

Legacies of Enslavement and Race in NCA Parks

Research and Program Development

Comprehensive research is foundational to a park’s work. The development of written materials, exhibits, and person-to-person interpretation relies on thoroughly researched content. The communication of this information depends upon well-skilled historians and interpretation/education rangers and volunteers who possess the most up-to-date content knowledge and skills of their craft.

NCAO and park leadership must:

- Ensure that research on the topic of enslavement is a park and region-level priority.
- Create a body of research for the park that covers the breadth and depth of the history of African chattel slavery and its associated legacies as related to park themes.
- Reveal site-specific stories of enslaved people through interpretive media and programs.
- Connect the institution of enslavement with the legacies of slavery in the United States.
- Outline themes that connect the institution of slavery to other topics (i.e., relevance).
- Highlight the cultural and natural resources that support, illustrate, and evoke the stories of slavery at the park.

Upon making the research results widely available and accessible to staff, the Interpretation/Education team will determine the best manner of training staff and volunteers on content and interpretive techniques. Training will cover various methods of communicating the content to visitors, with the goal of helping to move visitors towards a deeper understanding of the history and legacies of slavery.

I. Research

The goal of the action items below is to make research an organizational priority and to create comprehensive body of research at the park and regional level. All the park’s written and interpretive materials must reflect current research.

A. Ensure that research is broad and deep and incorporates multiple perspectives and multi-dimensional representation.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
1.	Respond to service-wide combined call by identifying park’s interpretive and research priorities and initiatives. Strategies:				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> Reach out to park's other divisions (e.g., cultural resources, maintenance, interp/ed) to determine questions they have and use those ideas for guiding research. Review existing NPS Historic Resource Studies to see if they are current and embody latest scholarship. 				
2.	Work with the regional office to determine the best possible fund sources (e.g., civil rights fund source) for specific research, or blend research and interpretive projects.				
3.	Provide training for interpretation and cultural resources staff on historiography, including how to do research, cite sources, ask the right questions, analyze sources, understand shifting perspectives in the field on document interpretation, how to use IRMA and other sources where NPS documents are listed and/or stored, and how to utilize the park's foundation document.				
4.	Collaborate with external stakeholders (e.g., scholars, African Americans studies departments at local colleges, other parks, etc.) to identify and fill gaps in existing research.				

B. Make research available to and usable by all staff.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
5.	Prepare documents in accessible format and platforms that can be easily shared. Strategies:				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> Leverage SharePoint, Teams and other document sharing applications to create a digital repository of work. 				
6.	Develop a plan for ongoing communication between resource management staff and interpretation/education staff to facilitate the exchange of information and questions related to the history and cultural/natural resources in the park so that front line staff are better able to incorporate new content into their programs.				
7.	Highlight success in research and implementation through park participation in annual spotlight presentation, including representatives from interpretation and resources management.				

Research Total	
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II. Written Interpretive Materials

The goal of the action items below is to establish guidelines for the consistent messaging through all interpretive media and communications.

C. Ensure consistent messaging in written interpretive materials.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
8.	Create templates and guides for exhibits and other written materials, including a recommended lexicon on the topic of slavery and guidance on forensic truths and non-negotiables, for internal and external developers to put the content into context.				
9.	Establish a process to ensure external participation and peer review for select written interpretive materials (i.e., exhibit text, unigrid, waysides,				

Legacies of Enslavement and Race in NCA Parks

	website text, etc.) on the topics of enslavement and civil rights. Strategies: <ul style="list-style-type: none"> • See ARHO’s review process, which included members of their community of practice, descendants, stakeholders, and other experts in the field. • Build in realistic schedules/timelines to allow thoughtfulness and engagement of ourselves and others. 				
10.	Update park unigrd to reflect most current scholarship and language usages on the topic of slavery.				

Written Interpretive Materials Total	
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III. Program Development and Implementation

The goals of the action items below are to create a suite of comprehensive interpretive programs and exhibits that bring to light the park’s stories of slavery through contemporary facilitation techniques. (For goals and action items on evaluating interpretive programming from staff/volunteers, see Staff and Volunteer Recruitment, Training, Assessment, and Support – III, A, 13 and III, B, 15.)

