

Potential Interpretive and Education Projects Survey Results

Between July 28 and August 17, 2008, residents were asked to answer questions concerning Interpretive and Education Projects. Questions from the survey and results follow.

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with "0" for projects that you think are not appropriate or important for FFNHA and "5" for projects that you think are the most appropriate or important.

INTERPRETIVE "BUILDING BLOCKS"	0	1	2	3	4	5	no opinion	Response Count	Average Score
Add new contributing sites and collect additional information about existing sites in the FFNHA "Visitor Readiness" Database.	2	1	2	10	28	39	3	75	4.75
Designate official FFNHA Partner Sites based on a review using agreed upon criteria.	1	4	6	9	16	32	7	75	3.93
Create an interactive bibliography of FFNHA resources with reviews by expert historians and others in the region. Users can search by area or topic of interest, provide their own review or rankings, or submit new resources to add to the list.	1	3	3	16	22	24	3	75	3.68
Create an Interpretive Toolkit with information about the pros and cons of different kinds of interpretive tools such as guided tours, interpretive signage, audio tours, etc. to help people determine which one is most appropriate for their situation.	1	4	4	12	22	25	3	75	3.63

Comments:

Regarding designation of "official FFNHA Partner Sites," will there be a limited # of sites designated?

I think we should work with and build on the Territorial Kansas On Line project and the on line research that KSHS is doing. Could be there are Missouri projects like that I do not know about too. I do not think we should re invent the wheel here. I think one of our top priorities should be to survey what is out there and then decide how to best coordinate with it without going over the same ground twice.

First: inclusion. Ramp up the regions' assets for visitor readiness

what are building blocks?

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with “0” for projects that you think are not appropriate or important for FFNHA and “5” for projects that you think are the most appropriate or important.

POTENTIAL INTERPRETIVE PROJECTS - Tours	0	1	2	3	4	5	no opinion	Response Count	Average Score
Develop audio tour podcasts	2	3	5	15	17	27	3	72	3.78
Create cell-phone tours	5	9	5	20	13	14	6	72	3.05
Create tours or itineraries (such as seasonal or “one-tank trips”)	1	0	0	7	21	43	0	72	4.44
Passport Program with the ability to collect “stamps” at participating sites	2	4	11	18	20	14	3	72	3.33

POTENTIAL INTERPRETIVE PROJECTS - Signage	0	1	2	3	4	5	no opinion	Response Count	Average Score
Interpretive signage (kiosks or wayside exhibits)	1	0	2	4	19	45	1	72	4.46
Directional or wayfinding signage	1	1	0	2	15	53	0	72	4.61
Gateway signage at key entrance points to the region	2	2	3	5	12	48	0	72	4.32
Signage to identify official FFNHA Partner Sites	2	0	3	6	12	48	1	72	4.39

POTENTIAL INTERPRETIVE PROJECTS - Printed Materials	0	1	2	3	4	5	no opinion	Response Count	Average Score
Brochure for the region as a free give-away	1	0	1	3	16	50	1	72	4.58
Guidebook for the region to sell	1	3	1	13	21	29	4	72	4.01
Tear-off maps (an inexpensive 11” x 17” map pad available at many locations in the region)	1	0	4	6	20	40	1	72	4.31
Visitor Map (a fold-out map for the FFNHA region to give away or sell)	1	1	0	10	15	44	1	72	4.38

POTENTIAL INTERPRETIVE PROJECTS - Web	0	1	2	3	4	5	no opinion	Response Count	Average Score
Online itinerary builder featuring FFNHA Partner Sites	1	0	0	6	26	36	1	70	4.38

