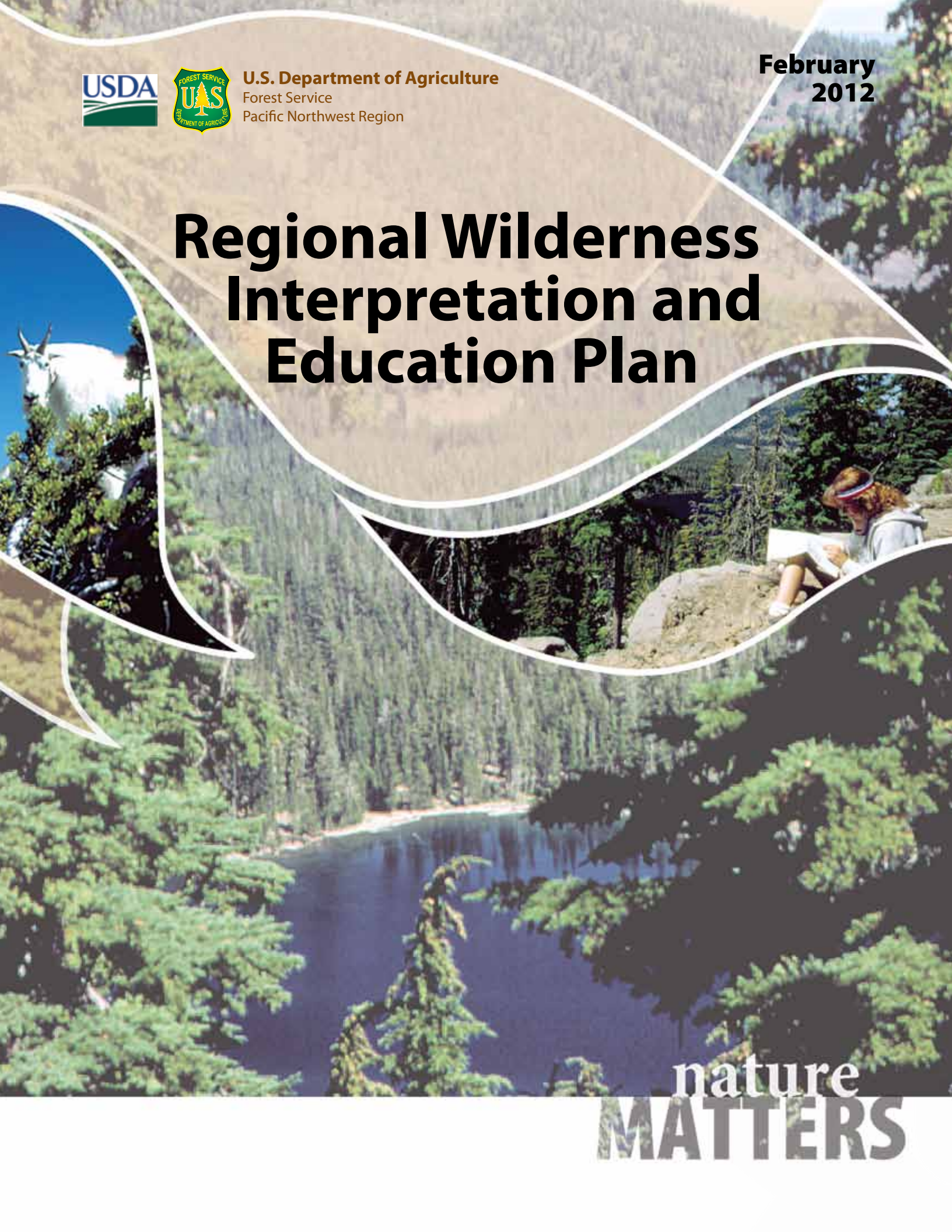




U.S. Department of Agriculture
Forest Service
Pacific Northwest Region

**February
2012**

Regional Wilderness Interpretation and Education Plan



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MATTERS



Pacific Northwest Region

Regional Wilderness Interpretation and Education Plan

February 2012





ACKNOWLEDGEMENTS

This Regional Wilderness Interpretation and Education Plan (Plan) was drafted by a core team including:

- **Bonnie Lippitt**, *Regional Interpretation and Tourism Program Manager, Region 6*
- **Hans Castren**, *Wilderness Program Manager, Hungry Horse/Spotted Bear Wilderness, Region 1*
- **Todd Cullings**, *Interpretive Specialist, Mount St. Helens NVM, Region 6*
- **Jennifer Lutman**, *Wilderness Education Intern, Arthur Carhart National Wilderness Training Center, Region 1*

The team received tremendous support, technical assistance, and reviews from District, Forest, Regional, and Washington Office Wilderness Program Managers, the Region 6 Wilderness Advisory Group, staff at the Arthur Carhart National Wilderness Training Center and Aldo Leopold Wilderness Research Institute, and others.

REVIEW AND APPROVAL

Developed By: Bonnie Lippitt
Bonnie Lippitt, Regional Interpretation Specialist

Reviewed By: M. Heilman
Michael Heilman, Regional Wilderness Coordinator

R. Mace
Rodney Mace, Regional Assistant Director of Recreation

Recommended By: Tracy Beech
for Claire Lavendel, Director of Recreation, Lands, and Minerals

Approved By: Kent Connaughton 2/14/12
Kent Connaughton, Regional Forester Date





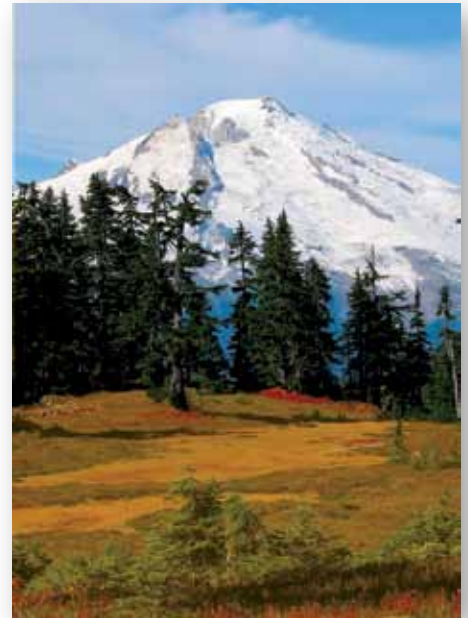
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INTRODUCTION

Description

There are 65 Wildernesses managed by the US Forest Service in the Pacific Northwest (PNW). Of these, 41 are located in Oregon and 24 in Washington, comprising 4,948,419 acres. Together, they feature most of the major Pacific Northwest ecosystems including coast and coast range, low- and mid-elevation temperate rain forest, alpine, Cascade Crest, east slope lodgepole and ponderosa pine forest, high desert sage-steppe, and western juniper woodlands. Pacific Northwest Wildernesses soar to the peak of Mt. Hood, the highest point in Oregon, and plunge to the depths of Hells Canyon and the Snake River.

This collection of protected areas contains a remarkable array of resources. These Wildernesses are a source of clean air and fresh water. They sustain important plant, animal, and fish species and populations. They reflect our prehistory and history, and contain important ancestral and cultural resources. And, they offer us opportunities for challenge, solitude, and a deep connection with nature that helps keep our lives and perspectives in balance.

This Regional Wilderness Interpretation and Education Plan (Plan) serves as the foundation of the interpretation and education program for the 65 Wildernesses in the Pacific Northwest Region for the next 5-7 years. It is intended to define and guide interpretive and educational programs to increase visitor and public understanding and appreciation of the significant resources of the Pacific Northwest Region's Wildernesses.

Purpose and Need

The Pacific Northwest Region of the Forest Service manages 65 Wildernesses in Washington and Oregon that have been designated in a series of Congressional acts beginning with the 1964 Wilderness Act. These areas were established to protect and preserve their primitive character, ecological integrity, and natural features in perpetuity for the benefit and enjoyment of the American public.

Permanent protection of these areas is not ensured simply through designation. Numerous threats from human and other outside influences can damage and compromise the integrity and value of

Pacific Northwest Wildernesses soar to the peak of Mt. Hood, the highest point in Oregon, and plunge to the depths of Hells Canyon and the Snake River.



these areas as Wilderness. In 2004, the Chief of the Forest Service initiated the “Chief’s Ten Year Wilderness Challenge” directing agency Wilderness Managers to develop a series of actions to manage Wilderness areas to a defined standard, including planning for and providing Wilderness education.

