifies short-term (1-3 years), mid-term (4-6 years), and long-term (7-10 years) priorities. A few highlights are included below.

  Short-term (1-3 years):

  Operational changes at the Chellberg Farm in 2008 drew strong community interest. Revised interpretation will integrate the cultural landscape of the immediate area (Bailly Homestead, Chellberg Farm and Charles P. Nelson site) and reflect interpretive themes 3 and 5. Interpretation of other historic structures in the park will also be reviewed with an emphasis on public education, adaptive use and a reflection of how people over time have influenced and been influenced by the park resources.

  New and ongoing interpretive products will reinforce the park themes in a balanced way with varied delivery media.

  New products will build awareness of connectivity between park sites, trails, transportation infrastructure, and primary resources, using the park website, touring publications, and smart phone applications, as well as incorporating regional partners' messages.

  Existing trailhead signs will be expanded, and a trailhead way-

Pitcher Plant, Pinhook Bog

finding system that improves park identity will be created.

Staff will plan a yearlong series of activities to mark the NPS centennial and Indiana Dunes National Lakeshore's 50th anniversary in 2016.

Mid-term (4-6 years)

A wayside exhibit plan/trail system will address species diversity, succession, restoration (of Cowles Trail, Century of Progress, and other venues), and Bailly Homestead history.

Existing partnerships and programs will be expanded, along with new opportunities to support the park's goal to enhance outreach to underserved audiences.

Long-term (7-10 years)

A new exhibit in the Dorothy Buell Visitor Center will interpret the park's founding and share the inspiration fostered by the dunes/lakeshore that energized the drive to create the park.

Strategies will be developed to create new park films and media that can reach the widest viewership possible.

Comprehensive Interpretive Planning

The National Park Service (NPS) has adopted a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal interpretive services, and education programs. The Comprehensive Interpretive Plan (CIP) is the basic planning document for interpretation and was formally adopted as part of NPS guidelines in 1995. Responsibility for creating the CIP lies with each park's superintendent.

WHAT IS A COMPREHENSIVE INTERPRETIVE PLAN?

The CIP process helps parks make choices. It provides guidance to park staff by clarifying objectives, identifying audiences, and recommending the best mix of media and personal services to use to convey park themes.

Although the CIP as defined in Director's Order 6 is composed of specific elements, good planning is customized to meet each park's needs and situation. The CIP is not a recipe. Rather, it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPS have three components: the Long-Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).

WHAT IS A LONG RANGE INTERPRETIVE PLAN?

The heart of the CIP is the Long-Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (7-10 year) interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals. The Long-Range Plan features two phases. One, the Foundation phase articulates significance, themes, and target audiences. The Foundation Document addresses those elements of the plan.

The second phase of the LRIP process recommends interpretive services, media, and partnerships for the site, looking ahead to the next seven to ten years. A Team Draft articulates those elements, and, after review, the Long-Range Interpretive Plan is finalized.

THE ANNUAL IMPLEMENTATION PLAN AND INTERPRETIVE DATABASE.

The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating a series of these AIPs that implement the actions outlined in the LRIP simplifies the park's annual planning process. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories that document the process of developing the LRIP.

Ranger Program
Bailly/Chellberg Area

Enabling Legislation

This section describes the park's enabling legislation.

Indiana Dunes National Lakeshore came into being with the passage of P.L. 89-761, 89th Congress, November 5, 1966. The legislation states that "in order to preserve for the educational, inspirational, and recreational use of the public, certain portions of the Indiana Dunes and other areas of scenic, scientific, and historic interest and recreational value in the State of Indiana, the Secretary of the Interior is authorized to establish and administer the Indiana Dunes National Lakeshore."

P.L. 96-612 added:

Sec. 20 (a) The Indiana Dunes National Lakeshore is hereby dedicated to the memory of Paul H. Douglas in grateful recognition of his leadership in the effort to protect, preserve, and enhance the natural, scientific, historic, and recreational value of the lakeshore for the use, enjoyment, and edification of present and future generations.

(b) To further accomplish the purposes of subsection (a) of this section, the Secretary of the Interior shall designate the west unit of the lakeshore as the "Paul H. Douglas Ecological and Recreational Unit" and shall, subject to appropriations being granted, design and construct a suitable structure or designate an existing structure within the lakeshore to be known as the "Paul H. Douglas Center for Environmental Education" which shall provide facilities designed primarily to familiarize students and other visitors with, among other things: (1) the natural history of the lakeshore and its association with the natural history of the Great Lakes region; (2) the evolution of human activities in the area; and (3) the historical features which led to the establishment of the lakeshore by the Congress of the United States.

Purpose

Park purpose statements describe why a site was set aside and what specific purposes exist for it.

The purpose of the National Lakeshore is:

- To preserve, restore, and protect outstanding ecological and biological diversity along with the geologic features that characterize the southern shore of Lake Michigan.
- To provide access for a large diverse population to experience natural scenic open spaces, historic features, educational, scientific, inspirational, and recreational opportunities.

Statements of Significance

Park significance statements describe the distinctiveness of the combined resources of a park. The statements can reflect natural, cultural, scientific, recreational, inspirational, and other resources. They embody the power of the place, and describe the stories that can best be told at the site. These statements summarize the essence of the importance of the park's resources to our natural and cultural heritage. Significances may evolve over time as a result of discoveries and updates to knowledge about the place.

1. Indiana Dunes National Lakeshore is the natural laboratory from which Dr. Henry Cowles described his theory of ecological succession. It offers opportunities for scientific research due to the outstanding plant diversity (over 1,100 native species) and complexity of its natural systems. For more than 100 years, Indiana Dunes has been a center of academic and scientific study of ecology.

2. The wind-driven sand dunes at Indiana Dunes National Lakeshore have developed over 13,000 years. This mosaic of dunes and inter-dunal areas gave rise to the establishment and retention of a complex juxtaposition of eastern deciduous forests, prairies, savannas, wetlands, pannes and boreal forests on which dune successional stages and processes can be observed in close proximity to each other.

3. Indiana Dunes National Lakeshore, as one of the first parks specifically created to bring national parks close to urban areas, provides outstanding scenic beauty and varied outdoor recreational activities on the Lake Michigan shoreline.

4. The landscape of Indiana Dunes National Lakeshore tells the story of 10,000 years of settlement, urbanization, industrialization and the rise of environmental conservation and restoration.

Interpretive Themes

Interpretive themes embody the most important ideas or concepts communicated to the public about a park. They convey the significance of the resource, and highlight the links between tangible elements, intangible meanings, and universal concepts that are inherent in the park's resources. The themes connect resources to larger processes, systems, ideas, and values, and emphasize the relevance of park stories. They define the core content of the educational messages the park offers, and serve as the building blocks upon which interpretive services and educational programs are based.

The primary interpretive themes at Indiana Dunes National Lakeshore are:

1. Remarkable Species Diversity

Factors that include geological processes, climate, weather, and the geographical position of Lake Michigan came together at Indiana Dunes to create remarkable species diversity within a variety of ecosystems, providing outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.

2. Legacy of Scientific Inquiry

Beginning a legacy of scientific inquiry and education that continues today, Henry Cowles, a botanist from the University of Chicago, published an article entitled "Ecological Relations of the Vegetation on Sand Dunes of Lake Michigan" in the Botanical Gazette in 1899 that brought international attention to and inspired the efforts to preserve the intricate ecosystems existing on the dunes. Such research at Indiana Dunes National Lakeshore is increasingly vital, helping us address current threats to our world that include human impact both locally and globally.

3. Land Use Strategies Over 10,000 Years

The cultural resources of Indiana Dunes National Lakeshore demonstrate a wide range of land use strategies over more than 10,000 years, revealing the dynamic relationship between humans and the environment and our changing perceptions of the value of natural environments, and guiding us to decisions that are vital to our survival.

4. Natural Setting for Millions of People

Situated close to one of America's largest metropolitan areas, Indiana Dunes National Lakeshore provides a natural setting for millions of people to experience scenic beauty, the wonders of nature, artistic inspiration, and recreational opportunities, reminding us of the costs and benefits of urbanization and industry, and of our need as humans to seek renewal of body, mind, and soul.

5. Reflects National Struggle to Balance Urbanization, Industry, and Conservation

Indiana Dunes National Lakeshore, the scene of intensive public interest and passion regarding its preservation for over 100 years, demonstrates the national struggle between the needs of urbanization, industry, and conservation; reflects the historical national and state park preservation movements; and serves as both model and "cautionary tale" in the fields of resource acquisition, preservation, and restoration.

Management Goals

The park has three broad management goals (that are outlined in more detail in Appendix B):

1. **Protect and preserve resources.**
2. **Provide visitors with the opportunity to have safe and enjoyable visits.**
3. **Increase community stewardship and national park identity.**

The following interpretive management goals reflect how the Interpretation and Education team's work supports the broader management goals with an emphasis on helping people understand the value of the resource, fostering a sense of stewardship, and strengthening the park identity through messaging.

- Foster a climate of partnering that achieves park goals and relevant community/regional goals. Work closely with community organizations, business leaders, governments, and elected officials to encourage investment in the park, strengthening the economic benefits the park provides to the community, and reinforcing its value to the region.
- Refocus park-based programming so as to bring interpretation outside park boundaries, and into the community.
- The park's integrity and relevancy depend upon community and regional support. Interpretation should communicate this message. Update and improve information and orientation services and park identity.
- Strengthen resource protection messages through interpretation.
- Plan for interpretation that encourages visitors to view the whole park as a single unit, rather than a set of separately interpreted venues.
- Use new interpretive techniques to communicate to new and underserved audiences.
- Help visitors, park neighbors, communities, and elected officials better understand the park boundaries, mission, and management challenges while fostering a sense of stewardship.
- Use interpretation and education to protect public safety and appropriate use of the park's resources.
- All interpretive programs, whether delivered by employees, volunteers, or partners, will adhere to NPS standards for quality, accuracy, relevance, and effectiveness.
- Support citizen health and fitness with appropriate recreation.

AUDIENCE SEGMENTS

The basis for categorizing audience segments for the interpretation and education program lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, and others.

Audience segments at Indiana Dunes NL include:

- **General audience.** This is the "typical" audience of mixed characteristics that visits the park on an average day. It includes all recreational visitors: hikers, bird watchers, photographers, campers, kayakers, canoeists, equestrians, and swimmers.
- **Beach-goers.** This audience, while recreational in nature, is particularly targeted because of their need for focused safety and resource protection messages.
- **Curriculum-based audience.** These education groups access park programs to support curriculum goals.
- **Park neighbors.** This includes immediate adjacent communities and regional residents.
- **Underserved audience.** This includes culturally and economically diverse audiences, as well as non-English speakers and readers.

Note that special needs visitors are best served through the application of universal design principles, which provide media and interpretive services that are accessible to visitors of all abilities.

VISITOR EXPERIENCE OBJECTIVES

Statements of desired visitor experiences describe how the park's interpretation and education program facilitates intellectual, inspirational, emotional, and physical experiences for visitors. The efforts of interpretive programs and products are to help the park accomplish the following park visitor experience goals:

- Know that they are visiting a national park.
- Have a safe, enjoyable, and memorable experience that allows them to return home enriched.
- Have access to interpretive products and services that help them successfully plan their visit and orient themselves to facilities, attractions, features, and experiences.
- Learn about the fragility of the lakeshore and threats to the resources.
- Develop appreciation and a sense of stewardship that will result in actions to protect, support, and promote the national lakeshore and National Park Service politically, financially, through volunteer service, and by adhering to park regulations.
- Understand the lakeshore's significance as embodied in the primary interpretive themes.

