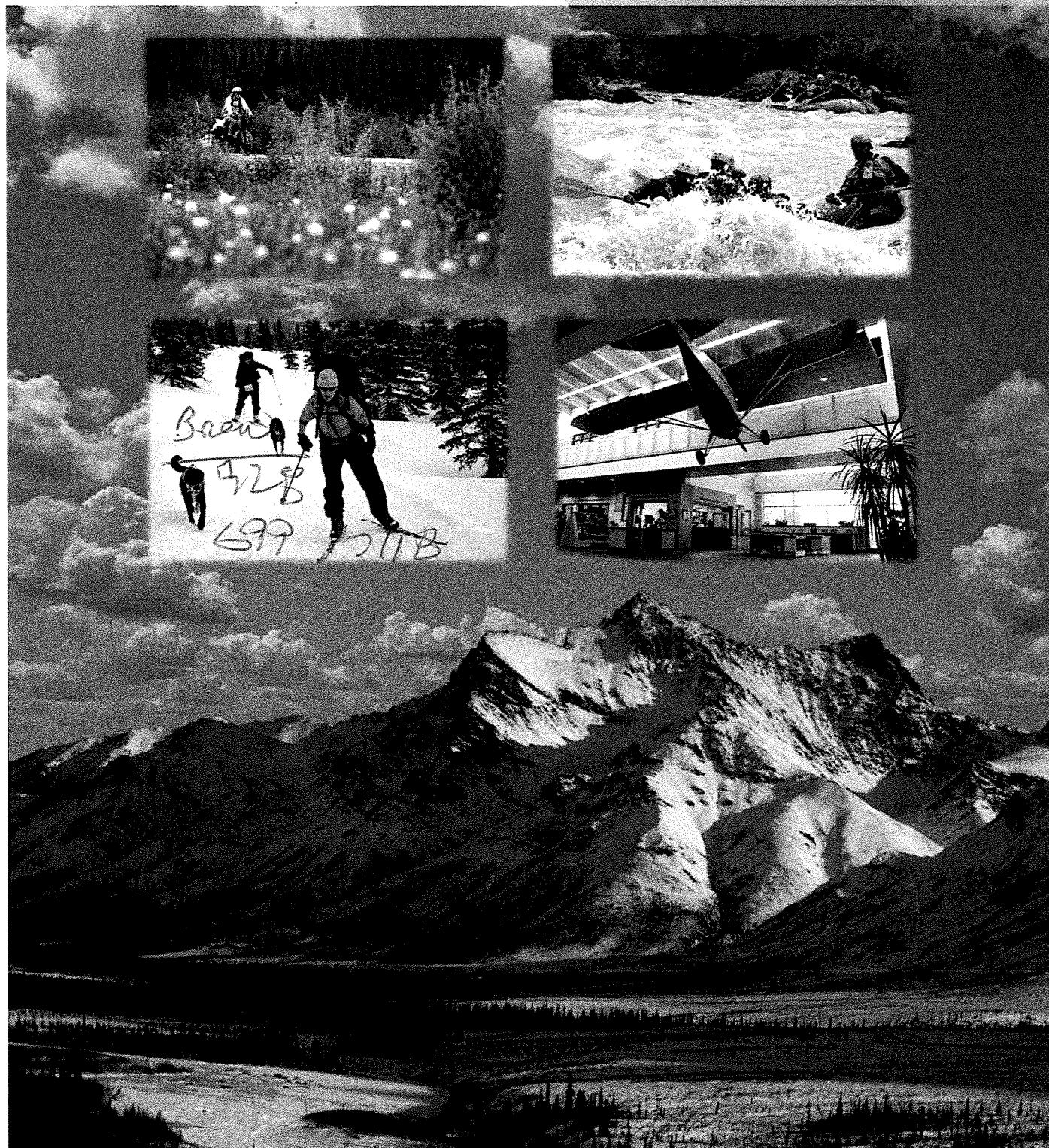




Fairbanks Alaska Public Lands Information Center Long-Range Interpretive Plan

May 2011



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Prepared by
Department of the Interior
National Park Service
Fairbanks Alaska Public Lands Information Center
Alaska Region
Harpers Ferry Center
Interpretive Planning

Plan Highlights

During the next five to seven years, the Fairbanks Alaska Public Lands Information Center interpretive services will provide visitors with opportunities to increase their understanding and appreciation for Alaska's public lands; to engage in local educational opportunities; and to participate in nationally significant events.

To provide an active engaging interpretive program, FAPLIC staff and partners will work together focused on the following goals:

- Commitment to maintain high quality FAPLIC and MTCVC visitor experience.
- Improve trip planning experience.
- Improve interpretive media.
- Develop a curriculum-based education program.
- Engage youth.
- Expand and diversify summer programming opportunities.
- Increase outreach opportunities.
- Expand and improve existing partnerships.
- Improve the volunteer program.
- Strengthen science and traditional ecological knowledge (TEK) connection.

The Planning Process

This Long-Range Interpretive Plan outlines recommendations for future interpretive services, facilities, and media. Fairbanks Alaska Public Lands Information Center (FAPLIC) staff, partners, and stakeholders worked together to develop a comprehensive tool that will outline educational and recreational opportunities for visitors to develop intellectual and emotional connections to the natural and cultural resources found within the Fairbanks Alaska Public Lands Information Center and within public lands throughout Alaska, especially in the Interior and Arctic. Our goal is to promote resource values found in Alaska's public lands through specially planned visitor experiences and excellence in interpretation.

This Long-Range Interpretive Plan (LRIP) recommends actions that should occur over the next five to seven years. It identifies primary themes, describes visitor experience goals, and recommends a wide variety of personal and non-personal interpretive services and outreach activities that will best communicate the purpose, significance and themes. Developed in concert with the Annual Implementation Plan and Interpretive Database, it completes the Comprehensive Interpretive Plan, as established in Director's Order 6. In addition, this planning process has been customized to meet the needs for the Fairbanks Alaska Public Lands Information Center, as well as the conditions and special circumstances that exist there. The ultimate product is a cost-effective, tightly focused, high quality interpretive program that achieves management goals, provides appropriate visitor opportunities, and facilitates desired visitor experiences.

The Project Agreement was signed in May 2010. Two open house meetings were held before the Foundation workshop to gather ideas from staff, partners, and stakeholders who could not attend the workshop. Six people attended the Morris Thompson Cultural and Visitor Center (MTCVC) open house and 25 attended the NPS open house. A Foundation workshop was held April 27-28, 2010 with 13 participants representing FAPLIC staff, NPS and other federal agency staff, MTCVC partners, educators, and local community members. A Recommendations workshop was held October 4-5, 2010 with 24 participants representing FAPLIC staff, NPS and other federal agency staff, and MTCVC partners. On October 6, 2010 14 participants from FAPLIC, NPS, and other federal agency staff met to draft the implementation strategy.

Barring legislative changes or major new revelations, the foundational elements expressed in this LRIP—purpose, significance, themes, and visitor experience goals—will remain constant over the life of the plan. Specific recommendations about media and programs may need to be updated as staffing, funding, technology, or resource conditions change. Further, design documents must be produced to implement some of the goals and recommendations in this plan.

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Foundation for Planning

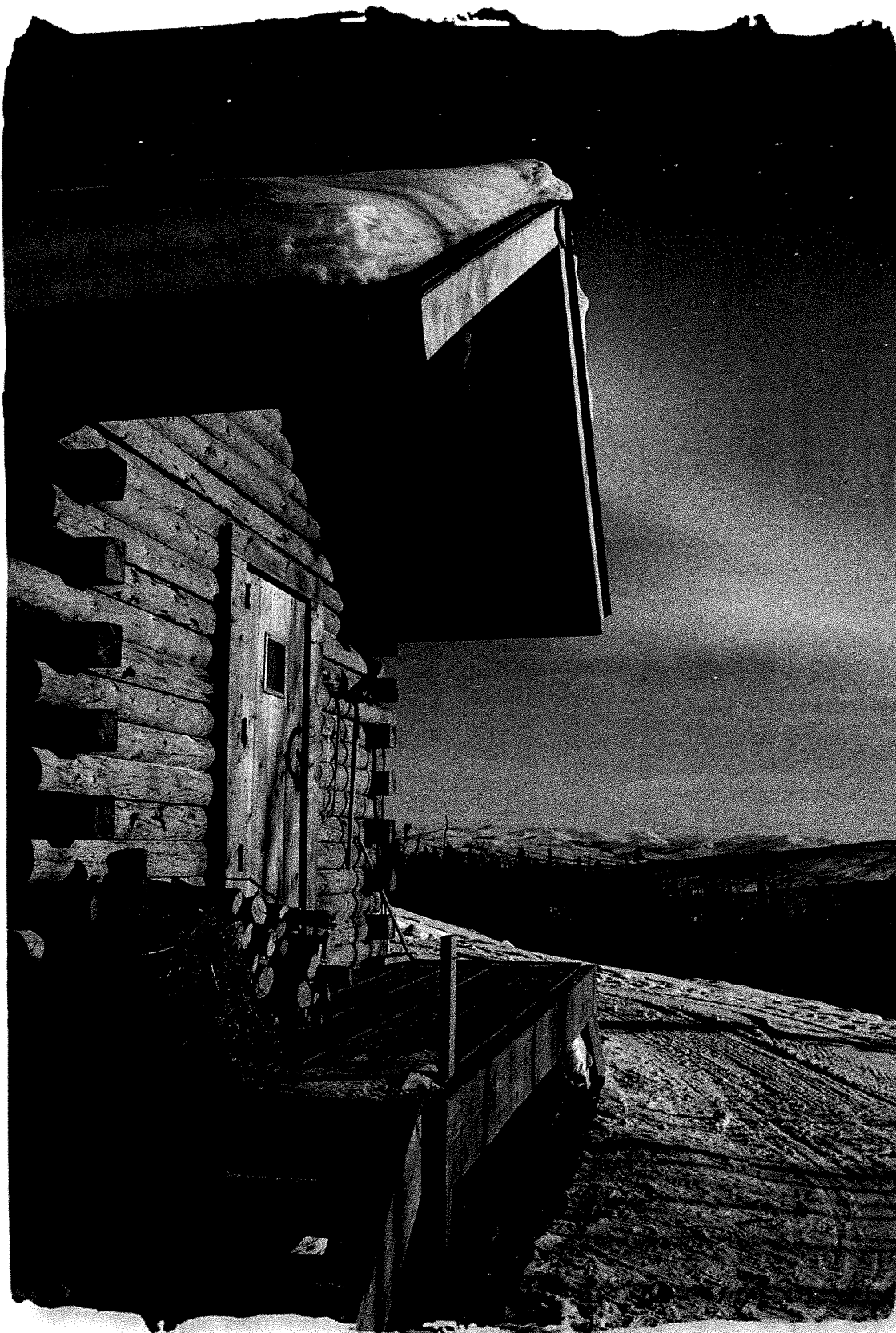


Photo: BLM

Site Background

The Fairbanks Alaska Public Lands Information Center (FAPLIC), operated by the National Park Service, supports the appropriate use and enjoyment of Alaska's public lands and resources through "one-stop shopping" for public lands information, trip-planning assistance, and resource education. The interagency partnership represented by FAPLIC encourages visitors and residents to seek meaningful, safe, and enjoyable experiences on public lands and inspires to conserve and sustain the natural, cultural, and historic resources of Alaska. This center was established by an act of Congress in

Section 1305 of the Alaska National Interest Lands Conservation Act of 1980.

In 2008, FAPLIC moved to the Morris Thompson Cultural and Visitors Center (MTCVC) on the south bank of the Chena River. The Fairbanks Convention and Visitors Bureau (FCVB), Tanana Chiefs Conference (TCC) Cultural Programs, Alaska Geographic, and Denakkanaaga, the regional Alaska Native Elder's organization, are also located within the Morris Thompson Center. These organizations share the 9,000 square feet of exhibit space, the 100-seat theater, and the classroom.



FAPLIC encourages meaningful, safe, and enjoyable experiences on Alaska's public lands. Photo: BLM

Enabling Legislation

All planning flows from the mission articulated in a site's enabling legislation. The enabling legislation is the specific piece of legislation through which Congress created the site and declared its intent for the site. The Fairbanks Alaska Public Lands Information Center interpretive services and program must support this mission and help the public understand the significance of the site.

In 1980 Congress passed the Alaska National Interest Lands Conservation Act (ANILCA) which created many national park areas, wildlife refuges, and other public lands in Alaska. Section 1305 (below) of ANILCA included a provision for the establishment of four cooperative information/education centers, including the Fairbanks Center.

The Secretary is authorized in consultation with other Federal agencies, to investigate and plan for an information and education center for visitors to Alaska on not to exceed 1,000 acres of Federal land at a site adjacent to the Alaska Highway, and to investigate and plan for similar centers in Anchorage and Fairbanks, Alaska. For the purposes of this investigation, the Secretary shall seek participation in the program planning and/or operation of such centers from appropriate agencies of the State of Alaska, and he is authorized to accept contributions of funds, personnel, and planning and program assistance from such State agencies, other Federal agencies, and Native representatives. The Secretary of Agriculture is authorized to investigate and plan for, in a similar manner, an information and education center for visitors to Alaska in Juneau, Ketchikan, or Sitka, Alaska. No information center shall be developed

pursuant to investigations and plans conducted under authority of this section unless and until such development is specifically authorized by Congress.

