

# Interpretive Program Coordination and Supervision

**April 15-20, 2007**

**Training Syllabus**



**William Penn Mott Jr. Training Center**



State of California

# Memorandum

**Date:** March 28, 2007

**To:** Supervisor

**From:** **Department of Parks and Recreation**  
William Penn Mott Jr. Training Center

**Subject:** Employee Attendance at Formal Training  
Interpretive Program Coordination and Supervision Group 4

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

### Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

### Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

### Prior to Three Months Following Training

1. Employee, after discussion with supervisor, must login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and logs in to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Michael D. Green  
Acting Department Training Officer

Attachment

cc: Participant

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***Mission Statement  
Training Office***

***The mission of the Training Office is to improve  
organizational and individual performance through  
consulting, collaboration, training and development.***

### MOTT TRAINING CENTER STAFF

Michael Green..... (Acting) Department Training Officer  
Joanne Danielson ..... Academy Coordinator  
Chuck Combs..... Training Specialist  
Dave Galanti ..... Training Specialist  
Sara Skinner ..... Training Specialist  
Michelle Gardner ..... Cadet Training Officer  
Connie Breakfield..... Cadet Training Officer  
Pat Bost ..... Assistant Program Coordinator  
Pamela Yaeger ..... Assistant Program Coordinator  
Bill Spencer ..... Assistant Program Coordinator  
Edith Alhambra..... Assistant Program Coordinator  
Summer Kincaid..... Assistant Program Coordinator

## THE MISSION

*of the California Department of Parks and Recreation is to provide for the health, inspiration and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.*



## FORMAL TRAINING GUIDELINES

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Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center and, most recently, the Two Rivers Training Facility in Sacramento. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** Your copy of this syllabus is an important part of your training experience and should be brought with you to Training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District

Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.

4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 10:00 a.m. on the date of departure. The Department provides your room and board expenses at the Marconi Conference Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Please advise the Department Training Officer no later than one week before your scheduled arrival if you plan to live off-grounds. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in the Marconi Conference Center Administration Building.

**HOUSING CANCELLATION POLICY: If you do not need lodging or must change or cancel your reservation, you must contact the Training Center at least 72 hours prior to your date of arrival. The Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.**

5. MEALS: Meals will be provided from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:00 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Marconi Conference Center no later than one week before your scheduled arrival.
6. CLOTHING: Field uniforms will be worn daily by all uniformed employees during formal training sessions **unless specified in the Program Attendance Checklist.** Non-uniformed employees should wear apparel normally worn on the job. Appropriate attire includes apparel suitable for casual office dress. It does not include such items as shorts, T-shirts, tank tops, or sandals.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

7. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their

ability and knowledge in their profession, and provide a level of expertise difficult to match.

8. **TRAINING OFFICE STAFF:** Sara Skinner is your Training Specialist and has been assigned the responsibility for your training group. You may be asked to assist Training Staff in the logistics of your training program, please work with Training Staff to help make your training experience pleasant and meaningful.
9. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
10. **TRAINING MATERIALS:** May be made available to you at both your unit and at the Marconi Conference Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Please bring your own pens and pencils.
11. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.
12. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call (415) 663-9020.
13. **COLLEGE CREDIT:** Most Training Office programs are accredited by Monterey Peninsula College for lower division credit. If you successfully complete an accredited program, you will receive either a letter grade or a credit/no-credit designation.
14. **POST-TRAINING ASSIGNMENTS:** In connection with formal training are to be completed under the direction of your supervisor.

◆ **Marconi Conference Center**  
 ◆ **GETTING TO MARCONI**  
**(415) 663-9020**



◆ **FROM SANTA ROSA**

Highway 101 South to Petaluma. Exit at East Washington Street. Turn right (west) on Washington Street, continue about 1.5 miles. Washington Street becomes Bodega Avenue. Continue on Bodega Avenue for about 7 miles. At Coast Guard sign, turn left (west) on Petaluma/Tomales Road. Continue on Petaluma/Tomales Road for about 7 miles to Highway 1 (Shoreline Highway). Turn left (south) on Highway 1, continue about 7-1/2 miles through Marshall until you see Marconi on the left.