The statements below are additional desired visitor experience objectives describing what visitors to the park would like to learn, feel, do, or experience when visiting the park (either in person or remotely). They were created both by planning team participants and by members of the public.

Visitors want to:

- Foster the appreciation of nature in their children.
- Hike through the dunes to the lake.
- Have a safe, family-oriented place to experience a variety of beach activities – playing, kayaking, picnicking, swimming, hiking, eating -- with family and friends.
- Participate in rewarding educational and volunteer service experiences that allow them to contribute to something larger while learning something new about the resource.
- Learn about the effects of climate change and other important critical issues in an engaging way with interesting scientists or inspirational motivational speakers.
- Explore the park's wetlands.
- Swim in Lake Michigan.
- Exercise outside of a gym with activities like biking, swimming, horseback riding, walking, or kayaking.
- Take a hike with a ranger.
- Experience quiet and the sounds of nature.
- See park wildlife, especially birds, and learn about wildlife and their habitats.
- See wildlife easily even if they do not or cannot walk for more than one block.
- Learn about the people who have lived near the dunes.
- Hike the Cowles Bog trail and view wildflowers.
- Get away from the city and enjoy a hike along a quiet lakeshore.
- Have access to resources beyond the NPS maps that help them educate their children about the park, its history, and its importance.
- Walk all the different trails through a wide range of habitats.
- Go to a national park that is close to their home.

West Beach ball game

- Engage in family-oriented, multi-generational activities.
- Get information about local flora/fauna with options to access additional resources.
- Be informed about suggested hikes and "must see" sites.
- See a bog.
- Learn about the dunes: their history, what lives on/in them, their future.
- See plant and animal diversity.
- Learn about dune ecology and wildlife management efforts.
- Find adventure while challenging themselves physically, mentally, and emotionally.

Central Avenue Columbine

OPPORTUNITIES AND CHALLENGES AFFECTING INTERPRETATION

This section includes influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education. Collectively, it reflects the perspectives of Indiana Dunes National Lakeshore's management, as well as staff members and stakeholders.

Opportunities

Community. There are opportunities to connect with the community:

Many stakeholders express a strong spiritual and emotional connection to the park.

Adults and children alike can be encouraged to understand why they need to help monitor and protect the park.

Encourage park neighbors' interest in individual "favorite" access points to facilitate a connection to the broader national lakeshore resources.

Branding. There is an opportunity to improve the park brand by:

Helping visitors understand the park and its significance and value.

Helping visitors understand management challenges for the national lakeshore, including fragmented park boundaries that are adjacent to private residences and businesses.

Creating awareness of the park's full range of important recreational and educational features in addition to its beaches.

Helping visitors distinguish between Indiana Dunes National Lakeshore and Indiana Dunes State Park. The state park is nestled within the formal boundaries of the national lakeshore.

Continuing to improve wayfinding to direct visitors to critical park features.

Connecting the National Lakeshore to the broader National Park System.

Service to school children. Children represent the park's future audience. Because many factors throughout the nation have made school field trips much less frequent, there is an opportunity to find new ways to reach out to teachers and students.

Challenges

Access and boundaries. The park is made up of a diverse set of discontinuous properties with boundaries that are not readily evident. The park does not offer a strong "sense of place," not to mention clearly defined points of entry. As a result, visitors 1) cannot easily find their way to park features, and 2) quite often do not even know they are in the park.

Branding. The diversity of potential park experiences is both its strength and its challenge. Some residents of the tri-state area have no idea that the park exists. Life-long park neighbors remain ambivalent about their relationship with the park. The perception that industry and transportation negatively impact the natural setting often prevents potential visitors from choosing to visit the national lakeshore.

Bus tours. Bus tours are identified in multiple planning documents as a way to bring more visitors to the park, reduce parking congestion, and reduce the visitor carbon footprint. The park does not have the funds to implement the public transportation infrastructure and recommendations. Additional challenges are multiple access points and no control over many of the roads identified in the proposal. Buses are unwelcome and even illegal in certain parts of the park due to adjacent community restrictions.

Fragmented facilities. The park's primary visitor center is outside of the park boundary in a building owned by Indiana Dunes Tourism (of Porter County). After the first five years of this partnership, visitation statistics are significantly underperforming the projected attendance by 65%. Visitors first experience county tourism information distribution racks similar to what is offered at interstate welcome centers, which is often not what park visitors are expecting at a national park visitor center.

Transportation and parking. The South Shore line, operated by the Northern Indiana Commuter Transportation District, provides public transportation services to the park at four locations. There are no transportation systems linking these stations to the lakefront or other favorite visitor destinations. Visitors arriving by the South Shore often have to walk long distances along roads without adequate sidewalks to the beach. Lack of available public parking during peak season typically limits visitation and makes it difficult for visitors to join ranger-led programs in many locations.

No identified use or strategy for historic structures. The Bailly Homestead, Chellberg Farm, Charles P. Nelson site, John Meyer House, and the Solomon enclave have been retained as historic properties under the protocols of the National Historic Preservation Act, but have no direct relationship to the park's origin and purpose. With the exception of the Bailly Homestead, a National Historic Landmark, these properties were not described in any of the park's Congressional testimony or legislation. In a climate of diminishing funding, maintaining these structures draws money and staff time from the park's primary mission of preserving and restoring the natural resources of the duneland ecosystem. Preservation and use of these properties may include such options as interpretation venues, concession opportunities, leasing, or operation by third-parties.

Yellow Warbler

The Setting

Indiana Dunes National Lakeshore includes approximately 15 miles of Lake Michigan's southwestern shore. The 15,177-acre park is made up of a series of non-contiguous tracts located in LaPorte, Porter, and Lake Counties and is adjacent to 15 cities and towns. The park also includes Indiana Dunes State Park, owned and managed by the Indiana Division of State Parks and Reservoirs, and state-managed Calumet Prairie and Hoosier Prairie. Over nine million people live within a one-hour drive within Indiana and from nearby Illinois and Michigan, making it the third largest metropolitan area in the country.

While many visitors come for recreation on the park's beaches, the national lakeshore features many natural and historical resources. These include three dedicated State Nature Preserves, four National Natural Landmarks, a National Historic Landmark and more than 50 structures on or eligible for the National Register. In startling contrast to these amenities, the park surrounds three residential communities, abuts three major steel mills and two fossil fuel generating stations, hosts three major railroads, numerous transmission lines, pipelines, two U.S. highways, one toll road, one interstate highway, and miles of roads and streets within or adjacent to its boundary. These features are unusual ones for a national park, yet proximity to vast urban and suburban settings creates an audience of tremendous scope and diversity. Indiana Dunes

National Lakeshore is the twenty-fifth most visited national park in the country, and the leading outdoor recreation destination in the state.

Park History

The park's history is worth noting. From the Indiana Dunes National Lakeshore Unigrid Brochure:

> Economic interests have determined much of the land use, as witnessed in the industrial areas, but conservation campaigns beginning in the 1900s sought to halt this trend. An attempt in 1916 by Stephen T. Mather, director of the newly-created National Park Service, to establish a Sand Dunes National Park failed, but partial success was realized in 1925 with the creation of Indiana Dunes State Park. In the 1960s, Illinois Senator Paul H. Douglas, fearing that commerce would swallow the remaining lake front and dunes, joined the crusade to save the dunes begun a decade earlier by Dorothy Buell, a former school teacher and the founder and first president of the Save the Dunes Council of northwest Indiana. Through these efforts, Indiana Dunes National Lakeshore was authorized by Congress in 1966. In recognition of her contributions, Congress designated the principal visitor facility as the Dorothy Buell Memorial Visitor Center.

The Paul H. Douglas Center for Environmental Education honors the late senator's contribution to the founding of the national park.

Information and Orientation

Visitor orientation to the park presents tremendous challenges. There is little awareness on the part of the public that the national lakeshore and state park are separate entities. U.S. Highway 12 is the "spine" of the park, and the access road for most park features. However, it runs in and out of the park at least four times as it passes through the non-contiguous park units, and, in spite of a number of identifying signs, it is difficult to know whether one is in or out of the park at any given time. The park's main visitor center, the Dorothy Buell Memorial Visitor Center, is owned and managed by Indiana Dunes Tourism of Porter County, and is not located within park boundaries. The NPS is a tenant in this building and has no substantive control of its appearance, operations, or contents. The park is in sixteen disconnected sections, some more than eight miles from the lake shoreline. The disconnected inland sites of Hobart Prairie Grove, Heron Rookery, Pinhook Bog, and Gaylord Butterfly Prairie have almost no visitor amenities and little interpretation. Three other areas of the park of the national lakeshore, Indiana Dunes State Park, Hoosier Prairie, and Calumet Prairie, are state-owned and managed lands in which the NPS has virtually no presence.

Please see Appendix A: Interpretive Venues at Indiana Dunes National Lakeshore, for a listing and brief descriptions of the park's individual units.

Most visitors arrive via automobile, but the South Shore line makes four stops in or near the park: Miller, Ogden Dunes, Dune Park (Indiana 49), and Beverly Shores near the Dunewood Campground. Each of these stops is at least a mile from the beach, and there are neither shuttle services nor bike rentals available at the stations. Park personnel report that people who live near the park are more likely to use the train to access the city, than city folks are to come to the park via rail.

Partly as a result of the multiple access points and the difficulty of tracking visitor entrances and exits, the park does not charge an entrance fee. Informational kiosks are located at key points throughout the park.

The Dorothy Buell Memorial Visitor Center is owned and managed by Indiana Dunes Tourism. The park is a tenant in the space that is also shared with Indiana Dunes State Park. Eastern National operates a bookstore in the visitor center, and Indiana Dunes Tourism offers an array of brochures for local tourist attractions. Artworks generated by the park's Artist-in-Residence program are on display, and visitors can watch an outdated short orientation video called "Child of the Northwest Wind." Funding for improved and appropriate exhibits is an obstacle. The National Lakeshore lacks a central location from which to introduce its interpretive themes and provide more detailed orientation to its programs and services.

The name of the visitor center contributes to visitor confusion. While the multi-agency center is referred to as the Dorothy Buell Memorial Visitor Center, some national park literature and the park website also refer to it as the Indiana Dunes National Lakeshore Visitor Center.

Kiosk at Bailly Homestead/ Chellberg Farm

The Paul H. Douglas Center for Environmental Education mainly hosts visiting school groups, but is being refashioned to serve as a west district visitor center. The Bailly-Chellberg Contact Station introduces two historic areas, the Bailly Homestead and Chellberg Farm, both located roughly in the vicinity of park headquarters. The contact station is currently open for special events only and features a small Eastern National bookstore and a few exhibits on the Bailly and Chellberg sites.

Indiana Dunes National Lakeshore is in need of a branding plan and orientation mechanisms that will bring recognition of national park status and help visitors take full advantage of the wide range of recreational and educational experiences that are available.

There are few visitor amenities within the park proper. Chesterton to the south of the central area of the park and Michigan City at the eastern edge both offer a full range of services. The city of Gary on the west side has more limited services available near the park.

Despite its location in the third largest urban area in the nation, the park has very little demonstrated public support. For example: less than 1% of the park lands were donated by entities other than the government, steel companies, and Northern Indiana Public Service Company (NIPSCO). Cash donations average less than $12,000 a year. No major project has ever been developed as a result of public fundraising or donor capital campaign. No significant line-item construction (other than utility infrastructure) has occurred since the Douglas Center was built in 1985.