Development of a Regional Wilderness Interpretation and Education Plan supports meeting Wilderness management objectives in several ways. First, by identifying and interpreting significant characteristics of the Regional Wilderness resource, the public will gain understanding and appreciation of Wilderness and Wilderness values. Additionally, identifying threats and areas of concern along with practical strategies, tools, and materials for managers will help enlist public support and compliance for stewardship and resource protection measures to preserve Wilderness resources.



If we are successful, agency employees, the general public, and Wilderness visitors will understand why we do what we do, the trade-offs we face, and why we have insisted upon implementing management tools which affect people's ability to explore and enjoy the Wilderness in specific ways. Ultimately we aim to gain support for the careful role we play in managing Wilderness.



Scope and Context

This Plan, while encompassing all 65 Pacific Northwest Wildernesses, is intended to identify the most significant resources, issues, and themes pertaining to them, rather than serving as a comprehensive catalog of every aspect of each Wilderness. This approach allows the Region to direct scarce funds, resources, and technical expertise towards those issues that are most impactful and those opportunities that are most fruitful.

Even as the plan focuses on the 65 Wildernesses managed by the Forest Service, we recognize that our plan complements Bureau of Land Management, U.S. Fish & Wildlife Service, and National Park Service management of additional Wildernesses in the region.

This plan is intended for use by Regional, Forest, and District Wilderness Program Managers. In addition, given the interdisciplinary nature of Wilderness resources, it will also be useful to the Region’s natural resource, fire management, and public affairs specialists. A regional plan provides the umbrella under which individual Wildernesses can tier additional specific plans, products, programs, and activities. Forest Wilderness Program Managers can

tailor and/or supplement regional products with local materials. At the same time, reinforcing key messages at national, regional, and local levels increases their impact and potential effectiveness.

Not every issue or significance will pertain to each Wilderness in the Region. The primary interpretive themes do pertain to all of the Wildernesses but the stories and examples used to convey those themes at an individual Wilderness may vary. Finally, each Wilderness may have additional issues and significances not identified by this plan that will be important to convey. The scale of this plan lends itself to certain efforts, maintaining both the opportunity and need to develop messaging and programs at national and local levels as well.

The 1964 Wilderness Act

Different than any other form of public land, the 1964 Wilderness Act established Wilderness as an antidote to expanding settlement and growing mechanization, a place where ecosystems remain undeveloped and intact, natural processes unfold without intervention, and humans may visit but not stay. Wilderness is the only public land, by law, where one can move about without seeing roads or structures, or hearing motors. It is a place carefully managed to protect its primeval character and maintain its opportunities for solitude.

The 1964 Wilderness Act is the cornerstone of Wilderness management and serves as a promise to present and future generations that these special places and their Wilderness character will endure. Every decision, every action land managers choose must deliver on this promise. At the same time, maintaining the integrity of Wilderness requires understanding and commitment by visitors and the public to act in ways appropriate to a Wilderness setting and contribute to the stewardship of these national treasures.

The opportunity for solitude, personal challenge, and self-discovery comes with the expectation and responsibility for developing the outdoor skills necessary in a remote, rugged, and primitive setting and for respecting others seeking their own Wilderness experience. The Plan and the products, services, and programs that derive from it reflect and help fulfill the promise and core tenets of the 1964 Wilderness Act and foster the commitment, expectations, responsibility, skills, and respect it requires.

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FOUNDATIONAL INFORMATION

Statements of Significance

Statements of significance clearly define the most important things about the Pacific Northwest Region's Wilderness resources and values. They serve as the foundation for developing primary interpretive themes and encouraging desirable visitor behaviors. Significance statements help managers and staffs focus on the preservation and enjoyment of those attributes that directly contribute to the unique Wilderness character of the Pacific Northwest and the role the Region's Wildernesses play in the National Wilderness Preservation System.

Pacific Northwest Wildernesses together protect 4,948,419 acres, constituting 20% of National Forest lands in the Pacific Northwest Region and about 5% of the National Wilderness Preservation System. The Pacific Northwest Region contains 65 of the nation's 757 total Wilderness areas.

Statements

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Pacific Northwest Wildernesses embody the most treasured symbols, landscapes, and features of the region including Mt. Rainier and Mt. Hood (the highest peaks in Washington and Oregon), numerous other signature volcanic peaks, stands of temperate old growth rainforest, and strong ties to northwest tribal cultures and the species such as salmon and huckleberry they are based on.

In contrast to public lands outside of Wilderness, Pacific Northwest's designated Wildernesses are preserved and maintained in their most ecologically intact, undeveloped, and primeval states, where natural processes dominate and human influences are limited and temporary.

In the face of ever increasing population, settlement, and development, Pacific Northwest Wildernesses provide significant opportunities for primitive, unconfined recreation and solitude near urban centers and in remote corners of the region.

Pacific Northwest Wildernesses protect and connect the public with numerous important archeological, historical, and cultural resources and themes including: traditional spiritual and subsistence sites for several tribes, historic mines, evidence of early ranching and homesteading sties and practices, and agency administrative sites such as fire lookouts and guard stations.

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Pacific Northwest Wildernesses are an integral component of the Pacific Crest and the Pacific Northwest National Scenic Trails.

Most Pacific Northwest Wildernesses are characterized by extensive volcanic geology and many contain high elevation volcanic peaks. These rugged, dissected landscapes exhibit high vertical relief. In addition, they offer reminders of our connection to the Pacific “Ring of Fire” with evidence of ongoing volcanic activity in the form of hot springs, fumaroles, earthquakes, and an occasional eruption.

Several Pacific Northwest Wildernesses express significant vertical relief in the form of several notable, large, deeply incised canyons including the Snake River’s Hells Canyon and the Rogue River Canyon.

Pacific Northwest Wildernesses encompass most major Pacific Northwest ecosystems and geologic provinces, providing significant opportunities for appropriate research and monitoring related to a variety of topics including volcanism and volcanic hazards, disturbance ecology, neotropical migrant birds, sensitive species, and temperate old growth rainforest.

Pacific Northwest Wildernesses contribute to high air and water quality and serve as baselines for air and water quality standards in the Pacific Northwest and important indicators for understanding and tracking global climate change.

Pacific Northwest Wildernesses offer an increasingly valuable resource for the study and monitoring of climate change, given the array of intact, naturally functioning ecosystems they represent, the region’s latitude and unique temperate climate with an abundance of precipitation in the form of rain and snow, the presence of glacial ice, and the proximity of many Wildernesses to urban areas and major research institutions.

Pacific Northwest Wildernesses are strongly linked with the National Wild and Scenic River System. Of the 60 designated Wild and Scenic Rivers in Oregon and Washington, two thirds have headwaters that originate in and/or courses that flow through Wilderness. Dual designation strengthens the protection of river resources in Wilderness.

Pacific Northwest Wildernesses contain the headwaters of many rivers that supply water to a significant portion of the Pacific Northwest population, including the Puget Sound, Portland/Vancouver, and Willamette Valley metropolitan areas.





Several Pacific Northwest Wildernesses were designated for the exceptional biological resources they contain including the diverse plant communities of the Kalmiopsis Wilderness and the old growth forests of the Opal Creek and Cummins Creek Wildernesses.

Pacific Northwest Wildernesses provide critical core habitat for a full complement of wildlife species as indicated by the Region 6 Terrestrial Restoration and Conservation Strategy, and, when connected with other classes of protected landscapes, constitute an important biological corridor the length of the Cascade Range.

Pacific Northwest Wildernesses, especially those containing large watershed headwaters, protect pristine stream conditions and constitute refuges for many species of rare and valued native fish, including several threatened and endangered anadromous species. These fish refugia play a critical role in downstream watershed restoration efforts.



With their wealth of terrestrial and aquatic species, Pacific Northwest Wildernesses help insure opportunities for primitive, high quality hunting and fishing.

The Pacific Northwest Wildernesses fully capture and illustrate the history and evolution of the National Wilderness Preservation System from inception to present, with designations occurring across several decades and new proposals pending.

Significant Resource Issues

Maintaining and enhancing Wilderness values and character is dependent on understanding the issues that pose the greatest threats and taking actions, including the development and delivery of interpretation and education programs and material, to address them. The following have been identified as the most significant resource issues currently facing Pacific Northwest Wildernesses. Awareness of these issues will inform the primary interpretive themes and the prioritization of messaging, products, and services coming from this plan. Individual Wildernesses may identify additional, specific resource issues they will address through local educational efforts.