◆ **FROM SACRAMENTO**

Take Interstate 80 West. Just before Vallejo, take Highway 37 west toward San Rafael. Continue west on Highway 37 over Highway 101 (stay to the right). Take South Novato Boulevard exit. Continue north on Novato Boulevard for about 8-1/2 miles through Novato. When Novato Boulevard ends turn right, continue about 1000 feet. Turn left (west) on Hicks Valley Road (sign indicates "To Marshall"). Continue on Hicks Valley/Wilson Hill Road about 2-1/2 miles until it ends. Turn left (south/west) on Marshall Petaluma Road. Continue for about 11 miles until it ends at Highway 1 (Shoreline Highway). Turn left on Highway 1 and continue about 1 mile to Marconi on the left.

◆ **FROM OAKLAND/EAST BAY:**

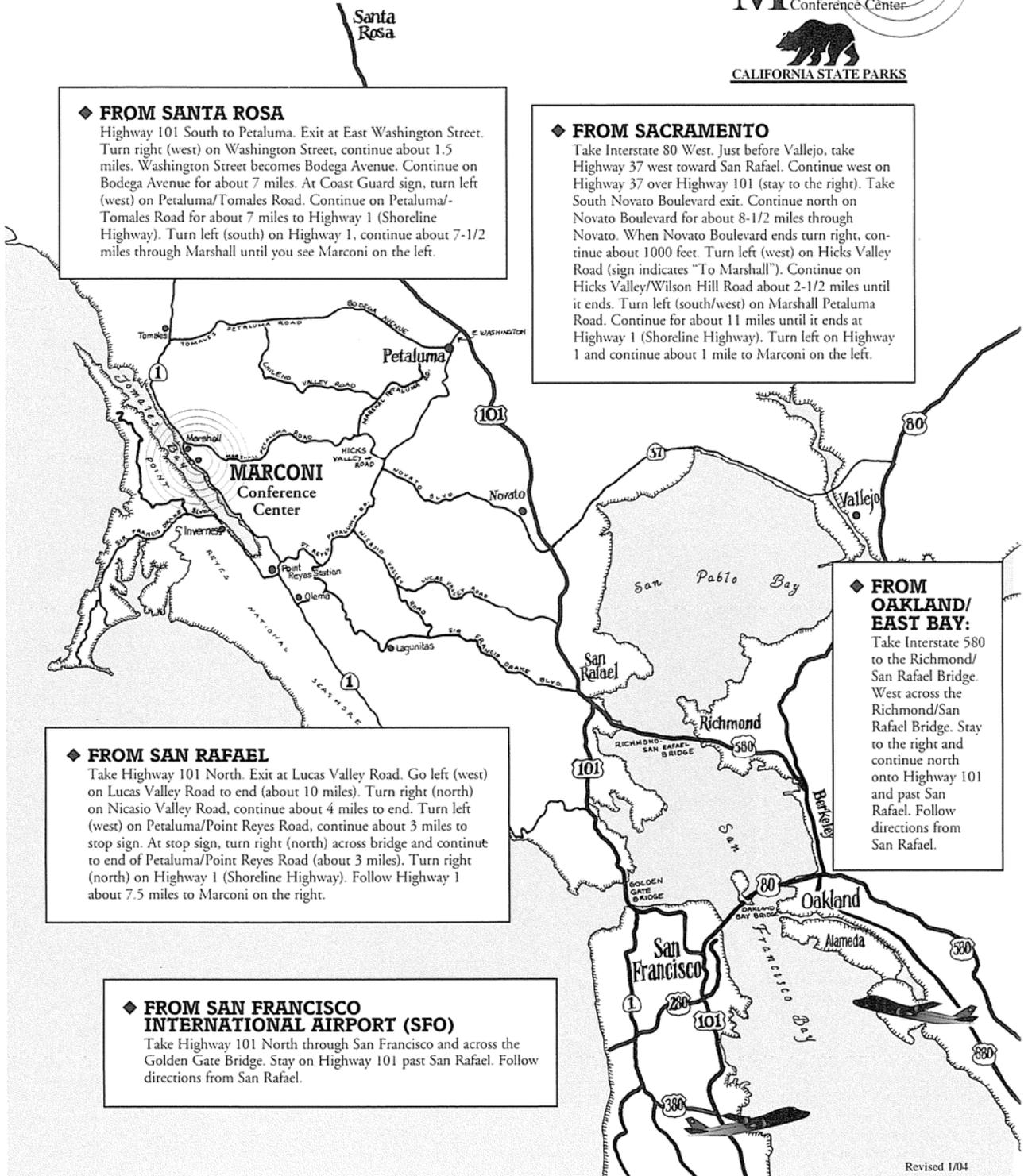
Take Interstate 580 to the Richmond/San Rafael Bridge. West across the Richmond/San Rafael Bridge. Stay to the right and continue north onto Highway 101 and past San Rafael. Follow directions from San Rafael.