Eventually, four Alaska Public Land Information Center (APLIC) facilities were opened: in Tok, 1984; in Fairbanks, 1985; in Anchorage, 1987; and in Ketchikan, 1995. The National Park Service (NPS) operates the Fairbanks and Anchorage facilities, the U.S. Forest Service (USFS) operates the Ketchikan facility, and the Alaska Department of Commerce and Economic Development operates the Tok facility.

The four centers are operated cooperatively on behalf of the following agencies:

- Alaska Department of Commerce and Economic Development
- Alaska Department of Fish and Game
- Alaska Department of Natural Resources
- Alaska Department of Transportation and Public Facilities
- U.S. Bureau of Land Management
- U.S. National Park Service
- U.S. Forest Service
- U.S. Fish and Wildlife Service
- U.S. Geological Survey

Mission, Purpose and Significance

A mission statement is a vision for the future and articulates, in broad terms, the ideas that the APLICs strive to achieve.

Alaska Public Lands Information Center Mission

Alaska Public Lands Information Centers support the appropriate use and enjoyment of Alaska's public lands and resources through one-stop shopping for public lands information, trip-planning assistance, resource education, and interpretation.

Fairbanks Alaska Public Lands Information Center Purpose

Purpose statements describe why an area was set aside and what specific purposes exist for a site, and are derived from legislation, legislative history, public participation, and public rule making.

These statements are based on the 1980 enabling legislation and the original purpose statements written during the 2001 Long-Range Interpretive Plan workshops. The purpose statements, together with significance statements, provide the foundation for the FAPLIC mission. Long-term goals are identified to meet congressional intent and fulfill the FAPLIC mission. These goals can then be measured and performance evaluated.

The purpose of the Fairbanks Alaska Public Lands Information Center is to:

- Offer Alaskans and visitors information, interpretation, and education about public lands, resources, and people with an emphasis on Alaska's interior and arctic regions.
- Assist with trip planning onto Alaska's public lands.
- Serve as a participating partner in the Morris Thompson Cultural and Visitors Center.
- Help Alaskans connect to public lands by explaining ANILCA and opportunities that are available on public lands.
- Excite and inspire people about appropriate, safe uses as well as the value of public lands to foster stewardship for the resources.
- Provide year-round interpretation and education programs about safety, resources, cultures, stewardship, conservation, and recreation on public land.
- Become a portal for the public to participate in a variety of events.
- Become a key source of information for visitors to Interior and Arctic Alaska and communicate what is special about this region.

Statements of Significance

Statements of significance describe the distinctive values of Alaska's public lands, why these values are important within a national context, and why they contribute to the FAPLIC's purpose.

Alaska's public lands are significant because they:

- Contain largely intact temperate, subarctic, and arctic ecosystems.
- Contain resources that sustain traditional lifeways.
- Offer a wide spectrum of superlative recreational opportunities.
- Contain natural resources that contribute to the global economy.

Also, the Fairbanks Alaska Public Lands Information Center is significant because it:

- Represents a collaboration of all its agencies and partner organizations to provide “one-stop shopping” and efficient, high-quality interpretation and education services to the general public.
- Consolidates information, fee collection, and trip-planning assistance to minimize duplications of effort and reduce costs for all partners and the public.
- Offers a variety of interpretive and educational programs and services as a participating partner with the Fairbanks Visitors and Convention Bureau and the Tanana Chiefs Conference at the Morris Thompson Cultural and Visitors Center.



Alaska's public lands offer a wide spectrum of superlative recreational opportunities. Photo: NPS/Carl Johnson

Interpretive Themes

Interpretive themes capture the essence of Alaska public land's significance. They include the most important stories and represent core messages that every visitor should have the opportunity to experience.

A team of FAPLIC staff, stakeholders, and partners worked together to confirm these themes and associated stories during the Foundation workshop held in April 2010. They are based on the themes identified in the 2001 Long-Range Interpretive Plan.

1. Alaska's public lands are open to all ensuring opportunities for a wide spectrum of recreation, subsistence, and natural resource uses.

- Public lands provide a range of recreational activities from low-risk family outings to high-risk, extreme adventures.
- Public lands contain resources essential to traditional ways of living.
- Public lands contain natural resources of economic value.
- Public lands protect vast areas of land in its wild and natural state.
- Public lands are open to all to enjoy and benefit from them, not closed off or locked up.

2. Alaska's vast wild lands provide unparalleled opportunities to experience extremely remote areas, conditions, and risks to a degree seldom found elsewhere.

- Safe use of Alaska public lands requires a high degree of self-reliance, and an understanding and willingness to accept the risks.
- Knowledge, preparation, and flexibility are keys to a safe and enjoyable trip to Alaska's public lands.

- Proficient use of maps and compass are essential for backcountry trips.
- Much of Alaska's public lands are true wilderness; there are no signs, trails, or bridges to assist travelers.
- Many of Alaska's public lands are extremely remote, so users must be self-reliant because help may be unavailable.
- Experiences on Alaska's public lands provide personal benefits such as:
 - A sense of discovery, accomplishment, and personal achievement
 - An opportunity to bond with companions and family
 - Solitude and an opportunity for personal reflection
 - Inspiration
 - A sense of grandeur
 - Personal challenge
- Fairbanks serves as the gateway to these experiences in Interior and Arctic Alaska

3. Administration of Alaska's public lands reflects diverse policies, missions, and philosophies regarding use and conservation.

- Allocation of public land resources is a balancing act between political, social, economic, biological, and other factors.
- Land managing agencies have different missions but together provide a spectrum of opportunities for the use of public lands.
- The Alaska Native Claims Settlement Act (ANCSA) and ANILCA marked a major turning point in Alaska's history and land ownership. Educating the public about key points in these laws helps increase understanding

of resource issues that remain controversial today.

- Native corporation lands need to be respected and treated as private land.

4. The actions of individuals today determine the environment and wildland experience of future generations.

- While individual actions may not appear to have immediate impact on the resources, they may result in lasting impacts on fragile ecosystems.
- Individuals can take action to minimize their impacts and leave no sign of their passing.
- Public lands are owned by all Americans. Collective ownership means we have a collective responsibility to take care of these wild places and the resources they contain.
- Good stewardship while visiting Alaska's public lands and in daily life helps ensure future generations will have similar opportunities to enjoy and have similar experiences on Alaska's public lands. Each person can make a difference.

Individuals can take action to leave no sign of their passing.
Photo: NPS



- Decisions made in daily living have an impact on the resources, especially regarding climate change.
- With proper management, future generations will be able to experience the Alaskan wildlands that we value today.

5. Alaska's public lands are "living laboratories," providing opportunities to study natural processes, change, and the effects of human activities.

- Land managing agencies are challenged by unraveling the mysteries of natural processes.
- Alaska's public lands contain intact biological communities that serve as benchmarks against which to measure change. As such, they have global significance.
- Since climate change is felt first and more intensely at the poles, public lands in Interior and Arctic Alaska are significant in the pursuit to understand and monitor climate change.
- Science plays a key role in understanding and protecting public lands resources.
- There is continuous movement in the vastness of Interior and Arctic Alaska.

- People
- Rivers
- Animals
- Seasonal cycles
- Bush planes
- Gold rushes
- Oil and gas development

6. Alaska's public lands and resources have shaped and supported a rich and diverse human presence and continue to do so today.

- For at least the past 13,000 thousand years, Alaska has been

home to indigenous peoples. Alaska Natives still live and work here, perpetuating many of the lifeways and values originated by those who came before them.

- Alaska's image as a vast frontier has attracted diverse people reflecting many lifestyles, values, and traditions.
- Evidence of human occupation and activities are represented by an abundance of material objects and remains found on Alaska's public lands. This evidence supports scientific investigation of human origins in the Americas.
- Alaska Natives and others use resources on Alaska's public lands to sustain a subsistence lifestyle and the values associated with that way of life.
- There is a relationship between the people and the land, shaped by the extremes of the Interior and Arctic.
 - Because people who live in Interior and Arctic Alaska have daily, intimate contact with the land, their lives are connected to the land and adapt with the seasons.
 - Communities are made up of rugged individualists, while at the same time they share a sense of interdependency.
- Residents adapt to the ever-changing world around them.
- Alaska Native survival skills and traditional skills serve as a role model for those coming later.
- Extremes of climate and daylight govern Interior Alaskan life
 - Geographical location on earth
 - Recreation
 - Flora and fauna
 - Human adaptations
 - Built-environment

Management Goals

2008-2012 Strategic Plans:

In accordance with the Government Performance and Results Act (GPRA) of 1993, the Fairbanks Alaska Public Lands Information Center developed a strategic plan and management goals through 2012. The following goals address recreation, interpretation, and visitor experiences.

The outcomes, or how well the center is achieving its visitor-related goals, are measured annually at every unit of the National Park System through survey forms that are distributed to visitors at each NPS unit. Visitors send their completed survey forms to the University of Idaho where the data is collected and compiled for each NPS unit. The survey results reflect visitor opinion about each unit's facilities, services and recreational opportunities, and measures visitor understanding and appreciation of each NPS unit's significance.

Mission Goal IIa1:

By September 30, 2012, 95% of visitors to the Fairbanks Alaska Public Lands Information Center are satisfied with appropriate facilities, services, and recreational opportunities.

The actual percentages for visitor satisfaction (2010 - 100%) are much higher than the projected goal.

Mission Goal IIb1:

By September 30, 2012, 98% of the Fairbanks Alaska Public Lands Information Center visitors understand the significance of FAPLIC.

There were not enough responses received in 2010 to calculate a valid percentage for visitor understanding.

Desired Visitor Experiences

Desired visitor experiences describe what physical, intellectual, and emotional experiences should be available for visitors to the Fairbanks Alaska Public Lands Information Center. These experiences will be available to the degree possible to visitors of all abilities, including those with visual, auditory, mobility, or cognitive impairments.

Visitors to Fairbanks Alaska Public Lands Information Center will be able to engage in learning opportunities, interpretive and educational activities, trip planning, and prepare to experience Alaska's public lands.



How to properly set up a tent is an important skill necessary to safely experience Alaska's public lands.

Photo: NPS

Learning Opportunities

- Learn about Alaska's plants, animals, and cultures; learn what science is conducted on these lands; and learn how land management agencies act as stewards for these lands and the ecosystems of which they are a part.
- Learn where to engage in family friendly, year-round wilderness and other outdoor activities on public lands.

- Use a variety of media to discover where public lands are located in Interior and Arctic Alaska and understand the size of the lands.
- Learn where to experience the solitude and grandeur of Alaska's wilderness.
- Learn how to safely experience the vast public lands in Interior and Arctic Alaska.
- Learn about how to see wildlife in its native habitat and find unobstructed views of the northern lights.

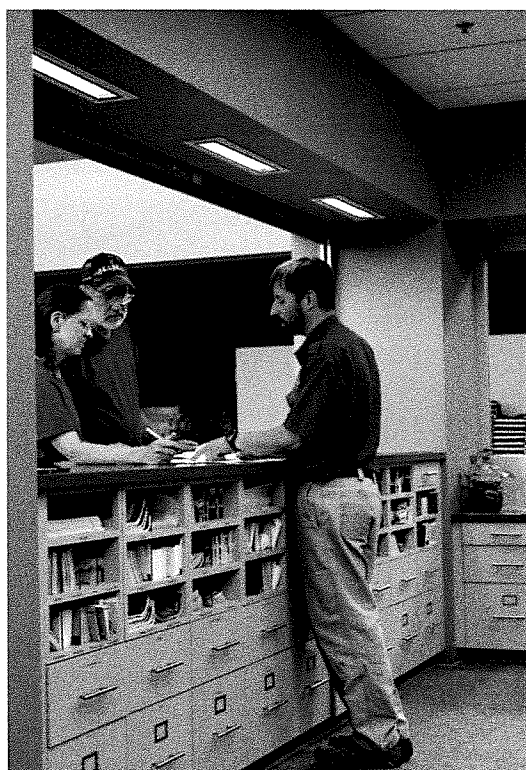
Interpretive and Educational Activities

- Attend entertaining and inspiring films, programs, lectures, guided walks, special events, and interpretive talks about Interior and Arctic Alaska public lands.
- Arrange and participate in educational or interpretive programs for school groups or organizations. Visitors will participate in multi-sensory, hands-on activities about the natural and cultural history of Interior Alaska in FAPLIC-led tours.
- Receive an introduction to the people of Interior Alaska and Athabaskan cultures through exhibits, programs, films and Athabaskan story tellers or elders.
- Engage in hands-on, frequently updated children's activities.
- Talk to people who care deeply about the public lands and the people of Alaska.
- Get a taste of the culture and receive information on Interior Alaska's history and Native cultures.
- Buy educational materials and remembrances of Alaska.

Trip Planning

Visitors and locals both depend upon knowledgeable, experienced FAPLIC staff for accurate and current information and maps.

- Talk to knowledgeable, experienced staff members who can provide accurate and current year-round information and maps on recreation opportunities, cabins, trails, and accessibility on public lands in Interior and Arctic Alaska.
- Access trip planning information online to learn about where to go, how to get permits, how to pay for cabins, and more.
- Plan trips that are environmentally friendly and learn how to help conserve these lands before and after the trip.
- Access information on “kid-friendly” accessible public lands and notable features.