D. Choose the right content and interpretive methods to develop sound interpretive programs.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
11.	Feature stories of inclusion and diversity in program content, which enables the park to connect with broader range of visitors and be responsive and welcoming to the needs of the full spectrum of the increasingly diverse and multi-cultural American public. (From DO16)				

Legacies of Enslavement and Race in NCA Parks

12.	<p>Select the appropriate interpretive methods to accomplish the program’s interpretive goals and help deepen visitors’ understanding of slavery and its legacies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Utilize techniques such as Audience Centered Interpretation (ACE) training, facilitated dialogue. • Stay abreast of trends in the museum field on how interpretation and education are evolving. 				
13.	<p>Create comprehensive outlines of content and interpretive techniques for tours and programs so that other staff can learn them and lead them.</p>				
14.	<p>Observe visitor behavior and conduct visitor satisfaction survey to find out what types of experiences best suit their needs and adjust operations and interpretation accordingly. (For example, visitors might prefer a 15-minute interaction over a 90-minute interactive experience. We don’t know until we ask.)</p>				
15.	<p>Conduct research on which community members (demographics) are not visiting the site and why and adjust operations and interpretation accordingly. (See biannual ethnographic study from NCAO.)</p>				

E. Collaborative Program and Exhibit Development

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
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Legacies of Enslavement and Race in NCA Parks

16.	Develop culture of collaboration with exhibit/tour/program development (i.e., rangers/volunteers should not work alone on program development. Collaborate across disciplines and parks, with other rangers, cultural resources staff, etc.).				
17.	Determine the role that stakeholders and community members can play in program and exhibit development.				
18.	Create a culture in which prototypes/beta-testing/revisions of programs, written materials, and exhibit components are required as best practice.				

Program Development Total	
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Research and Program Development Total	
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Legacies of Enslavement and Race in NCA Parks

Organizational Investment

Park leadership must inspire their workforce to embrace bold and measurable actions that will improve the interpretation of enslavement and its relevance to today. Leadership must engender an empathic workgroup and endeavor to connect with more members of their local community. The development and implementation of core values around the history and legacy of enslavement are necessary at all levels of the organization. Park leadership needs to be accountable for their own actions and hold staff accountable. Telling a full and truthful story of enslavement and its legacies is essential to our work and our role as keepers of the nation’s history. The legacies of enslavement are ever-present and relevant in our lives. As political and social movements shift, (i.e., summer of 2020) the general public’s awareness of the contemporary relevance of the history and legacies of slavery grows. Each unit must be cognizant of those shifts and be nimble enough to adapt.

IV. Strategic Leadership

The goal of the action items below is to create active and engaged park leadership who are attentive to their role and responsibilities to the history and legacies of slavery at their park, and in context of the United States history.

F. Leadership team members take an active role in educating themselves and each other on the role of slavery in the park and within the region and the connection between race and slavery.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
19.	Seek out books, webinars, training, current research, scholars, and outside professional organizations (e.g. Association of African American Museum / Association for the Study of African American Life and History) and conferences to gain a broader and deeper understanding of African American history				

Legacies of Enslavement and Race in NCA Parks

	and slavery and its legacies at your park and within the region.				
20.	Implement diversity, equity, access, and inclusion training for all supervisors and leadership team members which includes resilience development for the emotional, intellectual, and physical toll talking about race/slavery may have on staff members.				

G. Build a Community of Practice to engage staff professional growth opportunities.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
21.	Establish strong within-park community of practice to improve communication between resource management team and interpretation workgroup (staff and volunteers), and to share current scholarship and understandings of enslavement and African American history, interpretive methods, and contemporary relevance.				
22.	Establish a community of practice with external partners to share current scholarship and understandings of enslavement and African American history, interpretive methods, and contemporary relevance. Strategies:				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> • With other parks and NCAO historians • With scholars, local universities, stakeholders, community members, descendants, public history professionals. 				
23.	Contribute to the <i>Legacies of Enslavement and Race in NCA Parks</i> virtual platform improving the quality and quantity of materials available to others.				