◆ **FROM SAN RAFAEL**

Take Highway 101 North. Exit at Lucas Valley Road. Go left (west) on Lucas Valley Road to end (about 10 miles). Turn right (north) on Nicasio Valley Road, continue about 4 miles to end. Turn left (west) on Petaluma/Point Reyes Road, continue about 3 miles to stop sign. At stop sign, turn right (north) across bridge and continue to end of Petaluma/Point Reyes Road (about 3 miles). Turn right (north) on Highway 1 (Shoreline Highway). Follow Highway 1 about 7.5 miles to Marconi on the right.

◆ **FROM SAN FRANCISCO INTERNATIONAL AIRPORT (SFO)**

Take Highway 101 North through San Francisco and across the Golden Gate Bridge. Stay on Highway 101 past San Rafael. Follow directions from San Rafael.

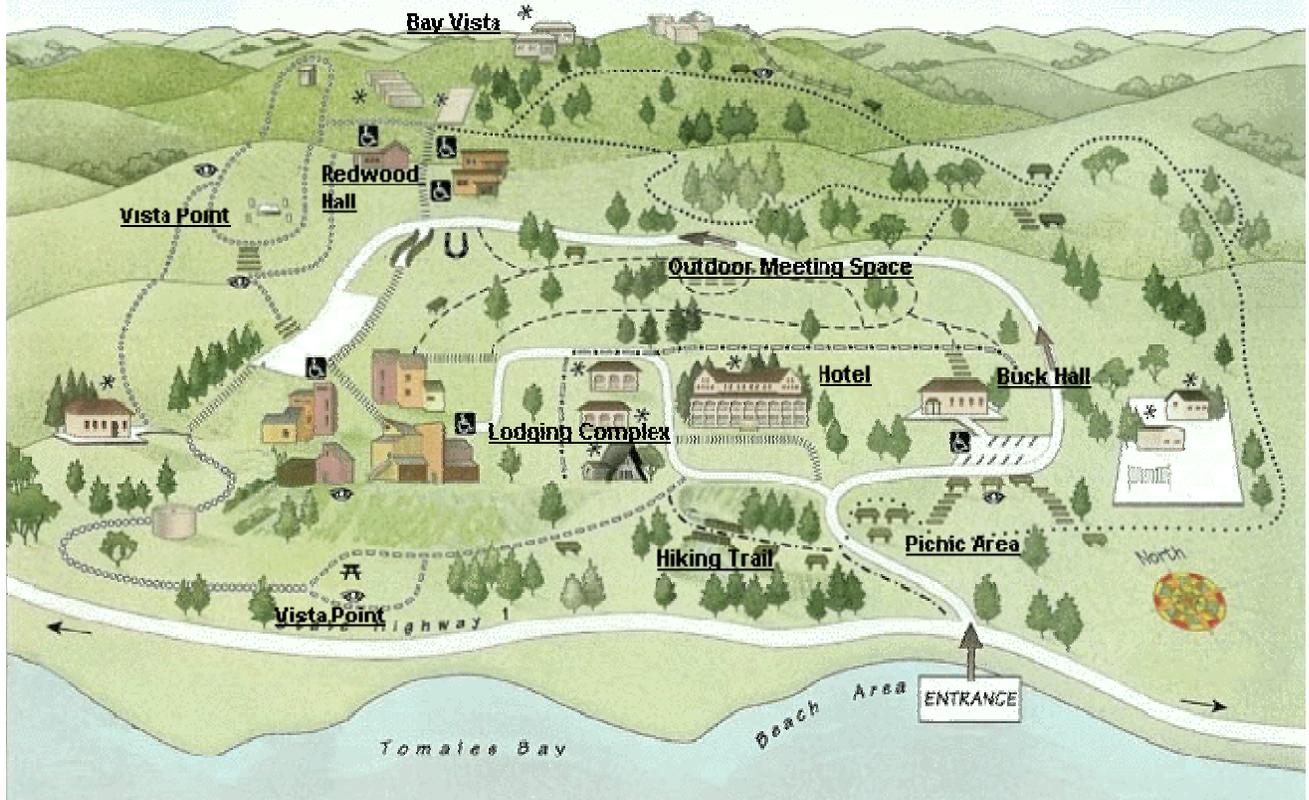


Revised 1/04

Click on a link to see a photo

# Marconi Conference Center

368 Photo Tour



## **PROGRAM ATTENDANCE CHECKLIST**

To assist you in preparation for formal training sessions at the Marconi Conference Center, the following checklist is provided.

1. Read and understand the Interpretive Program Coordination and Supervision syllabus prior to your arrival at the Marconi Conference Center.
2. Arrange your travel through your District/Unit Office.
3. If you are able to bring a State van for the field trip, please notify Sara at [sskinner@parks.ca.gov](mailto:sskinner@parks.ca.gov).
4. Please remember that cell reception is poor at Marconi. There is a payphone which takes prepaid phone cards or coins. If you have a phone in your room you can also use a prepaid calling card. There is one computer available for checking email in the administration building.
5. Complete the following pre-training assignments:
  - a. Complete the attached Pre-Training Assignment.
  - b. Review the Post-Training Assignment page in this syllabus with your supervisor.
6. **Remember to bring** the following with you to training:
  - Interpretive Program Coordination and Supervision Syllabus
  - Alarm clock
  - Pens and pencils
  - Pre-training assignments
  - Optional: camera and binoculars
  - Coffee cup and/or refillable water bottles
  - Sunscreen and field guides
7. Uniforms are not required for this course. However, when packing your suitcase please consider we represent the Department when in class and during on-site visits:
  - We will do some walking both in and outdoors, please bring suitable shoes and clothing.
  - We will be taking a field trip to Fort Ross State Historic Park by vehicle. The time it takes to get to our destination will be about 1 ½ hours on a windy road, please be prepared.

If you have any questions or need help, contact the Program Coordinator Ellen Clark at [eclark@parks.ca.gov](mailto:eclark@parks.ca.gov) or 530-538-2210.

## **INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION**

### **Pre-Training Assignments:**

1. For discussion during class, please describe the most difficult challenge you've encountered in coordinating and supervising interpretive programs. Also, the best thing you've encountered/accomplished in coordinating and supervising interpretive programs.
2. Be prepared to discuss the challenges and successes you've encountered in working with volunteers and cooperating associations in the interpretive program arena.
3. Be ready to share your most effective organizational tool. It could be using sticky notes to Excel spreadsheets. For take-home value and to illustrate your point, you may bring handouts, PowerPoint, visual aids, puppets, whatever it takes to share your tool with the class.
4. The Tuesday and Thursday sessions involve learning the nuts and bolts of planning for interpretive projects. Please bring all documents related to one particular interpretive project that is near and dear to your heart, but has not had much attention. You will work on that project during the sessions.

