This handbook is the twenty-first in the Conservation and Stewardship Publication Series produced by the National Park Service Conservation Study Institute. This series provides information on conservation history and current practice for professionals and the public. Nora J. Mitchell, director of the Institute, is series editor. This volume was prepared in cooperation with the University of Vermont, the NPS Northeast Region Office of Interpretation and Education, and Santa Monica Mountains and Boston Harbor Islands national recreation areas.

The Conservation Study Institute was established by the National Park Service (NPS) in 1998 to help the agency and its partners address critical stewardship issues and encourage the best thinking and practice in collaborative conservation. A partnership with academic, government, and nonprofit organizations, the Institute advances innovation for the stewardship of our national system of parks and special places, and assists the NPS and its partners in becoming more creative and effective in meeting twenty-first century challenges. The Institute is based at Marsh-Billings-Rockefeller National Historical Park in the Northeast Region of the National Park Service.

We encourage you to share the information in this handbook, and request only that you give appropriate citations and bibliographic credits. Recommended citation: Rebecca Stanfield McCown, et al. Beyond Outreach Handbook: A Guide to Designing Effective Programs to Engage Diverse Communities. Woodstock, VT: Conservation Study Institute, 2011.

For more information, contact:
Conservation Study Institute
54 Elm Street
Woodstock, VT 05091
Tel: (802) 457-3368
Fax: (802) 457-3405
www.nps.gov/csi
stewardship@nps.gov

All photos in this publication courtesy of the National Park Service except for the Boston Harbor Islands photos, which are courtesy of the National Park Service, Thompson Island Outward Bound Education Center, and Captain David Weinstein. Correction made to box on page 4.

Beyond Outreach Handbook
A Guide to Designing Effective Programs to Engage Diverse Communities

Prepared by the
National Park Service Conservation Study Institute
and the
University of Vermont
In partnership with the
National Park Service Northeast Region Office of Interpretation and Education
Santa Monica Mountains National Recreation Area
Boston Harbor Islands National Recreation Area

CONSERVATION AND STEWARDSHIP PUBLICATION NO. 21

Rebecca Stanfield McCown, Jacquelyn L. Tuxill, Daniel N. Laven, Nora J. Mitchell, Robert E. Manning, and Jennifer L. Jewiss
National Park Service Conservation Study Institute
Woodstock, Vermont

2011
Engaging the full spectrum of Americans in the stewardship of our parks and special places is now recognized as crucial to the future of our national park system. This handbook represents an important new tool to assist National Park Service (NPS) managers and practitioners and their partners in developing programs that successfully connect diverse communities with their local national parks. It guides practitioners through an assessment that identifies gaps in readiness and informs the development of an effective engagement strategy.

The handbook is based on a research project that probed what constitutes good practices for engaging diverse communities and enhancing the relevancy of the national park system. The project was conducted by the NPS Conservation Study Institute (Institute) and the University of Vermont (UVM) in cooperation with the NPS Northeast Region Office of Interpretation and Education and Boston Harbor Islands and Santa Monica Mountains national recreation areas. The research examined seven youth programs through which the two national parks are successfully engaging diverse neighboring communities.

The Institute and its partners developed the readiness assessment based on a distillation of key lessons learned from these programs.

A. Context

National Park Service Director Jon Jarvis identifies relevancy as one of four priority areas for the NPS to address. Numerous opportunities to enhance relevancy can be found in current societal trends and challenges, including declining historical and cultural literacy, the disconnection of youth from nature, a more urbanized and diverse population, concerns over obesity and health, and the use of increasingly sophisticated technologies. These all provide opportunities to work with partners to diversify visitation, engage new communities, and introduce more of the American population to all that the national park system and its partners have to offer.

A large segment of the American public does not know who we are or what we do or see themselves working in the [NPS] ... We need to make the national parks and the work of the National Park Service relevant to all Americans.