H. Establish an open, safe, and empathetic work environment for staff dialogue.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
24.	<p>Make a park-wide commitment (superintendent, management team, staff, volunteers) to have ongoing conversations about race/identity in the park to cultivate a supportive, safe, welcoming, and inclusive work environment that fosters respect for individuals and work/life balance.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Acknowledge the difficult work that staff are doing to bring these stories to the public • Address staff's physical and emotional needs to help them with their work, including creating a structure/space for self-care. 				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> • Foster open dialogue with staff, volunteers, and cooperating associations. • Connect with your employees. Actions and expressions of concern, empathy, validation, and support are paramount. • Hold staff accountable for racist and biased actions against colleagues. • Supervisors engage in meaningful conversations and listening session with employees to better understand their perspectives and to <i>hear</i> their voices. • Establish a culture of being curious and listening to diverse group of colleagues (African American, Black, Latinx, Asian American). • Make timely and thoughtful actions consistent with concerns expressed, advice provided, or experience reflected by staff members. 				
25.	<p>Create an empathetic and supportive work environment that encourages personal/professional growth and retention.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Develop a plan for supervisor, peer-to-peer, and community of practice members to observe interpretive programs and look for opportunities to expand the narrative to 				

Legacies of Enslavement and Race in NCA Parks

	<p>include stories of enslavement and its legacies as appropriate.</p> <ul style="list-style-type: none"> • Providing space and support for affinity groups to develop organically and allowing for a brave space for staff to challenge each other and themselves. • Superintendents support supervisors in developing an environment of trust that employees can engage in research and creation of programs. • Front line-supervisor or division chief allows for the time to have empathetic and open conversations including those which do not always need to include supervisors. • Regional leadership will support superintendents in prioritizing time for staff professional development, research, and important staff conversations. This may mean permitting parks to adjust operating hours. • Establish agreed-upon protocols for mitigating staff members' interactions with each other and with visitors, including outlining expectations of staff-to-staff behavior, visitor interactions, and implementation of conflict resolution training. 				
26.	Bring in colleagues from outside the park/region to audit, assess, and provide accountability for your progress towards building an open, empathetic, and inclusive work environment .				

Legacies of Enslavement and Race in NCA Parks

I. Build a culture of change in your park and encourage staff to take bold actions in the interpretation of the history and legacies of slavery.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
27.	<p>Hire leadership and new staff that understand the need for change and that can effect change.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Develop and implement a succession planning system for mission-critical operations. 				

Strategic Leadership Total	
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V. Consistent Internal and External Messaging

The goal of the action items below is to help your park create clear and consistent messaging, both internally and externally. In doing so, you will lay a common foundation amongst staff that will better help them communicate with each other and the public, and it will allow the park to deliver transparent, effective messaging to visitors, stakeholders, and the public. Consistent internal and external messaging on the topic of enslavement will help staff and the public move towards deeper awareness and understanding about slavery and its legacies.

Legacies of Enslavement and Race in NCA Parks

- J. Develop a specific lexicon for interpreting enslavement and talking about race and identity. Incumbent in this process is addressing and explaining your choice of words and phrases through your interpretation, as well as all internal and external communications.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
28.	<p>Work with NCAO to establish region-wide lexicon about the history of slavery and legacies of race and identity for use in interpretation and communication (internal and external) and train staff to use it.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Addresses word choice/explanation in communications with visitors/public/stakeholders – explaining why making empathetic word choices is important. • Train all park staff on lexicon and ensure all staff use lexicon in internal and external communications. 				

- K. Generate a list of park-specific non-negotiables that are based on forensic truths and consistent with NPS values. Non-negotiables are forensic truths, as well as interpersonal behaviors for treating colleagues and visitors with respect and empathy. These non-negotiables must be reinforced with training, so that staff can communicate successfully with each other, the public, and stakeholders. Staff and volunteers must be held accountable for implementing the non-negotiables.

	Action Items	In-place (2)	In-process	Not Started (0)	Examples of what is in-process or in-place
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Legacies of Enslavement and Race in NCA Parks

			(1)		
29.	<p>Establish park-specific non-negotiables (historical truths and respectful interpersonal behaviors), including those of the NCA, that are based on forensic truths and consistent with NPS values.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Train all staff and volunteers on the non-negotiables and why they are important to learning about U.S. history, and how to appropriately apply them to interactions with fellow staff and visitors. • Hold staff accountable for the application of the non-negotiables through the “Fully Successful” section of their EPAPs, under the goal of establishing respectful relationships and demonstrating empathetic communication skills. • Hold volunteers accountable through annual reviews. 				

- L. Conduct a comprehensive review of how and what the park communicates to the public and stakeholders and develop a plan for frequent and consistent communication, including but not limited to website, newsletters, and social media. Consistent communication builds stewardship and understanding and helps to maintaining continuity in park and community relationships despite NPS staff changes. (See D.O. 75A Civic Engagement and D.O.6 role/responsibility of Park's Chief of Interpretation.)