Visitors and locals both depend upon knowledgeable, experienced FAPLIC staff for accurate and current information and maps.

Photo: NPS

Experience Alaska's Public Lands

- Find inspiration and empowerment to go out and safely explore Alaska public lands by getting accurate and current information.
- Experience the visual beauty of the four seasons in Interior Alaska.
- Take pride in the amazing Interior and Arctic Alaska public lands and inspire future generations.

FAPLIC Visitors

This is a broad description of FAPLIC visitors and their needs—including current and potential visitors. “Visitor” describes anyone who uses a site’s interpretation and education services whether in person or “virtually” through digital technologies.

Approximately 100,000 visitors come to the Morris Thompson Cultural and Visitors Center annually. This figure is based on Fairbanks Convention and Visitors Bureau statistics taken during calendar year 2010. The Fairbanks Alaska Public Lands Information Center moved to the MTCVC in 2008. A comparison of statistics with the previous location would not be helpful because the location and facilities are very different.

June and July appear to be the periods of peak visitation with more than 15,000 visitors per month. October through April, an average of 2000 visits were recorded each month.

During the April 2010 Foundation workshop, the following groups were identified as currently visiting the Fairbanks Alaska Public Lands Information Center based on particular interests and needs.

- Independent travelers
- Tour groups
- Local residents
- Visiting friends and relatives

- Military families stationed locally
- Educational groups, such as school field trips and home school groups
- Visitors where MTCVC serves as their destination
- Visitors where MTCVC serves as the starting point to their Interior and Arctic Alaska adventure
- Alaska Natives
- Virtual visitors
- MTCVC partner users
- Building rental groups



Bicyclist on the Dalton Highway. Photo: BLM

Issues and Challenges Affecting Interpretation

The Fairbanks Alaska Public Lands Information Center has many assets upon which to build an effective interpretive program, including evocative and compelling stories, outstanding natural and cultural resources, ongoing research, dedicated staff and supporters, and new facilities that include a classroom, 100-seat theatre, and new exhibits. It also faces a number of challenges. Well-designed programs can build on interpretive strengths to help overcome these challenges.

- Social networking – In the future, FAPLIC staff will not have to be as reliant on print media and personal services. Social networking will provide new opportunities and ways to connect to the public.
- Economy/budget – People will be looking closely at how many trips they can afford; which will impact how many and what kind of interpretive services should be offered. Economic changes will impact tourism and the number and types of services that will be offered.
- Natural resource development – People will want to have greater access to Alaska's public lands and many will want to take action to prevent development.
- Increased visitor numbers – More visitors will have an impact on staff and increase demands for services.
- Alaska Environmental Literacy Plan – The plan will call for more environmental education in classroom and may lead to more teacher requests for environmental education programs.
- Climate change – FAPLIC staff will need increased resource knowledge to answer increasing number of visitor questions about

the impacts of climate change.

- Political influence of state on all things federal – Tension created by political influences may rekindle and/or strengthen partnerships between Native corporations and public land agencies. Political influence may increase access by lifting ORV restrictions.
- While the synergy between MTCVC partners is good, they still need to ensure that each partner maintains their own identity as the partnership evolves. They need to be aware of the influence of donors. Physical space, set up, scheduling and competition for building resources may influence opportunities to provide interpretive services.
- Visitor use on resource impacts may affect trip planning – Does the Dalton Highway guide lead to impacts on the resource? Does more research need to be done? Also need to look at impacts caused by other media – stories about certain areas like the Dalton that appear in print or in websites, blogs or films. They certainly increase interest, sometimes in very specific locations, and FAPLIC staff and agencies will have no control over them.
- Visitor use conflicts – FAPLIC staff must provide current and accurate hunting information as well as receive resources and training in land use ethics; sensitivity to local communities; and multiple perspectives of subsistence lifestyles.
- APLIC partners are not all actively or equally engaged in providing visitor services. Guide services are identified differently by each agency. NPS and USF&WS have CUA lists, State of AK has info online, and BLM has a different method.
- Eco-friendly operations – FAPLIC should recognize and demonstrate “green” principles and environmentally friendly awareness.
- Multi-generational and multi-cultural travel – FAPLIC staff will need to develop interpretive services that provide opportunities for family groups with multiple needs. Different cultures, as well as local and international travelers, have different needs also.

Existing Conditions



Photo: NPS/Carl Johnson

The following is a brief and generalized analysis of visitor experiences and interpretive services that existed in FY2010. The purpose of this section is to provide a baseline assessment that can help to justify some of the plan's proposed actions.

Information and Orientation

Marketing

FAPLIC informs the public of upcoming events and special programs through public service announcements posted on the website as well as sent to area newspapers, radio stations, and television stations.

A challenge for MTCVC and all of the partner agencies is how to best market their services and resources collectively while retaining their individual identities.

Information requests are received on a daily basis via letters, phone calls, and e-mail messages. Most requests are for basic information about Alaska's public lands or trip planning requests.

Trip Planning Services

A primary purpose of all APLICs is to provide information and trip planning assistance. FAPLIC visitors are primarily interested in information needed to plan for backcountry trips to Gates of the Arctic National Park and Preserve, Denali National Park, and Arctic National Wildlife Refuge; winter use cabins and trails in the White Mountains (BLM); accommodations and recreational activities along Chena Hot Springs Road (Alaska State Parks); and activities at Creamers Field (Alaska Department of Fish and Game).

Visitors are also interested in learning about the Aurora borealis, the trans-Alaska oil pipeline, how to visit the Arctic Circle, where to hunt, and where to snow machine, ski, and gold pan.

FAPLIC staff members are available to provide trip planning assistance, or

visitors can work independently using resources such as maps, reference books, 3-ring binders organized by subject and region, river logs, and river trip guides.



Spending the night at a public use cabin after exploring trails by snowmachine is a popular recreational activity. Photo: NPS

Website

The FAPLIC website (alaskacenters.gov/fairbanks.cfm) is a very popular way to gain information about Interior and Arctic Alaska's public lands. Virtual visitors access the website to learn about Interior and Arctic Alaska's cultural and natural history. FAPLIC recognizes the importance of the website as a tool to reach "armchair" visitors, long distance researchers, and as a pre-visit information opportunity. Interpretive staff members work continually to upgrade this media.

Facilities

Morris Thompson Cultural and Visitors Center

The MTCVC houses an Alaska Geographic bookstore, a 100-seat theater with stage, classroom, exhibits, artisan's workshop, conference room, Fairbanks Convention and Visitors Bureau, FAPLIC, Tanana Chiefs Conference Cultural Programs, Denakkanaaga, and restrooms. Banners representing the Interior villages are hanging in the theater. Features such as trip planning resources must be moveable to accommodate the multiple uses of the building. The classroom has tables, chairs, white boards, network connections, and bulletin boards to support education programs, meetings, and other needs.

FAPLIC is open during the winter (Labor Day- Memorial Day) Monday-Saturday 9:00 a.m.-5:00 p.m., and during the summer (Memorial Day-Labor Day) daily, 9:00 a.m.-6:00 p.m. Special events and activities are sometimes of-

fered in the evening. Depending on the nature of the event, FAPLIC staff may remain on duty and rove the exhibit area even though the front desk area is closed.

Anecdotally, Tuesday, Wednesday, and Thursday between 9:30 a.m. and 2:30 p.m. seemed to be peak visitor use times in 2010. Perhaps this is because bus tour visitors are dropped off during those hours. Sundays seem to be relatively quiet.

Fairbanks Alaska Public Lands Information Center

Visitors come to FAPLIC to receive the most up-to-date information on public lands activities and conditions. Trip planning assistance, visitor information, and publication distribution are provided from an information desk and trip planning tables. A staff office and shared workroom lie adjacent to the front desk. Trip planning assistance is provided in person and by phone, fax, mail, and e-mail. Visitors may also use computers, films, brochures, maps, and more to do their own trip planning.

The very popular library corner features comfortable chairs and couches, a large screen monitor for showing films, and theme-related books. This area is located at the outer edge of the FAPLIC section of the MTCVC, just outside of the exhibit area and next to the classroom. Perhaps due to the location, visitors are drawn to this area to sit, rest, and watch the films being shown.

Trip planning resources, computer stations, map cabinets, and tables and chairs are located next to the information desk.



FAPLIC is located within the Morris Thompson Cultural and Visitors Center. Photo: Angie Cerny

A children's area (small table and 2 chairs) is next to the library area. The existing space is not conducive to children's activities. While activity packs are available; they are not advertised and must be offered by staff.

Visitors can get their passport stamps for Gates of the Arctic National Park and Preserve and Yukon-Charley Rivers National Preserve. FAPLIC does not have a stamp.

Historic Cabin

The Fairbanks Historical Society is leading an effort to restore an historic cabin located on MTCVC property next to the main building. Once restoration is complete, interpretive services will be offered.

Greenbelt

From MTCVC, visitors can walk along the Chena River through a borough park. During the peak summer season, NPS Park Rangers may rove along this greenbelt as staffing allows.

Interpretive Media

Audiovisual Presentations

Six different audiovisual programs are identified in the Media Inventory Database System (MIDS). These programs were shown at the earlier location. Nine new audiovisual programs are in the new exhibits and need to be entered into MIDS. They include six videos and three audio zones. Three or four additional videos are planned for the Gateway, the final phase of the exhibits.

Films are offered four times each day during the winter and six times each day during the winter. During FY2010 932 programs were offered to 2,801 visitors.

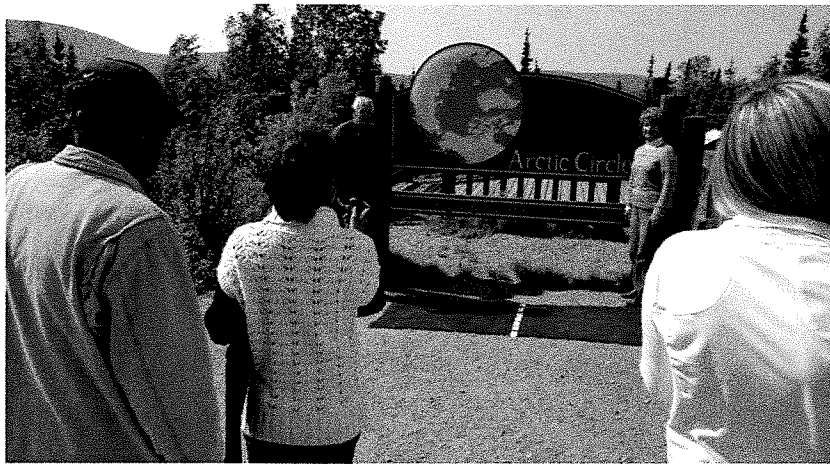
Films are also shown in the "library corner." This area has become so popular that there are often not



The historic cabin was built on this site sometime before 1910. Photo: NPS

enough seats available for the visitors interested in the program being shown. Backcountry orientation videos are very popular.

The Bureau of Land Management, NPS, and the U.S. Fish and Wildlife Service are collaborating to develop a Dalton Highway Audio and Video Tour (PMIS 130520). The tour will include a series of 1- to 3-minute videos tied to points along the highway from just north of Fairbanks to the Arctic Ocean. The goal is to interpret the road, features along the road, and the public lands adjacent to the road using interviews, video, and photographs. The tour will complement the existing interpretive opportunities—interpretive programs at the Arctic Interagency Visitor Center, roving interpretation at the Arctic Circle, sales items, and way-side exhibits—currently available along the route. The primary audience is visitors driving on the Dalton Highway, and a secondary audience is web users. Dalton Highway Discoveries, an interactive web feature, is currently being developed to house the new videos on the FAPLIC website. The overarching theme, "the Dalton Highway connects the Arctic to the world," links to FAPLIC's primary themes 1, 2, 4, 5, and 6.



The Arctic Circle is a popular destination and photo stop along the Dalton Highway.
Photo: NPS

The Dalton Highway experience is anchored by two visitor centers—FAPLIC and the Arctic Interagency Visitor Center. A video tour will fulfill the need for high quality interpretation while maintaining an uncluttered landscape along the road. The video tour will be keyed to specific locations (e.g. existing milepost markers) so that visitors can listen to information about a site while they are at that site or driving through an area.

This tour will not be sold. It will be available on the FAPLIC website and may be available to download at FAPLIC and the Arctic Interagency Visitor Center.

Publications

According to the FY2010 Servicewide Interpretive Report, 50 different publications were distributed. These are primarily trip planning resources that come from many different sources and agencies.

FAPLIC has developed quite a few handouts on a variety of topics. The information sheets listed below are a sample of what they offer. While they have tried to add interpretive components to these sheets, most of the publications are primarily informative.