– Jon Jarvis, Director, National Park Service
Beyond Outreach Handbook

B. Exploring “Deep Engagement”

The NPS and its partners, through parks and programs, successfully offer opportunities for recreation and education that are valued by the public, yet most of these experiences are of relatively short-term duration and are often one-time or infrequent occurrences (e.g., family visits to national parks, school field trips, and interpretive programs). The concept of deep engagement emerged from the research conducted at Santa Monica Mountains and Boston Harbor Islands national recreation areas. At these parks, efforts to engage youth of diverse backgrounds go beyond short-term outreach activities to provide in-depth, hands-on learning and a continuing pathway for deepening park-community relationships (e.g., service learning experiences in parks and communities, summer work opportunities for young adults, or internships). Collaborating closely with community partners, these parks are building strong connections through long-term, carefully crafted initiatives that complement the more common short-term experiences and result in deeper engagement.

The Institute-UVM research has demonstrated that deep engagement holds great promise for connecting with people and communities that the National Park Service has not previously reached. Although the findings are based on engaging youth and communities of color, the two parks’ practices are consistent with the principles of effective collaboration and partnership, and it is reasonable to assume that this work is transferable to communities representing other types of diversity.

In every system, the solutions we need have already been discovered and are being practiced somewhere in the system. We always need first to look within the organization to see what’s been invented and what’s working. — Margaret Wheatley, Commissioner National Parks Second Century Commission

Wider application of the practice of deep engagement may enable the NPS and its partners to more effectively fulfill a mandate to serve all Americans and provide benefits to the broadest possible audience.

C. Designing Effective Deep Engagement Programs

This section provides a guide to developing new programs and improving existing ones in order to successfully engage diverse communities. The material that follows will be useful to managers and practitioners within and outside of the NPS who are interested in improving their understanding and practice of civic engagement with diverse communities.

1. Background

The Institute-UVM research identified six essential processes (see box on next page, left column) that are common to the seven programs examined. The findings indicate that effective engagement between parks and diverse communities involves synergistic interactions among the six processes. Working together, the processes accomplish long-term outcomes (box, right column) that in turn support and maintain the park-community relationships that are critical to success.
Essential Processes and Long-Term Outcomes of Deep Engagement

**Essential Processes**
- Develop awareness and knowledge of local culture
- Build a skilled staff
- Create a supportive leadership environment
- Work with schools and community groups
- Provide benefits to communities and the NPS through community service
- Recruit new park and community stewards

**Long-Term Outcomes**
- Staff involvement with local communities
- Inclusive interpretation and stories
- Effective communication and use of media
- Supportive NPS climate
- Diverse workforce
- Program sustainability

The complex and dynamic nature of deep engagement requires a strategic approach that is thoughtful, comprehensive, integrated, and tailored to the unique characteristics and needs of specific parks, local communities, and other partners. The research indicates that attention to any one process alone does not necessarily result in successful engagement. While all processes do not need to be addressed at once, it is important to consider all of them within a long-term strategy and, over time, integrate them into the program design.

### 2. Assessment of Park and Program Readiness

Organized around the six essential processes discussed above, the material that follows guides managers and practitioners through an assessment of park and program readiness to implement a deep engagement initiative. Each section includes an overarching readiness question. This is followed by a detailed guide to help identify gaps that need to be addressed (e.g., additional skills training, the need to secure buy-in from key members of the management team, or further engagement of community partners), which in turn can inform development of a strategic approach to deep engagement.

Each section also contains a table developed from the research at Boston Harbor Islands and Santa Monica Mountains national recreation areas that illustrates the evolution of each process. The tables include initial components that existed or were put in place at the two parks, how these affected the programs over time, and the long-term outcomes toward which the parks were aiming. The tables are intended as examples to stimulate thinking; users of this assessment will need to tailor approaches to their own situations.