Action Items	In-place (2)	In-process	Not Started (0)	Examples of what is in-process or in-place
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Legacies of Enslavement and Race in NCA Parks

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30.	<p>Develop a plan to review park’s website and other written materials for consistent and current messaging on park’s content, non-negotiables, lexicon, and derailers.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Ensure consistent messaging about the history and legacies of slavery in all print and online materials, and press releases, etc. (communications with the public) – using agreed upon lexicon and non-negotiables. • Use historian roundtables and other professional assistance to help establish the "messaging" and/or evaluate current messaging. 				
31.	<p>Write a comprehensive plan that outlines strategies for regularly communicating with partners, stakeholders, and neighbors.</p> <p>Plan may include ways to communicate park’s mission, non-negotiables, preferred lexicon, and derailers.</p>				
32.	<p>Use park’s LRIP and other relevant foundation document to work with America’s National Parks (Eastern National) to review scope of sales and determine what products will extend the park’s</p>				

Legacies of Enslavement and Race in NCA Parks

interpretive services and are appropriate for sale in park stores.				
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Consistent Internal and External Messaging Total	
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VI. Park Planning

The goal of these action items is to ensure the development of comprehensive and inclusive park planning tools that consider the totality of the park’s history and legacy, which may extend beyond its enabling legislation and the most recent Foundation Document.

M. Understand the historical context of the time when the park’s enabling legislation is created. Evaluate the park’s current Foundation Document, strategic plan, and other guiding documents to determine the need to revise/update to reflect the absent themes and untold stories that may be excluded from enabling legislation.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
33.	Review enabling legislation and determine how it may have shaped the park’s interpretation of slavery. Strategy:				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> • Consult NCAO for guidance on aligning interpretive goals with enabling legislation. • Use the full complement of park plans to achieve, implement, and support a park strategy. (See DO-2 which identifies the scope of plans that can apply.) 				
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N. Prioritize park need for planning, ensuring that planning documents are updated in timely manner. Engage staff at all levels and key stakeholders in the planning process to ensure effective communication and awareness. Ensure planning documents are easily accessible to all park staff, partner organizations, and stakeholders.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
34.	<p>Review current Foundation Document, General Management Plan, Long-Range Interpretive Plan, and other planning documents to determine whether they require updating to include significant resources and stories related to enslavement.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Review NPS policy (Directors Orders) that support the development of an inclusive interpretive/visitor experience plan. NPS Directors Orders 				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> Review NCA’s biannual regional ethnographic studies for data relevant to park’s future planning efforts. 				
35.	<p>Establish timeline for developing plans, as well as when and how they are updated and amended, including development of new significance statements and themes that reflect stories that are absent from the enabling legislation, and how staff and key stakeholders will be engaged throughout the process.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Expand park’s significance statements in foundation documents to represent the full history of the site, structures, objects, and people associated with it. 				
36.	<p>Distribute final versions of planning documents to all staff and interested partners/stakeholders via electronic or print media. Keep in common location for all staff to access (i.e., park library, superintendent’s office, or shared computer drive (SharePoint, Teams, One Drive, etc.)).</p> <p>Strategies:</p>				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> Be sure all new staff are given copies of/access to planning documents associated with their position and provided training on how to mine the documents for relevant information. 				
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Park Planning Total	
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VII. NCAO Support

This section outlines action items for the National Capital Area Office. The goal is to establish clear lines of communication and information sharing between NCAO and the parks and directorates. Parks are encouraged to seek partnerships and assistance from other parks in the NCA, as well as from the NCAO and the NCA Diversity Advisory Group.

O. Create formal and informal communication networks between the NCA parks and NCA Office.

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
37.	Convene working group of representatives from NCAO parks and external stakeholders to develop a region-wide lexicon for the history of slavery and legacies of race and identity for use in interpretation and communication (internal and external).				