## **POST-TRAINING ASSIGNMENT**

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Center in providing a return on the investment the Department has on training.

**INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION GROUP 4**  
**April 15-20, 2007**

**Sunday**

**April 15**

1500- REGISTRATION: *Check-in at Marconi Conference* All  
*Center Administration Building*

**Monday**

**April 16**

0800-0830 Welcome – Program Orientation Clark/Skinner  
 0830-1200 Visitor Studies and Interpretive Evaluations Ward  
 1200-1300 Lunch  
 1300-1500 Annual Interpretive Action Plans Chapin  
 1500-1700 Your Most Effective Organizational Tool Clark/Skinner

**Tuesday**

**April 17**

0800-0900 State Parks' Goals and Vision for Interpretation Pozzi  
 0900-1030 Interpretive Planning Resources Helmich  
 1030-1200 Interpretive Project Planning Helmich  
 1200-1300 Lunch  
 1300-1500 Use of Audio Visual Media Smith  
 1500-1700 Interpreting Sensitive and Controversial Subjects Smith/Carter

**Wednesday**

**April 18**

0800-1700 Field Trip to Fort Ross State Historic Park Gould/Joy

**Thursday**

**April 19**

0800-1000 Funding for Interpretive Programs and Projects Williams/Cahill/  
 Hill  
 1000-1200 Working with the Service Centers Hartzell/Amos  
 1200-1300 Lunch  
 1300-1400 Contracting for Interpretive Projects Saunders/  
 Hartzell/Amos  
 1400-1500 Working with the Accessibility Section Turse  
 1500-1700 Furnishings Plans 101 Metraux

**INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION GROUP 4**  
**April 15-20, 2007**

**Friday**

**April 20**

0800-0900	Free Brochure and Panel Program	Saunders
0900-1130	Working with Cooperating Associations and VIP's	Mott/Cowan
1130-1200	Wrap-Up and Discussion	Clark/Skinner

**INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION**

**36 HOURS**

PROGRAM OUTLINE

PROGRAM ADMINISTRATION ..... 1.0  
Introduction to Interpretive Program Coordination and Supervision .....  
Wrap-Up and Discussion.....

PROGRAM PLANNING AND FUNDING.....15.0  
Annual Interpretive Action Plans .....  
Interpretive Planning Resources .....  
Interpretive Project Planning .....  
Funding for Interpretive Programs and Projects .....  
Working with the Service Centers .....  
Contracting for Interpretive Projects .....  
Working with the Accessibility Section .....  
Furnishing Plans 101.....

INTERPRETIVE TRAINING, MATERIALS, AND TECHNIQUES..... 6.0  
State Parks' Goals and Vision for Interpretation.....  
Use of Audio Visual Media .....  
Interpreting Sensitive and Controversial Topics .....  
Free Brochure and Panel Program .....

COMMUNITY OUTREACH AND PROGRAMMING.....10.5  
Working with Volunteers and Cooperating Associations .....  
Field Trip to Fort Ross State Historic Park .....

EVALUATION ..... 3.5  
Visitor Studies and Interpretive Evaluations .....

**TOTAL HOURS** .....**36.0**

## INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION

### INTRODUCTION TO INTERPRETIVE PROGRAM COORDINATION AND SUPERVISION

Purpose: Participants will meet one another and the program facilitators. Program content will be reviewed and registration for Monterey Peninsula College completed.

Performance Objectives: By the close of the training session participants will

1. Complete Monterey Peninsula College registration materials.
2. Adhere to all Training Center Guidelines.

### VISITOR STUDIES AND INTERPRETIVE EVALUATION

Purpose: To inform participants about the methods and value of visitor studies as a part of the planning process for interpretation. To define and explore the Department's interpretive evaluation strategy as contained in the *Aiming for Excellence* handbook and the *Basic Interpretive Learning System* in the context of the relationship between Supervisors/Program Leads and District Interpretive Specialists/Coordinators.

