

2. COMMUNITY ENGAGEMENT: INTERPRETATION, EDUCATION and HERITAGE TOURISM

The sample stipulations in this section cover:

- Development of websites
- Managing and enhancing heritage tourism
- Interpretive or wayside panels
- Articles and white papers
- Development of school curriculum materials and vocational training
- Partnering with an Indian Tribe or Native Hawaiian organization for interpretation and education
- Involving community or youth groups in implementation of interpretation
- A comprehensive program of documentation and research leading to a variety of interpretive products

Historic preservation projects and initiatives are most successful when the public is supportive and actively involved in carrying them out. The Section 106 process requires that federal agencies reach out to the public and keep them informed of their projects and programs and solicit their input and comments. The public is also often a key beneficiary of federal agency preservation projects and programs that are agreed upon as part of a Section 106 review.

The NHPA's rationale for requiring federal agencies to carry out historic preservation reviews in planning their projects is that preservation of historic properties is in the public interest. Therefore, it is important that members of the public have the opportunity to participate in developing measures to resolve adverse effects to historic properties. Where feasible and appropriate, they may also be offered the chance to participate in implementing mitigation measures. Providing information and opportunities for the public to interact with historic properties reinforces the public value of the Section 106 review process.

The stipulations in this section will assist federal agencies in engaging the public in carrying out mitigation measures and provide examples for a range of approaches that may further public education and awareness building, the creation of educational materials for specific audiences, and heritage tourism efforts. These kinds of stipulations also present opportunities to involve students and youth in learning about or working with historic properties.

Public participation measures can be incorporated as standalone stipulations, or there can be a public or community involvement aspect incorporated in another stipulation. While stipulations focused on education, interpretation, and heritage tourism often include the participation of State Historic Preservation Offices, Indian tribes, and Native Hawaiian organizations, they can and should also include efforts by consulting parties, such as a local preservation organization or a museum. In this circumstance, other parties agreeing to take on responsibilities for implementing the agreement can be invited to sign the MOA or PA by the federal agency as invited signatories.

Interpretation stipulations can encompass a range of activities designed to make information about the significance of historic properties accessible to the public. Agencies and consulting parties should consider the vast array of possible interpretive efforts: videos, podcasts, apps, websites, signage, brochures, books, scholarly articles, museum exhibits, visitor kiosks, lesson plans, posters, wayside panels, walking tours, pocket guides, games, performance pieces, and other things.

Heritage tourism approaches can successfully expand awareness of and appreciation for historic properties and create informed advocates and stewards for such resources. Heritage tourism may also be used as a local or regional economic development strategy. In determining the viability of a heritage tourism strategy, consulting parties should consider its implications for resource conservation, sustainability, and management; the appropriateness of public access and associated site improvements at a particular location; the cultural sensitivity of some historic properties and their interpretation; and the economic viability of opening sites and providing necessary visitor facilities. Heritage tourism and public interpretation may not be appropriate for all historic properties, such as those that are fragile or those that are valued for religious or cultural reasons by Indian tribes where such values could be in conflict with public access or display. The ACHP has issued a [*Policy Statement on Archaeology, Heritage Tourism, and Education*](#) that can inform deliberations about whether such an approach is appropriate for archaeological sites affected by a federal undertaking.

INTERPRETATION AND HERITAGE TOURISM

CONSULTATION CONSIDERATIONS

- Why is the historic property significant?
- Who is the target audience?
- Does a market for heritage tourism exist?
- When, where, and how will interpretive products be distributed or viewed?
- Do consulting parties have specialized knowledge about the historic property(ies)? If so, can those parties be involved in interpretation efforts?
- How does interpretation serve community goals for promoting heritage tourism and education?
- Are there opportunities to involve youth in interpretive efforts or to design information about historic properties in a format appropriate to young audiences?
- What are the views of consulting parties about whether interpretation or a heritage tourism strategy is appropriate for the resource?
- Who will prepare the interpretive materials or plans?
- Are there concerns about keeping information about historic properties confidential or other reasons why public interpretation or heritage tourism would not be appropriate?
- How will a budget and scope of work be developed?
- How will the final product be publicized, if appropriate?
- Do the research objectives in an archaeological data recovery plan support interpretive goals?
- How will visitor access be managed?

EXAMPLE STIPULATIONS

Interpretive or wayside panels:

1. The [federal agency] will provide [describe panels] to be placed [describe location or method for selecting appropriate locations in consultation with land owner(s)]. [Specify number and size of panels or exhibits as appropriate.]
2. The panels will be [describe materials and method of installation].
3. The [federal agency] will develop an interpretive plan in consultation with consulting parties to describe the topic of each panel. [Describe process to consult and timeline.]
4. Content, including text and images, for the panels will be developed by a [historian/architectural historian/archaeologist, as appropriate] meeting the Secretary of the Interior's Professional Qualifications Standards. [Agency] will provide a draft image of all panels to consulting parties for comment for a period of ## days. The [federal agency] will consider all timely comments in developing final designs and text for the panels.
5. [Agency] will install the panels by [date or milestone]. The [federal agency, or other responsible party] shall ensure maintenance of the panels for [describe duration].