MTCVC quarterly newsletter

Information Sheets were all created or updated in 2010

- Planning a Hiking Trip in Interior Alaska
- River Crossings in the Backcountry
- Leave No Trace in Alaska's Backcountry
- Interior Alaska's Natural Hot Springs
- Tips on Planning Your Trip to Alaska
- Planning an Alaskan River Trip
- Interior Alaska Ice Climbing

Translated Publications

German:

- Denali National Park brochure
- Gates of the Arctic National Park and Preserve brochure

French:

- Bear Safety brochure

Signs

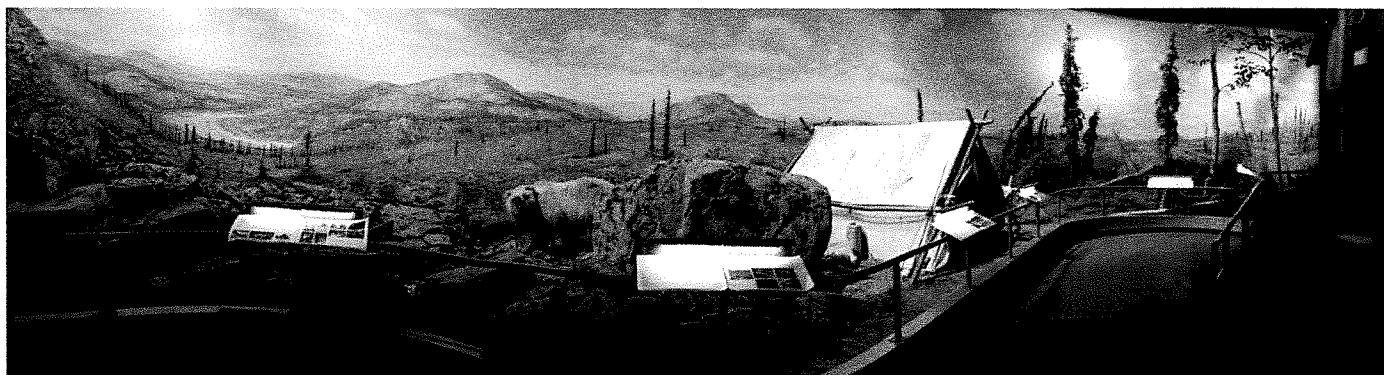
The media wall in the lobby has three large monitors that feature current weather information, aurora forecast, images, and interpretive messages that continuously repeat. A bulletin board is also on this wall and is available for the public to post fliers about upcoming events. During 2011, directional signs will be installed to aid visitors inside MTCVC, around the grounds and exterior of the building, and along the footpaths leading to and from the heart of downtown Fairbanks.

Wayside Exhibits

During 2010 wayside exhibit panels will be installed by the antler arch and outside the historic cabin. Additional signs are planned for inside the historic cabin and in the garden area.

Exhibits

A 9,000 square-foot-exhibit opened at MTCVC in September 2009. Three dioramas depict the seasons.



The fall hunting camp diorama.
Photo: NPS

Summer features a fish camp and a view of Nuchalawoyya—where the Yukon and Tanana Rivers meet. Fall features a hunting camp and winter is viewed from inside a BLM public-use cabin. Outside, northern lights dance across the sky, while a moose peers through the window. The Elder's hall showcases Athabascan culture where visitors can view historic and contemporary art and tools. Walkway vignettes and large changeable cases in last section of the exhibits emphasize the communities of people living in Interior Alaska.

Through the exhibits, visitors learn about the relationship between the people and the land; how the people of Interior Alaska make a living; lifestyles and cultures of Interior Alaska communities; the connection between the discovery of oil, the Alaska Native Claims Settlement Act, the Alaska National Lands Interest Act, and public lands today; the natural history of Interior and Arctic Alaska; and how Interior and Arctic Alaska is an ideal setting for many types of research.

Junior Ranger

The Junior Ranger program at FAPLIC is not advertised. Children must request the booklet or staff must offer it. There is an APLIC booklet that is distributed throughout the APLIC system. Children will receive a patch if they complete the requisite activities in the booklet.

For National Park Week, FAPLIC staff created a series of activities and hosted

a Junior Ranger Day. Fifty participants received a 2010 badge and a FAPLIC certificate.

FAPLIC is part of the Alaska Adventure Ranger Program. If a child completes three Junior Ranger programs at any national park in Alaska, they fill out a sheet and get a reusable lunch bag. Klondike Goldrush National Historical Park initiated and coordinates the program. FAPLIC is a participating site. Approximately 10 children received their lunch bag from FAPLIC.

FAPLIC plans to offer the Jr. Ranger booklet/program from Gates of the Arctic National Park. It is geared towards children who are not on-site in the park, so it fits well into the education outreach program.



A new Junior Ranger.
Photo: NPS

Interpretive Media Assets

Media assets include other resources available to interpretation that support the design of personal services programs or interpretive media.

Artifact Collection

There are a number of items from the old FAPLIC exhibits that were incorporated into the new exhibits at the MTCVC, such as the wolf, eagle, beaver, ermine, flowers, and birch bark basket. A few items in the Elder's hall are on long-term loan from the UA Museum of the North. Except for the grizzly, the rest of the items in the exhibits are property of MTCVC.

Art Work

The quilt and paintings in the lobby are on long-term loan to FAPLIC and MTCVC respectively.

Resource Library

The lending library contains books, videos, and curriculum guides for individual use. Checkout is for a two-week time period. Materials cover the natural and cultural history of Alaska as well as numerous environmental education resources.

Personal Services

Education

During FY2011 FAPLIC started the process to hire a subject-to-furlough education specialist to begin development of curricula that will relate to the new location and MTCVC exhibits. Fairbanks North Star Borough School District and Alaska state standards will continue to be used to develop the curricula. Teacher-led activities for the new location are about 75% complete. There is currently no outreach to classes because of limited staff available to accommodate group requests.

The field trip programs and original curricula from the old location can no longer be used because the new exhibits are so different from the old ones. Many teachers have said that they liked the old exhibits because they covered all of Alaska and made it easier for them to teach. The programs were targeted for kindergarten through 6th grade students and emphasized habitats, adaptations, regions of Alaska, and mapping. The students also saw a film and participated in a hands-on activity.

In FY2010, 24 programs were presented to 998 students. Program options included:

- Alaska's Bears (pre-K-2nd grade) – 30-minute program
- Skins and Skulls (1st-3rd grade) – 30-minute program
- Alaskan Adaptations (3rd-4th) – 60-minute program
- Boreal Forest (K-3rd) – 60-minute program

School groups were also encouraged to see a film, look at the skin collection, or take a self-guided tour of the exhibit.

In April 2010, a special 4th grade program, "Wilderness Trek," was presented for the second year in collaboration with Gates of the Arctic National Park and Preserve. It has been a huge success with 225 children participating.



4th-grade students participate in the "Wilderness Trek" education program. Photo: NPS

In FY2010, nine different traveling kits were used by 490 people including about a dozen different schools/teachers and multiple home school groups. The bird and mammals kits were the most popular kits.

The traveling kits need to be refurbished and updated so that they include new objects and materials and are curriculum-based. They are more than 20-years old. There are 20 different kits that can be loaned for two weeks to anywhere in Alaska. Only one kit, "the Great Alaska Mystery Box," is shipped out of state. The kits include the following topics: bird, fish, gold rush, insect, loon, mammals, marine mammals, compass, minerals, owl pellet, songbird blues, stampede, tree, water, and wetlands.

Special Events

According to the FY2010 statistics, eight special events were held and attended by 470 people. One staff member is usually assigned to each event. More advertising would help increase attendance, but is difficult due to limited funding. FAPLIC needs to establish a network and low-cost means of advertising.

First Friday – A nature-related artist is featured each month. The program is presented in collaboration with the FCVB. In 2010, eleven demonstrations were offered and 765 people participated.

Far North Conservation Film Festival – was held in November 2010, travelled to 12 different communities, and was attended by 130 people. The traveling film festival goes to quite a few villages and small towns around Alaska. FAPLIC collaborates with



During each First Friday event, a nature-related artist's work is featured. Photo: NPS

several Fairbanks area agencies, non-profit, and business organizations to present this annual film festival. The festival, held at Pioneer Park, University of Alaska Fairbanks, and MTCVC in early November, features 12-15 cross-cultural independent and public conservation films about wild places, wildlife, and conservation topics. Presented over a three-day period, the festival includes a Friday night feature film preceded by an opening guest speaker, a Saturday evening guest speaker and feature film, and a Sunday afternoon matinee block of children's music and films geared towards families. Agencies, partners, and other interested conservation organizations distribute information to festival attendees through exhibits and staffed booths set up in a large room adjacent to the theater. In addition to the Fairbanks screening, the films was distributed to communities outside of Fairbanks to connect to a wider audience.

Migration Celebration – held annually at Creamer's Field, a state waterfowl



FAPLIC staff support the Creamer's Field annual Migration Celebration. Photo: NPS

refuge. FAPLIC staffed a booth and helped coordinate event logistics.

Personal Services Programs

According to the FY2010 statistics, eight programs were offered to 273 people; and nine demonstrations/performing arts were offered to 1,169 people.

Family Story Time – Offered monthly on Saturdays at 1:00 p.m. during the winter and twice each month during the summer. The program is geared towards children ages 5 and up, and is sponsored by Literacy Council of Alaska and Alaska Geographic. The program is presented by NPS staff.

Exhibit Tours – Offered four days each week during the summer at 10:30 a.m. and 12:00 p.m. An NPS Park Ranger presents a free conducted tour of the MTCVC exhibits. Plans are to expand this pilot program in the future and add interpretive walks along the Chena River. In FY2010, 47 programs were presented to 520 participants.

Explore Alaska - In March and April 2010 three lectures were presented and 110 people attended. The programs were

offered on select Thursday evenings at 7:00 p.m. and emphasized recreation opportunities including hiking the Chilkoot Trail, float trips down the Yukon and Charley Rivers, and bathing at nearby hot springs. Science and history themed programs have not been as popular. FAPLIC staff has found it is sometimes difficult to get speakers, difficult to advertise the program, and depending on the topic, there may be few visitors who attend the program. 7:00 p.m. may not be the best time to offer the program.

Informal Interpretation – During evening events and programs, including partner programs, FAPLIC staff rove the building until closing.

Staffing:

To reflect the interagency partnership, seasonal employees wear an APLIC “uniform”.

The Interpretation Division staff includes the GS-025-11/12 Chief of Interpretation, one subject-to-furlough GS-025-9 Park Ranger (Education Specialist), one GS-025-7/9 Supervisory Park Ranger, one GS-025-4/5/7 SCEP Park Ranger, one GS-025-4/5 SCEP Park Ranger, one GS-025-7 temporary Park Ranger, two seasonal GS-025-5 Park Rangers, and two GS-090-3/4/5 seasonal Park Guides.

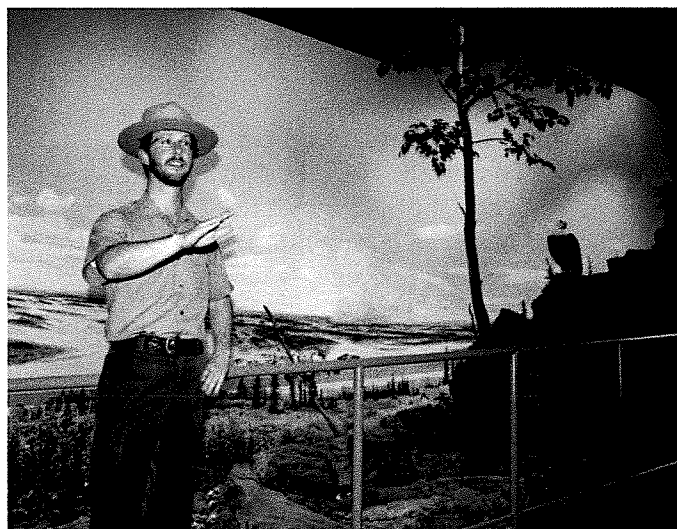


Exhibit tours offer more insight into the relationship between the people and the land of Interior and Arctic Alaska. Photo: NPS



To reflect the interagency partnership, seasonal employees wear an APLIC "uniform". Photo: NPS

The Chief of Interpretation's time is divided between three very different park units. In addition to FAPLIC, the Chief also manages the interpretive and education programs at Gates of the Arctic National Park and Preserve (GAAR) and Yukon Charley National Preserve (YUCH).

The Supervisory Park Ranger supervises all of the seasonal and permanent front desk staff and has many collateral duty assignments including volunteer coordinator, timekeeper, statistics, informal property, exhibit maintenance, fee collection, federal and state pass coordinator, and liaison with other MTCVC partner staff. In addition, the Supervisory Park Ranger is the acting Education Specialist until that position is filled. All of these additional assignments mean very little time is left over for interpretation and education programming and management.

Most FAPLIC interpretive staff members are recruited from the University of Alaska Fairbanks. They

all are responsible for staffing the desk, showing films in the theater, and providing interpretive programs. The term Park Ranger is responsible for maintaining the FAPLIC website, providing outreach, and updating the blog. One SCEP Park Ranger is responsible for exhibit maintenance and the other is responsible for interpretive publications, including updating the existing publications and writing new publications.

Even though the FAPLIC employees are recruited and hired by the National Park Service, only permanent employees wear the class A NPS uniform. To reflect the interagency APLIC partnership, seasonal employees wear an APLIC logo shirt and khaki slacks.

Staff training includes a three-day trip along the Dalton Highway to Prudhoe Bay and a trip to Denali National Park. A majority of visitor questions relate to these two destinations, so on-site visits provide greater resource knowledge and insight.

Four Youth Conservation Corps (Earth Work Quest) students were hired in 2009 and 2010 (PMIS #154568) to staff the Alaska Geographic store and FAPLIC. Two worked in the bookstore, and two were shared with the Tanana Chiefs Conference Cultural Programs providing trip planning and program support.