POTENTIAL INTERPRETIVE PROJECTS - Other	0	1	2	3	4	5	no opinion	Response Count	Average Score
Heritage Trails or Corridors	1	2	2	8	22	33	3	71	4.16
Geo-caching (an electronic "scavenger hunt" using GPS coordinates to find a geo-cache site)	4	7	7	17	20	11	4	70	3.14
Eco-caching to use GPS coordinates to find nature-based sites (could include a clean-up component as well)	4	4	10	20	21	9	4	72	3.13
Create a "letterbox" program as a low-tech alternative to a geo-caching program	7	1	12	23	11	8	10	72	2.87
Develop context-setting exhibits	2	1	2	18	21	23	5	72	3.85
Create FFNHA orientation films	2	4	7	16	18	23	2	72	3.61
Virtual exhibits or tours on the FFNHA website	2	1	3	17	16	30	3	72	3.94
Hospitality training workshops for staff and volunteers	2	1	4	11	22	31	1	72	4.01
Conferences or symposiums on the evolving meaning of freedom	3	9	7	15	24	14	0	72	3.25
A speakers bureau available to speak on FFNHA and related topics	1	3	5	11	21	28	2	71	3.91
PSAs about FFNHA stories on television/radio	2	4	5	9	24	25	1	70	3.80
Work with a local brewery on a "Freedom's Frontier" brew with FFNHA information on the label	10	8	5	25	13	7	4	72	2.65

Create FFNHA placemats or coasters for use in restaurants in the FFNHA region that include FFNHA information. For example, coasters might have fun facts with questions on one site and the answers on the other with the FFNHA website for more information.	5	5	14	13	16	18	1	72	3.18
FFNHA cookbook with local recipes mixed in with stories about the region	6	10	9	18	12	10	6	71	2.77

Comments:

I see FFNHA as a facilitator. Don't reinvent the wheel (eg. speaker bureaus), help people find the resources they are looking for. If the region gets any money it needs to be spent on projects /signage that will benefit the largest number (workshops,scholarships for individuals to learn specific tasks they can then teach the rest of us, signage, etc.

How would folks with no iPod access the podcasts? What's a "sister event"? What is a geo-cache?

Need to make sure those people who do not access to electronic media/options are not excluded.

We need a Museum of the Border War in Kansas City, the end-all/be-all location where interested visitors should start.

I'm having a problem with... "evolving MEANING." How about evolving meaningS of freedom?

Most of these are great ideas. The trick will be to prioritize them and begin working on them.

When it comes to signage, printed material, etc. FFNHA should not be the focal point, rather the history should be. Instead of trying to market the FFNHA, the FFNHA should be trying to create ways to market the history that already exists.

1. Asset Development!! should be one of the areas' top priorities. 2. There's more than one brewery in the region - need to be careful about giving "exclusive" rights etc. 3. You tube, face book, etc., are powerful marketing tools especially for young people

the more perspectives and sites listed, the higher on the priority list they go

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with "0" for projects that you think are not appropriate or important for FFNHA and "5" for projects that you think are the most appropriate or important.

INTERPRETIVE ASSISTANCE	0	1	2	3	4	5	no opinion	Response	Average
Interpretive grants for FFNHA Partner Sites with professional assistance, curatorial and exhibit services, developing interpretive programs, publications and guides.	1	0	1	7	27	34	1	71	4.3
Grants for archeological digs	2	2	4	17	24	19	3	71	3.71

Interpretive grants to help aspiring FFNHA Partner Sites	1	3	1	11	24	30	1	71	4.06
FFNHA Interpretive staff available to provide technical assistance to FFNHA Partner Sites and aspiring Partner Sites	1	1	3	12	27	26	1	71	4.01
Interpretive training workshops	1	1	4	7	22	33	2	70	4.16
Virtual interpretive training workshops available at multiple sites via distance learning (e.g. video-conferencing or web-conferencing)	1	1	4	12	25	24	4	71	3.96
Online interpretive training workshops available on the FFNHA website	2	1	3	13	22	27	1	69	3.96
Develop new FFNHA heritage attractions to fill interpretive gaps	2	3	5	16	23	21	1	71	3.69

Comments:

Unless the "archaeological digs" are going to be conducted by ARCHAEOLOGICAL EXPERTS, I don't think it's something sites should get involved with. Archeology is a science and just because a person can put a shovel in the ground doesn't mean s/he is an archaeologist.

Archeological digs are fine... as long as real archeologists are doing them. If done, this should be in conjunction w/ university faculty.

At the beginning I think it would be best to concentrate on projects that benefit the whole Heritage Area and its promotion and then perhaps consider moving into projects that provide direct assistance to individual sites later.

The federal gov't has given you lots of money. The people that know how to use it best are the local areas the know and understand their history. They are your best tool to develop the area

1. Asset Development (aspiring partners) should be one the Areas' top priorities. There are many many sites and stories to tell that need the application of knowhow and financing.

technical assistance on doing better exhibits, outdoor and indoors technical assistance on telling better stories technical assistance on telling unpopular or politically incorrect stories grants for improving exhibits tied to training interpretive training certification

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with "0" for projects that you think are not appropriate or important for FFNHA and "5" for projects that you think are the most appropriate or important.