Development of a website:

- A. The [federal agency/applicant] will sponsor and maintain a website for ## years about [describe historic properties or subject focus].

- B. Content will be developed by [specify party or professional qualifications] and will be reviewed by [specify consulting parties]. [Describe process to receive comments and approve final content for web site].
- C. The web site will go live within [specify timeframe].
- D. The web site will include, at a minimum, the following web pages: [List specific topic areas or elements to which consulting parties have agreed].
- E. [Describe how website will be publicized.]

An article or white paper:

This format could be modified to suit a range of topics.

4. [Applicant] will develop an illustrated article examining the physical, programmatic, and economic issues involved in rehabilitating the [historic properties, such as theaters in this example].

- A. The article is intended to provide practical insights to individuals and groups interested in rehabilitating historic theaters.
- B. The article will be written by a historian who meets the Secretary of the Interior's Standards for Historian. [Applicant] will consult with the SHPO in selecting a historian to write the article.
- C. The article will be written to the publication standards for a scholarly journal, and will be submitted by [applicant] for publication consideration to an appropriate journal or journals such as [specify target publications].
- D. A copy of the article will be submitted to the SHPO, the City, and the City Historic Preservation Commission. [Include timeline for draft and final submissions.]

Development of school curriculum materials and vocational training:

E. Education:

i. Lesson Plan: [AGENCY] proposes to work with the [CITY] Public and Charter School system to develop a Lesson Plan on [HISTORIC PROPERTY] which includes themes on [SPECIFY AS APPROPRIATE]. [AGENCY] will pursue, to further enhance this initiative, a partnership with NPS and its "Teaching with Historic Places" program to address lesson plans for several grade levels and interests.

ii. Architecture, Construction and Engineering Academy: [AGENCY] will pursue a relationship with the newly reopened training academy located at [ADDRESS] to determine how the redevelopment of the Site might aid its goal of preparing [CITY] high school students for jobs in architecture, structural engineering, site management, plumbing, electrical work, and sales and marketing, and how the [AGENCY] and the [CITY] school system can work together on lesson plans, service programs and on-the-job training.

Involvement of Native Hawaiian organizations in the documentation of a historic property and interpretive efforts:

- 1. Prepare Ethnographic Study, Review [Historic Property] and Revise National Historic Landmark Description, and Prepare [Historic Property] Documentary

The following items shall be prepared by qualified archaeologist(s), ethnographer(s), and/or historian(s), as defined in **[specify relevant standard]**, respectively, and/or recognized Hawaiian cultural expert(s). The items are not interdependent, and may be completed separately or in conjunction with the other. However, close coordination shall be conducted between preparers to ensure the accuracy and consistency of information and to minimize duplication of efforts.

- a. Prepare Ethnographic Study of **[Historic Property]**—In consultation with the SHPO, **[specify relevant parties]**, and interested Native Hawaiian organizations (NHOs), an ethnographic survey of the **[Historic Property]** shall be conducted to gather information on Native Hawaiian culture, practices, history, beliefs, and religion. The study will include the **[Historic Property]** and will generate information to revise the National Historic Landmark (NHL) description.
- b. Coordinate with NHL Program. Prior to initiating the survey, **[applicant]** or the responsible qualified professional completing the survey will contact the NHL Program, Pacific West Regional Office, National Park Service (NPS) to determine documentation requirements and the appropriate NPS protocol for revising the NHL nomination. **[Applicant]** or the qualified professional will continue to coordinate with the NHL Program in carrying out the provisions of Stipulation B. 3. c. below.
- c. Review the **[Historic Property]** and revise the National Historic Landmark (NHL) Description—In consultation with SHPO, **[specify relevant parties]**, and interested NHOs, the qualified preparer(s) shall review the **[Historic Property]** NHL description to describe and explain **[specify relevant issues or information]**. Based on this information, a revise NHL nomination form shall be submitted to NPS for review and approval.
- d. Complete **[Historic Property]** Documentary—Funding not to exceed \$250,000.00 shall be provided by **[specify party]** for a video documentary of **[location/site]** to document the historical and cultural significance of the **[Historic Property]**. The documentary shall be prepared by a qualified production company with **[specify required knowledge, skills, or experience]**. The scope of the documentary shall be developed in consultation with **[specify parties]** and interested NHOs. The documentary shall include **[specify required elements]**. **[Applicant]** shall distribute the video documentary **[specify means or outlets]**. **[Include timeline for development and final.]**
- e. Conduct Coordination Meeting—**[Applicant]** shall schedule and conduct a meeting to coordinate the scopes of work between the respective preparers of items 1a, 1b, and 1c, and to consider additional opportunities for NHOs to provide input during their development.