### Develop Awareness and Knowledge of Local Culture

**How well do program staff understand local community culture and context?**

1. Assess the extent to which park and partner staff:
   - understand the importance of having knowledge of local culture
   - are able to communicate with the local community (including speaking the language)
   - reflect local community culture
   - are involved in the community
   - understand community demographics and how they are changing
   - use media outlets and technologies that appeal to the community
   - are aware of how the park and the federal government are perceived by the community
   - have the training and skills to handle difficult community situations (e.g., polarization or anger that may stem from poor relationship-building in the past)

2. Assess opportunities for:
   - programs to be structured to meet multilingual needs
   - interpretive materials to include perspectives from the local culture
   - someone on the program staff to be an “ambassador” to the community

The following table shows how program staff who are knowledgeable about local community culture fosters better communication and strengthens the relationship between the park and communities.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff who are well versed in the local culture</td>
<td>Participants feel comfortable with staff and welcome in the park or program setting</td>
<td>Participants are more willing to interact with staff beyond the ones they know</td>
<td>Staff involvement with local communities</td>
</tr>
<tr>
<td>Diverse staff who can speak the same language as the community</td>
<td>Local community feels comfortable with program staff</td>
<td>Program staff are better able to communicate with local communities</td>
<td>Effective communication and use of media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Park-community relationships are strengthened</td>
<td>Program sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programs are better able to meet community needs and address barriers to participation</td>
<td>Supportive NPS climate</td>
</tr>
</tbody>
</table>

Inclusive interpretation and stories
Build a Skilled Staff

Do program staff—park and partners—collectively have the right competencies and skill sets to ensure programmatic success?

1. Assess the extent to which park and partner staff collectively have or are capable of developing:
   a. an understanding of the importance of relevancy and of engaging communities of color
   b. the ability to mentor
   c. the ability to work collaboratively
   d. an understanding of youth development and leadership
   e. an understanding of the issues youth are facing in their communities and families
   f. knowledge about ways to access “wraparound” services (i.e., social services that help youth with issues in their personal lives)
   g. a willingness to experiment
   h. the ability to negotiate
   i. the ability to facilitate

2. Assess the extent to which park and partner staff:
   a. need and can access appropriate and adequate cultural competency training
   b. have management support and resources to implement this type of engagement

The following table shows how skilled staff can create a welcoming environment and develop lasting relationships with program participants.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and partners skilled in youth leadership development</td>
<td>Participants feel comfortable and connected with staff</td>
<td>Welcoming environment is created</td>
<td>Program sustainability</td>
</tr>
<tr>
<td>Diverse staff that reflect the local community and work directly with participants</td>
<td>Staff mentor participants during the program and their daily lives</td>
<td>Deep relationships develop between participants, staff, and organizations</td>
<td>Supportive NPS climate</td>
</tr>
</tbody>
</table>

Create a Supportive Leadership Environment

How supportive is the program’s leadership environment?

1. Assess how and the extent to which:
   a. the superintendent and management team “buy into” and advocate for the program
   b. the organizational culture exhibits and encourages collaborative leadership
   c. park management and program partners encourage experimentation and adaptation in program design and delivery, and consider challenges to be learning opportunities
   d. there is clear and open communication between park divisions and between the park and its program partners
   e. there is a “critical mass” of park staff who support program goals
   f. the superintendent and management team will make this program a funding priority

The following table shows how supportive leadership encourages adaptive programs that better serve communities.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorizing environment that supports diversity and engagement efforts</td>
<td>Program staff are able to experiment with program design and delivery</td>
<td>Program staff have flexibility when implementing program</td>
<td>Supportive NPS climate</td>
</tr>
<tr>
<td>Youth employed in the Island Ambassadors program learn about the Boston Harbor Islands, receive leadership training, and help educate their communities about the park area.</td>
<td>Programs are adapted to serve communities</td>
<td>Staff are able to adapt programs in response to opportunities and challenges</td>
<td>Program sustainability</td>
</tr>
</tbody>
</table>
Work with Schools and Community Groups

How well-positioned are program staff—at all levels—to develop and deliver programs in partnership with community and school groups?