Fairbanks Convention and Visitors Bureau – FCVB is a non-profit, marketing organization whose mission is to contribute to the economic well-being of the Fairbanks area by marketing Fairbanks and Interior Alaska as a year-round destination. FCVB staff assist visitors with trip planning when NPS staff are not available and vice versa.

The FCVB offers a Fairbanks Self-Guided Walking Tour (last updated 2003). The tour includes a printed brochure with map. Visitors borrow an MP3 player to hear the audio portion.

FCVB complements the services of FAPLIC by marketing Fairbanks and Interior Alaska as a year-round destination.

Tanana Chiefs Conference Cultural Programs – TCC, the traditional tribal consortium of 42 villages of Interior Alaska, provides a unified voice advancing tribal governments and economic and social development. It promotes physical and mental wellness, creates educational opportunities, and protects language, culture, and traditional values. Their cultural programs and staff are housed in the MTCVC.

During the peak summer season, TCC Cultural Programs offer opportunities for visitors to learn more about Athabascan lifestyles and culture:

- *Cultural Connections* – Offered at 7:00 p.m. Sunday through Friday \$10 per person featuring two different programs “Celebrating Athabascan People” and the “Evolution of Dog Mushing.” After offering this program for two years, TCC Cultural Programs is considering moving this event to a mid-day time to match when the greatest numbers of visitors are in the building.
- *Cultural Tours* – Offered at 1:00 p.m. and 3:00 p.m. Monday through Friday \$5 per person an

FCVB complements the services of FAPLIC by marketing Fairbanks and Interior Alaska as a year-round destination.
Photo: NPS

Partnerships

Partners

Morris Thompson Cultural and Visitors Center – MTCVC’s mission is to celebrate Interior Alaska’s people, land, and culture; promote economic development via tourism with an emphasis on rural Alaska; and to serve as a community gathering place, where diverse cultures come together to understand, appreciate, and respect one another. The MTCVC partnership allows the primary partners to support each other and have access to facilities, services, and information within the building.

TCC Cultural Programs offer opportunities for visitors to learn more about Athabascan lifestyles and culture.
Photo: TCC/Ginger Placeres



Athabascan guide conducts a tour of the MTCVC exhibits.

- *Native Artists Demonstrations* – Offered 1:00 – 5:00 p.m. Monday through Friday.

TCC Cultural Programs offer opportunities for visitors to learn more about Athabascan lifestyles and culture.

Denakkanaaga – Denakkanaaga is the regional Alaska Native elders organization. In 2008-2009, FAPLIC worked with Denakkanaaga to arrange an elder/storyteller for some field trips. There is potential to further develop this partnership.

Arctic and Central Alaska Networks – ARCN and CAKN provide information for use by the interpretive staff and have helped staff the Wilderness Trek program. In addition, FAPLIC has hosted meetings for the networks and collaborated in the development of kiosks where visitors can learn about the vital signs being monitored in the parks. The information fact sheets developed by CAKN came out of this project. There is potential to work more closely and collaboratively to develop new education and interpretive programs and products.

Alaska Geographic

Alaska Geographic offers books and sales items reflective of Interior and Arctic Alaska.

The bookstore is located at the opposite end of the MTCVC from the information desk. FAPLIC employees staff the bookstore when Alaska Geographic sales staff are unavailable.

The Scope of Sales has not been reviewed since moving into the MTCVC. Annual sales are \$100,000. FAPLIC receives \$5.00 for each membership sold and approximately 15% of sales that are used to purchase educational materials for “Discovery Day for Kids,” books for the resource education library, purchase resources for education kits, purchase prizes for Discovery Days and Fairbanks Outdoors contests, and drinks for events such as First Friday.

Volunteer Program

According to the FY10 Volunteer Report, one volunteer donated 74 hours of service for interpretation. The volunteer helped to develop interpretive programs as well as information and education materials. The volunteer also staffed the information desk.



Alaska Geographic offers books and sales items reflective of Interior and Arctic Alaska. Photo: NPS

Recommendations

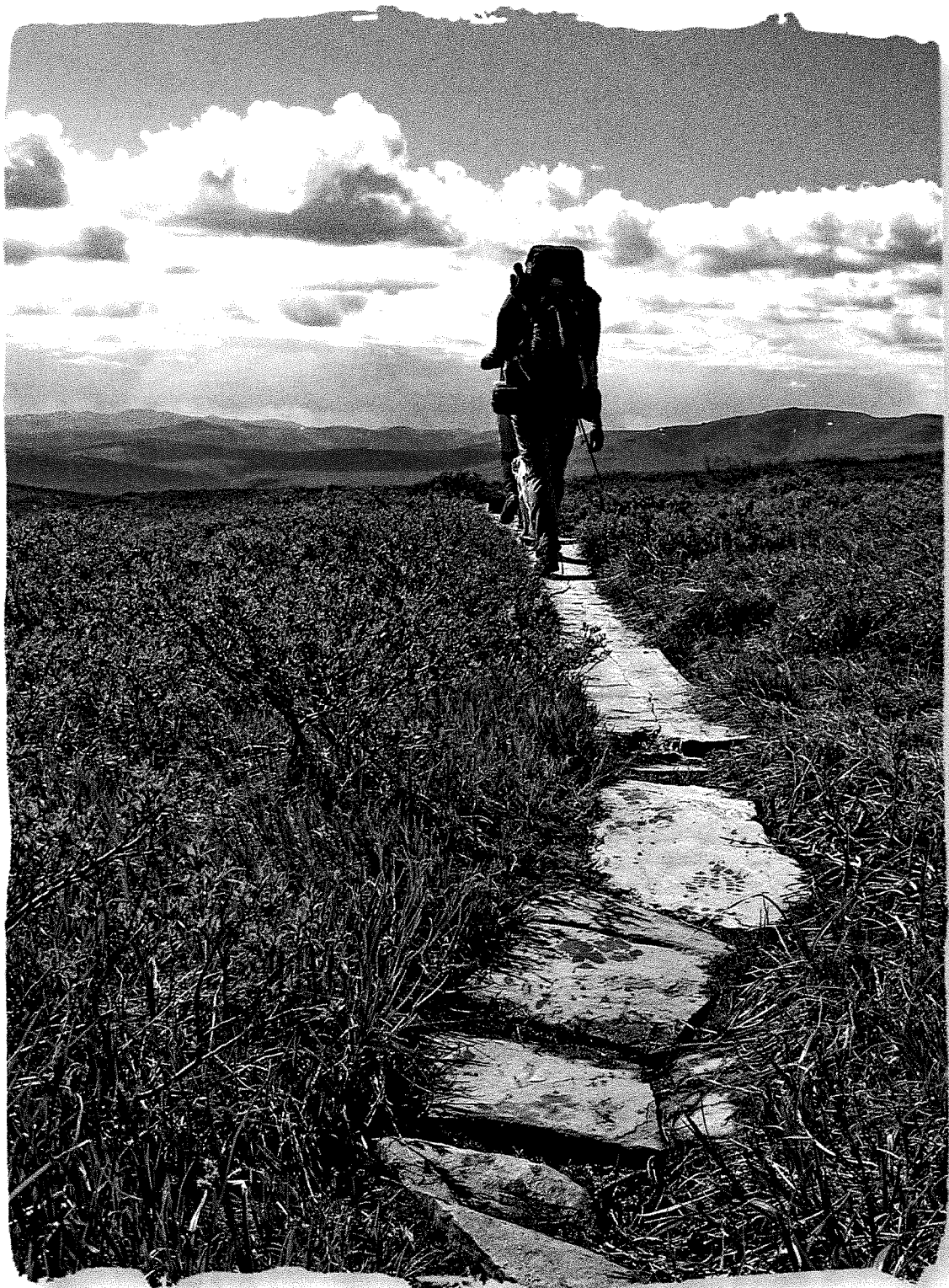


Photo: BLM

Interpretive planning assesses current conditions and formulates recommendations that will provide direction and focus to achieve the desired future interpretive program. An interpretive plan analyzes all needs and recommends a wide array of interpretive services, facilities, programs, and opportunities for partnerships to communicate the center's purpose and significance in the most efficient and effective way.

The Goals for Interpretive Programming are designed to realize the vision, objectives, themes, and visitor experiences described in the Foundation for Planning section. The following principles will apply to all interpretation at the Fairbanks Alaska Public Lands Information Center.

- All interpretation will provide physical and programmatic accessibility.
- Where possible, interpretation will use real or reproduction objects and documented personal stories to bring the story alive for visitors.
- Where possible, FAPLIC will partner with neighboring institutions to develop programs and media and to share research.
- FAPLIC will follow the standards of the National Park Service Graphic Identity Program as signs, brochures, and interpretive media are developed and upgraded.
- Interpretation will include examples and perspectives from diverse points of view. It will respond to diverse audiences, varying levels of interest, and different lengths of time for a visit.
- Where possible, "virtual visitors" will have opportunities to view key vistas and have access to new research, studies, management plans, and historical information.

Goals for Interpretive Programming

Workshop participants identified goals to increase the effectiveness of the interpretive services at the Fairbanks Alaska Public Lands Information Center. These goals and associated actions are representative of many ideas generated during the workshop. Action items are listed below each goal and were used to create the Implementation Plan located in the next section of this document. Over the next five to seven years, FAPLIC will focus on achieving the following goals:

Commitment to Maintain High Quality FAPLIC and MTCVC Visitor Experience

As a primary MTCVC partner, FAPLIC has a commitment to work with the other partners to provide high quality visitor programs and services. Changes to visitor experience within the building requires confirmation and in some cases, commitment from all of the partners. FAPLIC staff members recognize that MTCVC not only serves the visiting public, it also serves as a conduit to connect to Fairbanks and surrounding Interior and Arctic Alaska communities. FAPLIC and

FAPLIC staff are working with MTCVC partners to install new interior and exterior signs and will continue to investigate other ways to improve the arrival and orientation experience.
Photo: NPS



NPS staff will work with MTCVC to determine the use of exhibit cases in “Community” section of the exhibit; to investigate possibilities for improving the arrival and orientation experience; and to develop a building use plan.

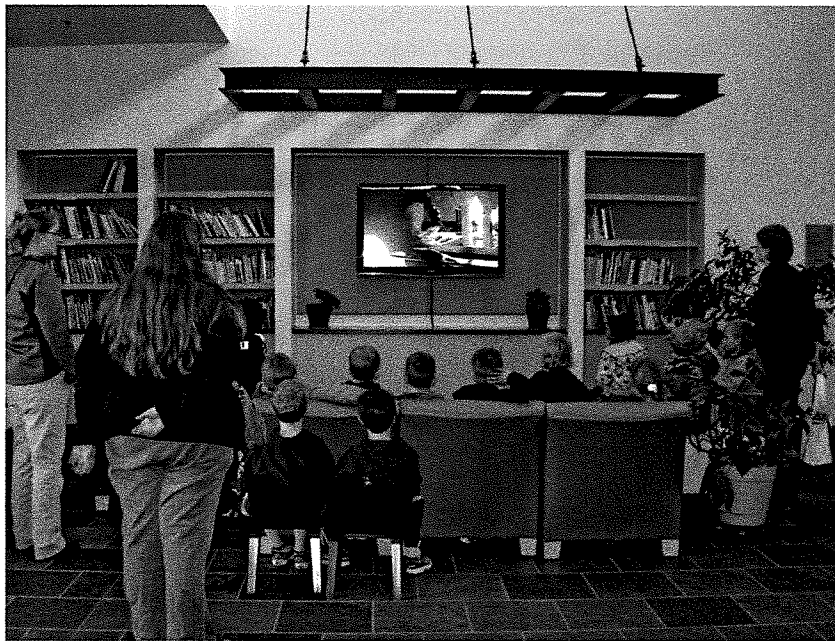
Improve Trip Planning Experience

One of the most important purposes of the Fairbanks Alaska Public Lands Information Center is to provide trip planning resources and expertise for visitors traveling into Interior and Arctic Alaska. An important goal for providing interpretive services over the next five to seven years is to improve the trip planning experience. Before visitors can have a meaningful experience on Alaska’s public lands, they need to find their way to the public lands, determine where their experience begins, and prepare for and

visitors need re-assurance, while others need greater freedom to create their own adventure. Use of the video nook needs to be better defined, and the film library should be reviewed and updated annually. Brochures, maps, publications, and staff must provide the most current and accurate information. A general visitor-use map that highlights FAPLIC-relevant public lands and resources could be used for on-site and virtual trip planning as well as publications, posters, and interpretive presentations. A NPS arrowhead mounted near the Passport Stamp station as well as similar-sized logos for partner agencies may encourage visitors who are familiar with one or more of these agencies to request agency-specific information.

Even though visitors enjoy watching the programs shown at the video nook, the use of the space needs to be better defined and the film library updated annually.

Some potential new trip planning resources will help address frequently asked visitor questions, including a printed trip planning map and self-service trip builder using temporal examples: 1 hour, 1 day, and 3 days. Indoor and outdoor temporary exhibits, if it is possible to install them at MTCVC near the FAPLIC door, will increase opportunities for visitors to better understand and appreciate Alaska’s Public Lands. A tactile map of Alaska with the public lands labeled that is touchable by children and visitors in wheelchairs will help visitors understand the geography of Interior Alaska. The exhibit will serve as a prop for the staff to offer orientation talks to bus groups, school groups, and other general visitors. It can also provide a useful link between the new exhibits in the unfinished circular area and the trip planning area.