A comprehensive program of documentation and research leading to a variety of interpretive products:

A. THE [APPLICANT] WILL CONDUCT HISTORICAL RESEARCH AND ORAL INTERVIEWS AND COLLECT PHOTOGRAPHS OF THE AREA [INCLUDE TIMELINE AND DELIVERABLES AS NEEDED]

1. These materials will be used to develop public information products.

2. Once collected and compiled, all research materials, oral interview transcripts and oral interview video tapes shall be housed as a permanent collection in a public repository such as **[specify repository]**. The location will be identified by the **[federal agency]**. The **[specify appropriate party]** will obtain agreement to house the collection from the selected repository.
3. The focus of the research and interviews will be on **[specify theme]** including:
 - a. **[Specify topics]**
4. Materials used in the research will include:
 - a. **[Specify sources, repositories, etc.]**
5. The **[applicant]** will engage an appropriate professional whom the **[federal agency]** and the SHPO agree has the necessary experience and qualifications. The appropriate professional will have the following responsibilities:
 - a. **[Such as the following, or specify other duties:]**
 - b. Conduct and compile all research materials
 - c. Identify relevant interview opportunities; develop interview questions; and conduct the interviews
 - d. Identify and obtain relevant historical photographs
 - e. Authenticate the historical materials
 - f. Develop a compatible overall theme for all products
 - g. Compile all research materials, historical references and photographs, audio and video tapes of interviews
 - h. Write a narrative script for the audio and video products
 - i. Provide a proficient narrator

B. THE [APPLICANT] WILL CREATE SEVERAL COMPANION PRODUCTS USING THE RESEARCH MATERIALS, ORAL INTERVIEW TRANSCRIPTS, AND AUDIO/VIDEO TAPES.

1. The **[applicant]** will engage a professional consultant with appropriate communication expertise who will work with the historic professional consultant in reviewing the material and providing suggestions to ensure the products will be widely available and accessible to the public and will provide an enjoyable and educational experience. The communication consultant will also produce the website-ready products.
2. The following website-ready products will be produced:
 - a. Audio podcasts
 - 1) **[specify topic(s)]**
 - b. Audio podcast of the interviews. The **[applicant]** will also videotape the interviews for website use only if the interviewee agrees to the videotaping.
 - 1) **[specify topic(s)]**
 - c. PowerPoint presentation using available historical and contemporary photographs (for website use)
 - 1) **[specify subject(s)]**
3. **[Describe target audience].**
4. **[Describe host locations for web site products].**

C. THE [APPLICANT] WILL DEVELOP ADDITIONAL COMPANION PRODUCTS USING THE RESEARCH AND INTERVIEW MATERIALS

1. **[Specify additional products such as radio programs, tourism web site links, tours, digital displays, or other materials.]**

Involving community or youth groups in implementation of interpretation:

E. ADDITIONAL MITIGATION

3. Fund the purchase and installation of up to twenty (20) cement trail markers which contain the text “[**historic property**]” and meet the [**AGENCY’S**] specifications for fabrication. The [**AGENCY**] and SHPO will determine the spacing and location of the markers within contributing segments of the [**property**] within the [**PROJECT**] APE. A volunteer group such as the Boy Scouts of America or the Youth Conservation Corps will be utilized to install the markers. The [**AGENCY**] will order the markers within 120 days of the execution of this PA.

Managing and enhancing heritage tourism:

D. Measures to minimize/mitigate economic impacts on historic properties/heritage tourism:

1. [**Applicant**] shall ensure that construction contractors are aware of periods of least and greatest impact on heritage tourism from traffic restrictions and closures and include the contractors in meetings with the potentially affected historic communities to discuss scheduling decisions.

2. As each construction phase potentially affecting historic communities is conducted, [**applicant**] will work with the communities to select community liaisons who will represent the interests of the community and provide assistance and feedback to the traffic control team concerning construction scheduling and mitigation strategies.

3. As part of rebuilding/redesigning interchanges, assist the historic communities to develop gateways that will draw visitors.

4. Time and design the construction [**specify locations**] such that any needed temporary closure of the [**tourism site(s)**] is of limited duration.

5. Consider visitor safety enhancements for the [**tourism site**].

6. Design promotional measures to inform the traveling public about the continued availability of and access to historic properties during construction.

7. Adopt Intelligent Traffic Systems, which use communications and information technology to control traffic, inform drivers, and reduce congestion.

8. [**Applicant**] will work with the owners of historic properties whose access has been impaired by the original construction of [**highway**] to explore ways of restoring access to those properties.

Managing visitor access to limit indirect effects on historic properties:

VIII. Measures to Minimize Other Indirect Effects

- a. **[Applicant or federal agency]** will minimize potential vehicular impacts to the surrounding area during facility operations by providing bus transportation for **[specify events]**.