Indiana Dunes Visitor Center

Interior, Dorothy Buell Memorial Visitor Center

The Audience

Indiana Dunes National Lakeshore regularly exceeds two million visitors annually, in part due to its proximity to the third largest metropolitan area of the country. It is the closest national park to Chicago, Indianapolis, and Milwaukee.

Seventy-five percent of visitation takes place in summer, with July the peak month for attendance. Recent July attendance has exceeded 450,000 visitors. The park registers over 30,000 overnight stays per year (both tent and RV campers) at the Dunewood Campground near the park's amphitheater, generally operated March through October.

A visitor study was conducted during two weeks in August, 2009, by the University of Idaho Park Studies Unit's Visitor Studies Project. Findings included:

- Thirty-four percent of visitors came to the park as part of a group of five or more people, while 27% arrived in pairs. Sixty-five percent of visitors were in family groups.
- Ninety-eight percent of visitors were from the United States, with 40% from Indiana, 40% from Illinois, and the rest from 27 other states. International visitors came from seven different countries, but represented only 2% of visitors.
- Forty-seven percent were first-time visitors, while 34% had visited four or more times. In the preceding twelve months, 66% of visitors had visited the park just once, and 16% had visited two or three times.
- The largest percentage of visitors (38%) was age 31 to 51 years. Five percent were 66 years or older and 28% were 15 or younger.
- Ninety-five percent of visitors were Caucasian, three percent were Asian, and two percent were African-American. Six percent of visitors self-identified as Hispanic or Latino of any race.
- Visitors most frequently learned about the park and its features through previous visits (54%) and word of mouth (49%).
- Average stay for day visitors was 3.5 hours. Those who stayed more than 24 hours stayed an average of 2.8 days.
- Among visitors that visited other places in the surrounding area (from Gary, IN, to Michigan City, IN), 42% had been to Indiana Dunes State Park.
- The most common sites visited within the park were Mt. Baldy (38%), followed by the beaches in the central park of the park (37%). Going to the beach proved to be the most common visitor activity at 79%. Fifty-one percent of visitors walked and hiked in the park.
- Directional signs and restrooms were the facilities most commonly cited by visitors.
- Most visitors (87%) rated the overall quality of facilities, services, and recreational opportunities as "very good" or "good;" less than 2% rated the overall quality as "very poor" or "poor."

The Interpretive Experience

While most visitors come to the park for the 15 miles of Lake Michigan shoreline, especially the popular West Beach bathhouse and picnic area, there are many other natural areas available for exploration. Park interpretive efforts will reflect the spectrum of natural features, and not just the beach environment. Ecological diversity is outstanding, featuring fens, bogs, marshes, creeks, woodlands, prairie, dunes, and beaches, and the park's history covers 10,000 years of continuous human occupation. Significant park areas include:

- Great Marsh

Bailly Homestead National Historic Landmark

Karner Blue Butterfly, an endangered species, feeding on orange milkweed.

- Mount Baldy
- Cowles Bog and Pinhook Bog
- Heron Rookery
- Hoosier Prairie State Preserve
- Calumet Prairie State Preserve
- Portage Lakefront and Riverwalk
- Century of Progress Homes from the 1933-34 Chicago World's Fair
- Bailly Homestead National Historic Landmark
- Chellberg Farm
- 45 miles of hiking, bicycle, equestrian, and cross-country skiing trails

Nature lovers have the opportunity to encounter a wide variety of wildlife and fauna. These include:

- More than 350 species of birds
- 71 species of fish
- 60 species of butterflies
- 46 species of mammals
- 23 species of reptiles
- 18 species of amphibians
- More than 1200 native species of ferns and flowering plants
- 25 species of orchids (this is more native orchid species than can be found in the state of Hawaii)
- 30% of Indiana's listed rare, threatened, endangered, and special concern plant species can be found within park boundaries.

Along with the rich natural resources, the park protects a wide range of cultural resources that include cultural landscapes, historic structures and opportunities to share how people over time have both influenced and been influenced by the land and resources. A few highlights include:

- The Bailly Homestead
- Chellberg Farm and Charles P. Nelson site
- Century of Progress homes
- Lustron houses

Visiting school classes are hosted by the Dunes Learning Center or by park staff at the Paul H. Douglas Center for Environmental Education. The Douglas Center features

Visitors at Pinhook Bog

sunlit classrooms, an audiovisual multipurpose room, and live native animals. Staffs from both centers also facilitate curriculum education opportunities at park trails and other park locations.

INTERPRETIVE PROGRAMS. Rangers offer scheduled programs and hikes that highlight the park's great variety of ecosystems. Hikes include wild flower hikes in the dunes, Miller Woods, and Pinhook Bog, among others. Regular Saturday afternoon programs for children are offered at the visitor center, and scheduled ranger talks there address topics such as invasive species in the Great Lakes. Seasonal rangers rove the beach and trails in summer to present informal interpretation. They also present evening programs at the campground. The Junior Ranger "Beach Comber" Program takes place in a tent on the beach in order to reach more recreational visitors. Special events include maple sugaring in March at the Chellberg farm, and programs like "Green Gary Day," which focuses on the park's natural resources and the City of Gary. Historically, most special events take place in the Chellberg-Bailly area.

The Junior Ranger program has been expanded to include hands-on learning stations in the visitor center and Junior Ranger tents on the beach. The Junior Ranger handbook was recently revised to make it more concise, park-centered, and experience-based. The updated program quadrupled the previous number of Junior Rangers identified and served.

The park has an active outreach program that brings park programs out to the community and that concentrates on reaching under-represented populations. All together, over 490 interpretive programs, 14 demonstrations, and 14 special events took place in FY2010. With all programs, including informal interpretation and education, the park interpretive staff made over 218,519 visitor contacts for the year.

The park sponsors regular Stewardship Days for volunteers throughout the year. Volunteers sign up to learn about native and non-native plants, assist with non-native plant eradication, and plant native species.

INTERPRETIVE MEDIA. The park publishes The Singing Sands newspaper bi-annually. A number of brochures are available on various resource topics. In FY2010, the park Unigrid brochure was revised and made available in FY2011. Guides are

available for each of the trails, but they simply provide maps, rather than interpreting what visitors will experience.

Waysides exhibits are installed at Cowles Bog, Chellberg Farm, Mnoké Prairie, West Beach, and Miller Woods. Signs at Mt. Baldy explain dune migration and address resource protection. Many of the park's wayside exhibits are outdated and need to be replaced.

The Century of Progress homes are leased to private individuals, and are only open to the public one day each year. There is a need to develop and install wayside exhibits that describe the homes and their history.

The park's orientation video, called "Child of the Northwest Wind," is shown at the Dorothy Buell Memorial Visitor Center. The film is old, has poor production values, and does not adequately address major interpretive themes: it should be withdrawn from use and replaced.

The park's website offers the average range of information for visitors, and includes some simple interactive games for children. The "For Teachers" section of the website is exceptionally rich, and features supporting materials for teachers, and a "round-up" of field trip opportunities throughout the region.

ACCESSIBILITY AND SPECIAL POPULATIONS. While the visitor center provides good access to visitors with mobility challenges, access to the beach and dunes remains difficult due to the continual shifting sands and migrating landscapes. Bog trails that run on boardwalks offer limited accessibility.

EDUCATION PROGRAMS. The park does an exceptional job with its educational program offerings. Nearly 33,000 school children were served in FY2010, and over 1,085 hundred programs, including traveling trunk loans, were presented. A wide variety of traveling trunks is available, addressing such topics as biodiversity, energy and waste reduction, air and climate, endangered species, invasive and exotic species, lakes and water, and wildlife. The education brochure, "Educational Adventures in the Dunes," which was developed in partnership with other organizations, is a colorful, professionally designed nine-page publication that describes field trips tailored to all ages from kindergarten to twelfth grade. Available field trips include a farm-based "Autumn Harvest" program, participatory activities designed to encourage park stewardship, cross-country skiing, and "Secrets of Succession."

Throughout the academic year, the park partners with the Dunes Learning Center (DLC) to provide high-quality, professional development opportunities for K-12 classroom teachers and non-formal educators. The teacher workshops feature experts in various fields of study, hands-on activities and adventures within the national lakeshore. Participating Illinois teachers are eligible to receive continuing education units (CEUs) and Indiana teachers can receive continuing recertification units (CRUs) for their participation. Park staff and DLC educators also collaborate on the development and delivery of curriculum-based day and overnight education programs, including the ParKids program.

An ongoing teacher survey that has been approved by the Office of Management and Budget is used to garner feedback on the effectiveness of education programs. It has proved very useful in improving programs and staff performance.

Please see Appendix C: Summary of Existing Interpretive Services in FY2010, for a list of interpretive services currently offered.

Volunteers

Volunteers play a vital role at Indiana Dunes NL. In FY2010, 1,470 volunteers contributed over 21,600 hours of service assisting park activities. They maintain park trails, serve as education docents, feed the residents of the Douglas Center's Animal Room, clean aquaria, garden, assist at the visitor center information desk, participate in stewardship activities, and help out at special events.

Personnel

Interpretive Division personnel in FY2010 included 13 full-time and 12 part-time positions, for a total of 15.76 FTEs. This represents a significant reduction of seven FTEs when