Legacies of Enslavement and Race in NCA Parks

<p>38.</p>	<p>Promote regionwide and park-to-park collaborative interpretation/cultural resources research projects.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Coordinate park-to-park collaboration on overlapping narratives (NCAO Division of Interpretation and Education and Communication divisions). • Gather and share information about what parks are doing to interpret slavery so that parks will know what’s happening in the region. (Diversity Advisory Group can customize annual reporting questions to address and report out on responses/successes.) • Take advantage of service-wide combined call to assess the needs of NCA park to identify regional interpretive and research priorities and initiatives. • Assist parks with development of strong proposed PMIS projects focused on enslavement and coordinating parks to work together when their proposals are similar. 				
<p>39.</p>	<p>Communicate on a regular basis with parks to ensure that the most recent scholarship is available to parks and being used and make</p>				

Legacies of Enslavement and Race in NCA Parks

	<p>regionwide research reports accessible to enhance the transfer of knowledge.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • A new concerted effort to figure out how to make research and reports available and accessible to parks, frontline staff, and stakeholders. Including executive summaries and annual region-wide presentations. 				
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P. Provide parks with guidance on DOI directives/policy

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
40.	<p>Create templates for (or share successful models of) formal agreements with partners, community of practice, or descendent community groups.</p> <p>Strategy:</p> <ul style="list-style-type: none"> • Share via Common Learning Portal. 				

Legacies of Enslavement and Race in NCA Parks

41.	Advise parks on the relevant policies in their portfolios and how they support park actions.				
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Q. NCAO-provided training opportunities for parks

	Action Items	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
42.	<p>Develop interpretative training opportunities (in-person and virtual) that advance and build skills beyond the basic Audience Centered Interpretation (ACE) training.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Engage resources of the Interpreters Advisory Group (IMAG) to bring people together for training. 				
43.	<p>Provide and prioritize comprehensive, in-person diversity training (virtual is not ideal).</p> <p>Strategies:</p> <ul style="list-style-type: none"> Dedicate funding to support diversity and inclusion training at regional and park-level. Not just at year-end if funds 				

Legacies of Enslavement and Race in NCA Parks

	<p>are available, but throughout year. Diversity and inclusion needs to have its own fiscal line item in the parks and at region.</p> <ul style="list-style-type: none"> • Take Diversity Change Agent training through DOI. • Focus trainings to address events happening now in U.S./region for real-time relevancy. • Consider hiring trained contractor to guide these conversation/trainings and who has knowledge of NPS/community. • Include Diversity, Equity, Accessibility and Inclusion (DEAI) training component in staff on-boarding (including NPS institutional history). • Pursue Green Dot “Train the Trainer” program. 				
44.	Demonstrate collaborative efforts to work across programs to develop training that eliminates silos: History, Cultural, Natural, Planning, Interpretation/Education, Partnerships, Communications, Human Resources, Facilities.				

NCA Support Total	
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Legacies of Enslavement and Race in NCA Parks

Organizational Investment Total	
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Legacies of Enslavement and Race in NCA Parks

Community and Stakeholder Involvement

With the involvement of stakeholders, collaborators, and partners, parks can share more comprehensive stories and reach more diverse audiences. By building strong and trusting relationships, a park and its stakeholders can do “better together” to further their missions. For additional information on this topic, see the “Engaging Descendent Communities” assessment tool from James Madison’s Montpelier.

VIII. Identifying and Reaching Out to Stakeholders

The goal of the action items below is to assess the park’s capacity for external collaborations and to figure out which stakeholders will help the park best connect with, and make change in, the community.

R. Determine the state of existing collaborations and develop a plan to continue, revise, or establish new collaborations.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
45.	<p>Assess the state of current external collaborations.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Identify stakeholders the park is currently working with. Describe the extent of the collaboration or relationship with each stakeholder. 				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> • Identify the point of contact for the park and stakeholder in each collaboration. • Explain the history of the collaboration with current stakeholders. • Identify how the park currently supports the stakeholder and vice versa. 				
46.	<p>Develop a plan for expanding collaborations.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Identify whom you want to reach out to and why. • Create a list of stakeholders for potential collaboration and why you want to reach out to them. Parks might want/need to ask outsiders for help with this since parks may not even be aware of some potential collaborators. • Explain the park’s history with that stakeholder, or the relationship that stakeholder may have had with the park, park staff, or federal government. • Research possible stakeholders by looking into their mission/values to assess if they align with the park’s/NPS mission/values, 				