Performance Objectives: By the close of the session participants will

1. Identify what visitor studies are and how they can be used as part of the planning process for interpretive projects and programs.
2. Discuss ways they could implement visitor studies in park units in their districts.
3. Identify where to find the *Aiming for Excellence* handbook and BILS and become more familiar with the evaluation tools and methods they contain.
4. Develop specific strategies by participating in an activity using *Aiming for Excellence* to design an evaluation plan for your unit/sector.

### ANNUAL INTERPRETIVE ACTION PLANS

Purpose: To introduce participants to the idea of creating and using interpretive action plans.

Performance Objectives: By the close of the session participants will

1. Define what an interpretive action plan is and what it can achieve.

2. List ways in which they could use an interpretive action plan in their district.
3. Identify ways that they can instruct employees in their district/division about the purpose and value of an interpretive action plan.

### YOUR MOST EFFECTIVE ORGANIZATIONAL TOOL

Purpose: To introduce participants to strategies for effective time management.

Performance Objectives: By the close of the session participants will

1. Identify the importance of time management in program/project development and how stress management is inherently linked to effective time management.
2. Share with the class the most successful tool you utilize.
3. List a variety of options for managing time wisely.
4. Discuss barriers to effective time management and develop options for dealing with those barriers.

### STATE PARKS' GOALS AND VISION FOR INTERPRETATION

Purpose: To clarify the Department's plans for interpretation as a core program and discuss the role played by field staff in these plans.

Performance Objectives: By the close of the session participants will

1. Identify the role of field staff at the district, sector, and park level in the achievement effective interpretive program coordination and supervision.
2. List offices and outside resources that can assist the districts' interpretive efforts.

### INTERPRETIVE PLANNING RESOURCES

Purpose: To identify and discuss challenges to, and strategies for, planning interpretive programs and projects.

Performance Objectives: By the close of the session participants will

1. List the interpretive planning resources available to them both within and outside the Department.

2. Describe the planning frameworks outlined in the most recent resources on interpretive planning, including the Basic Interpretation Learning System.
3. Analyze and discuss issues and concerns associated with program planning in the reality of current staffing/budget levels.

### INTERPRETIVE PROJECT PLANNING

Purpose: To introduce participants to the *Workbook for Planning Interpretive Projects* and identify how it can be used to effectively conduct interpretive project planning.

Performance Objectives: By the close of the session participants will

1. List the benefits of thorough interpretive planning, as well as some of the hazards of poorly planned projects.
2. Identify the long term benefits of effective project planning.

### USE OF AUDIO VISUAL MEDIA IN INTERPRETATION

Purpose: To provide participants with an overview of the current use of technology in Department interpretive programs and provide participants with the basic skills to use some technologies in their programs.

Performance Objectives: By the close of the session participants will

1. Identify where to find interpretive programming on the Department website.
2. Demonstrate where to find videos of State Parks on the You Tube website <http://www.youtube.com/>
3. Explain the use of Podcasting and the Department's latest strategies for utilizing this technology.

### INTERPRETING SENSITIVE/CONTROVERSIAL SUBJECTS

Purpose: To provide participants with strategies for interpreting subjects that may be sensitive or controversial.

Performance Objectives: By the close of the session participants will

1. Review the types of sensitive or controversial subjects that often are interpreted by the Department.

2. Identify resources (individuals, organizations, books and other media) that should be consulted when developing an interpretive program or project that deals with a sensitive/controversial subject.
3. Describe the importance of community input in developing programs/projects that effectively interpret controversial subjects.

### FIELD TRIP PROGRAMMING AT FORT ROSS STATE HISTORIC PARK

Purpose: To provide the participant with an overview of the volunteer and school programs at a specific cultural site and remote state historic park, where the interaction and interdependency of people and their environment are represented.