Ranger hike through Mnoké Prairie

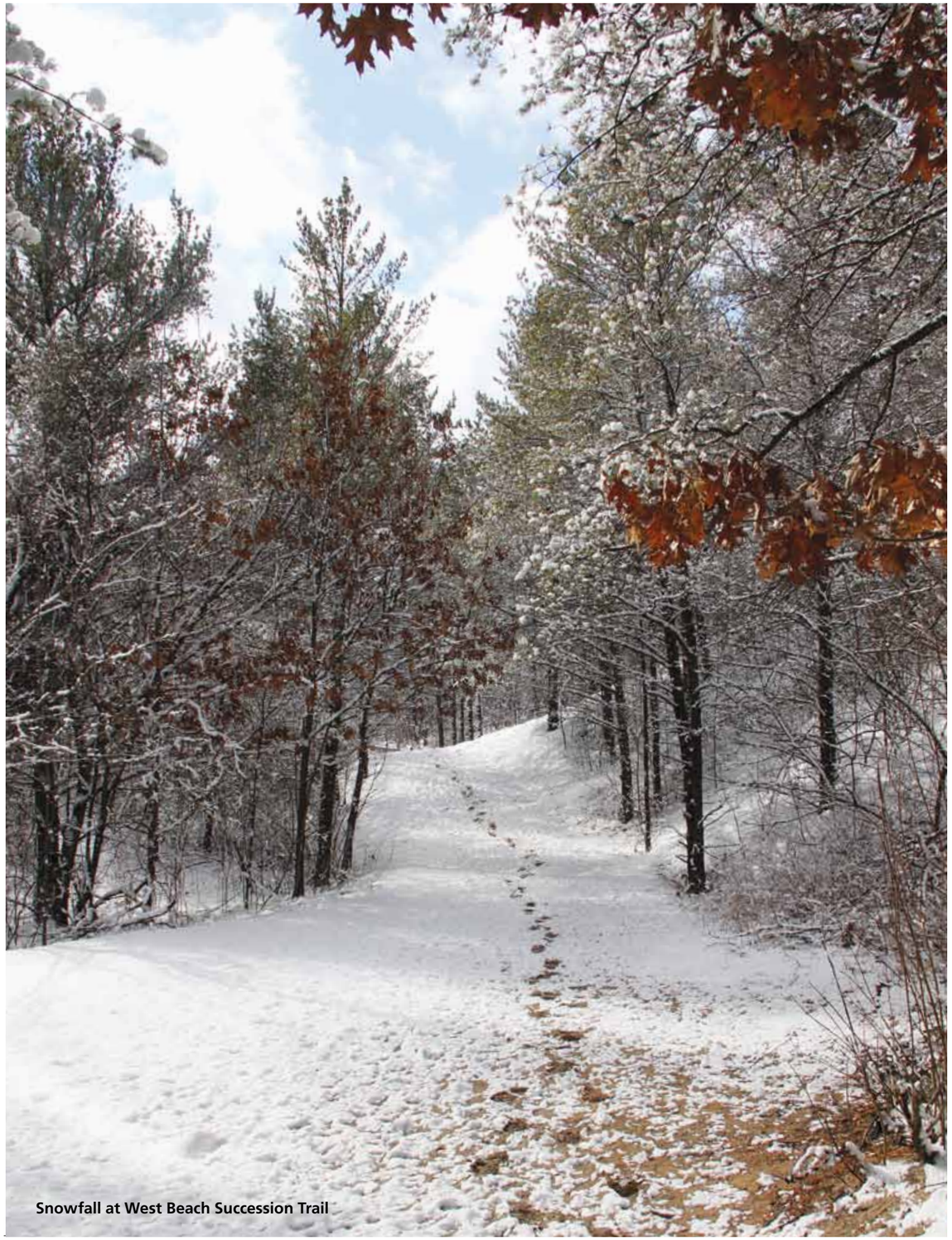
compared with staffing patterns of just a few years ago. In response to the budget scorecard report, the team restructured into three branches in 2006 to improve efficiency and maximize visitor contact for each dollar spent. The branches – interpretation, education, and media -- succeeded in decreasing the cost per visitor of interpretive services. The number of visitors served also increased, more than doubling in some cases. The media branch lacks sufficient staffing to complete the long list of non-personal services planned.

Interpretive Partners

Indiana Dunes National Lakeshore is engaged in an impressive number of interpretive partnerships, vastly increasing the park's ability to reach members of the public. These include:

- The park's Learning Center is jointly operated with a non-profit partner, Dunes Learning Center, Inc, since 1998 and has served an average of 5,000 participants annually. Participants have opportunities for overnight stays and immersion environmental learning activities based on park resources. The two staffs develop, conduct and evaluate the program.
- The Great Lakes Research and Education Center hosts research scientists whose findings are communicated to park visitors and school groups.
- The park has a Memorandum of Understanding and GSA contract with Indiana Dunes Tourism to occupy a portion of the 12,000-square foot Dorothy Buell Memorial Visitor Center. The facility is also shared by Indiana Dunes State Park.
- Indiana Dunes State Park interprets the Lake Michigan shore environment and offers recreational opportunities, including year-round camping.
- The park has a cooperative management agreement with the City of Portage for the recreational use and management of the 57 acres of Portage Lakefront and Riverwalk. This is a former industrial brown field site and the facility received LEED certification in the fall of 2010.
- Indiana Landmarks, a not-for-profit preservation organization, placed the national lakeshore's five Century of Progress houses on the "Ten Most Endangered Sites in Indiana" list in 1993. The national lakeshore and Indiana Landmarks entered into an agreement in 1996 to protect and maintain the houses through a residential leasing program, along with two other historic park properties.
- The park participates in a number of community events and local and regional outdoor shows during which the park's interpretive services are marketed.
- Since 1998, the park has established both a formal and a working relationship with Kampinos National Park in Poland. Through an international "Sister Park" agreement, the two parks exchange scientific and education information.
- Northwest Indiana Paddling Association partnered with the park in the opening of the Lake Michigan Water Trail, and continues to promote appropriate paddling activities.
- Chicago Wilderness promotes preservation, stewardship and education of the Chicagoland region's shared natural resources.
- Chesterton Art Center supports the Artist-in-Residence program through a juried selection of participating artists.
- Field Station Cooperative is a non-profit day school that provides environmental education for pre-K youth.
- Friends of Indiana Dunes provides volunteer and financial support for both the national lakeshore and state park.
- Indiana Division of State Parks and Reservoirs provides visitors services at the adjacent Indiana Dunes State Park. The parks collaborate on interpretive services when appropriate, limited by staffing and funding constraints.
- Save the Dunes is a non-profit organization that was instrumental in supporting the creation of the state and federal parks. The organization continues to work towards the conservation and preservation of the area resources.
- Shirley Heinze Land Trust purchases and manages regional open spaces in order to protect habitat and watershed ecosystems.
- U.S.G.S. Lake Michigan Ecological Research Station works closely with the park's resource management staff to monitor and study the regional natural resources.
- Eastern National provides interpretive products and other sales items that support the park's themes and enhance the public's understanding and appreciation of the natural and cultural resources of the park. They provide part-time staff to support the operation of a bookstore in the visitor center and seasonally at the contact station near the Chellberg farm. The FY2010 Annual Sales for Eastern National (Nov 1- Oct 31) were $71,111. The park's donation percentage is approved by the Eastern National board annually and usually ranges between 3-5%. In FY2009 it was approved at 6%, resulting in a contribution of $4,266. These funds are typically used to support the bi-annual printing of the Singing Sands, a free seasonal interpretive product for visitors and park neighbors. Additional available funds often support the two larger special events, Duneland Heritage Days and Maple Sugar Time.

Ranger-led tour at Cypress Log Cabin



Snowfall at West Beach Succession Trail

The "Recommended Strategies and Actions" section below sets broad vision for the interpretive and education program, and provides measures through which the team will be able to evaluate outcomes. Many, but not all, of the actions are reflected in the prioritized Implementation Plan starting on page 47. These two sections are the foundation for the creation of Annual Implementation Plans that will capture additions or changes to specific actions in order to reach stated goals. Additional strategies, measures and actions not listed in the Implementation Plan will likely be included in future long-range planning efforts.

Audience Information and Evaluation

Strategy #1: Increase understanding of the diverse audiences that visit the national lakeshore to improve quality of visitor services.

Audience: Park staff, partners.

Measure: In next 10 years park will have in place a comprehensive evaluation strategy with two new tools for measuring visitor feedback and a regular system in place that is used consistently by staff.

- Develop an evaluation plan for existing and new visitor services using the Choosing by Advantages method.
- Continue annual visitor studies and work with partners and NPS to conduct surveys, focus groups, etc., to learn more about our visitors, emphasizing the need to know more about under-served audiences.
- Conduct long-term evaluation of effects of school programs, partnering with Dunes Learning Center and other partners and universities. Studies should be longitudinal and examine effects over several years.

- Continue teacher survey to gain further feedback and formative information on school based programs.
- Conduct routine evaluation of media and personal services to gauge visitor understanding of park significance and satisfaction with park experiences.
- Track demographics of program participants.
- Determine method to understand who uses the park web sites and determine ways to solicit feedback through the sites.

Information, Orientation and Visitor Services

Strategy #1: Increase commitment to outreach with Information and Orientation services to targeted urban communities such as Chicago, Milwaukee, Indianapolis, and South Bend.

Audience: Outlying communities, potential visitors.

Measure: In the next 10 years the park will reflect a more diverse on-site audience with new visitors from surrounding regional urban areas. The park media and education contact lists will reflect a professional rapport with these communities and carry park news releases and information. New partners will become invested in supporting the park mission.

- Install information kiosks or maps at train stations, highway rest areas, and airports.
- Initiate Trails and Rails program with Amtrak with volunteers riding trains and interpreting park resources.
- Expand Chicago ranger program with enhanced exhibit and staff person to work at Chicago museums during summer and peak visitation periods.
- Develop exhibit with other two national parks in Indiana for the Indiana State Fair and jointly staff the event.
- Partner with the South Shore line (NICTD) to place interpretive placards inside the rail cars where advertisements are usually installed. Create banners to be displayed either along the route of the train, or in train stations, or both, to promote NPS and Indiana Dunes National Lakeshore.
- Park staff participates with appropriate regional organizations with similar or overlapping missions (such as Chicago Wilderness, NAACP etc.).
- Develop partnership exhibits and interpretation with relevant Chicago entities such as the Field Museum, Botanic Garden, Shedd Aquarium, Art Institute, and Peggy Notebaert Museum.
- Expand use of social media and new media that allows the public to access park information remotely and to use information in a transportable form.

Strategy #2: Improve orientation materials at trails and visitor centers to insure visitors know they are in a national park and how to navigate throughout the entire dispersed park.

Audience: Outlying communities, potential visitors, existing visitors.

Measure: In ten years the park will have a large dynamic support group of park neighbors, businesses, elected officials, and visitors who understand the park mission and existing challenges to park management, taking an active role in providing support when possible. Park resources will be better protected with the communication of appropriate safety and resource based informational messages.

- Enhance the existing trail system with updated and consistent kiosks, signs, and maps.
- Guide and educate public regarding access and use of park resources while building appreciation and compliance of regulations to better protect park resources (visitor behavior modification) that is communicated in the Singing Sands, bulletin boards, formal programs, informal roves, websites, and media.
- Build connectivity planning betweens sites, trails, transportation infrastructure, and primary resources and communicate through web, touring publications, smart phone apps, and regional partners' messages.
- Update and enhance existing professional trade show booth that can go with rangers to community events.
- Develop a social media plan to meet park needs for marketing and park visibility with written guidelines that permit trusted users to tweet on a regular basis, and then assign at least two individuals this responsibility. A publication, The Social Media Handbook, published by National Parks of the New York Harbor, provides a useful model set of guidelines.
- A park web host site allows visitors to upload their photos of the park. About 3,000 Indiana Dunes National Lakeshore photographs (with tags) have been independently posted to the site as of this writing.
- Revise and update the park website to enhance visibility and promote cohesiveness of all park units. Create an opening page that emphasizes the great diversity of the park's many units with rich text and photographs and upcoming programs.
- Expand the use of multi-media and interactivity (Web 2.0 features). Provide opportunities for virtual visitors to sign up for Twitter and link to the park

Flickr site. Add more imagery or simple 2-minute podcasts/vodcasts.

- Train and authorize at least two staff members to make timely changes to basic web information. This should not be collateral duty, but should be a separate assignment for which time and resources have been allocated.
- Regularly track web visitation statistics for most visited pages and longest dwell time.

Strategy #3: Adopt a proactive strategy toward media outreach.

Audience: Outlying communities, potential visitors, existing visitors.

Measure: The park will have a broader relationship with appropriate media with which to better share the park mission.

- Whenever members of the press are in the park, take the opportunity to build the park brand. Be in a position to use the media as a catalyst for the brand – every time. Engage the press in park activities that can be reported on television.
- Create a Media Room on the park website that helps members of the press do their jobs. The old concept of a press release is no longer a successful communication tool for reaching media outlets. Link reporters to the park Twitter feed.
- Post media informational materials in the Media Room and include downloadable high-resolution photographs.
- Create a quarterly media blast that involves story ideas, events, programs and happenings at Indiana Dunes National Lakeshore and share as a PDF.
- The internal Public Affairs-Interpretive relationship is critical to successful media relations. Regular or recurring programming is critical, and the two teams should constantly work together to develop new "products."
- Use marketing posters and pre-press publicity to create successful events and raise awareness in the community of the presence of an NPS site in the area.

