

LONG-RANGE INTERPRETIVE PLAN

HALEAKALĀ NATIONAL PARK

JANUARY 2003



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LONG-RANGE INTERPRETIVE PLAN

Comprehensive Interpretive Plan

Section 1. Long-Range Interpretive Plan

Haleakalā National Park

Maui, Hawai'i

Mana o Hawai'i, Mana o Haleakalā

Spiritual Power of Hawai'i, Spiritual Power of Haleakalā

January 2003

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PART 1. BACKGROUND AND FOUNDATION

INTRODUCTION

Congress established the summit of Haleakalā Volcano as the Haleakalā section of Hawai'i National Park on August 1, 1916. The park was renamed Haleakalā National Park (NP) on September 13, 1960, and became an independent unit of the National Park System effective July 1, 1961. Approximately 19,270 acres have been designated as wilderness under the 1964 Wilderness Act. In 1980, the United Nations' UNESCO Man and the Biosphere Program designated the park as an International Biosphere Reserve.

Boundaries have been readjusted throughout the years. In 1951 the Kīpahulu Valley was authorized for inclusion in the park. In 1969, 880 acres in the Kīpahulu coastal area were authorized for addition. Laurance Rockefeller donated approximately 50 acres in and around 'Ohe'o Gulch to the park in 1969. This was followed by The Nature Conservancy (TNC) donation in 1970 of about 28 acres located above the former Rockefeller property. More recent additions in the lower Kīpahulu area include 52 acres of Rockefeller property, the purchase of an 18-acre parcel of land, and the remainder TNC property totaling nearly 500 acres. In 1998, the Ka'apahu property of 1,478 acres was added. In 2001, another 5,449 acres of the park were converted to wilderness. This was accomplished through publication of a notice in the Federal Register, since all requirements had been met for such designation. Currently, the park encompasses 30,183 acres.

Since 1998, the Haleakalā NP staff and park partners have undertaken a comprehensive interpretive planning process to discuss and describe a desired visitor experience promoting resource protection and visitor enjoyment of the park. They also examined the park's interpretive and educational programming, which fosters visitor understanding and appreciation of the significant resources of Haleakalā NP. This *Long-Range Interpretive Plan* (LRIP) provides direction for both these efforts - supporting a desired visitor experience, and implementing an interpretation and education program to meet specific goals. This plan has been prepared in accordance with the National Park Service (NPS) Interpretation and Education Guideline (Fall 2000), as well as guidance for goal-driven performance management (Government Performance and Results Act of 1993) and the park's 1995 *General Management Plan* (GMP). The