Fire

Like the rest of the Region, more than a century of fire suppression in Pacific Northwest Wildernesses has resulted in the accumulation of fuels that dramatically increases the potential for catastrophic fires. Current fire condition class in Pacific Northwest Wildernesses mirrors that of non-Wilderness. The collection of Pacific Northwest Wildernesses is generally characterized by many smaller, discontinuous, isolated areas. Given the importance of Pacific Northwest Wildernesses as core habitat and refuges for numerous plant, animal, and aquatic species, preventing fires from burning with higher than natural intensity and severity while reintroducing natural fire and restoring natural vegetation and fuel regimes is essential.

Determining how to reintroduce fire into Wilderness is as important as the decision to do it. It must be done in ways consistent with Wilderness values, policies, and practices. Managers struggle with how to keep their activities light on the land and to minimize human actions having the potential to interfere with natural process. At the same time, they grapple with how to balance the needs of Wilderness with the values at risk outside of Wilderness. There is a range of professional opinion on the best ways to address fire in Wilderness and the debate will intensify with long-term changes in climate.

This issue has implications for both public and internal audiences. External education should focus on gaining acceptance and support for the value allowing fire in Wilderness under specific conditions, even in the face of short-term negative impacts such as temporary access restrictions, smoke, changes in scenery, transitory blackened landscapes, and perceived or real threats to adjacent private lands.

Fire management in Wilderness is often a contentious internal issue. Faced with high pressure and highly scrutinized decisions, a line officer's commitment to minimum impact tool/technique guidelines may weaken, replaced by a bias for full suppression and a concern that fires may escape Wilderness boundaries and foster widespread damage. Increasing the reliability and use of fire behavior modeling is a key to success in working with internal audiences.



Invasive Species

Concerns over the spread of invasive species in Pacific Northwest Wildernesses are growing, fostering the goal of maintaining these islands of pristine lands that provide critical core habitat and ecological refuge in a manner consistent with Wilderness tenets. While most attention to date has been focused on terrestrial vegetative species, new threats are emerging in the form of aquatic and fungal invasives.

Both internal and external audiences often view naturally-occurring pathogens and insects as “alien invasions” when outbreaks spread across large areas. A common example is the spread of the pine beetle, which is responsible for tree mortality across Pacific Northwest Wildernesses. These types of occurrences are likely to increase as climate changes.

Education efforts should focus on how invasive species impact Wilderness ecosystems and encourage Wilderness visitors how to proactively reduce/eliminate the initial introduction of invasive species into Wilderness and to report and remove invasives when they are encountered.



Climate Change

As a significant part of the Pacific Northwest Region’s land base, Wilderness provides vital ecosystem services and makes unique contributions to climate change adaptation strategies. At the same time, climate change may intensify the effects fire, invasive species, and even visitor impacts have in Wilderness. Changing demands in response to climate change will likely complicate and potentially compromise current Wilderness stewardship goals, objectives, and management. (Cole, Hood, Simpson, Boutcher 2011).

The Pacific Northwest Wildernesses offer an increasingly valuable resource for the study and monitoring of climate change, given the array of intact, naturally functioning ecosystems they represent, the region’s latitude and unique temperate climate with an abundance of precipitation in the form of rain and snow, the presence of glacial ice, and the proximity of many Wildernesses to urban areas and major research institutions. As a result, there will likely be pressure to increase the level and range of scientific study and monitoring, potentially impacting the natural component of Wilderness character.

Climate change is likely to negatively affect some species in Pacific Northwest Wildernesses, particularly those plants and animals at the very limits of their ranges. Examples include: species inhabiting the highest alpine zones; formerly dry areas that through changing rainfall regimes are now constantly wet; rising water temperatures in streams/ivers impacting aquatic species that require cold water (such as salmon).

At the same time, the dissected nature and extreme vertical relief of many Pacific Northwest Wildernesses may result in buffering the effects of climate change and offering a “safety valve” for species to disperse relatively short vertical distances up or down as opposed to long distances on horizontal planes. Sustaining biodiversity in the face of climate change serves to increase the important values Pacific Northwest Wildernesses already hold as core habitat and refuges for a variety of flora and fauna.

Education efforts on climate change can highlight the Wildernesses' importance in fostering ecological resilience and their growing role in supporting climate change monitoring.

Recreation Impacts and Changing Recreationists

A characteristic of many Pacific Northwest Wildernesses is the proximity to the urban population centers of the region. Use more typical of developed or hardened trails and recreation sites in non-Wilderness in other regions is occurring within Wilderness in the Pacific Northwest. Many visitors are not necessarily expecting or even seeking a Wilderness experience; they are simply enjoying public lands close at hand. From these urban areas it is possible and fairly common to reach Wilderness in 2 hours, travel several miles in and out on a day trip, and arrive back in the city in time for dinner.

Research confirms that Pacific Northwest Wilderness use is changing, with a reduction in overnight and stock use, and increases in day use. At the same time, managers are observing increases in non-Wilderness-dependent activities such as geocaching, hiking with pets, long distance running/physical fitness challenges, and large-group travel as well as illegal activities including bicycle use and intrusion by motor vehicles such as all terrain vehicles and snowmobiles.

As a result, some popular Wilderness destinations face crowding on trails and at campsites closest to trailheads, parties exceeding size

Sustaining biodiversity in the face of climate change serves to increase the important values Pacific Northwest Wildernesses already hold as core habitat and refuges for a variety of flora and fauna.



limits, and behaviors inconsistent with the outstanding opportunities for solitude or a primitive and unconfined type of recreation that Wilderness was established to provide. These often lead to resource impacts such as soil compaction, growing barren core, and improper handling of human waste. The potential for user conflicts also increases.

Traditional Wilderness education efforts have focused on identifying specific recreation impacts and advocating Leave No Trace (LNT) outdoor ethics to reduce these impacts. This is still a critical component of any Wilderness Interpretation and Education Program and the materials and programs developed by the LNT organization are a valuable resource for Wilderness Program Managers at all levels of the agency.

Beyond LNT, developing awareness in visitors of what Wilderness is, how it differs from other kinds of public lands used for recreation, and what behaviors are appropriate in Wilderness settings is critical to meeting management goals and reducing the need to institute use restrictions or limit entry.



Emerging Uses

Changing technology is introducing new uses that push the limits of the non-motorized, non-mechanized travel and primitive tools/ techniques tenets that are fundamental to the 1964 Wilderness Act. Examples of such technologies include the use of large and more complex-battery operated equipment, light-weight back-packable rafts that provide access to previously inaccessible areas, and, most widespread, the advent of satellite/computer-based navigation and communication tools including laptops, smart phones, spot trackers, avalanche beacons, etc.

The expanding use of these items changes not only the Wilderness experience for visitors but also results in the dramatic increase in specific, real-time information about Wilderness settings and resources available across an array of information channels via postings on Facebook, Twitter, blogs, YouTube, etc.

Visitors are not “powering off” when they are in Wilderness and opportunities for solitude, personal challenge, and self-discovery are falling to the modern-day penchant for 24/7 social networking. When combined with the issue of accessible Wilderness noted

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above, the experience of many Wilderness visitors resembles their experience along a hiking trail at a regional park or even along a city promenade. These emerging technologies will be old news as soon as next year and others will emerge, causing this issue to grow at exponential rates. The use of this equipment may also lead to a sense of false security and reduce overall self-reliance in Wilderness, contributing to increasing numbers of search and rescue operations.

This issue extends to internal audiences when managers allow wide-scale administrative use of these new tools without careful consideration of the true need and example set for the public.

Education efforts should encourage Wilderness visitors to maximize their opportunities for solitude, personal challenge, and self-discovery by considering the types of technology and levels of use they engage in during Wilderness experiences. Those who choose not to “log off and shut down” need to be aware of the potential social impacts on other Wilderness users and how to be sensitive as they engage in these activities. As previously noted, it is critical to develop awareness in visitors of what Wilderness is, how it differs from other kinds of public lands used for recreation, and what behaviors are appropriate in Wilderness settings.





Pacific Northwest
Wildernesses transcend
the sums of their
resources and character,
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Interpretive Themes

Interpretive themes are the key ideas through which these nationally significant resource values are conveyed to the public. They connect Pacific Northwest Region Wilderness' resources to larger universal meanings and values of which they are a part. They are the building blocks — the core content — on which the interpretive and educational materials, services, and programs are based. Each primary or secondary theme may connect to a number of specific stories or subthemes. These elements are helpful in designing individual services, ensuring that the main aspects of interpretive themes are addressed.