ORIENTING VISITORS - Every site in the region should be a “gateway” or orientation center because we don’t know where visitors will come from or where they will start their visit	0	1	2	3	4	5	no opinion	Response Count	Average Score
Every site should have staff that is knowledgeable about FFNHA and the region	1	0	3	11	13	38	1	67	4.26
Every site should have a brochure that serves as an orientation to the region	1	0	0	2	14	50	0	67	4.66
Every site should have an electronic kiosk that serves as an orientation to the region	6	4	5	13	23	13	2	66	3.28
Every site should have an orientation film to provide an overview of the region	5	4	10	14	24	10	0	67	3.16
Every site should have an orientation exhibit to provide an overall context for FFNHA	5	3	5	5	29	20	0	67	3.64

ORIENTING VISITORS - A few strategically located sites should serve as key “gateways” for the region because we can provide a better orientation experience at a few sites than we can at every site—and it will cost less to do this in a few locations rather than in every location.	0	1	2	3	4	5	no opinion	Response Count	Average Score
A few strategically located sites or visitor centers should staff that is knowledgeable about FFNHA and the region	4	5	3	1	13	40	0	66	4.03
A few strategically located sites or visitor centers should have a brochure that serves as an orientation to the region	7	5	4	3	7	39	1	66	3.77
A few strategically located sites or visitor centers should have an electronic kiosk that serves as an orientation to the region	3	4	6	11	16	25	1	66	3.66

A few strategically located sites or visitor centers should have an orientation film to provide an overview of the region	4	5	2	11	12	32	0	66	3.79
A few strategically located sites or visitor centers should have an orientation exhibit to provide an overall context for FFNHA	4	2	6	8	14	31	1	66	3.83

Comments:

I feel that the Baxter Springs Heritage Center and Museum should be considered as a strategically located site for southeastern part of the heritage area
 The problem with using specific gateway sites is that it may be too easy to miss opportunities to orient visitors "off the beaten path". I would rather focus on each site serving as an ambassador rather than relying on a limited number of ambassadors.

I think the personal touch is always better than an electronic one ...

Who are the "few" sites. I don't want to limit participation of what could become more important sites . At least these "few" sites would have to be reviewed annually.

FFNHA brochures and other info (orientation exhibit, for example) should be available at every site, but not a different brochure/exhibit for each site.

Put any videos you make on YouTube.com and make them available via iTunes as well.

Again, we're missing out if we don't have a federally funded Museum of the Border War.

My opinion every site should have these features. We've no idea which site a visitor will visit first.

This objective could be met by posting a web address everywhere possible. Soon almost everyone will have web access via cell phone.

The use of "region" is confusing. Are you using 'region' as synonymous with Area, as in NHA? Or, are you using 'region' as a smaller part of the Area? I prefer strategically located visitor centers as Gateways that provide choices for visitors rather than using strategically located sites as Gateways.

I think perhaps one site (or town?) in Kansas (Lawrence) and one in Missouri should be orientation centers and should be expected to provide full service info on Freedom's Frontier, but all partners should serve as entry points for Freedom's Frontier and be prepared to give info about the whole region. I think all sites should have materials such as a brochure, map etc. A few might have electronic kiosks.

A few strategically located sites or visitors centers could become very political and cause divisions.

My opinion is that the Area must guard against the temptation toward exclusivity. You'll do a great service by being the flywheel for continued development of assets and expertise throughout the area. You'll have more buyin from more interests, greater longterm loyalty, and richer stories to tell. Exclusivity will greatly diminish participation, loyalty, and comittment of resources.

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with “0” for projects that you think are not appropriate or important for FFNHA and “5” for projects that you think are the most appropriate or important.