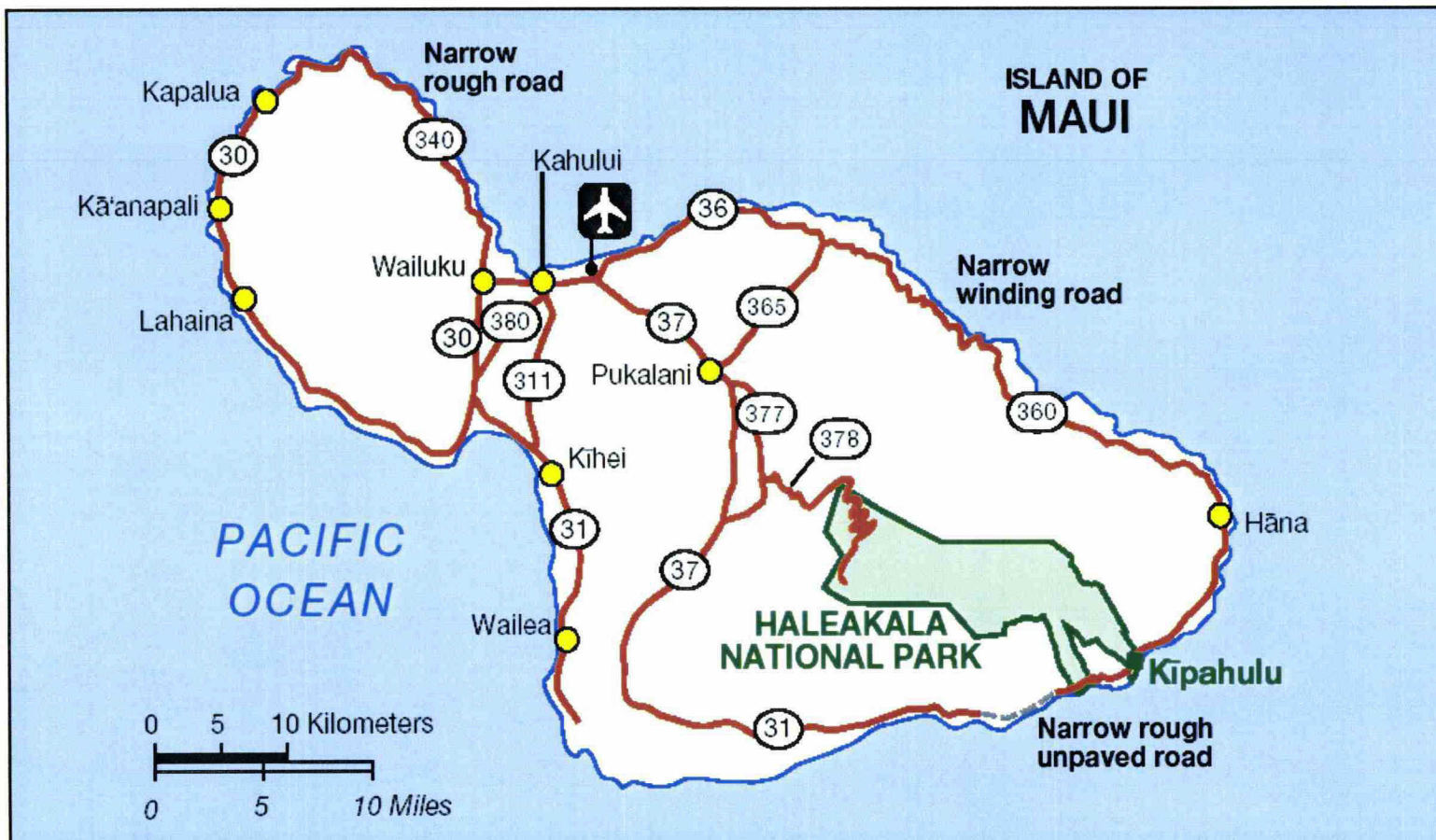
PART 1. BACKGROUND & FOUNDATION

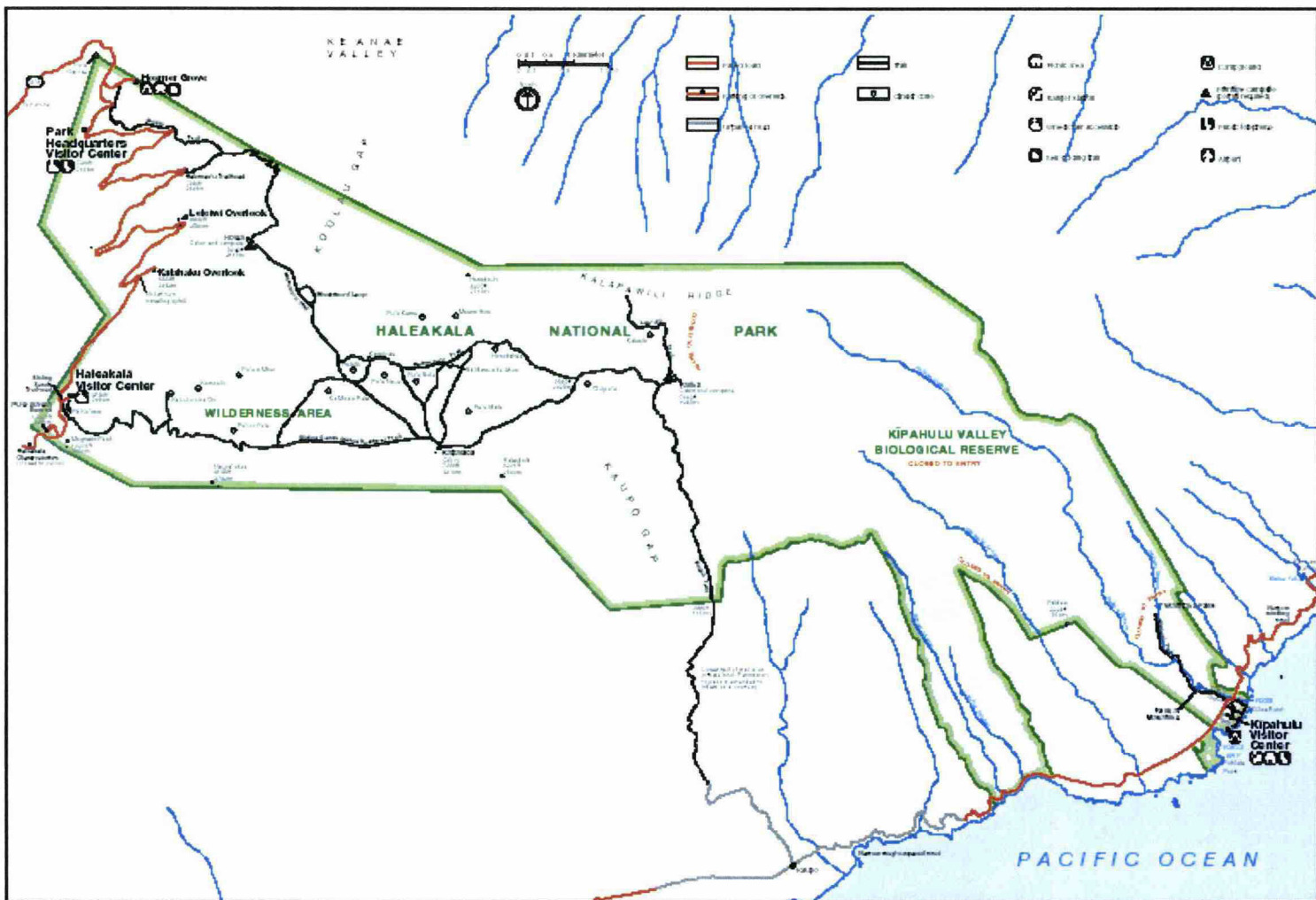
LRIP will join an *Annual Interpretive Plan* and an *Interpretive Database* (prepared and compiled by park staff) to comprise a Comprehensive Interpretive Plan for Haleakalā NP.

The long-range interpretive planning effort was initiated in June 1998 for the Kīpahulu District. Conceived as a "vision workshop," meetings held in Hāna brought together NPS staff, park neighbors, and members of the Kīpahulu 'Ohana. A second workshop focusing on the Kīpahulu District was held in January 1999. In February 1999, the decision was made to broaden the scope of the LRIP to include the park's Summit District. A workshop and public meeting were held in February 2000 in Pukalani. A second workshop was held in October 2000. The results from both planning efforts (Kīpahulu and Summit districts) are combined into this parkwide LRIP.

Maps of the island of Maui and of Haleakalā NP are on the next two pages.

ISLAND OF MAUI MAP





PARK MAP

PARK PURPOSE AND MISSION

The park purpose summarizes the reasons Congress established Haleakalā NP. It is based on the park's enabling and subsequent legislation. The park purpose, together with resource significance statements, provides the foundation for the park mission and long-term goals. This purpose statement appears in the park's Fiscal Year 2000-2005 Strategic Plan.

The purpose of Haleakalā NP is to:

- preserve unique native Hawaiian ecosystems, scenic character, and associated Hawaiian culture.
- provide educational, inspirational, and recreational opportunities compatible with preserving natural and cultural resources values.