Even though visitors enjoy watching the programs shown at the video nook, the use of the space needs to be better defined and the film library updated annually.
Photo: NPS

take care of their basic needs.

Even though FAPLIC has only been open at MCTVC for a few years, staff members have already recognized that the space needs to be re-organized to better serve visitor needs. Because each visitor has a different skill, experience, and ability level, staff members want to customize the trip planning experience to best meet his or her needs. Some

Improve Interpretive Media

In a recent report, the Second Century Commission's Connecting People and Parks Committee commented that "... technologies and the expectations and habits of those who use them (especially younger populations), can increase connectivity with parks and the values they contain, and create conditions for more meaningful park experiences." Since the report was written, restrictions on using social networking technologies on government-supported websites have been relaxed, providing some opportunities to use a limited number of sites. While security concerns limit access to some websites, opportunities now exist for the Park Service to benefit from the new communication processes that visitors may access to make decisions about what to do, where to go, or what services are worthwhile for their social group. An associated recommendation suggests that parks, "Embrace available and emerging technologies to reach and interact with the American people, connecting NPS employees with their communities, and facilitating interactions with parks and programs that are engaging to visitors. Leverage technologies to receive and respond to broad public input."

In a recent report, the Second Century Commission's Education and Learning Committee recommended that parks, "Implement a variety of current and leading edge technologies and media to facilitate National Park-based learning anytime, anywhere."

Digital Media

Digital media is well suited to the presentation of chronological and sequential material. It can capture realism, provide emotional impact, and create a mood or atmosphere. Also it can reach many visitors at one time and may be included in exhibits or posted onto the FAPLIC website, in addition to being shown in dedicated auditorium spaces.

Digital media can reach the many visitors who are now using computers, smart phones, cell phones, Global Positioning System (GPS) units, MP3 players, and a variety of other technological systems for entertainment, information, orientation, and interpretation. In response to the growing demand for these services, the Center needs to include the use of portable "individualized" audio and/or audiovisual opportunities. Using new technology will possibly create opportunities for a more diverse audience to experience Alaska's public lands than ever before. These services will allow visitors to access more

meanings, information, and orientation at their convenience.

Once digital productions are created and made available, FAPLIC staff must maintain, monitor, and update the programs. Local media outlets may be enlisted to air and/or print digital programs to expand the reach of interpretive opportunities related to Alaska's public lands.

FAPLIC website

Since FAPLIC was authorized in 1980, significant changes in digital technology, in DOI/NPS web standards, and in social media have occurred. During the life of this plan, FAPLIC staff will need to continually increase and improve their skills with the technology, monitor and update all web-based content to meet the current standard, and remain vigilant about what is posted via social media sites.

An ever-increasing percentage of visitors are web users who visit the FAPLIC website (<http://alaskacenters.gov/fairbanks.cfm>) seeking information. Many of these "virtual

visitors” never actually come to the center but have their needs met solely through the website. The website should highlight the opportunities and experiences that are available to both on-site visitors and virtual visitors.

An effective website requires adequate staff to maintain, update, and develop new content, including trip planning information and interpretive media. A well-designed and maintained website generally depends on establishing a webmaster position. Future growth of the website is contingent upon hiring a webmaster. This would allow FAPLIC to:

- Create and monitor links to partner programs and research.
- Coordinate web-based information with other APLIC agencies and Denali National Park.
- Create opportunities for visitors to share their experience on Alaska’s public lands through social media such as Facebook, Twitter, and YouTube.
- Define the role of the blog.
- Seek opportunities to develop more interactive content including

a map that online visitors would click on resources to learn more about National Parks, the Dalton Highway, Alaska’s public lands, or MTCVC. If an audio description of the MTCVC exhibit is created, add images of the exhibits to the description to create a virtual tour.

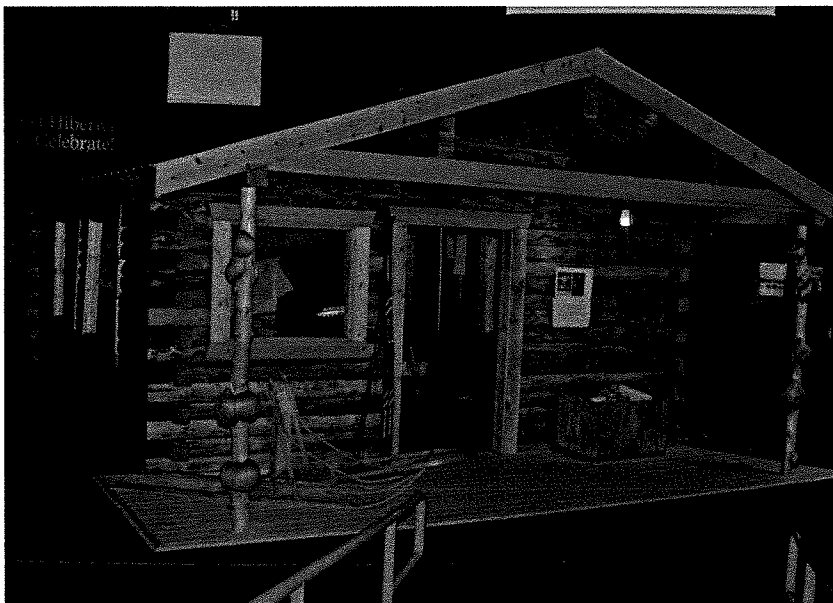
MTCVC Exhibits

Exhibits provide both two- and three-dimensional displays of informational and/or interpretive material that may include text, maps, images, models, replicas, artifacts, or interactive components. The MTCVC exhibits, while not yet complete, offer a rich experience and immersive exposure for a wide variety of visitors with different learning styles, levels of experience and knowledge, and different amounts of time. Displays are colorful, tactile, inviting, and surround the visitors with landscapes, structures, and sounds that bring elements of Interior and Arctic Alaska to life.

Exhibit-based guided and self-guided interpretive programs, Junior Ranger activities, and publications will provide visitors and school groups with more opportunities to discover Alaska’s public lands. An audio description tour should be considered so that all visitors can enjoy the rich visual displays.

In the future, temporary exhibits will become extremely important to supplement the permanent exhibit with current science, scholarship, and recreational topics. Enhancements that may be added to the exhibit include:

- Use simple labels to identify more of the elements in the exhibits including the smoke house, the salmon, and the fish drying rack.
- Consider adding a scientist’s backpack to the cabin, perhaps on a temporary basis, to emphasize and explain the work done by scientists in the field out of similar cabins.



To supplement the permanent exhibit, temporary exhibits emphasizing science, scholarship, and recreational topics may be added near the public use cabin.

Photo: NPS

- Consider adding flooring around the cabin to simulate or suggest a snow-covered landscape. This would better distinguish the winter theme track from the “What We Do” exhibits, and better connect the cold room next to the cabin.
- Consider adding appropriate object (s) outside the cold room to provide a more realistic impression of a cold room or cabin. Currently, the brown wall and doorway are not immediately obvious as a recreated cold room. This corner could also be used for a changing exhibit element appropriate for the cold room exhibit.
- Create a temporary exhibit and demonstration space in the exhibit perhaps near the public use cabin.
- Showcase artwork inspired by Alaska’s public lands.

Develop a Curriculum-based Education Program

An effective education program requires adequate staff for planning, development, implementation, and assessment. The resources and themes of the Fairbanks Alaska Public Lands Information Center offer great potential for the development of dynamic and popular education program in partnership with MTCVC, area schools, neighboring parks, historic sites, and affiliated areas.

Once hired, the FAPLIC Education Specialist will work to secure resources to facilitate the development and growth of a curriculum-based program based on national and state education standards.

With a strong program and ties directly to national curriculum standards, more schools will see the value of using the MTCVC to help meet their needs. This can be accomplished by involving educators from area schools directly in the development of both general

and specific activities and curriculum guides.

To prevent duplication of services, coordinate education programs with other nearby federal agencies and MTCVC partners. Establish partnerships and develop programs targeted for the Effie Kokrine School, inner city schools, University of Alaska Fairbanks, Osher Lifelong Learning groups, and local military installations.

Conduct an education needs assessment and then prepare an education plan that would provide overall direction for the education program. Establish an education advisory committee to advise FAPLIC on the most useful ways to offer educational services to schools and to develop curriculum-based education programs.

Develop and present curriculum-based MTCVC exhibit tours and activities. Develop and disseminate curriculum-based education materials and programs for a variety of age groups including resources that may be used before, during, and after a visit. Consider developing place-based, science-focused, ANILCA, and wilderness programs. Evaluate the usefulness of the kits. Based on the evaluation results, update current relevant kits and develop new ones as appropriate.

Curriculum-based education program presented in the classroom at MTCVC.

Recruit, hire, and train staff including seasonals, volunteers, YPP, and SCAs to deliver curriculum-based education programs. Establish a Teacher-Ranger-Teacher program to increase interpretive opportunities on-site and in the classroom. Conduct teacher workshops to enable teachers to participate in on-site curriculum-based programs.

Engage Youth

“Youth in the Great Outdoors” is Secretary of Interior Salazar’s initiative to employ, educate, and engage young people from all backgrounds in exploring, connecting with and preserving America’s natural and cultural heritage. Through employment and educational opportunities, youth will have a key role in creating a new energy frontier, tackling climate change issues, empowering Native communities, building trails, enhancing wildlife habitat, and restoring our cultural and historic landmarks. The initiative includes reaching out to underserved populations to ensure that these resources are enjoyed by all Americans and transforming the lives of young Americans while growing the next generation of conservation and community leaders. NPS Director Jarvis has also stated that education and engaging youth are top priorities for his administration.

In a recent report, the Second Century Commission’s Education and Learning Committee recommended that the NPS “affirm the important role of the National Park System in life-long, place-based learning and authorize the supporting structure and resources to provide for the same...and to strengthen and expand service learning and citizen science opportunities at national park sites and their surrounding communities to reflect a changing global landscape.”

An effective youth program requires adequate staff for planning, development, implementation, and assessment. In this planning document, youth programs are designed for pre-kindergarten through age 25. The resources and themes of the Fairbanks Alaska Public Lands Information Center offer great potential for the development of dynamic and popular programs in collaboration

with MTCVC, area schools, and local communities.

Specific recommendations include:

- Identify and connect to existing local youth programs.
- Enhance the FAPLIC children’s area to encourage use, including setting up computer terminal to access the NPS Web Ranger program.
- Expand the NPS Web Ranger experience to include Interior and Arctic Alaska.
- Develop and offer MTCVC exhibit-based, self-directed activities for multiple age levels.
- Expand kid-friendly Alaska Public Lands brochures.
- Develop and host an interactive “Public Lands” partnership event for families and offer incentives for participation.
- Provide initial orientation for Gates of the Arctic National Park and Preserve led University of Alaska



Curriculum-based education program presented in the classroom at MTCVC.
Photo: NPS

Fairbanks “Outdoor Adventure.”

- Offer service learning projects in cooperation with the Arctic Network, Central Alaska Network, and others.
- Participate in job fairs for high school students to help them get jobs or internships with public lands agencies.

Expand and Diversify Summer Programming Opportunities

Interpreters are the best interactive tool in enabling visitors to experience, understand, appreciate, and make personal connections with the resource. A well-trained, knowledgeable, professional, paid and volunteer staff will ensure sensitivity, accuracy and consistency. FAPLIC’s resources and themes present almost limitless opportunities for both standard and innovative interpretive activities.

As staffing levels permit, and in keeping within the parameters of the interpretive themes and visitor experience goals, FAPLIC interpreters and volunteers should be given a high degree of creative freedom to explore and experiment with new programs and demonstrations. These programs and demonstrations could be presented inside the MTCVC exhibits, possibly near the public use cabin, on the Alaska Railroad, and along the Chena River Greenway. Programs will need to be developed recognizing the nature of different audiences depending on the season. For example, winter programming will be very different from summer programming. This will help to maintain a creative edge and attract new and returning audiences.

Since personal services and interpretive programs are relatively easy to change, activities should be evaluated on a regular basis to discontinue those that are not

effective, modify or improve those that require it, and validate those that are successful. Continuous individual and peer evaluation will ensure that factual, accurate, and timely answers to visitor questions are provided.

Increase Outreach Opportunities

Most interpretive services are developed for a general audience. There will be visitors to the Fairbanks Alaska Public Lands Information Center who come with specific needs and for specific reasons. To best meet these needs and provide opportunities to discover the significance of Alaska’s public lands, workshop participants identified some visitor groups that may be interested in specific topics of interest or require specific interpretive services.

The Second Century Commission’s Connecting People and Park Committee concluded that the NPS “needs to actively develop enduring relationships with all of the diversity of the American people, both as visitors and as employees.” The recommended action suggests that the NPS “make our national parks welcoming and relevant to all Americans. A sustained commitment to training, community outreach, and programs that authentically tell the stories of our country and connections to our resources must become part of the Service’s ongoing practices and values for this to be achieved.” NPS Director Jarvis has stated that relevance is a priority.

Military Families

- Develop a marketing strategy to share what FAPLIC has to offer to military families.
- Provide brochures for military family “welcome” packages and post flyers for events and activities on base.