1. Assess the level of understanding among staff, including park and partner leaders and program managers, about park-community interactions and the following park-community dynamics:
   a. partnership opportunities between the park and key community groups
   b. general history and context of park-community relationships
   c. current community and school needs
   d. potential barriers to access or participation in an intended program

2. Assess how and the extent to which:
   a. program staff interact with community groups in the community
   b. staff consider community needs in developing programs
   c. opportunities exist within the context of the program to establish partnerships that support and reflect diversity
   d. organizational culture supports and values shared program development and delivery in a partnership context
   e. all partners, including the park, understand each others’ organizations in order to build on strengths, avoid overlap, and work together most effectively
   f. park management and staff are willing to recognize prior “mistakes” or difficulties as learning opportunities and use them to improve program design and delivery
   g. park and partner leaders recognize and reward success

The following table shows how collaborative programs with schools and communities lead to stronger community relationships and are better able to meet community needs.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships with school and community organizations</td>
<td>Programs directly meet community needs and how best to deliver services</td>
<td>Staff involvement with local communities</td>
<td>Staff involvement with local communities</td>
</tr>
<tr>
<td>Programs that are collaboratively developed</td>
<td>Relationships with community are strengthened</td>
<td>Program sustainability</td>
<td>Supportive NPS climate</td>
</tr>
</tbody>
</table>

Provide Benefits to Communities and the NPS through Community Service

How well-positioned is the program to provide service and “give back” to the community?

1. Assess how and the extent to which:
   a. the program is designed around authentic and tangible work objectives that benefit the community as well as the park
   b. participants help select service projects
   c. park management and staff understand community needs and community culture relative to park objectives, and how these can be integrated into the program
   d. the community service opportunities address the park and NPS missions, and these are communicated to program participants
   e. park management is prepared to make a long-term (5–10 years) program investment to meet these needs

The following table shows how including community service in a program can foster lasting relationships with local communities and program sustainability.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs with a community-wide service aspect and which benefit both the community and the NPS</td>
<td>Programs foster a sense of stewardship</td>
<td>Staff involvement with local communities</td>
<td>Supportive NPS climate</td>
</tr>
<tr>
<td>Participants receive hands-on experience</td>
<td>Participants gain a sense of pride and accomplishment in meeting park and community needs</td>
<td>Program sustainability</td>
<td>Program sustainability</td>
</tr>
</tbody>
</table>
Recruit New Park and Community Stewards

How well-positioned is the program to effectively engage and recruit new park and community stewards?

1. Assess how and the extent to which:
   a. the program demonstrates and communicates the NPS mission and its benefits to community members and organizations
   b. the program is designed to introduce participants to the range of volunteer and career opportunities
   c. program staff identify potential mentors from various divisions
   d. park and program partners market volunteer and employment opportunities (e.g., using media that appeal to diverse communities, using terminology that connects with target audiences, and providing information that fills gaps in knowledge)
   e. mentoring and related support are provided for new employees
   f. the park has the human and financial resources to sustain these programs
   g. opportunities or potential pathways to NPS employment are identified for program participants
   h. opportunities are identified for program participants to stay involved with the park after the program concludes

The following table shows how providing hands-on experience and information about career opportunities can influence participants’ knowledge of and desire to work for the NPS.

<table>
<thead>
<tr>
<th>Initial Components</th>
<th>Early Impacts</th>
<th>Later Impacts</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career programs that expose participants to various aspects of park management and potential jobs</td>
<td>Program staff mentoring helps participants identify their interests and talents</td>
<td>Participants are knowledgeable about career options and pathways to full-time employment</td>
<td>Diverse workforce</td>
</tr>
<tr>
<td>Opportunities for hands-on experience and mentorship across park divisions</td>
<td>Program has the capacity to place participants in positions of interest or assist with placement at other sites</td>
<td>Participants have a desire to work for the NPS</td>
<td>Supportive NPS climate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effective communication and use of media</td>
</tr>
</tbody>
</table>

D. Provide Feedback on This Model

The deep engagement approach presented here will always be a working model because the readiness assessment can serve as a vehicle for incorporating new learning. As deep engagement initiatives mature and expand to include different park-community settings, the model can evolve to reflect new understandings. For this reason, the Conservation Study Institute welcomes and requests your feedback. Please email comments, suggestions, and requests for more information to stewardship@nps.gov.