Primary Theme

Pacific Northwest Wildernesses transcend the sums of their resources and character, preserving rare wild places that remind of us of our human connections to the natural world.

Secondary Themes: Recreational/Emotional/Spiritual Values

Theme A:

When recreating in Wilderness, we cross a threshold where solitude, challenge, self-discovery, and deep connection with nature help keep our lives and perspective in balance.

Theme B:

Even from a distance, our Pacific Northwest Wildernesses have the power to renew us just by knowing such wild places exist.

Theme C:

Pacific Northwest Wildernesses contain many of our region's most treasured landscapes and powerful cultural symbols, strongly influencing North westerners' sense of place, history, and identity while fostering our desire to protect these lands and our legacy.

Secondary Themes: Ecological/Scientific Values

Theme D:

Pacific Northwest Wildernesses preserve large tracts of our major ecosystems in their most natural and intact states, a rich legacy we desire to convey to future generations.

Theme E:

The unique geology and climate of our high mountain Wildernesses produce plentiful high quality water sustaining life and livelihoods across the Northwest.

Theme F:

Pacific Northwest Wildernesses are biological refuges of global importance, harboring species threatened or lost in other areas and offering hope for the future.

Theme G:

Pacific Northwest Wildernesses offer exceptional opportunities to observe and study geologic and biologic processes that will shape our understanding and adaption to climate change.

Secondary Themes: Wilderness Management

Theme H:

Pacific Northwest Wildernesses encompass the history of successes, challenges, controversies, and compromises that result when human nature, social changes, and political processes influence efforts to achieve and maintain an American ideal.

Theme I:

Wilderness requires sustained commitment and careful stewardship by trustees, visitors, and the public to ensure its remarkable resources and values endure.

Theme J:

The 1964 Wilderness Act is a promise to present and future generations that these special places and their Wilderness character will endure.

Wilderness requires sustained commitment and careful stewardship by trustees, visitors, and the public to ensure its remarkable resources and values endure.

Interpretive Audiences

Interpretive audiences are those distinct groups of individuals for whom interpretive services are specifically designed. By definition, services designed specifically for one audience will be less effective for other audiences. The following is a list of audiences, identified by staff and stakeholders, that this plan is designed to take into account. These audiences are prioritized as primary or secondary.

Wilderness Visitors (WV): This primary audience encompasses those that visit Wilderness as well as “potential” visitors that have not yet and/or may never step foot into Wilderness but have an interest in Wilderness issues and opportunities. Some have a deep connection with Wilderness even if they are unable to visit in person.



Visitors include hikers (both day and overnight), stock users, floaters, climbers, fishers, and hunters. Use may occur individually or as part of a small group. In some cases these users are specifically seeking a Wilderness experience, but in others, they may be seeking an outstanding recreational opportunity that happens to be in Wilderness. Conflicts may occur between these different groups as each experiences the social settings of an area in a different manner. Wilderness users range from those who have decades of experience visiting Wildernesses across the Northwest to those who are completing their first trip.

This audience may be attracted to inspirational stories, programs and information about Wilderness in general, their activity of interest, and about specific Wildernesses. Many use websites to plan and prepare for their excursions, determine if a Wilderness experience is right for them, and post feedback at the end of their trip. While response to general printed materials is diminishing, most are still interested in carrying and studying Wilderness Maps. Trailhead signing provides an opportunity to remind users of specific rules or permit requirements, but should not be used to introduce new information that the user may not be in a position to act on. Personal interactions with office and field Forest Service employees reinforce key messages and model appropriate behaviors.

Internal Employees and Staff Groups (IN): In many ways, this primary audience is as important as the Wilderness Visitors. Some of our own agency employees do not understand and/or support the special requirements they must follow when accomplishing work in Wilderness. Many may also believe that Wilderness’ sole value lies in its recreational opportunities while the importance and benefits of Wilderness cross functional boundaries.

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This audience is best reached through both office and field-based training and orientation sessions that include audiovisual presentations, case studies, group discussion, etc. Visible support and role-modeling by line officers also reinforces the agency's commitment to Wilderness management. The messages from these sessions can be reinforced by simple printed materials, follow up at staff meetings, etc.

Outfitter/Guides, Community Service Providers, and Wilderness Suppliers (SP): This primary audience captures those who supply goods and services to Wilderness Visitors. Some offer guiding services on foot and stock into the Wilderness. Others are businesses in gateway communities to Wilderness that provide food, supplies, lodging, etc. At the same time, it includes regional and national umbrella groups such as America Outdoors and the Association of Outdoor Recreation and Education that are a large source of Wilderness users. Finally, it includes such regional/national outdoor equipment suppliers such as REI, North Face, etc. that market their products using the challenge of Wilderness as a hook. This audience both stands on its own and also serves as a vehicle to connect with other audiences identified in the plan.



Personal contacts and orientation/training sessions with local businesses and outfitters are best handled on a Wilderness by Wilderness basis by both Wilderness and Special Uses staff. Developing support materials (publications or videos) identifying the role of this audience as an important link with Wilderness Visitors and the public at a regional level may be appropriate. Larger businesses are usually receptive to general printed materials in the form of posters and brochures, steering customers/potential Wilderness Visitors to agency websites. Contacting regional and national organizations serving outfitters is better handled by the Regional and Washington Offices through their Wilderness and Special Uses Program Managers.

Educational Groups (EG): This secondary audience ranges from elementary age to university students. While most schools and institutions do not single out Wilderness as a separate curriculum topic, Wilderness designation and values can be presented as part of larger lessons on land use and public lands. While Leave No Trace techniques have long been a focus for educational presentations there is an opportunity to develop some additional educational materials that will help share why Wilderness is important in providing ecosystem services, the role our National Wilderness Preservation System has in maintaining healthy watersheds, etc. Youth participants in educational activities can be approached as future potential visitors.



This audience requires materials that are not only designed to be fun and engaging for youth but are developed in ways that meet state standards. Educators are key middlemen in the delivery of information, education, and interpretation to this audience.

Non-Wilderness Visitors (NW): This secondary audience includes those who do not and will never visit Wilderness and have no specific interest in Wilderness. Still, they constitute an important audience as their support remains essential in ensuring that we continue to set aside and protect these lands. Highlighting Wilderness values and Wilderness importance beyond recreational use is a key approach with this audience. This approach might help convert these visitors into “Virtual Visitors.” Such audiences are most likely to respond to movies, special television programs, and audiovisual formats.



Conservation and Advocacy Organizations (CO): Included in this secondary audience are both broad-based organizations such as the Sierra Club, the Wilderness Society, and the Nature Conservancy, as well as those focusing on a specific issue such as the Backcountry Horsemen, Trout Unlimited, American Rivers Conservancy, etc. Some of these organizations are national in scope while featuring local chapters, others are local. Two groups merit specific mention: The Mazamas based in Portland, Oregon and the Mountaineers based in Seattle, Washington. The two groups straddle the line between conservation advocacy and Wilderness use since many of their sanctioned trips are hikes and climbs conducted in Pacific Northwest Wildernesses.

These groups may be reached via personal presentations and temporary exhibits at organization meetings and conferences, as well as printed materials such as newsletters, project updates, and accomplishment reports.

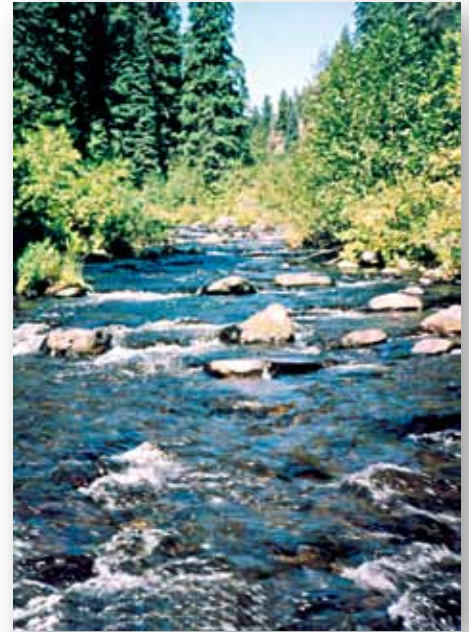
Interpretive Objectives

Identifying priority cognitive, emotional, and behavioral objectives for interpretation helps to prioritize messaging as well as guide the development of interpretive and educational products and services. Many objectives apply to many or all audiences although the methods of accomplishing them may vary. Other objectives may be specific to one audience. Applicable audiences are identified by the two-letter abbreviation or by "All."