Strategy #4: Cooperative marketing. Partnerships are critical to successful marketing because they can accomplish things the park may not be able to do.

Audience: Outlying communities, potential visitors, new and existing partner organizations.

Measure: In ten years, greater collaboration will exist between partners, the community and region to share resources and messages more efficiently and effectively.

- Explore the possibility of creating a non-profit cooperative association (or expanding the role of existing partners) to develop programming and engage in cooperative marketing, including purchased advertising. The Golden Gate National Park Conservancy and the National Parks of the New York Harbor Conservancy provide useful models.
- Build and develop partner relationships to present joint initiatives.
- Join area tourism organizations in order to be able to communicate directly with important segments of the tourism industry, such as motels and restaurants.

Strategy #5: Develop a comprehensive management plan for these park historic structures: The Bailly Homestead, Chellberg Farm, Charles P. Nelson site, John Meyer House, and the Solomon enclave. Uses may or may not be directly related to interpretation.

Audience: Outlying communities, potential visitors, current visitors, new partners

Measure: In five years, these properties will be preserved through a viable strategy that allows for visitor understanding of their relationship to the park's mission and interpretive themes.

- Gather primary resource research into the story of Joseph Bailly and his family.
- Cultivate American Indian tribal contacts and programs with Potawatomi, Miami, and other tribes with historic ties to the dunes landscape, focusing on authentic American Indian groups.
- Work with overall park management goals to determine the most viable means of protecting and preserving these properties.
- Continue to use the Chellberg Farm structures and landscape as a backdrop to illustrate changes made by people in their efforts to render the duneland area economically viable. The farm is a prime location to illustrate the transformation of land through the reconfiguration of surface water systems, deforestation, and removal of dunes, conversion of land to agricultural use, introduction and effects of non-native species, and the rise of 20th century awareness of conservation.
- Use the historic structures and landscapes to tell a comprehensive story of people and the land, encompassing pre-history, American Indians, European migration, and the eventual industrialization and diversity of Northwest Indiana.
- Continue to use the Chellberg Farm and Bailly Homestead sites as special events venues until such time as a plan for long-term viability is developed.
- Use the structures and landscape of the Bailly Homestead to reflect the role that the rivers, landscape, and historic trade routes played during the Bailly era through programs, waysides, public events, and publications.

- Explore a partnership with Governor's Committee on Native Americans or similar organization to enhance interpretation of early human occupancy and continued cultural heritage of indigenous peoples..
- Reevaluate the recently expanded themes of the Duneland Heritage Days festival and determine if this kind of event is the best interpretive technique to deliver the themes.

Interpretation and Education -- Personal Services

Strategy #1: Foster a cohesive park identity, linking park sites.

Audience: Park visitors, neighbors, and communities.

Measure: In ten years the park will have a large dynamic support group of park neighbors, businesses, elected officials, and visitors who understand the park mission and existing challenges to park management, taking an active role in providing support when possible. Park resources will be better protected with the communication of appropriate safety and resource based informational messages.

- Develop and execute an "Experience Your National Lakeshore" program for community leaders to help them better appreciate the challenges park managers face through a series of hands-on experiential learning opportunities.
- Extend the "Green Gary" concept (inter-relationship of park and community) to Porter, LaPorte, and Lake Counties.
- Conduct "state of the park" programs off-site for regional groups and organizations.

Strategy #2: Develop new and expanded personal services that support revised park themes and significance statements.

Audience: Current and new park visitors

Measure: In ten years, park interpretive programs will comprehensively reflect the five park themes, highlight the park's resources and encourage appropriate visitor activities. Park program attendance, visitor satisfaction, and visitor understanding will be improved. Park resources will be better protected through appropriate visitor activity. Programs delivered by volunteers and third-parties will meet NPS standards for education and interpretation programs.

- Revise and continue special events at both the Bailly Homestead and Chellberg farm that reflect the appropriate varied land uses during the periods of significance.
- Expand special programs, talks and demonstrations to reflect a broader continuum of shifting land use activities. This may include accurate period clothing presentations, demonstrations or walks.

- Expand guided hikes and other recreational activities such as biking, camping, and kayaking to incorporate new interpretive themes.
- Conduct interactive program for recreational beach users that introduces them to the role Lake Michigan and geography play in the quality of their visit.
- Support "citizen science" projects in collaboration with Indiana Dunes National Lakeshore Resource Management and other possible partners.
- Seek outside partners who may fund interactive interpretive opportunities, demonstrations and performances that are historically accurate, appropriate and theme-based. This may include the use of farm animals to demonstrate past agricultural land use practices, costumed performance, or third-person costumed interpretation. These activities are currently beyond the scope of the park budget and core interpretive goals.
- Expand the "Caretakers of the Dunes" program, looking for more opportunity for student scientist school programs that involve monitoring conditions such as water quality and helping with abatements like invasive species mitigation.
- At Bailly Homestead, conduct demonstrations of appropriate period activities and reenact elements of the trading post.
- Expand the Artist-in-Residence program; sponsor juried art shows reflecting the park's natural resources.
- Conduct special "off hour" beach programs highlighting unique seasons and features (sunsets, full moon, migratory bird watch, viewing shelf ice).
- Create school programs that focus on the creation of the national lakeshore and reinforce stewardship values.
- Plan a yearlong series of activities/major special events in 2016 to mark the NPS centennial and Indiana Dunes National Lakeshore's 50th anniversary.
- Put on a pageant in the style of the 1917 historic pageant that was sponsored by the Prairie Club to galvanize support for creating a national park here, interpreting the founding of the park.

- Develop dynamic interpretive volunteer program with regular training, recognition, and recruitment.

Strategy #3: Develop programs to bring in underserved audiences.

Audience: Underserved audiences, park communities, and regional urban areas.

Measure: In ten years, park visitors and park staff will better reflect the regional diversity. All visitors will feel welcome and understand how their personal heritage is reflected in the national lakeshore's heritage and National Park Service.

- Develop diversity within the workforce with recruitment, training, and retention.
- Conduct off-site education programs in underserved urban communities.
- Expand the Chicago ranger program during the summer.
- Develop a volunteer program that provides interpretation on Amtrak passenger trains.
- Seek and develop new partnerships and new initiatives with existing organizations.

Strategy #4: Increase awareness of the park's resources through artistic, inspirational media.

Audience: Park visitors (on-site and virtual)

Measure: In ten years, Indiana Dunes National Lakeshore will remain relevant to the region and nation through opportunities to be inspired through interpretive film, art, poetry, and appropriate recreational activities.

- Expand the "Artist in Residence" public education component.
- Encourage student art and poetry contests.
- Explore public performance and music in park settings.

Strategy #5: Improve services to educators and students that meet changing curriculum guidelines and new trends in learning.

Audience: K-16 teachers and schools.

Measure: In ten years, the education program at Indiana Dunes National Lakeshore will remain strong and expand to include new media, meet trends in education, and reach more schools through innovative methods.

- Create a distance learning program and hub site at the Douglas Center with regular programming to reach national and international audiences on park resource issues.

- Strengthen and increase the professional development offerings for educators by providing a yearly series of workshops focusing on new and changing issues and developments.
- Continue to strengthen education program offerings to meet changing curriculum needs and audiences.
- Provide updated resources for teachers on the web, through travelling trunks and other new media services.
- Make the Douglas Center for Environmental Education a national model for place-based education.
- Continue to expand and strengthen Dunes Learning Center programming and increase the NPS presence in the residential programs with a ranger on staff.

Strategy #6: Increase opportunities for youth and teens to engage in park programs, learn about job opportunities, and connect to their national park in meaningful ways.

Audience: Local and regional youth, teens and their leaders.

Measure: In ten years, the park will have a vibrant mix of local teens involved in volunteer programs, attending programs, and employed in seasonal positions at this or other national parks after participating in park youth programs.

- Expand Teen ParKids program to be a year-round youth volunteer corps made up of teens from all surrounding communities who are engaged in a variety of park programs, special events, and projects.
- Continue ParKids summer camps with Dunes Learning Center and increase numbers as staff capacity expands.
- Develop an after-school program at the Douglas Center for local youth to use the facility for science and environmental learning. Employ local teens to assist in running the program.
- Maintain and expand youth partnership program that works with local non-profits to employ youth in the park. Expand Green Team effort with Groundwork Gary or other appropriate partner.
- Maintain and expand outreach efforts with local youth-serving agencies such as Boys and Girls Clubs, YMCAs, Scouts, etc., to provide high quality

programs and service projects.

Interpretation and Education -- Non-Personal Services

Strategy #1: Improve development and creation of publications and other non-personal services.

Audience: On-site and virtual visitors.

Measure: The park will provide professionally developed non-personal interpretive products efficiently and effectively.

- Seek OFS funding and hire new positions of writer-editor and visual information specialist.
- Develop system for approving publications and non-personal services.
- Provide staff training on interpretive writing, editing and design.
- Encourage Eastern National or other source to reprint "Sacred Sands" and "Duel for the Dunes" to share the struggles regarding founding the park.

Strategy #2: Enhance non-personal services by incorporating new media-rich technologies.

Audience: On-site and virtual visitors.

Measure: New and emerging technologies will enhance the staff's ability to reach a contemporary urban audience in cost effective, engaging and relevant ways.

- GPS-activated system: Visitors will use either a Smart Phone application or rent or borrow handheld devices.
- Create a media piece showing the zones that converge at Indiana Dunes National Lakeshore.
- Virtual Geocaching (that still protects park resources) using printed "search lists" or personal cell phones to "collect" the completion reward.
- Share how the introduction of exotic species threatens the lakeshore's rich diversity through programs, web, Singing Sands articles, and podcasts/cell phone tours.
- Partner with PBS/Discovery/Lakeshore TV for a nationally broadcast program about the development of the park and management challenges.
- Partner with collegiate academic institution partners to provide on-line access to the ongoing scientific research that is being conducted in the park by many park partners.
- Expand the introductory film to interpret ongoing scientific research.

- Develop a historic homes/structures auto tour that reflects shifting land use and management practices.
- Enhance the interpretive signage on the Cowles Bog Trail to explain the great progress made in restoring the bog.
- Create opportunities for visitors to talk with the park staff doing the restoration work.
- Share the park's archeological heritage through expanded exhibits and an on-line artifact gallery. Create a hands-on learning site using the Parks as Classroom grant to interpret Archaic Indian hunting site as found in recent archeological evidence.
- Create exhibits that share the inspiration fostered by the dunes and lakeshore that energized the drive to create the national lakeshore; adapt the same message for off-site programs, the web, and a short film/documentary.
- Create a regional "green space" map of the entire bi-state Calumet region that shows residents how close park features are to them.
- Expand podcasts and cell phone tours.
- Fund and install both a fixed and movable park-based web cam systems.
- Improve the park web page, include wav video and develop a system to update it daily.
- Follow NPS policy and engage new virtual visitors with social media.