- Present programs and speakers on bases including Leave No Trace and Denali National Park orientation.
- Encourage military personnel and family members to become volunteers.
- Develop temporary exhibits highlighting recreational opportunities on Alaska's public lands, and display the exhibits on base.
- Participate in base-sponsored activities.
- Partner with on-base university programs to host and/or provide outdoor recreation activities or classes.
- Develop relationships with the on-base school system and establish a Teacher-Ranger-Teacher program to help develop and provide curriculum-based programs.
- Provide opportunities for organizations that support underserved populations to come to MTCVC including Big Brothers, Big Sisters, church groups, women's shelters, Pioneer House, and the Fairbanks Rescue Mission.
- Staff a booth at local health fairs that emphasizes recreational opportunities.
- Produce publications in Alaska Native languages or ones that have components in these languages.
- Connect to different communities and groups using social media and broadcast and print media.
- Organize an art show at MTCVC featuring art from Interior Alaska communities.
- Provide opportunities for Interior Alaska residents to attend programs and training at MTCVC emphasizing skills that could create business opportunities (e.g. papermaking and soap- and skin cream-making).

Underserved Local Populations including Alaska Natives

- Identify underserved populations and develop a marketing strategy to share what FAPLIC has to offer to these different groups.
- Develop relationships with Effie Kokrine School and inner city schools and establish a Teacher-Ranger-Teacher program to help develop and provide curriculum-based programs.
- Encourage children to develop digital media presentations highlighting outdoor recreation experiences that can then be posted on social media outlets or the FAPLIC website.
- Host a family campout program at Chena Lake Recreation Area. Set up stations to teach families how to camp and enjoy recreational opportunities on Alaska's public lands.

Local Community

- Develop a marketing strategy to share what FAPLIC has to offer to locals.
- Distribute flyers and advertise events at local outdoor recreation outlets and organizations.
- Partner with local outdoor recreation organizations to present demonstrations.
- Present programs at local clubs and organizations.
- Host a "Get Outside Fairbanks" fair.
- Investigate the possibility of hosting a Backpacker magazine "Get Out More" event.
- Contact Alaska magazine about publishing a feature article on the APLICs.

- Partner with local media outlets to air or print messages and articles related to Alaska's public lands that would specifically target topics of local interest.
- Emphasize that Alaska Department of Fish and Game is a FAPLIC partner. Post signs and event information at ADFG offices.

Expand and Improve Existing Partnerships

The Second Century Commission's Connecting People and Parks Committee report recommended that all parks leverage partnership at all levels to position and operate the NPS as an integral and respected partner in achieving larger natural, historical, cultural, and social goals. Two actions to achieve these goals are:

- Foster and create mutual respect, common working relationships, operational goals and programs with communities, agencies, and organizations adjacent to parks in recognition that "we are all in this together" socially, economically, culturally, and environmentally. Strategies to create mutual respect and positive relationships would include engaging in collaborative work processes when undertaking park planning efforts or coordinating efforts to attract visitors.
- Engage with non-profit, academic, governmental, community, and other partners to cultivate programmatic connections to parks that make use of park resources for the mutual benefit of parks and partners. For example, such programmatic connections may include place-based environmental, cultural and historical education, research, healthy activities, clean air and water, social justice programs, and the like.

Interpretive partnerships play a key role in the delivery of essential programs and can also provide opportunities for enhanced interpretive products and services. Partnerships are most effective when partners share a common goal and can leverage their efforts to accomplish the goal. Workshop participants recognized that the FAPLIC and NPS staff cannot and should not be the sole provider of interpretive services.

Working more closely with MTCVC as well as other local, state, and federal agencies is imperative. When and where appropriate, FAPLIC will work with TCC Cultural Programs and Denakkanaaga to help protect Interior and Arctic Alaska traditions and stories. Creating a stronger working relationship with the other Alaska Public Lands Information Centers is critical. Key local FAPLIC contacts need to be identified and quarterly face-to-face FAPLIC meetings instituted. Initiating the meetings and developing a marketing strategy for all FAPLIC agencies will be a significant partnership action. While FAPLIC staff members have been informally working with the Arctic Network, Central Alaska Network, and the Murie Science and Learning Center, each of these relationships needs to be defined and formalized to strengthen their abilities to provide visitors with more opportunities to understand and appreciate Interior and Arctic Alaska.

There are also opportunities to create new partnerships outside of MTCVC and FAPLIC. A list of potential new partners should be created; a partnership assessment conducted; and then annual meetings should be established.

Improve the Volunteer Program

A needs assessment will help recruit skilled volunteers to help with FAPLIC interpretive programs.



A needs assessment will help recruit skilled volunteers to help with FAPLIC interpretive programs.
Photo: NPS

The Volunteers-In-Parks (VIP) program could be enhanced with more dedicated supervision, greater inter-agency coordination, and an increase in VIP funding. The Volunteer Coordinator role has been a collateral duty assignment for the Supervisory Park Ranger, but the program will

be more effective when supervised by another employee. The primary role of the coordinator will be to facilitate the retention of current volunteers as well as the development and growth of this program.

Specific recommendations include:

- Prepare a volunteer plan to guide the development and enhancement of the volunteer program including a recruitment strategy.
- Develop and implement a retention strategy that will include creating and maintaining a database of volunteers; updating position descriptions and determining how many volunteers are needed for each task; communicating the length of assignment when recruiting volunteers to minimize turnover; working with partners to reduce competition for volunteers; and working with staff to ensure that there is adequate oversight and support for volunteers. Recognize volunteer achievements.
- Conduct a needs assessment for volunteers. Identifying what tasks staff need volunteer help with will provide the coordinator with the necessary information to successfully recruit. The assessment also would help

identify potential individuals or group skills that might be needed. For example, youth groups may be identified who have an interest and skill in developing web-based services. High school students may get academic credit for volunteering.

- Establish and coordinate a volunteer network with MTCVC and all of the Alaska Public Lands Information Centers. Develop a volunteer training program that is presented by NPS, MTCVC, and FAPLIC staff. Offer service learning (secondary school or college) credits for volunteer training.

Strengthen Science and Traditional Ecological Knowledge (TEK) Connection

“Ensuring Scientific Integrity Within the Department of Interior,” Secretary’s Order Number 3305, states that “. . .science plays a vital role in helping to meet the Department’s mission.” The Order also says that “DOI bureaus and offices will document and make available to the public the scientific or technological findings or conclusions relied on in decision making. . .”

While recognizing that current interpretive services provide some connections to TEK and scientific values and concepts, workshop participants felt that more could be done. For example, a greater emphasis could be placed on current practices, research, climate change, and indicator species. To generate continued visitor interest, two or three specific areas could be highlighted annually.

While these topics are currently part of interpretive programming content, using different approaches such as the center website, temporary exhibits, digital media, and citizen science efforts

will strengthen opportunities for the visitor to learn about these stories. Temporary displays connected to existing content may be a simple way to integrate science into the MTCVC exhibits.

An interagency science liaison position is desired to work with the Arctic Network, Central Alaska Network, other researchers, resource managers, FAPLIC staff, and NPS field staff to communicate current science research and programs. All potential TEK and science network partners should be identified and encouraged to participate in the development of these programs and displays.

FAPLIC staff will work with the Arctic and Central Alaska Networks, as well as TEK partners, to highlight different areas of research and practices annually.

Research and Evaluation Needs

All interpretive programs and services must be solidly grounded in research. In order to fully accomplish the actions included in this plan and support the interpretive themes, FAPLIC staff will conduct research as needed.

One of the pillars of the Interpretation and Education Renaissance is the “Culture of Evaluation.” Evaluation also is important in the development of specific media and programs and will be planned as part of all substantial media projects and special programming. Front-end evaluation will inform the project team about what visitors already know about the site before they come, what understandings they may have about the significance of the site, or how to fulfill the visitor’s interest in visiting the site. This type of evaluative study is targeted so that practical use can be made of the results. Formative evaluations allow the team to get feedback on project content before it is fabricated. Knowing how potential visitors react to stories and information

or even how the message is displayed can inform and enhance the media product and the overall visitor experience. Summative evaluations are valuable in helping to determine the effectiveness of final media, facilities, and programs – i.e. whether the intended themes are being communicated, if people are actually making use of the information, or if visitor behavior is affected. Summative evaluation may even be a necessary follow-up for certain sources of funding such as foundation grants.

- Conduct a visitor access and use evaluation to test elements of an MTCVC arrival and orientation experience.
- Informally track feedback to improve interpretive programs.
- Use guest books in the exhibits and other written comments to continue to improve the visitor experience in the exhibits, in trip planning and in other services and programs.
- Incorporate feedback components into the pre- and post-visit activities that aid in evaluating the effectiveness of formal education programs.



FAPLIC staff will work with the Arctic and Central Alaska Networks, as well as TEK partners, to highlight different areas of research and practices annually. Photo: NPS

To evaluate the effectiveness of curriculum-based education programs, a feedback component will be incorporated in to pre- and post-visit activities. Photo: NPS



Staffing and Training Needs

In order to fulfill the vision of this plan, additional funding and staffing will be required. New positions that have been identified include an Education Specialist, Webmaster, and Volunteer Coordinator. Funding requests will need to be submitted to acquire all of these positions. Some of these positions may be created immediately by reclassifying existing positions and others may be phased in as funding is approved and positions are vacated.

A trained and motivated workforce is necessary for any successful interpretive operation. Emphasis should be placed on accountability for interpretive standards to be applied or adhered to when any FAPLIC employees or volunteers present interpretive programs, design publications, media, and exhibits, or present curriculum-based educational programs. Ensure that all staff members who provide interpretive services are held to the appropriate NPS standards as defined in the Interpretive Development Program and be trained accordingly.

Because volunteers are an important part of the workforce, interpretive staff members require an appropriate level of volunteer supervisory training.

For FAPLIC to meet future education goals, an education specialist must be hired.

Implementation Plan

The measure of success of any plan is the extent to which it is implemented. Initial implementation of strategies needs to be both realistic and flexible. Because funding opportunities and priorities often change, management may need to adjust the implementation strategies to adapt to changing conditions. FAPLIC and its partners should meet each year to draft an Annual Implementation Plan for each new fiscal year based on funding opportunities and coordination with other projects. Flexibility is extremely important to allow FAPLIC staff and partners the opportunity to try new and different interpretive ideas and make adjustments as necessary.

During the 2010 Implementation workshop, the participants agreed to divide the actions necessary to implement the recommendations into immediate (1 year), short-term (2-3-4 years), and long-term (5-6-7 years) goals. Most of the recommended actions for personal services including curriculum-based education programs are dependent on the hiring of new staff. Other action items can be implemented immediately, within existing funding and staffing levels.

For FAPLIC to meet future education goals, an education specialist must be hired.
Photo: NPS



FAPLIC Priorities and Action Items	Immediate (Year 1)	Short-term (Years 2-3-4)	Long-term (Years 5-6-7)
Commitment to Maintain High Quality FAPLIC and MTCVC Experience			
Investigate possibilities for improving arrival and orientation experience			
Develop a building use plan			
Determine the use of exhibit cases in "Community" section			
Improve Trip Planning Experience			
Maintain and update brochures, maps, and publications			
Annually review and update the film library			
Develop a self-service trip builder using temporal examples: 1 hour, 1 day, 3 day			
Re-organize APLIC space to more effectively provide service at MTCVC			
Develop printed trip planning map			
Investigate possible opportunities to set up temporary exhibits and displays just outside APLIC MTCVC door			
Develop indoor temporary exhibit and display area (camp display)			
Define the use of the video nook			
Improve Interpretive Media			
Digital Media			
Enlist local media outlets to air and/or print digital programs related to Alaska's public lands			
Produce digital media on a variety of topics			
Maintain, monitor, and update digital media			
FAPLIC website			
Maintain, update, and develop new content including trip planning information and interpretive media			
Create and monitor links to partner programs and research			
Coordinate web-based information with other APLIC agencies and Denali National Park			
Define the role of the blog			
Recruit and hire a webmaster			
Seek opportunities to develop more interactive content			
Create opportunities for visitors to share their experience on Alaska's public lands (Facebook, Twitter, YouTube)			

FAPLIC Priorities and Action Items	Immediate (Year 1)	Short-term (Years 2-3-4)	Long-term (Years 5-6-7)
MTCVC Exhibits			
Develop and conduct guided programs			
Expand to include different topics and agencies			
Develop a self-guided tour			
Publication			
Audio described tour			
Develop and present curriculum-based field trip tours			
Develop age appropriate activities			
Develop a Junior Ranger activity			
Add enhancements to exhibit:			
Use simple labels to identify more of the elements in the exhibits including the smoke house, the salmon, and the fish drying rack.			
Consider adding a scientist's backpack to the cabin, perhaps on a temporary basis.			
Consider adding flooring around the cabin to simulate or suggest a snow-covered landscape.			
Consider adding appropriate object (s) outside the cold room to provide a more realistic impression of a cold room or cabin.			
Create a temporary exhibit/demonstration space in the exhibit perhaps near the public use cabin			
Showcase artwork inspired by Alaska's public lands			
Develop a Curriculum-based Education Program			
Coordinate education programs with other nearby federal agencies and MTCVC partners to prevent duplication of services			
Conduct an education needs assessment			
Develop an education plan			
Recruit and hire an education specialist			
Develop and present curriculum-based MTCVC exhibit tours and activities			
Establish a Teacher-Ranger-Teacher program			
Establish an education advisory committee			
Recruit and hire support staff – seasonal, volunteer, YPP, SCA			
Develop education resource materials			
Evaluate the usefulness of the kits. Update current relevant kits and/or develop new ones as appropriate.			
Develop and present curriculum-based education programs			
Partner with Effie Kokrine School, military installations, and inner city schools			
Develop programs targeted to UAF and Osher Lifelong Learning groups			
Offer teacher training			