As a result of implementing the Regional Wilderness Interpretation and Education Plan, Wilderness audiences will:

Know:

- Wilderness is a special class of protected public land, set aside by an Act of Congress. (All)
- Wilderness is not just a unique recreation area, it is set aside for a collection of resource values including air quality, water quality, fish and wildlife habitat, vegetative ecosystems, and scientific opportunities. (All)
- The Forest Service and other federal agencies actively manage Wilderness based on the language and policy of the 1964 Wilderness Act to insure that its unique values and resources endure in a setting of minimal human presence and influence. (All)
- There is a difference between developed recreation settings and recreation settings found in designated Wilderness. (WV, PW, IN, CO, SP)
- Developing specific outdoor and primitive travel skills is integral to recreating in Wilderness. (WV, PW, IN)
- Ongoing small and landscape scale natural process can and do produce changes in Wilderness ecosystems that may be subtle or dramatic. (All)





Feel:

- Appreciation for the Wilderness setting and its unique qualities. (All)
- Connected spiritually/emotionally to Wilderness by knowing such wild places exist. (WV, PW, EG, CO)
- Immersed in nature and solitude. (WV)
- Removed from/outside of a human-dominated environment. (WV)
- Responsible for their own safety. (WV)
- Connection to Wilderness through historical ties. (All)
- Appreciation for the ecological services Wilderness provides, especially fresh water and clean air. (All)
- Wilderness has something to offer them. (WV, PW, EG, CO)
- Welcome to personally experience Wilderness if they choose. (PW, EG)
- Acceptance of the ecological changes that can and do occur in Wilderness, sometimes on a landscape scale. (All)



Believe:

- Wilderness is dynamic and changes through natural processes. (All)
- Wilderness needs careful management. (All)
- Wilderness values go beyond recreational values. (All)
- Wilderness has value and directly benefits them and society. (All)
- They have a role in Wilderness stewardship. (WV, PW, EG, IN, CO, SP)

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- The choices they make can influence their own Wilderness experience as well as the experiences of others. (WV, IN, SP)
- Developing outdoor and primitive travel skills is an important component of visiting Wilderness. (WV, PW, EG, SP)

Do:

- Experience solitude. (WV)
- Travel lightly on the land and practice Leave No Trace techniques to prepare for and complete their trips. (WV, IN, SP)
- Exhibit social awareness by minimizing their own sight, sound, and light impact on others. (WV, IN, SP)
- Learn and be committed to using primitive tools and outdoor skills. (WV, IN, SP)
- Consider logging off and powering down electronic equipment while in Wilderness. (WV, PW, IN, SP)
- Become a Wilderness steward. (WV, EG, CO, SP)
- Support Wilderness stewardship through donations of time and money. (WV, PW, NW, CO, SP)
- Become a Wilderness advocate. (WV, PW, NW, EG, CO, SP)
- Join organizations that support Wilderness stewardship. (WV, PW, CO, SP)
- Seek opportunities to learn more about Wilderness. (All)
- Visit a Wilderness. (PW, EG)



MANAGEMENT GOALS AND CONSIDERATIONS

Management Goals for Interpretation and Education

Interpretation and education activities operate within the larger environment of Wilderness management. A clear statement of what Regional and Forest leadership expects the interpretation and education function to contribute to the larger whole is requisite to the design of an interpretation and education program that will work in concert with other resource considerations.



The mission of Wilderness Management in the Pacific Northwest Region is to:

- Restore, maintain, and enhance the Wilderness character of the Region's 65 Wildernesses.
- Encourage and engage citizens in the stewardship of these special protected areas.
- Manage the Region's Wildernesses to the minimum stewardship levels described in the Chief's 10-Year Wilderness Challenge.

The mission and role of interpretation and education is to :

- Increase understanding and appreciation of the significance of national Wilderness resources on the part of both Wilderness visitors and those "virtual" visitors who may never enter Wilderness but are critical to its ultimate protection.
- Use the founding principles of the 1964 Wilderness Act and subsequent legislation as context to help the public frame emerging issues, controversies, and changes in Pacific Northwest Wildernesses and their management.

The Regional Forester expects interpretation and education to accomplish the following for Pacific Northwest Wildernesses:

- Preserve the integrity and character of our Wildernesses through accurate, proactive interpretation and education that results in increased public appreciation and stewardship.
- Provide a balance of personal and non-personal services both indoors and outdoors to meet a variety of audiences' interests and needs.

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- Develop local and regional support for Wilderness by strengthening mutually beneficial relationships with neighbors, partners, and stakeholders.

Assumptions

This plan has been developed based on the following assumptions:

- Major issues are consistent across the PNW Wildernesses, highlighting the need for consolidated, consistent efforts.
- It is critical to reach visitors BEFORE they travel to and enter Wilderness.
- It is important reach virtual, potential, and non-Wilderness visitors in addition to efforts focused on actual Wilderness visitors.
- Funding support is limited to develop and implement the products and services identified in this plan or to monitor it.

Criteria

Products and services developed under this plan will follow these tenets for successful interpretation:

- Universal accessibility: The interpretation and education program includes products and services that are designed to be as universally accessible as possible to best meet the varied physical and cognitive needs of audiences.
- Hierarchy of sophistication: The interpretation and education program treats subject matter in a range of ways — from simple-and-basic to complex-and-advanced — to best meet the varied interests of audiences.
- Range of interpretive services: The interpretation and education program includes a range of personal and non-personal interpretive services to best meet the varied learning styles of audiences.
- Multiple points of view: The interpretation and education program treats subject matter from a variety of perspectives to aid in accuracy and relevance to varied audiences.





Additionally, products and services developed under this plan will:

- Focus on broad themes rather than site-specific interpretation, interpreting Wilderness values and not specific features and attractions.
- Focus on trip preparation and build awareness on appropriate behaviors in Wilderness.
- Incorporate interpretive and educational messages in related management tools such as permits, maps, etc.
- Interpret the full range of Wilderness values, not just recreation rules and impacts.
- Highlight Wilderness research findings.
- Whenever possible, use the full range of digital and social media as a primary tool for the delivery of information, interpretation, and education, incorporating quotes, stories, photos, artwork, etc. from Wilderness visitors and proponents as “voices” for Wilderness stewardship.

Issues and Opportunities Affecting Interpretation and Education

Wilderness interpretation and education efforts are subject to internal and external constraints that may affect the ability to enhance public understanding and appreciation of Pacific Northwest Wildernesses. Identifying those issues and opportunities allows Wilderness Managers to predict and proactively address challenges to effective communication and the implementation of this plan.

Issues:

- Agency leadership’s knowledge of the legal requirements of the Wilderness Act may be limited and its commitment to Wilderness management conflicted. This can affect the development and delivery of interpretive and educational materials and programs.
- Funding support to develop and implement the products and services identified in this plan is limited.

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- Dedicated staffing with specialized communication skills necessary to develop, implement, and monitor the products and services identified in this plan is limited, especially at Forest and District levels.
- Effective and efficient channels for dispersed field level staff to receive training and participate in the development and review of interpretive and education products, services, and programs are limited.
- The internal and external relationships and partnerships necessary to implement a Region-wide plan across 65 individual Wildernesses across two states are still in their infancy.

Opportunities:

- The plan and its products can be tiered to be useful at the Forest, District, and individual Wilderness level. At the same time, the messages are consistent with and help contribute to interpreting Wilderness at a national level.
- Field staff participation in the development and review of interpretative and educational materials can establish and/or strengthen the internal relationships and partnerships necessary to successfully implement this plan and meet the goals of the 10-Year Wilderness Challenge.
- The upcoming 50th Anniversary of the Wilderness Act provides an excellent opportunity to share these significant messages and stories with a broad cross-section of the public, both directly and through various media and partner outlets that may be receptive to special anniversary programming.
- While some Wildernesses are entirely surrounded by national forest, others are bordered by NPS- or BLM-managed lands. In rare cases, there are private lands adjacent to or held within national forest Wilderness. Maintaining ongoing personal contact with these entities is best managed at the local level by Wilderness and/or Forest staff.



DESIRED FUTURE INTERPRETATION AND EDUCATION PROGRAM

The following interpretive and educational media constitute the desired future Regional Wilderness Interpretation and Education Program. These are the products and services intended to most effectively communicate the Pacific Northwest Wildernesses' primary and secondary themes to each identified audience in a way that assures balance, effectiveness, and attainability.