Legacies of Enslavement and Race in NCA Parks

	<p>particularly in how they promote diversity and inclusion in their work.</p> <ul style="list-style-type: none"> • Research media outlets that serve diverse stakeholders. Don't look in "traditional places" for stakeholders. • Identify how park will support stakeholders individually (via individual staff members) and at the park level. • Leverage social media to reach out to various stakeholders. 				
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S. Building strong partnerships with stakeholders.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
47.	<p>Strategies:</p> <ul style="list-style-type: none"> • Identify point of contact in the park and with the stakeholder. • Outline the approach to the potential collaborator. • Spend time in the potential collaborator's world. Go to their events. Show up for them. 				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> • Get to know who is really engaged within your community and develop a relationship with them. • State with sincerity and determination what the park is trying to accomplish, specifically in asking collaborators for their time, thoughts, expertise, and trust. • Establish how much say stakeholders will have in park projects/exhibits/programs, etc. 				
48.	Determine who on staff has the most passion/expertise/ability to pursue relationships with stakeholders/community engagement and make working on those relationships/engagement part of EPAP and IDP.				

Identifying and Reaching Out to Stakeholders Total	
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IX. Building and Maintaining a Collaboration

The goal of the action items below is to build and maintain strong collaborations that advance park and stakeholder missions.

T. Developing, nurturing, and maintaining community and stakeholder relationships.

Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place

Legacies of Enslavement and Race in NCA Parks

49.	Conduct annual validation and periodically review the collaborative document (Memorandum of Understanding or other) with every collaborating stakeholder to restate goals of the partnership and ensure that the collaboration maintains its purpose.				
50.	Develop an institutional mindset of community collaboration by incorporating community/stakeholder input into all that you do.				
51.	<p>Make sure that staff have the capacity and time built into their work plan to develop and ensure continuity of those relationships. Clearly outline employee responsibilities to stakeholders in their job duties.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Consider staff turnover (in park and with stakeholders) and how that affects the continuity of the relationship. • Ensure that responsibility for these connections is spread out among staff, so one staff member is not responsible for all relationships. • Don't over-commit or over-promise. • Acknowledge different viewpoints and that everything cannot get addressed or even resolved. • Show up at community events! Be present - volunteer for your 				

Legacies of Enslavement and Race in NCA Parks

	stakeholders/collaborators! Adjust staff hours to allow this.				
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U. Valuing and amplifying stakeholders’ narrative helps the park become part of the community and helps the community see themselves reflected in the park’s narrative.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
52.	Find more people to share knowledge or lead programs (authors, community leaders, etc.). Don’t rely on the same people used in the past – branch out.				
53.	Diversify content of park’s newsletters or social media to reflect things happening in the park, the community, and stakeholder news.				
54.	Share knowledge with the community/stakeholders, then STOP and LISTEN.				
55.	Invite community members/stakeholders to participate in or co-develop events so they can showcase their talents and resources..				

Building and Maintaining Collaborations Total	
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Community/Stakeholder Involvement Total	
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Staff and Volunteer Recruitment, Training, Assessment, and Support

Legacies of Enslavement and Race in NCA Parks

A successful park invests in the recruitment, training, assessment, and ongoing support of its staff and volunteers. It is essential to creating an environment where employees can reach their full potential and feel safe and empowered. All staff and volunteers – not just frontline staff – must receive training on race and identity awareness, as well as a general knowledge of the site’s history and non-negotiables. Frontline interpretation/education staff and volunteers should receive more in-depth interpretive training and content knowledge. A robust assessment program, with ongoing training and support, will help maintain a competent, knowledgeable, and empathetic workforce.

X. Recruitment and On-Boarding

The goal of the action items below is to assemble a diverse staff and volunteer corps who are willing and able to interpret the history and legacies of enslavement. Diversity amongst staff and volunteers brings multiple perspectives and views, which makes for a robust and empathetic workforce.

V. Building a diverse staff takes time and care.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
56.	Clarify knowledge, skills, and abilities that you are seeking in a staff member. I.e., Are you looking for someone to fill the park ranger position description or are you looking for someone with new skill sets? Work with your HR person to use Assessment Questions and Job Analysis to highlight skill sets you are looking for in new employees.				
57.	Review composition of current staff and assess if their skills will help meet park goals for interpreting the history and legacies of enslavement for the upcoming years. Strategies: <ul style="list-style-type: none"> Review existing position descriptions and, as necessary, submit them for updating. 				