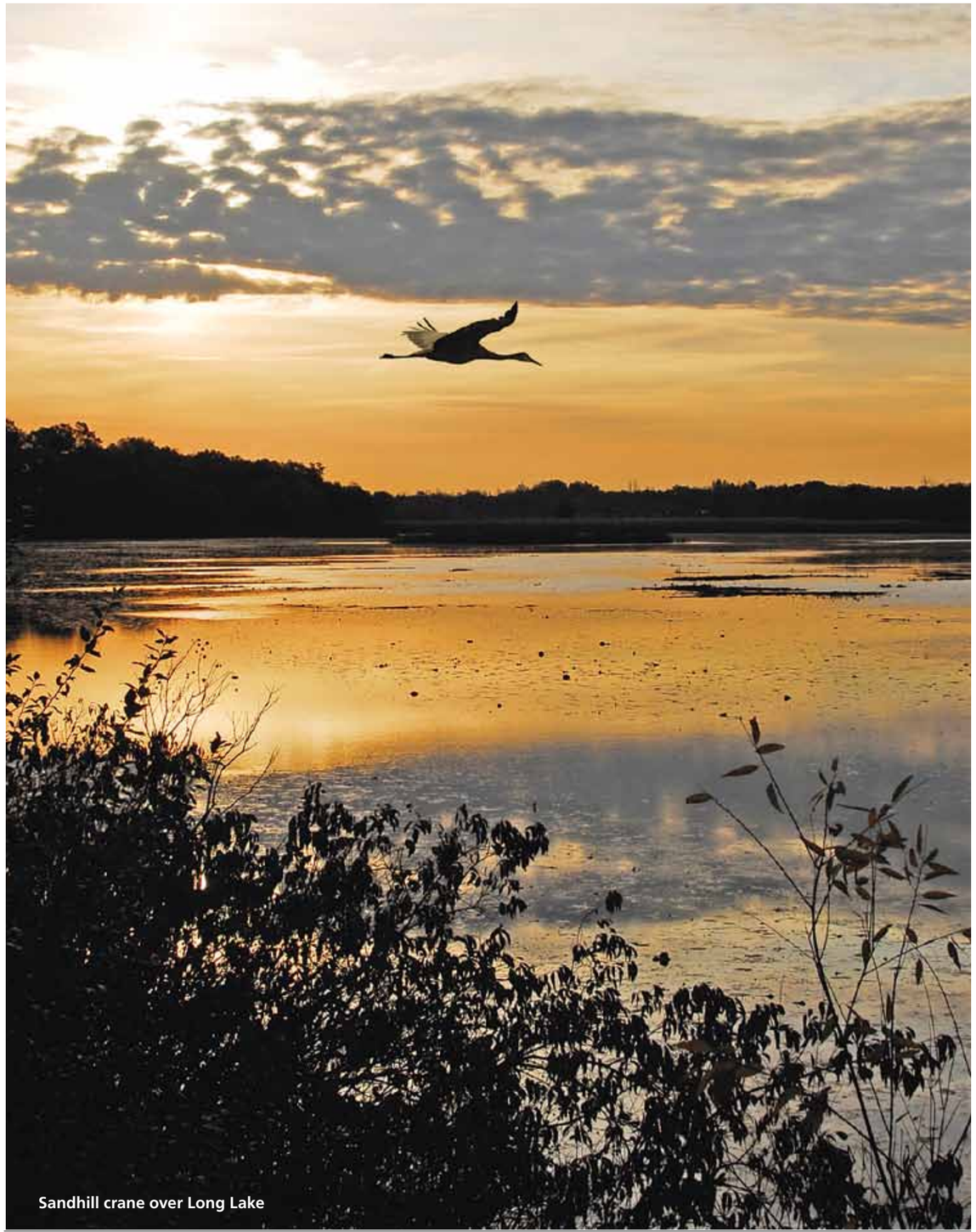
Strategy #3: Develop wayside and exhibit plan for park and seek funding to execute it.

Audience: Park visitors and neighbors.

Measure: Park visitors will be better informed of appropriate safety and resource messages while being provided with an opportunity to better understand the resources they are experiencing. The park will be able to seek funding to replace aging waysides and exhibits in a timely fashion and implement the plan as funds are made available.

- Inventory and conduct a condition assessment of existing wayside and exhibits and enter them into the MIDS data base and FMSS databases.
- Seek partners when appropriate to support waysides and exhibit development and installation.
- Look for ways to use waysides and exhibits to attract underserved and under-represented audiences.
- Work with park teams to ensure accuracy and relevancy of content and to promote shifting management emphasis.

Note that current urgent needs include new waysides at Century of Progress homes, Chellberg Farm, Pinhook Bog. Revise Bailly Homestead waysides.



Sandhill crane over Long Lake

Research Needs

There is a need for evaluation of interpretive services. An evaluation plan will establish assessment strategies that indicate whether interpretive services are as effective as they could be. It identifies areas in need of improvement, saves money by focusing resources on programs proved to be effective, and presents visitors with the best possible interpretive experiences.

EVALUATION OF EXISTING INTERPRETIVE SERVICES. For maximum effectiveness, evaluation must provide results that will make a difference in enhancing visitors' understanding of and connection to the resource. There is no reason to conduct time-consuming evaluation simply for its own sake. An effective evaluation plan will answer two questions: Which interpretive services should be evaluated? And: What methods should be used for evaluation?

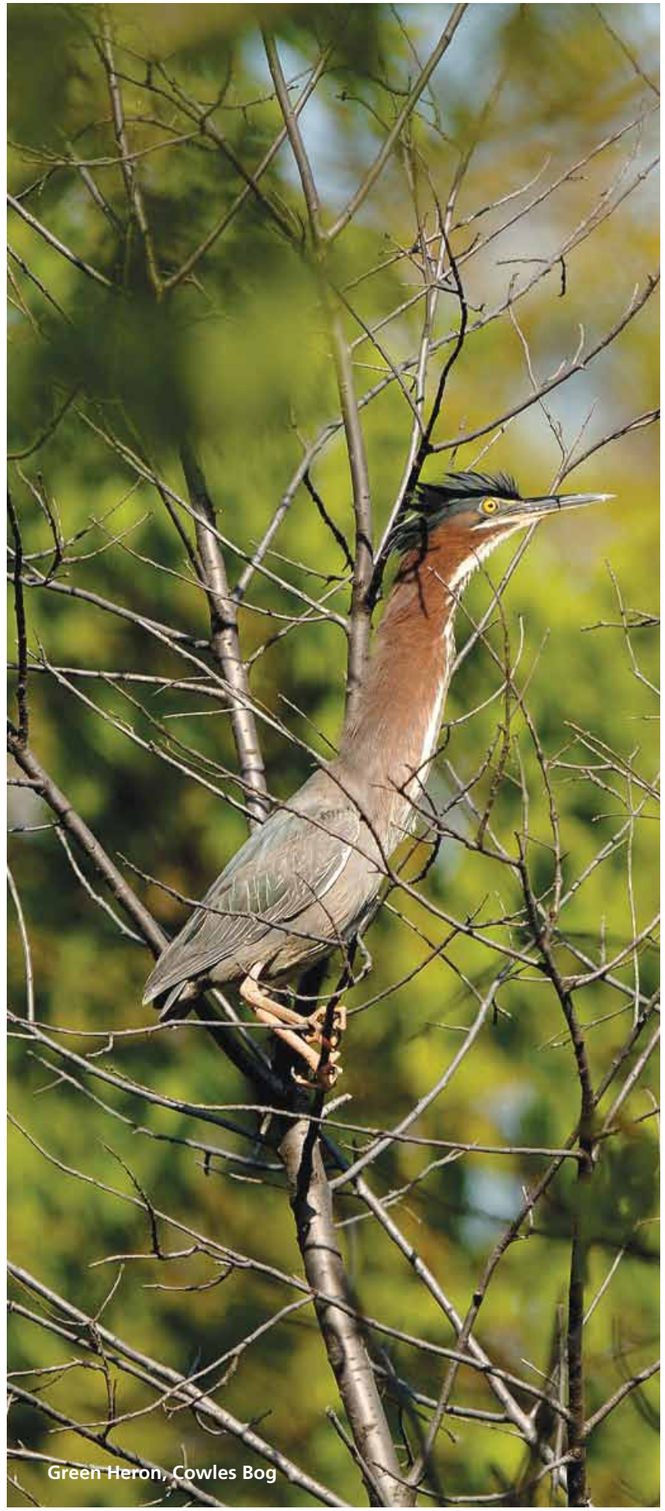
RECOMMENDATION: Indiana Dunes National Lakeshore's interpretation staff should develop an evaluation plan using the following guidelines. To determine what services should be evaluated, use a method called "Choosing By Advantages" or CBA. CBA provides a framework for deciding what to evaluate by analyzing 1) the importance of the service to the overall program, 2) the degree of confidence interpretive staff has that a service is either effective or ineffective; 3) the ease with which selected services can be evaluated; and 4) the impact evaluation would have on increasing visitor understanding.

EVALUATION AS PART OF THE DEVELOPMENT OF NEW INTERPRETIVE SERVICES. In addition to evaluating existing services, evaluation should be a part of every step involved in developing interpretive services. It shapes the program during the following three specific stages of development:

- Front end evaluation occurs before development even begins. Evaluators aim to discover what potential audiences actually know – and what they would like to know – about a specific topic.
- Formative evaluation occurs during development. Potential audience members provide feedback on program and service prototypes, mockups, and dry runs.
- Summative or remedial evaluation occurs after the program or service is in place. The goal is to identify elements that work and those that need improvement.

PLANNING FOR EVALUATION. A robust evaluation plan should be incorporated into the interpretive plan. Schedule it as an ongoing activity in the annual implementation plan. Evaluation accomplishes the following:

- Provides a balanced view of program effectiveness
- Utilizes feedback that has been gathered systematically (not just anecdotally)
- Gathers empirical evidence of strong and weak areas of a program or service
- Fuels opportunities to improve effectiveness


Green Heron, Cowles Bog

Staffing Needs

In order to more successfully accomplish the goals outlined in this plan the park recommends an increase in staffing to include (in priority order):

- Writer/editor.
- Visual information specialist.
- Community outreach Park Ranger.
- Cultural Historian/Interpretive Park Ranger.
- Continued temporary, seasonal, and student staff to accommodate peak visitation.
- Develop recurring internship opportunities with nearby academic institutions for both short term and semester-long projects.

Timeline for Implementation

The Implementation Plan summarizes action items and interpretive services proposed as part of this long-range interpretive plan. Recommendations are presented by priority: short-term (1-3 years), mid-term (4-6 years), or long-term (7-10 years). Short-term priorities in the early part of the plan focus on high impact/low cost interpretive services, while mid-term and long-term priorities describe programs and services that will require advance planning and new sources of support. The list does not include programs, either personal services or media-based, already in place as of this writing. For these, please see Appendix C: Summary of Existing Interpretive Services at Indiana Dunes NL in FY2010. The list of priorities will guide development of annual interpretation plans and implementation strategies for the next ten years.