FAPLIC Priorities and Action Items	Immediate (Year 1)	Short-term (Years 2-3-4)	Long-term (Years 5-6-7)
Engage Youth			
Improve children's area including setting up computer terminal to access Web Ranger program			
Develop and offer exhibit-based, self-directed activities for multiple age levels			
Identify and connect to existing local programs			
Expand Web Ranger experience to include Interior and Arctic Alaska			
Expand kid-friendly public lands brochures			
Develop and host an interactive "Public Lands" event for families.			
Offer service learning projects in cooperation with ARKN and others			
Participate in job fairs for high school students to help them get jobs or internships with public lands agencies			
Provide initial orientation for GAAR led UAF "Outdoor Adventure"			
Expand and Diversify Summer Programming Opportunities			
Increase the number of and types of programs presented at MTCVC			
Develop and present conducted activities along the Chena River Greenway			
Develop and present demonstrations outside of APLIC office at MTCVC			
Develop and present demonstrations inside MTCVC exhibit possibly by the public use cabin			
Increase Outreach Opportunities			
Military Families			
Develop a marketing strategy to share what FAPLIC has to offer to military families			
Provide brochures for military family "welcome" packages and post flyers for events and activities on base			
Present programs and speakers on bases including Leave No Trace, Denali orientation			
Develop temporary exhibits highlighting recreational opportunities on Alaska's public lands. Display exhibits on base.			
Participate in base-sponsored activities.			
Encourage military personnel and family member to become volunteers			
Partner with on-base university programs to provide outdoor recreation activities or classes			
Develop relationship with on base school system and establish Teacher-Ranger-Teacher program to help develop and provide curriculum-based programs			
Underserved Local Populations including Alaska Natives			
Staff a booth at local health fairs that emphasizes recreational opportunities			
Organize an art show at MTCVC featuring art from Interior communities			
Identify underserved populations and develop a marketing strategy to share what FAPLIC has to offer to these different groups			

FAPLIC Priorities and Action Items	Immediate (Year 1)	Short-term (Years 2-3-4)	Long-term (Years 5-6-7)
Develop relationship with Effie Kokrine School and inner city schools and establish Teacher-Ranger-Teacher program to help develop and provide curriculum-based programs			
Encourage children to develop digital media presentations highlighting outdoor recreation experiences that can then be posted on social media outlets or website			
Host a family campout program at Chena Lake Recreation Area. Set up stations to teach families how to camp and enjoy recreational opportunities on Alaska's public lands			
Provide opportunities for organizations that support underserved populations to come to MTCVC including Big Brothers, Big Sisters, church groups, women's shelters, Pioneer House, Fairbanks Rescue Mission			
Connect to different communities and groups using social media and broadcast/print media			
Produce publications in Alaska Native languages or ones that have components in these languages			
Provide opportunities for Interior residents to attend programs/training at MTCVC emphasizing skills that could create business opportunities – papermaking, soaps, creams, etc.			
Local Community			
Develop a marketing strategy to share what FAPLIC has to offer to locals			
Distribute flyers and advertise events at local outdoor recreation outlets and organizations			
Partner with local outdoor recreation organizations to present demonstrations			
Present programs at local clubs and organizations			
Contact Alaska magazine about publishing a feature article on the FAPLICs			
Partner with local media outlets to air or print messages and articles related to Alaska's public lands that would specifically target topics of local interest			
Emphasize that Alaska Dept. of Fish and Game is a FAPLIC partner. Post signs and event information at ADFG offices.			
Host a "Get Outside Fairbanks" fair			
Investigate the possibility of hosting a Backpacker magazine "Get Out More" event			
Expand and Improve Existing Partnerships			
Identify key local FAPLIC contacts			
Designate partnership person(s)			
Conduct partnership assessment			
Create list of possible partners			
Institute quarterly face to face FAPLIC meeting			
Establish annual meetings for partners outside of MTCVC and FAPLIC			
Define the relationship between FAPLIC and ARCNC, CAKN, and MSLC			

FAPLIC Priorities and Action Items	Immediate (Year 1)	Short-term (Years 2-3-4)	Long-term (Years 5-6-7)
Improve the Volunteer Program			
Conduct a volunteer needs assessment. Identify what tasks park staff need volunteer help with to successfully recruit. The assessment also would help identify potential individuals or group skills that might be needed			
Update existing and create new position descriptions			
Recruit and hire a half-time or full-time Volunteer Coordinator			
Develop a volunteer recruitment plan			
Improve volunteer incentives and increase recognition of volunteer achievements			
Develop training program partnering with MTCVC and FAPLIC agencies when appropriate			
Offer service learning credits for volunteer training			
Establish and coordinate a volunteer network with MTCVC and FAPLIC agencies			
Continue to develop and implement a retention strategy that will include creating and maintaining a database of volunteers			
Strengthen Science and Traditional Ecological Knowledge (TEK) Connection			
Develop interactive and digital media programs related to climate change and indicator species			
Create links on website to science research and resource materials			
Need to identify all potential TEK and science partners to include the science network			
Develop temporary exhibits about current science research and programs			
Investigate possibility of integrating science into MTCVC exhibit through the use of temporary displays			
Develop citizen science programs			
Establish an interagency science liaison position to work with ARKN, CAKN, other researchers, resource managers, FAPLIC staff and field staff to communicate current science research and programs			

Appendices



Photo: NPS/Carl Johnson

Appendix A: The Planning Team

National Park Service

Fairbanks Alaska Public Information Center

Greg Dudgeon, Superintendent

J.R. LaFleur, Park Ranger

Josh Spice, Park Ranger

Adia Cotter, Park Ranger

Macy Possenti, Park Ranger

Brett Parks, Park Guide

Pam Rice, Chief of Interpretation

Kumi Rattenburg, Ecologist,
Arctic Network Inventory and Monitoring Program

Tara Whitesell, Bio-technician,
Arctic Network Inventory and Monitoring Program

Stacia Baekensto, Bio-technician,
Arctic Network Inventory and Monitoring Program

Laura Weaver, Visual Information Specialist, Central
Alaska Network Inventory and Monitoring Program

Zak Richter, Park Ranger,
Gates of the Arctic National Park and Preserve

Tracie Pendergrast, Park Ranger/Education Specialist,
Gates of the Arctic National Park and Preserve

Dale Lynn Gardner, Park Ranger,
Gates of the Arctic National Park and Preserve

Seth McMillan Park Ranger,
Gates of the Arctic National Park and Preserve

Patti Dean, Seasonal Park Ranger,
Glacier Bay National Park

Julia Youngblood, Facility Management Specialist,
Yukon-Charley Rivers National Preserve and
Gates of the Arctic National Park and Preserve

Harpers Ferry Center

Toni Dufficy, Interpretive Planner (Team Captain)

Betsy Ehrlich, Media Designer

Park Partners, Constituents, and Stakeholders

Don Pendergrast, retired NPS, FWS, BLM, FAPLIC

Cindy Schumaker, Project Director, Morris Thompson
Cultural and Visitor Center

Lisa Shon Jodwalis, Resource Interpretive Specialist,
BLM-Central Yukon Field Office

Karen Deatherage, Arctic Interagency Visitor Center
Manager, BLM-Central Yukon Field Office

Kelly Egger, Branch Chief,
BLM-Central Yukon Field Office

Joy Huntington, Cultural Program Director,
Tanana Chiefs Conference Cultural Programs

Ann Fears, Cultural Program Coordinator,
Tanana Chiefs Conference Cultural Programs

Jennifer Arseneau, Education Program Leader,
University of Alaska Museum of the North

Deb Hickok, President and CEO,
Fairbanks Convention and Visitors Bureau

Tim Stallard, Owner, Out in Alaska

Ruth Jolly Knapman,
Golden Enterprises Tour Guide Service

Larry Knapman, Golden Enterprises Tour Guide Service

Mary Ann Nickles

Mary B. Maisch, 2nd grade Teacher,
Pearl Creek Elementary

Laenne Thompson, Communications and Development
Director, Northern Alaska Environmental Center

Kathy Kurtenbach, Marketing Coordinator,
Alaska Sea Grant

Mark Ross, Wildlife Biologist/Educator,
Alaska Department of Fish and Game



Workshop participants identify interpretive services by theme.
Photo: NPS

Appendix B: Accessibility Guidelines

Every attempt will be made to provide full access to interpretive media and programs to ensure people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to national parks. This is in compliance with the National Park Service policy:

“...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the qualities of the park experience for everyone.”

NPS Special Directive 83-3,
Accessibility for Disabled Persons

All interpretation will follow general standards for accessibility as described in the Harpers Ferry Center Programmatic Accessibility Guidelines for Interpretive Media <http://www.nps.gov/hfc/pdf/accessibility/access-guide-aug2009.pdf>.



Photo: NPS



Photo: NPS

Harper's Ferry Center
National Park Service
U.S. Department of the Interior



Fairbanks Alaska Public Lands Information Center

101 Dunkel Street, Suite 110
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<http://alaskacenters.gov/fairbanks.cfm>

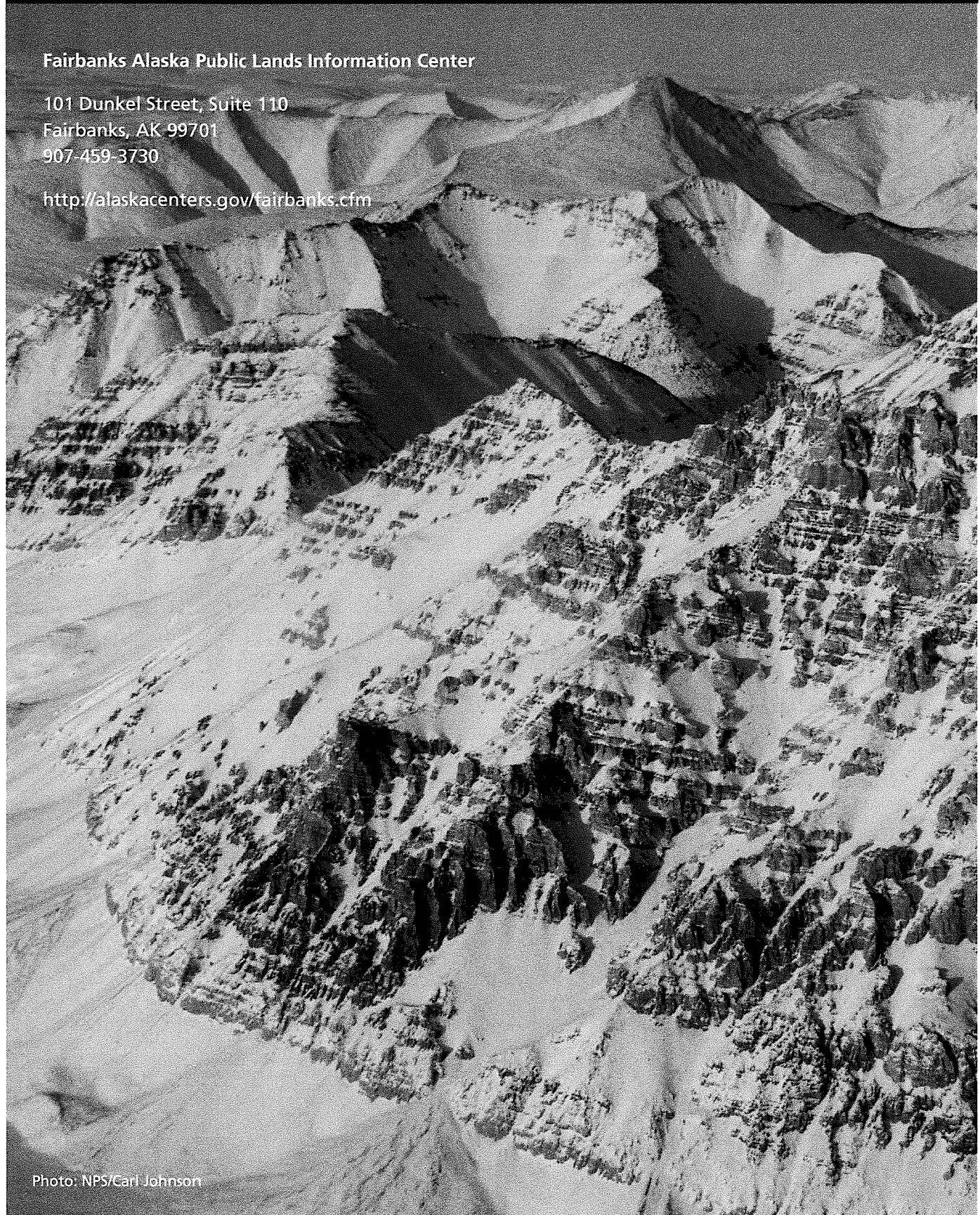


Photo: NPS/Carl Johnson