The collection of products and services will be further prioritized in an annual schedule of actions.

Program Overview

For each audience identified in this plan, the program overview identifies the relevant secondary themes then follows with the priority products and distribution channels to deliver those themes. The collection of products and services will be further prioritized in an annual schedule of actions. Additionally, for each of the selected projects, an individual plan, with specific information on content, timelines, and responsibilities for accomplishment will be developed.

Wilderness Visitors:

Priority Secondary Themes:

- Theme A
- Theme I
- Theme J

Other Relevant Secondary Themes:

- Theme B
- Theme C
- Theme D
- Theme E
- Theme F
- Theme G

Recommended Media:

1. Complete a comprehensive overhaul of Wilderness websites and internet-based materials.
 - ♦ Forest/Wilderness-specific sites
 - ♦ Regional site

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- ◆ Feeds to and links from national Wilderness.Net site
- ◆ Ease of initial navigation to locate Regional and Forest sites
- ◆ Social media interactions as appropriate

Create a comprehensive, coordinated and interactive web presence that incorporates, maps, photos, short videos, etc. to provide inspiration, assist in trip planning, offer consistent answers to frequently asked questions, encourage stewardship, and allow Wilderness visitors and proponents provide content and help be “voices” for Wilderness preservation.

2. Develop a family of standardized Wilderness trailhead information boards and “menu” of messages targeting the most important interpretive themes, resource issues, user ethics, and regulations.
 - ◆ Trail Name/Number
 - ◆ Map
 - ◆ Entering Wilderness
 - ◆ Leave No Trace
 - ◆ Selected Resource Issues
 - ◆ Site-specific Regulations and Notices
 - ◆ Wilderness Permit System Information

Design a mix of information boards at common dimensions and develop a catalog of PNW-wide and site specific messages with consistent formatting and layout that increase level of consistency in messaging while allowing local managers to focus on site-specific information.

3. Review and redesign existing Wilderness maps, permits, backpack tags, etc. to incorporate more consistent messaging and interpret Wilderness values.
 - ◆ Work with RO-DRM Mapping Staff to deploy in upcoming map reprints/revisions
 - ◆ Work with interested Forests on a case-by-case basis
4. Deliver messages via informal interpretive and educational personal contacts with agency staff, both at the front desk and in the field.
5. Deliver messages via formal interpretive and education presentations by agency staff at local agency, partner, and provider venues.



Internal Employees and Staff Groups

Priority Secondary Themes:

- Theme C
- Theme D
- Theme I
- Theme J

Other Relevant Secondary Themes:

- Theme A
- Theme F
- Theme G
- Theme H

Recommended Media:

1. Develop a media package for delivery at District, Forest, and Regional agency all-employee and leadership meetings.
 - ♦ Power Point Presentation (predominantly images and video clips)
 - ♦ Supporting Materials

Create a visually interesting, interactive presentation with content that highlights Wilderness as a responsibility for all FS employees and deliver in an interdisciplinary setting.

2. Develop a comprehensive Regional list of Frequently Asked Questions and Answers in order to discuss and settle on wording that Wilderness Program Managers are comfortable with and can deploy consistently in Regional, Forest, and Wilderness-specific products and websites for both internal and external audiences.
3. Modify item#1 above for use as a short training module for seasonal, new employee, volunteer, and similar employee orientation programs.
4. Create a specific publication/product (exact format to be determined at a later date) focused on "Wilderness and Fire Management."



Outfitter/Guides, Community Service Providers, and Wilderness Suppliers

Priority Secondary Themes:

- Theme C
- Theme I
- Theme J

Other Relevant Secondary Themes:

- Theme D
- Theme E

Recommended Media:

1. Develop a printed guide for Wilderness Outfitters/Guides.
 - ◆ Provide regional background and messaging
 - ◆ Allow/plan for Forest and Wilderness-Specific content

Create a simple, visually interesting pocket guide with content that highlights Wilderness as a responsibility for outfitters and guides.

2. Develop a short Powerpoint training module on Wilderness and the role of the Outfitter/Guide

Create a visually interesting, interactive presentation with content that highlights outfitting and guiding in the Wilderness with components on roles, stewardship responsibilities, etc.

3. Initiate discussions with AORE and develop a product package that can be deployed by their members and/or delivered by agency managers at national and regional workshops.
4. Initiate discussions with REI (corporate office) to identify opportunities for in-store display, presentations, stewardship projects, etc. with a specific focus on the 50th Anniversary and develop/implement.
 - ◆ Seattle-area, Portland-area, Bend, Eugene, Spokane, Kennewick Stores
 - ◆ Develop agreement
 - ◆ Identify other partners





Educational Groups

Priority Secondary Themes:

- Theme C
- Theme D
- Theme J (Younger Educational Groups)
- Theme H (College and Adult Educational Groups)

Other Relevant Secondary Themes:

- Theme E
- Theme F
- Theme G

Recommended Media:

1. Develop web-based resources for educators as part of comprehensive website overhaul.
 - ◆ Case Studies
 - ◆ Photos
 - ◆ Short Power Point or Video featuring/narrated by kids



Non-Wilderness Visitors

Priority Secondary Themes:

- Theme B
- Theme D
- Theme J

Other Relevant Secondary Themes:

- Theme C
- Theme I

Recommended Media:

1. Initiate discussions with OPB and KCTS to identify opportunities for the development of 50th Anniversary programs to be aired in region.
 - ◆ Feature-length program (like Greatest Good, etc.)
 - ◆ Oregon Field Guide, Grants, Getaways, Washington equivalent
 - ◆ Radio-based stories
2. Initiate discussions with High Desert Museum, Oregon Historical Society, and Washington Historical Society to develop, host a temporary/traveling exhibit focused on the 50th Anniversary.

Conservation and Advocacy Organizations

Priority Secondary Themes:

- Theme D
- Theme I
- Theme J

Other Relevant Secondary Themes:

- Theme B
- Theme C
- Theme H
- Theme F

Recommended Media:

1. At this time, no specific media is recommended for this audience. However, the Region will remain open to opportunities offered by regionally-based organizations such as the Mazamas, Mountaineers, Backcountry Horsemen, etc. as they develop plans to commemorate the 50th Anniversary.



Prioritized Schedule of Actions

Proposed FY 12 Projects (in order of priority):

1. **Wilderness Visitors:** Complete a comprehensive overhaul of Wilderness websites and internet-based materials.
2. **Wilderness Visitors:** Develop a family of standardized Wilderness trailhead information boards and “menu” of messages targeting the most important interpretive themes, resource issues, user ethics, and regulations.
3. **Agency Internal:** Develop comprehensive Regional list of Questions and Answers in order to discuss and settle on wording that Wilderness Program Managers are comfortable with and can deploy consistently in Regional, Forest, and Wilderness-specific products and websites for both internal and external audiences.
3. **Non-Wilderness Visitors:** Initiate discussions with OPB and KCTS to identify opportunities for the development of 50th Anniversary programs to be aired in region.
 - Feature-length program (like Greatest Good, etc.)
 - Oregon Field Guide, Grants Getaways, WA equivalent
 - Radio-based stories

4. **Non-Wilderness Visitors:** Initiate discussions with High Desert Museum, Oregon Historical Society, and Washington Historical Society to develop, host a temporary/traveling exhibit focused on the 50th Anniversary.
5. **Outfitter/Guides:** Develop a printed guide for Wilderness Outfitters/Guides.

Proposed FY 13 Projects (in order of priority):

Continue ongoing development and completion of projects initiated in FY 12.



6. **Outfitter/Guides:** Initiate discussions with AORE and develop a product package that can be deployed by their members and/or delivered by agency managers at national and regional workshops.
7. **Service Providers:** Initiate discussions with REI (corporate office) to identify opportunities for in-store display, presentations, stewardship projects, etc. with a specific focus on the 50th Anniversary and develop/implement.
8. **Agency Internal:** Develop a media package for delivery at District, Forest, and Regional agency all-employee and leadership meetings.
9. **Wilderness Visitors:** Review and redesign existing Wilderness maps, permits, backpack tags, etc. to incorporate more consistent messaging and interpret Wilderness values.
10. **Agency Internal:** Create a specific publication/product (exact format to be determined at a later date) focused on "Wilderness and Fire Management."