ELEMENTARY/SECONDARY EDUCATION	0	1	2	3	4	5	no opinion	Response Count	Average Score
Devoting a section of the FFNHA website as a directory of existing elementary and secondary school education programs with links to websites for more information	2	2	3	5	21	31	1	65	4.09
Developing new FFNHA elementary or secondary school curriculum to be used in the region and beyond	2	1	7	8	18	29	0	66	3.88
Providing outreach programs to elementary and secondary schools	2	0	3	10	16	34	1	66	4.15
Providing “bus grants” to cover the costs of bus rentals for school groups	6	1	6	7	24	20	2	66	3.59
Providing teacher training programs through education programs at local universities and colleges for teachers-in-training	2	3	6	9	18	24	3	65	3.77
Provide teacher training workshops for existing teachers (for example, the National Park Service’s “Teaching with Historic Places” program)	2	0	3	8	19	34	0	66	4.18
Work with the Center for Understanding the Built Environment (CUBE) on workshops and training	3	3	9	15	16	9	10	65	3.18
Grants to teachers to develop FFNHA curriculum materials	2	2	7	13	15	26	1	66	3.77
Education E-Newsletter	1	1	3	13	25	22	1	66	3.94
Provide workshops for museums and teachers to work together	2	1	3	9	24	27	0	66	4.02
Design programs for boy and girl scouts	1	3	5	15	20	19	2	65	3.70
Create “sister school” projects	3	1	6	13	20	16	6	65	3.59

Develop opportunities for teachers and classrooms to use technology to connect with resources and each other through Web 2.0, podcasts, etc.	2	1	6	10	19	28	0	66	3.92
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Comments:

Considering the demands upon teachers now, it is probably not practical to expect them to spend a great deal of time in training or classroom curriculum development beyond what they must already cover. We have good response each year from area teachers for our Living History Week. Some manage to give some information previous to the class visit, but most leave that up to our staff. We do ask teachers for input on the types of activities and subjects they would like for students to have at the classroom level.

The educational component should also include colleges and universities

I feel that it is very important to involve the schools in every way that we can. Also would like to see involvement with libraries, especially in small communities.

Most districts require a certain number of hours of in-service "classroom training." As a teacher for 26 years, most of that "classroom training" was boring or irrelevantly presented by "experts" who had never been in a classroom. Fresh, informative, FFNHA info from FFNHA experts with follow-up presentations in the classroom might work. I would not have considered such FFNHA info and presentations a waste of time.

I do not think we should reinvent the wheel, but should work with KSHS (and I am sure there may be Missouri programs and (perhaps other Kansas programs) too) and build on the work that has already been done. One of our first priorities should be to survey what is out there and then figure out how to build on it.

Work with the education division of the Kansas State Historical Society, which has an emphasis on educating elementary and junior high students and teachers.

Rank each of the following options on a scale of 0-5 in terms of how important or appropriate you feel these projects are with "0" for projects that you think are not appropriate or important for FFNHA and "5" for projects that you think are the most appropriate or important.

LIFE-LONG EDUCATION	0	1	2	3	4	5	no opinion	Response Count	Average Score
Create a print and/or online FFNHA newsletter that includes stories about the region and discussions on the evolving meaning of freedom. An online newsletter might use articles as the kick-off for a blog to further debate the issues and stimulate conversation.	1	2	2	8	32	21	0	66	3.98

Use the FFNHA website to let people share their stories and photos from the region.	1	2	3	9	25	25	1	66	4.00
Work with colleges or universities on FFNHA internship or FFNHA class projects	2	3	6	5	25	23	0	64	3.83
Lecture series on FFNHA topics sponsored by universities and college in the region (live or via distance learning technology)	1	4	1	9	27	23	1	66	3.94
Create a Speaker's Bureau	1	1	2	10	28	23	0	65	4.03
Heritage Roundtable with monthly meeting of heritage site managers to share stories and best practices	2	2	9	13	22	17	0	65	3.57
Sponsor region-wide contests (e.g. an essay contest on the meaning of freedom OR a photography contest seeking images from the region that embody the vision of FFNHA)	3	2	7	14	22	18	0	66	3.58
Sponsor contests to design websites on FFNHA topics	5	1	10	18	23	6	3	66	3.13
Exchange Tours (e.g. where members of a historical society from one part of the region visit	3	1	4	11	26	20	1	66	3.78

Comments:

Education, education, education!

Perhaps the Heritage Roundtable would be best on a quarterly basis.

You could create a wiki

Again, I'm having a problem with use of "region." Is it the same as "Area" as in NHA, or is it smaller than the Area?

All good ideas, the trick is to prioritize

Develop elder hostel opportunities