Legacies of Enslavement and Race in NCA Parks

	<ul style="list-style-type: none"> Adjust training plan to provide staff with skills they will need to accomplish goals. 				
58.	<p>Employ NPS outreach and recruitment strategies, nationally and locally, to include underserved and underrepresented populations.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Rely on HR experts to help address/develop target areas. Educate park hiring managers on the use of special hiring authorities and recruitment tools. Support Special Emphasis Programs (SEPs) and appoint SEP managers as advisors on hiring, retaining, and promoting a diverse workforce. Develop and establish a centralized recruitment process for mission critical and hard-to-fill occupations. Use Schedule A hiring authority and Veteran Hiring authorities as a strategy to recruit and retain a diverse workforce. Require all vacancy announcements utilize the Monster USA Staffing question that relates to “How did you hear about this vacancy/job announcement?” 				
59.	Employ additional strategies to maximize the NPS ability to recruit from a diverse, broad spectrum of potential candidates.				

Legacies of Enslavement and Race in NCA Parks

Strategies:

- Develop local marketing material to increase our ability to attract and recruit a diverse workforce.
- Conduct information sessions about park job opportunities and on how to navigate USA Jobs.
- Partner and build constructive relationships with schools (k-12), colleges and universities (identify students who are writing dissertations on topics that relate to slavery and race), minority serving institutions, community-based organizations, tribal governments, veterans and individuals with disability organizations, small businesses, professional associations, and others to expand recruitment and outreach to communities.
- Foster outreach and partnership efforts with veteran organizations, individuals with disability organizations, minority serving institutions, Tribal Governments, cooperative ecosystems study units, and other organizations.
- Leverage the expertise and liaisons of affinity groups to reach and retain the best NPS talent.
- Encourage hiring of multilingual employees to facilitate outreach to diverse communities.

Legacies of Enslavement and Race in NCA Parks

60.	Establish clear job expectations for interpreting slavery during the interview and selection process. Use of panel interviews is a best practice.				
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W. Recruiting a diverse volunteer corps is essential to carry out a park's mission.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
61.	<p>Establish clear/written job expectations for interpreting slavery, and other topics such as race, labor, gender, and class, in volunteer position description and during interview process.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Volunteers' work must align with park's needs. • Volunteers are treated as employees and are expected to follow the same rules/protocols and do the same work as employees. • Get a resume from volunteer applicants and check their references. Have a formal interview to find if the position is a good fit for the volunteer's skills. 				
62.	Reach out to partners, stakeholders, and community members to advertise and recruit for volunteer positions.				
63.	Write an SOP for volunteer selection process to include a trial/probationary period to reassign or release the volunteer if they do				

Legacies of Enslavement and Race in NCA Parks

not demonstrate knowledge, skills, and ability that align with park intentions/goals.				
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X. Comprehensive on-boarding for staff, volunteers, cooperating association staff (e.g., Eastern National) provides the opportunity for everyone to be on the same page and work toward the same goals.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
64.	<p>Hire and onboard new employees (and volunteers) in pairs or cohorts (especially those hired by way of special hiring initiatives like Direct Hiring Authority).</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Fully implement, utilize, and evaluate the New Employee Onboarding Program (including local perspectives, stay interviews, exit interviews, checklists, sponsors, etc.). • Think about your own blind spots when it comes to the culture of your park and how that may or may not make others feel welcome. • Talk with new employees and volunteers about what makes them feel welcome. • Introduce new employees and volunteers to park’s culture of empathy and inclusion. 				

Recruitment and Onboarding Total	
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XI. Training

Legacies of Enslavement and Race in NCA Parks

The goal of the action items below is to develop and implement a series of trainings that provide all staff and volunteers with the skills and guidance they need to interpret the history of slavery and build an anti-racist workplace.

Y. Establish diversity, equity, accessibility, and inclusion training for all park staff, volunteers, and cooperating association staff.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
65.	<p>Conduct required racial awareness, anti-racist, implicit bias, and cultural competency training on an annual basis for all employees and volunteers.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Conduct a baseline assessment of staff implicit bias. • Prepare staff to engage colleagues in a respectful manner and using conflict resolution techniques. • Hold each other accountable for diversity, equity, access, and inclusion actions. • Create a culture of personal responsibility, in which individuals reflect on the history and the work. • Train staff on how to have difficult conversations with colleagues. • Identify a process for reporting sexual harassment. • Provide cultural competency training. 				
66.	<p>Conduct de-escalation and scenario-planning training for all staff so that everyone is equipped with the same knowledge on how to react to situations and supervisors can provide better support for their staff.</p>				

Legacies of Enslavement and Race in NCA Parks

Z. Establish interpretation/visitor experience training for frontline staff and volunteers.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
67.	Require all staff and volunteers who provide interpretation and education services in units of the national park system on behalf of the NPS, to develop the knowledge, skills, and abilities necessary for effective delivery of interpretive and education programs. (From DO6) E.g.: Audience Centered Experience training, facilitated dialogue, formal interpretive program, etc.				