Proposed FY 14 Projects (in order of priority):

11. **Educational Groups:** Develop web-based resources for educators as part of comprehensive website overhaul.
12. **Agency Internal:** Modify item #6 above for use as a short training module for seasonal, new employee, volunteer and similar employee orientation programs.

PLAN IMPLEMENTATION

This plan will be implemented through a combination of actions and projects accomplished at all levels in the Region. While many of these actions will be undertaken internally, this plan positions the Region, Forests, and individual Wildernesses to take advantage of unanticipated opportunities and activities developed under the leadership of sister agencies and partners.

Regional Actions

Regional Office Recreation Staff will coordinate the development and implementation of projects that serve many or all Wildernesses. These projects include the development of broad-based internet content, the creation of traveling exhibits, and the design of product “families” such as consistent trailhead signing, brochures, and ongoing revision of the agency’s Forest Visitor and Wilderness Map series.

The Regional Office will also provide technical assistance in the development, review, and fabrication/production of Forest and Wilderness-specific products. This support may draw on a variety of recreation, public affairs, and natural resource specialists.

Another facet of Regional Office implementation involves contact, coordination, and, as appropriate, the development of agreements with regional partners and sister agencies. Examples include delivering messages and materials to permittee organizations such as the Oregon Guides and Packers Association, regional commercial suppliers such as REI, partners such as Oregon Public Broadcasting and Discover Your Northwest Interpretive Association, and nonprofit entities such as the Backcountry Horsemen of Washington, the Mazamas, and the Mountaineers. Such coordination will be critical to recognizing and capitalizing on the 50th anniversary of the Wilderness Act.

Regional Office Recreation and Wilderness Staff hold an important responsibility in using forums such as Regional Forester standup meetings, unit staff meetings, Regional Leadership Team meetings, internal newsletters, regional web pages, and etc. to further internal understanding of the values of Wilderness and the role all employees play in maintaining and enhancing these values.

We will use forums such as Regional Forester standup meetings, unit staff meetings, Regional Leadership Team meetings, internal newsletters, regional web pages, and etc. to further internal understanding of the values of Wilderness and the role all employees play in maintaining and enhancing these values.



Forest and Wilderness-Specific Actions

Forests, Districts, and individual Wildernesses are best positioned to implement the portions of the plan that call for site specific delivery and/or direct contact with Wilderness users and permittees. How this is achieved will depend on whether a unit-specific Wilderness Education Plan is already in place and current or not. Either way, selecting the themes and issues most pertinent to a specific Wilderness or developing local examples to illustrate regional messaging are critical to the implementation of both the regional and unit-specific plans

Forests, Districts, and individual Wildernesses are best positioned to implement the portions of the plan that call for site specific delivery and/or direct contact with Wilderness users and permittees.

Units with up-to-date, existing plans should review them in relation to the regional plan. This will ensure that important themes and messages on overall Wilderness issues, importance, and values are being conveyed as broadly, consistently, and effectively as possible and that actions are correlated and well-integrated at all levels. Unit plans not only complement the regional plan but help inform its implementation at many levels. They may contain lists of specific contacts that will be useful when new materials are ready for distribution. Many contain inventories of trailheads, sign locations, and important sites for delivering non-personal information.

Wilderness Rangers and Managers are responsible for making informal contacts while on Wilderness patrols, orienting local outfitters and guides, and making educational presentations to local school, youth, and community organizations. Mirroring Regional Office efforts, local managers need to choose the most effective venues to inform and educate all Forest and District employees.

Documenting Completed Actions

A simple Action Documentation Form (see Appendix E) will be used by Regional, Forest, and Wilderness Staff to identify planned actions and track accomplishments each fiscal year. Regional Office staff will contact each Forest early in the fiscal year and discuss intended projects, timelines, and responsible parties as well as share background on Wilderness-specific issues and needs. The Regional Office Staff will use the same form to document products it intends to develop and will then share these plans with field units to solicit input that will help shape the finished products. Follow up contact near the end of the fiscal year will help confirm which projects/products have been completed, are pending, or had to be deferred.

MONITORING AND EVALUATION

Annual Monitoring

An annual review of this plan will be completed by Regional Office Staff in concert with Forest and Wilderness Program Managers. An analysis of the year's collection of Action Documentation Forms will highlight which audiences have been reached and identify the completed development and delivery of Wilderness-related interpretive and educational products and programs.

Such analysis will help shape Regional and Wilderness-specific actions for the coming year. It will also help identify audience or issue gaps that may require increased attention. Increasing the overall level of communication and feedback between Regional and field offices will improve the ability of Wilderness Managers to identify opportunities, establish priorities, and work "as one" in support of individual Wildernesses and the overall Wilderness resource.

An additional review and content analysis of the various products created will help inform how future products may be improved and existing products refined or revised.

As appropriate or possible, staff at all levels will seek and take advantage of opportunities to participate in ongoing research, stakeholder forums, events, etc. that help illuminate the effectiveness of messaging and delivery methods.

Evaluation

This plan has an intended life of 5-7 years. The results of annual monitoring will help determine when the majority of actions have been accomplished and a more comprehensive revision is necessary.

In addition to annual monitoring, some additional criteria will be examined to determine the continued effectiveness of the plan including:

- The enactment of new legislation related to Wilderness management and/or new designations that substantially impact the current themes and messages.





- The emergence of significant opportunities that require changes in implementation priorities and/or the allocation of staff and financial resources.
- The analysis of related Wilderness monitoring and research that calls for changes in existing messaging or the creation of new messages.
- Availability of funds, related or not, to the 50th Anniversary of the Wilderness Act, which may help facilitate more or fewer projects.



APPENDIX A: LIST OF PACIFIC NORTHWEST REGION WILDERNESSES

Washington

Name

Alpine Lakes Wilderness
Boulder River Wilderness
Buckhorn Wilderness
Clearwater Wilderness
Colonel Bob Wilderness
Glacier Peak Wilderness
Glacier View Wilderness
Goat Rocks Wilderness
Henry M. Jackson Wilderness
Indian Heaven Wilderness
Lake Chelan-Sawtooth Wilderness
Mount Adams Wilderness
Mount Baker Wilderness
Mount Skokomish Wilderness
Nosiy-Diobsud Wilderness
Norse Peak Wilderness
Pasayten Wilderness
Salmo-Priest Wilderness
Tatoosh Wilderness
The Brothers Wilderness
Trapper Creek Wilderness
Wild Sky Wilderness
William O. Douglas Wilderness
Wonder Mountain Wilderness

Forest

Okanogan-Wenatchee
Mt. Baker-Snoqualmie
Olympic
Mt. Baker-Snoqualmie
Olympic
Mt. Baker-Snoqualmie
Gifford Pinchot
Gifford Pinchot
Mt. Baker-Snoqualmie
Gifford Pinchot
Okanogan-Wenatchee
Gifford Pinchot
Mt. Baker-Snoqualmie
Olympic
Mt. Baker-Snoqualmie
Mt. Baker-Snoqualmie
Okanogan-Wenatchee/Mt. Baker-Snoqualmie
Colville
Gifford Pinchot
Olympic
Gifford Pinchot
Mt. Baker-Snoqualmie
Okanogan-Wenatchee/Gifford Pinchot
Olympic

Oregon

Name

Badger Creek Wilderness
Black Canyon Wilderness
Boulder Creek Wilderness
Bridge Creek Wilderness
Bull of the Woods Wilderness
Clackamas Wilderness
Cooper Salmon Wilderness
Cummins Creek Wilderness
Diamond Peak Wilderness
Drift Creek Wilderness
Eagle Cap Wilderness
Gearhart Mountain Wilderness

Forest

Mt. Hood
Ochoco
Umpqua
Ochoco
Mt. Hood
Mt. Hood
Rogue River-Siskiyou
Siuslaw
Deschutes/Willamette
Siuslaw
Wallowa-Whitman
Fremont-Winema



Grassy Knob Wilderness	Rogue River-Siskiyou
Hells Canyon Wilderness	Wallowa-Whitman
Kalmiopsis Wilderness	Rogue River-Siskiyou
Lower White River Wilderness	Mt. Hood
Mark O. Hatfield Wilderness	Mt. Hood
Menagerie Wilderness	Willamette
Middle Santiam Wilderness	Willamette
Mill Creek Wilderness	Ochoco
Monument Rock Wilderness	Malheur
Mount Hood Wilderness	Mt. Hood
Mount Jefferson Wilderness	Deschutes
Mount Thielsen Wilderness	Fremont-Winema
Mount Washington Wilderness	Willamette
Mountain Lakes Wilderness	Fremont-Winema
North Fork John Day Wilderness	Umatilla
North Fork Umatilla Wilderness	Umatilla
Opal Creek Wilderness	Willamette
Red Buttes Wilderness	Rogue River-Siskiyou
Roaring River Wilderness	Mt. Hood
Rock Creek Wilderness	Siuslaw
Salmon-Huckleberry Wilderness	Mt. Hood
Siskiyou Wilderness	Rogue River-Siskiyou
Sky Lakes Wilderness	Rogue River-Siskiyou
Strawberry Mountains Wilderness	Malheur
Three Sisters Wilderness	Dechutes/Willamette
Waldo Lake Wilderness	Willamette
Wenahah-Tucannon Wilderness	Umatilla
Wild Rogue Wilderness	Rogue River-Siskiyou

APPENDIX B: LIST OF STAFF, STAKEHOLDERS AND EXPERTS CONSULTED

The following staff, stakeholders, and experts participated, reviewed or were interviewed during the development of this plan.