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
NON-PERSONAL SERVICES				
AUDIENCE INFORMATION & EVALUATION	Develop an evaluation plan for existing and new visitor services using the Choosing by Advantages method.		X	
	Continue annual visitor studies and work with partners and NPS to conduct surveys, focus groups, etc., to learn more about our visitors, emphasizing the need to know more about under-served audiences.		X	
INFORMATION, ORIENTATION & VISITOR SERVICES	Develop a social media plan to meet park needs for marketing and park visibility with written guidelines that permit trusted users to tweet on a regular basis, and then assign at least two individuals this responsibility.	X		
WEBSITE	Develop system and trained staff (including adequate staffing level) to provide daily maintenance of park web page that includes support from appropriate Indiana Dunes National Lakeshore staff.	X		
	Add interpretive material that focuses on the threat to the park's rich diversity by exotic species.	X		
	Create on-line access to information about scientific research being conducted in the park.	X		
	Continue to add park resources (library materials) in digitized form to the public via the website	X	X	X
	Develop and publish a virtual geo/earth caching program that links a variety of park resources and sites	X		

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
NON-PERSONAL SERVICES, *continued*				
	Build connectivity planning between sites, trails, transportation, and primary resources via increased and enhanced web use and other social media outlets (blogs, Twitter, Facebook)	X		
	Add aerial photos and maps that show dune succession		X	
	Share park's archeological heritage by creating an on-line artifact gallery			X
	Share inspiration fostered by dune and lakeshore that energized the drive to create the park.			X
PUBLICATIONS/ EXHIBITS	Write and publish articles in the Singing Sands focusing on specific interpretive themes, especially themes 1 & 4.	X		
	Re-evaluate the design and usage of the Singing Sands newspaper and make modifications.	X		
	Enhance trail system with updated trail maps for all trails that are consistent and engaging.	X		
	Secure permanent writer/editor position within the division.	X		
	Develop interpretive posters or placards to display in South Shore trains.	X		
	Develop temporary exhibit plan with multi-phase installation for the Visitor Center and seek funding/ partners for execution.	X	X	
	Develop and produce historic structures auto tour site bulletin.	X		
	Develop teacher/educator resources to enhance their ability to use the Douglas Center and trail with students.	X		
	Revise and update Bailly/Chellberg trail guide.	X		
	Create a Bailly Homestead "Teaching with Historic Places" lesson plan for educators.	X		
	Host small scale art exhibits at the Douglas Center to encourage varied public participation.	X		

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
NON-PERSONAL SERVICES, *continued*				
	Partner with NICTD to update train station exhibit at Dune Park and install banners and signs in other stations to reflect park resources and encourage visitors to use train to visit park.		X	
	Work to get Sacred *Sands, Duel for the Dunes* and National Geo article re-published to increase the resources available for purchase on this park.		X	
	Develop climate change Junior Ranger booklet for older youth.		X	
	Enhance trail system and waysides with printed publications on lesser known trails, bike trails, water trail, etc.		X	
	Create travelling exhibit with artist in residence work to use regionally and nationally.		X	
	Develop/fabricate replica hunting camp near Bailly Homestead to show-case archeological evidence of Archaic Indian lifeways.		X	
	Create regional green space map (could be a publication or a tactile exhibit) of entire bi-state Calumet region that shows residents how close park features are to them			X
	Plan for redevelopment of Douglas Learning Center exhibits.			X
DIGITAL MEDIA	Develop auto tour of park to link sites and resources using appropriate media or combination of media.	X		
	Create podcasts to reflect variety of interpretive themes and resource issues as needed.	X	X	
	Install webcam system for reporting live beach conditions	X		
	Develop a smart phone application to help build connectivity between sites, trails, infrastructure and primary resources	X	X	
	Organize park digital media inventory for better staff access; identify deficiencies and develop strategy to expand relevant images.	X		

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
NON-PERSONAL SERVICES, *continued*				
DIGITAL MEDIA CONT'D	Use existing images to revise/ update the park introductory film and narration.	X		
	Develop a park historic structures auto tour that reflects the continuum of human interaction with the regional resources. Seek partner and possibly expand auto tour to include relevant regional historic structures.		X	
	Create a digital photo website with copyright free images where public can share photos and also download images.		X	
	Develop concepts and draft script for new park movie; seek funding for new film and develop.		X	
	Develop enhanced media piece that shows the environmental zones that converge at Indiana Dunes National Lakeshore.			X
	Revise Junior Ranger program into new media formats.			X
WAYSIDE EXHIBITS & WAYFINDING/ TRAIL SIGNAGE	Inventory and conduct a condition assessment of existing wayside and exhibits, enter them into the MIDS and FMSS databases, develop and execute wayside exhibit plan	X	X	
	Seek partners when appropriate to support waysides and exhibit development and installation.	X	X	X
	Insure that each trail has an interpretive kiosk with consistent, accurate and relevant info on park, trail, safety messages and interpretive teases.	X		
	Develop and fabricate new wayside exhibits that focus on the changing themes at the farm: 1) shifts in agricultural practices across time and 2) the evolution of one family's effort to make a living in the dunes.		X	
	Develop and install wayside exhibits that better interpret the park's historic structures with emphasis on Century of Progress homes first.	X	X	
	Develop and fabricate new wayside exhibits for the Bailly homestead area which reflect the theme components of transportation corridors and trade routes.		X	

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
NON-PERSONAL SERVICES, *continued*				
	Enhance trail system with signs, cell phone tours, and maps where species diversity can be observed; including lesser known areas, bike trails, water trail, etc.		X	
	Enhance interpretive signage at Cowles bog trail, Mnoke Prairie, Pinhook Bog, and Hobart Prairie that include restoration progress with other interpretive content.		X	
PERSONAL SERVICES				
	Expand Chicago ranger program with enhanced exhibit and staff person to work at Chicago museums during summer and peak visitation periods.		X	
	Conduct "state of the park" programs off-site for regional groups and organizations.		X	
	Seek outside partners who may fund interactive interpretive opportunities, demonstrations and performances that are historically accurate, appropriate and theme-based that are beyond capacity of current budget. May include the use of farm animals, costumed performance, or third-person costumed interpretation.		X	
	Conduct off-site education programs and community programs in underserved communities.	X		
	Explore appropriate public performance and music in park settings		X	
	Develop an after-school program at the Douglas Center for local youth to use the facility for science and environmental learning. Employ local teens to assist in running the program.		X	
	Maintain and expand youth partnership programs and outreach efforts to provide opportunities for youth volunteerism and employment.		X	
	Expand guided hikes to include a variety of interpretive themes and focusing on resource issues and with special "off hour" beach programs	X		

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
PERSONAL SERVICES, *continued*				
	Develop an enhanced interactive program for recreational beach users using roving rangers and introducing the role of Lake Michigan and geography	X		
	Develop notable speaker series of seminars which focus on important resource issues.	X		
	Develop on and off-site program to take to local communities focusing on the new interpretive themes.	X		
	Develop and execute "Experience Your National Lakeshore" program for community leaders to help them better appreciate the challenges park managers face through a series of hands-on learning opportunities.	X		
	Develop Trails & Rails program with volunteers on Amtrak routes through the dunes to interpret park resources.	X		
	Continue the tradition of Bio Blitz and conduct citizen science events for public to get involved in.	X		
	Develop distance learning program at Douglas Center.	X		
	Expand public program offerings at Douglas Center to reach out to audiences on west end of the park.	X		
	Partner with local school district to host AP science class for high school students to meet academic needs and use park resources.	X		
	Revise and update existing public programs at Chellberg Farm and the Bailly Homestead area which meet revised themes.	X		
	Develop interpretive plan for the Bailly Homestead, Chellberg and Larsen farms that reflect the GMP, cultural landscape plan and consider appropriate adaptive use of historic structures. Also include the Chellberg contact station in this comprehensive planning effort.	X		
	Create opportunities for visitors to interact with park staff doing restoration work at various locations.		X	

PROGRAM	TASKS	SHORT-TERM 2011 - 2013	MID-TERM 2014 - 2016	LONG-TERM 2017 - 2020
PERSONAL SERVICES, *continued*				
	Expand and enhance stewardship opportunities with school groups through Caretakers of the Dunes and teacher workshops.		X	
	Sponsor photo contests and use photos for ongoing exhibitry partnering with photo clubs.		X	
	Develop parks as classroom programs to present theme 5.		X	
	Develop curriculum-based programs that focus on civic engagement.		X	
	Bailly Homestead public events and demonstrations of period activities and reenactments reflecting role of rivers and historic trade routes.		X	
	Expand and enhance Native American programming by partnering with additional tribes and agencies representing affiliated tribes.		X	X
	Provide ongoing training to retain relevant, contemporary interpretive skill sets for team; provide training for partners and volunteers.	X	X	X
	Plan yearlong series of activities and special events in 2016 to mark NPS 100th anniversary and Indiana Dunes National Lakeshore's 50th anniversary.	X	X	
SPECIAL EVENTS	Expand Artist-in-Residence program with a juried art show reflecting park's natural resources.		X	
	Plan and conduct Pageant of the Dunes event in the vein of the historic 1917 event.			X
	Extend Green Gary concept (relationship of park to local communities) to Porter and LaPorte counties.			X

Interpretive Venues at Indiana Dunes NL

Indiana Dunes NL's great ecological diversity offers visitors a wide variety of experiences in an array of natural settings. Because not all park units are contiguous, and because they are spread out for several miles along the Lake Michigan shore, visitors do not always realize the wide range of opportunities available to them.

INDIANA DUNES NATIONAL LAKESHORE VISITOR CENTER (aka the Dorothy Buell Memorial Visitor Center). The visitor center represents a regional partnership between Indiana Dunes National Lakeshore and Indiana Dunes Tourism (provides support for Porter County, Indiana). The building serves as Indiana Dunes NL's official visitor center, although it is not within park boundaries. It provides information about each of the partner entities, including available activities and programs. Visitors can view a short orientation film, shop in Eastern National's bookstore, and enjoy temporary exhibits. Ranger programs, including some for children, are offered on a regular schedule.

PAUL H. DOUGLAS ENVIRONMENTAL EDUCATION CENTER. The center, named after the U.S. senator whose advocacy helped create the park, serves as the visitor center for the western end of the park. It is actually located within the city limits of Gary, IN. It serves as a hub for education programming throughout the school year, and features a live animal room with native species of fish, reptiles, amphibians, and others. Nearby Miller Woods offers beautiful opportunities for hiking. Its location at the extreme end of the park makes it difficult to integrate the Douglas Center into more centrally-located park functions.

MT. BALDY. A revered landmark at the lakeshore, Mt. Baldy provides visitors the unique opportunity for a sanctioned climb along a marked trail to the summit of this 126-foot sand dune. Mt. Baldy migrates inland at the rate of about four feet each year, threatening to bury its own parking lot.

WEST BEACH. This may be the Lakeshore's best known and most popular venue for swimming and use of the picnic shelters. This is the only location within the national lakeshore that has lifeguards on duty during the peak summer season. Roving rangers offer interpretive services, including Junior Ranger programs. Visitors are charged an expanded amenity fee for access to West Beach.

KEMIL ACCESS POINT, DUNBAR ACCESS POINT, LAKE VIEW, AND CENTRAL ACCESS POINT. Located east of Indiana Dunes State Park, these lakefront venues feature hiking and bird watching along the Dune Ridge Trail, picnicking, and spectacular views of the lake.

PORTAGE LAKEFRONT AND RIVERWALK. The Portage Lakefront and Riverwalk unit was legislatively added to the park in 1976. Its location right next to an operating steel mill provides an object lesson regarding the struggle to create the park among conflicting demands for lakeshore frontage. The area features a pavilion with food services and meeting room/classroom rental managed by the City of Portage and is a LEED-certified site. It also offers beach access, walkways along the Little Calumet River, a paved hiking/biking trail, and a fishing pier.

Bailly/Chellberg trail

CENTURY OF PROGRESS HOMES FROM THE 1933-34 CHICAGO WORLD'S FAIR. These five unique houses, each designed for the 1933 Chicago World's Fair, were originally built to demonstrate modern architectural design, experimental materials, and new technologies such as central air conditioning and dishwashers. They are leased by private residents through a partnership with the National Park Service and Indiana Landmarks. Each is listed on the National Register of Historic Places. Annual house tours provide opportunities for visitors to view the house interiors. For the rest of the year, visitors simply drive by to view the homes, which are interpreted via wayside exhibits.