Acknowledgments

The authors are indebted to the staff and partners of the two national parks who gave so generously of their time in providing advice, feedback, and other support during the research project that led to this handbook. At Santa Monica Mountains National Recreation Area, this includes Woody Smuck, Lorenza Fong, Barbara Applebaum, Lisa Okazaki, and Antonio Solorio, as well as the park’s partners, Mountains Recreation and Conservation Authority and Amy Lethbridge, and Manzanita Elementary School and Christine Steigelman. At Boston Harbor Islands National Recreation Area, this includes Bruce Jacobson and Kelly Feltner, as well as the park’s partners Boston Harbor Island Alliance and Kristen Wyman and Tara Weaver, and Thompson Island Outward Bound Education Center and Arthur Pearson.

We are most appreciative of the NPS and partner staff who, along with those named above, participated in workshops at both parks to discuss and provide feedback on the preliminary findings from the research project. These include, at Boston Harbor Islands, John Anderson, Elizabeth Hoermann, Donna Richardson, Dawn Tesoriero, and David Weinstein, and, at Santa Monica Mountains, Christy Brigham, Meghan Kish, and Henry Ortiz.

To the 100 people—park and partner staff, community members, and program participants and their families—who participated in the research interviews, we are most grateful to you for sharing your time, experiences, and observations. The insights you provided have been instrumental to our understanding of how to successfully engage diverse communities.

We thank all those who reviewed and provided feedback on earlier drafts of this handbook. Last, but definitely not least, we thank Robert Fudge and Patti Reilly for their thoughtful advice at various stages of this project and their participation in meetings, and to Delia Clark for her expert facilitation of the workshops on the research project’s preliminary findings.

This publication has been prepared through the following cooperative agreements. Cooperative Agreement H18F-08-001, Task Agreement 1, including Modification No. 1, J1818-08-A011, between the National Park Service and The University of Vermont and State Agricultural College.

Notes


2. In this publication, the term “national park” refers to any unit of the national park system or related area for which the NPS has management responsibility, regardless of specific nomenclature. The term “national park system” refers collectively to national parks and the programs of the National Park Service.

3. For a more detailed discussion of the research project, see Rebecca Stanfield McCorm, et al., Beyond Outreach: Sharing Innovative Approaches for Engaging Youth from Diverse Communities, and Rebecca Stanfield McCorm, Evaluation of National Park Service 21st-Century Relevancy Initiatives: Case Studies Addressing Racial and Ethnic Diversity in the National Park Service. Both publications are available from the Conservation Study Institute at stewardship@nps.gov.

4. At Boston Harbor Islands, the programs are Harbor Connections, Island Ambassadors, and Native American Youth Media Institute; for more information, go to www.nps.gov/boha and search by program name. At Santa Monica mountains, the programs are SHRUB, EcoHelpers, SAMO Youth, and Anahauk Outdoors; for more information, email samo_education@nps.gov.


6. From “Some of My Core Assumptions about Leadership,” prepared by Margaret Wheatley for the National Park System Advisory Board leadership retreat, September 2010.


8. For a more in-depth discussion of deep engagement, see Rebecca Stanfield McCorm, et al., Beyond Outreach: Sharing Innovative Approaches for Engaging Youth from Diverse Communities, available from the Conservation Study Institute at stewardship@nps.gov.
Boston Harbor Island Ambassadors assist scientists in research and restoration projects, such as this eel grass restoration in Boston Harbor.

The SHRUB program at Santa Monica Mountains is interdisciplinary to better meet the needs of different student learning styles; here, fifth-graders are learning about NPS sites through art.