Name	Title	Region/Office/Staff
Bonnie Lippitt	Interpretive Specialist	Region 6, Regional Office, RLM
Hans Castren	Wilderness Manager	Region 1, Flathead NF, Hungry Horse/Spotted Bear RD
Claire Lavendel	Director of RLM	Region 6, Regional Office, RLM
Rod Mace	Assistant Director of Recreation	Region 6, Regional Office, RLM
Mike Heilman	Wilderness Program Manager	Region 6, Regional Office, RLM
Gail Throop	Recreation Program Manager	Region 6, Regional Office, RLM
Jeff Walker	Archeologist	Region 6, Regional Office, RLM
Robert Alvarado	Wildlife Program Manager	Region 6, Regional Office, NR
Jim Capurso	Aquatics Program Manager	Region 6, Regional Office, NR
Scott Woltering	TES Aquatics Specialist	Region 6, Regional Office, NR
Chris Knauf	Outdoor Recreation Planner	BLM, Oregon State Office, 932 (shared with FS)
Laura Mayer	Fuels Operations Specialist	Region 6, Regional Office, FAM
Tom Hilken	Natural Resource Specialist	Region 6, Regional Office, NR
Rick McClure	Archeologist	Region 6, Gifford Pinchot NF
Jan Hollenbeck	Archeologist	Region 6, Mt. Baker-Snoqualmie NF
Todd Cullings	Interpretive Specialist	Region 6, Gifford Pinchot NF, MSHNVM
Connie Myers	Director	Region 1, Arthur Carhart NWT Center
Steven Archibald	Education Specialist	Region 1, Arthur Carhart NWT Center
Jennifer Lutman	SCA Intern-Education	Region 1, Arthur Carhart NWT Center
Ryan Brown	Planner, Regional WAG	Region 6, Gifford Pinchot NF
Gabe Snyder	Wilderness Program Manager	Region 6, Gifford Pinchot NF, Mt. Adams RD
Stacey Forson	Recreation Staff Officer	Region 6, Willamette NF
Kristen Nelson	Interpretation and Tourism Lead	WO, RHWR
Linda Hecker	Interpretive Specialist	Region 2, Regional Office, CD!
Suzanne Coble	District Ranger	Region 1, Flathead NF, Hungry Horse/Spotted Bear RD
Terry Knupp	Director of RLM	Region 10, Regional Office, RLM



APPENDIX C: LIST OF POTENTIAL MEDIA OPTIONS AND LOCATIONS

Potential Options for Interpretive and Educational Media

Drawn from a much larger list of options, the following media choices have been identified as the most effective and efficient in reaching this plan's target audience.s

Personal Services:

- Presentations to Youth and Community Groups
- Agency Family/Staff Meeting Presentations
- Campfire/Evening Programs
- Partner-led Trips (Kids, Adults, Families)
- Staff Orientation at start of summer season (module)
- Outdoor Skills Training
- Wilderness Skills Training
- Special Events
- Symposia
- Student Internships

Non-Personal Media:

- Web Based Media
 - ♦ Touch Screen Programs
 - ♦ Pod Casts
 - ♦ You-Tube Videos
 - ♦ Mobile Applications
 - ♦ Virtual Tours
 - ♦ 3-D Spatial Maps and Depictions (like Three Sisters)
 - ♦ Trip Planning
 - ♦ Q&A Section
 - ♦ Social Media Programs
- Publications
 - ♦ Brochures
 - ♦ Maps-Specific to Wildernesses
 - ♦ Backpack Tags/Pocket Guides
 - ♦ Fact Sheets on Selected Topics (like Motorized/Mechanized)
 - ♦ Guide to PNW Wildernesses
- KCTS/OPB Public Television Programming
 - ♦ Special Hour-Long 50th Anniversary Special
 - ♦ Oregon Field Guide
 - ♦ Grants, Getaways
 - ♦ Radio Programming

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- Temporary/Traveling Exhibits
- Educational Materials
 - ◆ Case Studies
 - ◆ AV Support Materials
 - ◆ School Projects
- Agency Family Meeting Support Materials (Power Point and Site Specifics)
- Internal Pamphlets for Managers (Q and A Style.....Top 5, Top 10, Top 15)
 - ◆ Wilderness and Fire
 - ◆ Wilderness and Recreation
 - ◆ Wilderness and Climate Change
- Guide for Outfitters/Guides
- Artistic Offerings
- Other Agency Hunting and Fishing Regulations

Potential Locations for Delivery of Interpretive Media

The following locations have been identified as the most effective and efficient in reaching this plan's target audiences.

Venues for Temporary/Permanent Exhibits, Special Events:

- Timberline Lodge-Mt. Hood
- REI Stores-Seattle, Portland, Spokane, Bend, Eugene
- High Desert Museum-Bend
- Oregon Historical Society-Portland
- Washington Historical Society-Tacoma

Generalized:

- Districts and Forest Offices
- Wilderness Trailheads
- Websites
 - ◆ RO
 - ◆ WO
 - ◆ Forest
 - ◆ Wilderness.Net
 - ◆ Smart Phones, Tablets, etc
- Portal Communities
 - ◆ Bend/Sisters
 - ◆ Wenatchee
 - ◆ Eugene
 - ◆ Portland/Vancouver
 - ◆ Seattle
 - ◆ Salem
 - ◆ LaGrande
 - ◆ Medford
- National Parks in the Region



APPENDIX D: ACTION DOCUMENTATION FORM

Year Beginning Action Documentation Form

Forest:

Wilderness:

In FY 12 we plan to deliver the following interpretive and educational live programs:

Presentations: (Check those that apply, list name, location, presenter)

- Wilderness Visitors: _____
- Non-Wilderness Visitors: _____
- Outfitter/Guides: _____
- Educational Groups: _____
- Internal Audiences: _____
- Conservation/Advocacy Organizations: _____

Special Events: (Check those that apply, list name, location)

- Wilderness Visitors: _____
- Non-Wilderness Visitors: _____
- Outfitter/Guides: _____
- Educational Groups: _____
- Internal Audiences: _____
- Conservation/Advocacy Organizations: _____

We will also provide:

- Roving Interpretive and Educational Contacts as part of Ranger Patrols
- Outdoor/Wilderness Skills Training: _____
- Other: _____

**In FY 12 we plan to develop and/or deliver the following interpretive and educational products:
(Check those that apply, name, location, project coordinator)**

- New Wilderness/Forest Web Site Content: _____
- Brochure: _____
- Wilderness/District/Forest Visitor Map: _____
- Temporary Exhibit: _____
- Trailhead Signing: _____
- New Release: _____
- Other: _____

Submitted By: _____
Name *Date*

APPENDIX E: INTERPRETATION AND EDUCATION REFERENCES

In addition to Regional and Washington Office Wilderness, Interpretation, Public Affairs, and Conservation Education Program Managers and Specialists, the following web sites serve as excellent resources and good starting points for projects related to Wilderness Interpretation and Education.

Washington Office Wilderness Intranet Site:

<http://fsweb.wo.fs.fed.us/rhwr/wilderness>

Federal Interagency Wilderness Internet Site:

<http://www.wilderness.net>

(From this site you can also reach Wilderness Connect, an on-line discussion site.)

Arthur Carhart National Wilderness Training Center Internet Site:

<http://carhart/wilderness.net>

Rocky Mountain Region Center for Design and Interpretation Internet Site:

<http://www.fs.usda.gov/detail/r2/home/?cid=stelprdb5165926>





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