BAILLY HOMESTEAD. A National Historic Landmark, the site interprets

the pioneer trading post established in 1822 by fur trader Joseph Bailly. A number of buildings from different time periods survive. A short walk from the homestead, the Bailly Cemetery is an impressive tomb-like structure that once – before rampant tree growth -- likely featured spectacular views of Lake Michigan.

CHELLBERG FARM. The Chellberg Farm reflects the challenges of sustainable agricultural success in the sandy dunes of the lakeshore and represents just one of the many European immigrant waves that moved through the region. The interpretive operations at this location are being reviewed to ensure accuracy and a broader inclusion of park themes.

GREAT MARSH. Once a nesting and layover site for migratory birds, the marsh was drained in the late 19th century. The National Lakeshore has begun restoration of the marsh by watershed reengineering, removing non-native plant species, and planting native plants.

INLAND MARSH. The marsh features a trail with an interpretive overlook and provides visitors a glimpse of the vast freshwater wetlands that existed prior to Euro-American settlement. Spring flowers and seasonally migrating birds are highlights of the marsh.

COWLES BOG AND PINHOOK BOG. Cowles Bog was designated a National Natural Landmark in 1965. It is in this location that Dr. Henry Cowles conducted his initial studies of plant ecology. Visitors can watch birds and hike a trail through the bog that leads over a dune to the beach. Pinhook Bog is the second most remote of all park units, and is available by guided ranger tours only. The bog features a number of unique plant species.

HERON ROOKERY. Despite dwindling numbers of Great Blue Herons at this location due to changes in hydrology, the area remains a beautiful place to see wild flowers from late March until early June, as well as birds during spring and fall migrations.

HOOSIER PRAIRIE STATE PRESERVE. The Preserve, a National Natural Landmark and co-managed by the Indiana Department of Natural Resources, is the most remote of all Indiana Dunes NL units. It is a unique parcel of prairie and oak savanna with an astonishing 574 plant species, and wildlife that includes more than 120 species of birds.

CALUMET PRAIRIE STATE PRESERVE. This discontinuous park unit is co-managed by the Indiana Department of Natural Resources and features a prairie ecosystem.

MNOKÉ PRAIRIE AND HOBART PRAIRIE GROVE. These small units of the park protect prairie habitat and are located at some distance from the central park boundaries.

FORTY-FIVE MILES OF HIKING, BICYCLE, EQUESTRIAN, AND CROSS-COUNTRY SKIING TRAILS. The trails cover an astonishing array of habitats including bog, prairie, marsh, dune, and beach. Trail hiking is often the second most popular visitor activity, next to beach visits.

Indiana Dunes National Lakeshore Critical Objectives 2009

1. PROTECT AND PRESERVE RESOURCES

- Protect, restore, and preserve the extraordinary degree of ecological diversity in a small geographic area.

  Sand Dune ecosystem. Maintain former glacial lake beaches and protect dunes to allow natural process to continue unimpeded.

  Maintain Lake Michigan shoreline for recreation and natural processes (sand replenishment, and water quality).

  Restore and maintain wetland complexes with special emphasis on National Natural Landmarks (NNL) (Cowles Bog NNL, Pinhook Bog NNL) and restored Great Marsh.

  Restore and maintain Dune and Swale complex, prairies, savanna, inland lakes and panes. (Black Oak Savanna [Miller Woods & Inland Marsh], Howes Prairie, Long Lake, West Beach pannes)

  Restore and maintain Riverine ecosystems and improve water quality. (Little Calumet [Rookery], Salt Creek, Dunes Creek)

- Restore, preserve, and protect cultural resources, according to the Asset Priority Index (API) in the Facility Management Software System (FMSS); including, in priority order, National Historic Landmarks (NHL), National Register (NR), and List of Classified Structures (LCS).

  Identify and protect archeological sites.

  Maintain the full integrity of the historic structure and cultural landscape through full restoration for current structures with significant historic value and for future interpretive uses: Bailly Homestead NHL and Bailly Cemetery.

  Adaptive use, where the exterior preservation maintains the cultural landscape or understanding of the cultural significance and supports interpretive themes: Century of Progress Historic District NR.

  Adaptive use of marginally historic resources that maintain the appearance of the historic image, through minimal restoration/preservation, but used for other than historic purposes.Visitor Use (revenue, or administrative): Good Fellow Camp Youth Club, Chellberg Farm.

  Evaluate and prioritize additional structures as they become government property.

2. PROVIDE VISITORS WITH THE OPPORTUNITY TO HAVE SAFE AND ENJOYABLE VISITS.

- Provide visitor facilities in a condition that is safe and provides access to all.
- The Douglas Center for Environmental Education (DCEE) is in memory of U.S. Senator Paul Douglas (IL) in the Paul H. Douglas Ecological and Recreational Unit (DERU) of Indiana Dunes National Lakeshore.
- Provide opportunity for appropriate resource-based recreation.
- Provide the opportunity for inspiration.
- Provide relevant opportunities for education programs.

Program at Bailly Homestead

3. INCREASE COMMUNITY STEWARDSHIP AND NATIONAL PARK IDENTITY.

- Manage the park in ways that are sensitive to the neighboring community needs and concerns.
- Provide opportunities for the public stewardship in the tradition of citizen involvement that created Indiana Dunes National Lakeshore.
- Involve all members of the public, including under-represented communities to foster a sense of stewardship in Indiana Dunes National Lakeshore and all national parks.

Summary of Existing Interpretive Services at Indiana Dunes National Lakeshore in FY2010

PERSONAL SERVICES

Visitor Centers/Contact Stations
Visitor Center (362 days per year)
Douglas Education Center (approx. 300 days per year)
Bailly/Chellberg Contact Station (open during special events only)
West Beach Contact Station (closed)

Informal Interpretation
Roving-Beach (summer months)
Roving-Other (year-round)
Introduction to Park Video (year-round)
Impromptu Talks (year-round)

Formal Interpretation
Hikes, Walks, & Talks (year-round)
Campfire Programs at Campground (summer)

Demonstrations/Open Houses/ Performing Arts
Chellberg Farm Open House (summer)
Plowing Demonstration (spring)
Music Heritage (year-round)
Fishing (summer)
Kayaking (three seasons)
Camping: How-To (summer)

Junior Rangers
Junior Ranger Full Program (year-round)
Park Kids (Summer)
Beachcombers (year-round)
Heritage (year-round)
Let's Move (year-round)
Maple Sugar Junior Ranger (March)
Duneland Heritage Days (September)
Green Gary Junior Ranger (April)
Off-site Junior Ranger (year-round)

Special Events/Festivals
Duneland Heritage Days (September)
Maple Sugar Time (March)
Historical Architecture Tours (October)
Green Gary (April)
Holiday Traditions in the Dunes (December)
Mid-Summer (June)

Education Programs/Teacher Workshops
In park, day-use, ranger-led (year-round)
Overnight, ranger-led (year-round)
In classroom, ranger-led (year-round)
Teacher workshops (year-round)
Teacher-Ranger-Teacher program (summer)
Youth in Parks Program-Green Team (summer)
Dunes Learning Center (year-round)
Dunes Discovery Charter School (year-round)
Field Station Preschool (year-round)

Outreach
Community/youth groups
Outdoor Shows
County Fairs (3 counties)
Lake County Visitor Center
Job Fairs/Recruitment
Chicago Ranger (3 museums)

NON-PERSONAL SERVICES

Park Produced Publications
Unigrid Map
Park Newspaper (2 issues)
Trail Maps (7)
Trail Guides (4, one in Spanish)
Junior Ranger booklet
Junior ranger activity sheets (6)
Report to the Community
Lake & Beach Safety

Starry False Solomons Seal

Currents (in Spanish)
Dunewood Campground
Octave Chanute
Paul Howard Douglas
Century of Progress Homes
Karner Blue Butterfly
Wildflower Garden/Tribute to VIPs
Great Marsh Restoration
Cultural Sites
Dorothy Buell
Curriculum Materials

Audio, Video, and Electronic Media
Park Video
Park Web Site (300 + pages of content)
Cell Phone Tour (16 stops)
Podcasts (3)
Online Games (2)

Wayside Exhibits & Kiosks
Park Orientation Panels (12)
Trailhead Panels (10)
Beach Safety – Fun in the Sun (6)
Wayside Exhibits (low profile) (21)
- Bailly- Highways of the Past
- Bailly – The Bailly Homestead
- Bailly – Joseph Bailly, Fur Trader
- Bailly – The Calumet Region
- Mnoke – Bringing Back the Prairie
- DC- Paul H. Douglas
- DC – Friendly Flames
- WB – Steel Plant Helps Create a Park
- WB – The Ever Changing Dunes
- WB – Shaped by Wind & Water
- WB – The Dunes Ancestors
- WB – Beach to Beeches
- Chellberg – Chellberg Farm & Swedish Community
- LV – What's It Worth?
- LV – Fish of Lake Michigan
- MB – Saving Mount Baldy
- MB – The Hungry Shoreline
- COP Homes – Century of Progress Homes
- CDIC – Going Native
- CB – Restoring the Wetlands
- Inland Marsh – Oak Savannah

Exhibits (Indoors)
Visitor Center Exhibit Room
Douglas Center
Bailly-Chellberg Contact Station

Teacher Resources
Traveling Trunks (8)

The Planning Team

INDIANA DUNES NATIONAL LAKESHORE

Jean Pierre Anderson, *Interpretive Park Ranger*
Sue Bennett, *Chief of Interpretation and Education*
Judy Collins, *Cultural Resources*
Gail Cross, *Park Guide*
Bob Daum, *Chief of Resource Management*
Constantine Dillon, *Superintendent*
Christine Gerlach, *Education Specialist*
Cliff Goins, *Public Programs Coordinator*
Karen Haner, *Acting Chief of Interpretation*
Adam Horton, *Park Volunteer*
Ryan Koepke, *information Clerk*
Lynda Lancaster, *Civic Engagement & Volunteer Program Manager*
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Wendy Smith, *Education Coordinator*
Kimberly Swift, *Supervisory Park Ranger/Education Specialist*
Garry Traynham, *Deputy Superintendent*
Kip Walton, *Interpretive Park Ranger*
Bernadette Williams, *Interpretive Park Ranger*
Ted Winterfeld, *Interpretive Park Ranger*

DUNES LEARNING CENTER

James Fawoh, *Intern*
Brian Forist, *Education Director*
Pat Gorman, *Board Member*
John Hayes, *Executive Director*
Evelyn Oroni, *Intern*
Ken Schoon, *Board Member*

STAKEHOLDERS

Lisa Dittrich-Bondor, *Porter County CRVC*
Dale Engquist, *Chicago Wilderness & Shirley Heinz Land Trust*
Audrey Fischer, *Chicago Astronomical Society & International Dark Sky*
Emilian Geczi, *Chicago Wilderness*
Laurie Metz, *Field Station Cooperative Preschool*
Susan MiHalo, *Save The Dunes*
Nathan Miller, *National Parks Conservation Association*
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Zella Olson, *Friends of Indiana Dunes*
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Todd Zeiger, *Indiana Landmarks*

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Darren Boch, *Public Information Officer, National Parks of the New York Harbor*
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Harpers Ferry Center
National Park Service
U.S. Department of the Interior

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