Performance Objectives: By the close of the session the participant will

1. Define Environmental Living Program theory and application.
2. Explain how the Environmental Living Program relies heavily on classroom preparations, role-playing, and problem solving.
3. Describe how the Environmental Living Program, school tours, and the volunteer program are administered at Fort Ross State Historic Park.
4. Identify how staff at Fort Ross State Historic Park utilizes public outreach to enroll schools and volunteers in their programming.
5. Discuss the volunteer training program at Fort Ross State Historic Park.
6. Evaluate Fort Ross SHP's interpretive program from a visitor's point of view, using Experienceology. <http://experienceology.blogspot.com/>

### FUNDING FOR INTERPRETIVE PROGRAMS AND PROJECTS (PANEL)

Purpose: To explain to, and discuss with, participants the variety of funding sources available for interpretive programs and projects.

Performance Objectives: By the close of the session participants will

1. Identify the differences between minor and major capital outlay projects and what those differences mean in terms of program/project management.
2. List resources for external funding for projects and programs.

3. Describe the State Parks' Foundation efforts in relation to grants and sponsorships and with options for working with the foundation in securing funding.

### WORKING WITH THE SERVICE CENTERS

Purpose: To provide participants with advice on how best to effectively work with the Service Centers and with professionals from different disciplines.

Performance Objectives: By the close of the session participants will

1. Identify the general process followed by the Service Centers in the development of interpretive projects.
2. List the roles of Service Center staff and of district staff in coordinating an interpretive project.
3. Develop strategies for effectively working with professionals in disciplines other than interpretation.

### CONTRACTING FOR INTERPRETIVE PROJECTS

Purpose: To provide participants with information on the various types of contracting methods available to them to contract for interpretive projects.

Performance Objectives: By the close of the session participants will

1. Describe the basic contracting methods utilized by the Department.
2. Identify the most effective method of contracting to meet interpretive project needs.
3. List your district/division "Contract Administrator" and be able to provide them with the information they need to appropriately contract for specific projects.
4. Describe the importance of contract management and ways to effectively work with contractors to achieve project outcomes.

### WORKING WITH THE ACCESSIBILITY SECTION

Purpose: To bring participants up to date on current Department policies related to accessibility for interpretive programs and facilities.

Performance Objectives: By the close of the session participants will

1. Identify the different types of disabilities and the impact they have on people trying to access programs and exhibits. Describe the barriers disabled persons may face.
2. Demonstrate an awareness of interpretive accessibility resources within *All Visitors Welcome* and *Park Accessibility Guidelines*.
3. Employ techniques and concepts for creating accessible interpretive programs, exhibits, and written materials.

### FURNISHING PLANS 101

Purpose: To introduce participants to the concepts behind the need for a furnishing plan whenever an interpretive exhibit project is being developed.

Performance Objectives: By the close of the session, participants will

1. Describe the *Guide for Preparing a Furnishing Plan*.
2. Identify resources for development of a comprehensive furnishing plan.
3. Demonstrate the use of a furnishing plan.
4. List examples of an implemented furnishing plan.

### FREE BROCHURE AND PANEL PROGRAM

Purpose: To inform participants about out-of-the-box approaches to creating and improving interpretive media.

Performance Objectives: By the close of the session participants will

1. Become familiar with new methods of creating and using interpretive media.
2. Identify park units in their district where interpretive media could be improved using the approaches taught in this session.
3. Inform people in their district/division about these new approaches and methods.

### WORKING WITH COOPERATING ASSOCIATIONS AND VOLUNTEERS

Purpose: To discuss the most effective strategies for working with cooperating associations and volunteers in the coordination of an interpretive program.

Performance Objectives: By the close of the session participants will

1. Define the most common barriers and the most exciting accomplishments to effectively working with cooperating associations and volunteers.
2. Identify ways these barriers can be overcome.
3. Develop strategies for dealing with specific challenges currently being encountered by participants in their dealings with cooperating associations and volunteers.