Training Total	
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XII. Assessment and accountability for frontline interpretation staff and volunteers

The goal of the action items below is to establish tools for assessing staff and volunteer interpretive skills, and procedures for holding them accountable.

AA. Develop and implement assessment tool for evaluating interpretation staff tours and programs.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
68.	Develop comprehensive assessment tool for evaluating staff tours and programs and implement twice a year for each interpretation/education ranger. Strategies: <ul style="list-style-type: none"> • See ACE evaluation and other evaluation tools for formal 				

Legacies of Enslavement and Race in NCA Parks

	<p>interpretive programs in Common Learning Portal.</p> <ul style="list-style-type: none"> • Use results to plan Employee Performance Appraisal Plans (EPAP) and professional development needs. • Use tool to assess current program offerings and use feedback to expand or eliminate programs. <p>Assessment criteria should include:</p> <ul style="list-style-type: none"> • Telling inclusive stories. • Balancing the horrific stories of slavery with stories of agency. • Using park-approved vocabulary and non-negotiables. • Engaging visitors in dialogue. • Encouraging visitor empathy with the enslaved. • Making connections between institution of slavery and inequities in the U.S. today. 				
69.	<p>Form a community of practice that brings practitioners, researchers/academics, and stakeholders together to engage in cross-park assessment of each other’s programs.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Tap cross-divisional ties (cultural resources staff, administration, etc.). • Staff from other parks or NCAO • External reviewers (stakeholders, academics, museum educators, etc.). 				

Legacies of Enslavement and Race in NCA Parks

BB. Develop and implement process for assessing volunteer accountability to park's interpretive goals.

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
70.	Develop assessment tool (like the one for staff or the same one) for evaluating volunteer tours and programs and implement it twice a year. Strategies: <ul style="list-style-type: none"> • Use feedback from assessment to identify additional professional development. • Include volunteers in all interpretive professional development and communities of practice. 				

Assessment and Accountability Total	
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XIII. On-going personal/professional growth, support, and mentoring

The goal of the action items below is to create a nurturing environment of personal and professional growth for staff and volunteers, in which they are supported and mentored through interactions with supervisors and peers.

CC. Workplace culture and accountability

	Action Item	In-place (2)	In-process (1)	Not Started (0)	Examples of what is in-process or in-place
71.	Develop and maintain a work culture that encourages self-care. Strategies: <ul style="list-style-type: none"> • Schedule time for staff to decompress from examining these topics. It's 				

Legacies of Enslavement and Race in NCA Parks

	important to build restorative time into the schedule. Adjust operations to allow time for adequate regrouping/recovery.				
72.	Equip supervisors/managers at all levels of the organization on how to coach, mentor, and develop employees. Strategies: <ul style="list-style-type: none"> Engage regional training office to identify training and resources for mentors and mentees and locate mentors for staff members either within your park, the region, or NPS. 				
73.	Utilize tools (e.g., exit interview, etc.) and resources (e.g., coaching, mentoring, Leadership Academy, Emerging Leaders, Generating Organizational Advancement and Leadership-GOAL, etc.) for supervisors that support employee growth, advancement, and retention. Strategies: <ul style="list-style-type: none"> Ensure diversity, inclusion and equity when recommending individuals for programs such as the Leadership Academy, Emerging Leaders, and the GOAL academy. 				
74.	Use Individual Development Plans (IDPs) to assist in the development, mentoring and retention of employees.				
75.	Engage in direct conversation with underperforming staff and volunteers about the fact that they are not meeting job expectations				

Legacies of Enslavement and Race in NCA Parks

	<p>or contributing to an empathetic workgroup and help move them forward (or out).</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Review job description and expectations. • Develop a plan to remediate behavior. • Recommend resources and training that will help improve their knowledge/skills, including de-escalation training for verbal violence, specific books, such as “How to be anti-racists,” research, or articles. 				
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Growth, Support, Mentoring Total	
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Staff and Volunteer Recruitment, Training, Assessment, and Support Total	
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