This mission statement appears in the park's Fiscal Year 2000-2005 Strategic Plan.

Haleakalā National Park is dedicated to:

- preserving a nationally significant portion of Haleakalā Volcano and unique native Hawaiian ecosystems.
- allowing public access to many of its geologic, scientific, scenic, and historic features.
- offering opportunities for recreation, education, inspiration, and enjoyment.

PARKWIDE RESOURCE SIGNIFICANCE

Statements of significance describe the distinctive values of Haleakalā NP. They describe why these values are important within a national and international context, and why they contribute to the park purpose. These significance statements appear in the park's Fiscal Year 2000-2005 Strategic Plan.

Haleakalā NP:

- Represents highly diverse volcanic, geological, and biological habitat ranging from over 10,000 feet elevation (highest point on Maui, third highest in the state) to sea level.
- Contains one of the few relatively intact remnants of a unique and disappearing Hawaiian biota found no other place in the world and designated as part of the biosphere reserve system.
- Includes the remote, pristine Haleakalā wilderness acclaimed for its attributes of beauty, serenity, and tranquility and where visitors can temporarily retreat from civilized society.
- Contains abundant archeological and historical remains of the pre-European contact Hawaiian civilization.
- Is of religious and cultural importance to the Native Hawaiian community.
- Has many historical and cultural sites listed on the National Register of Historic Places.
- Is an important component in East Maui Watershed Partnership whose preservation is the objective of a multi-organizational effort.
- Is Maui's number one tourist destination, an integral part of the tourist-based economy of the island.
- Has class I air quality designation.
- Provides outdoors recreational and educational opportunities unavailable elsewhere on Maui to the public.

SUMMIT DISTRICT RESOURCE SIGNIFICANCE

The Summit District:

- Is an area of active volcanism currently being shaped by the action of erosion.
- Is a world-class example of an aeolian (wind-dependent) ecosystem.
- Has accessible micro-ecosystems dependent on elevation and rain shadow.
- Is one of few places that you can see native Hawaiian species of animals and plants, such as *nēnē* (Hawaiian goose) wolf spiders, honeycreepers, and Haleakalā *‘āhinahina* (Haleakalā silver-sword).
- Has exceptional examples of native Hawaiian subalpine shrubland.
- Has a heritage of traditional Hawaiian uses for cultural purposes reflecting connections through resources and the spirit of the area - *mana*.
- Has a dryland/mesic ecosystem in Kaupō Gap where people can see resource management in action.
- Is listed as the Crater Historic District on the National Register of Historic Places, and includes numerous cultural resources.
- Is an area where numerous cultures and groups of people have journeyed throughout time for many cultural, recreational, spiritual, and economic reasons.
- Contains over 14,000 acres of designated wilderness and is an area of significant wilderness values.
- Has been designated as an International Biosphere Reserve and is an important element of the world's reserve system.
- Is the "weather engine" (generates weather patterns) for all of Haleakalā.
- Is the headwaters of the East Maui watershed.
- Contains *Pōhaku Pālaha*, the *piko* (center) for all the traditional *moku* (districts) and land divisions of Haleakalā.
- Is the subject of numerous Hawaiian legends.
- Is a traditional cultural place to Hawaiian people with long-

standing cultural associations with park resources. Haleakalā continues to be a place where Hawaiians *live* and experience their culture today.

- Is a living classroom with unique resources, attracting learners of all ages.

KĪPAHULU DISTRICT RESOURCE SIGNIFICANCE

The Kīpahulu District, from the headwall of the Kīpahulu Valley to the ocean, is an example of a traditional Hawaiian land division. It is created from portions of several ancient *ahupua'a*. Significant features of the Kīpahulu District include the Kīpahulu Valley; water and the watershed of Kīpahulu; archeological sites and historic structures; the people of Kīpahulu (living, historical, and ancient); and natural and cultural coastal resources.

Kīpahulu Valley

The valley contains a rich assemblage of endemic plants and animals found nowhere else in the world.

The valley cradles one of the most diverse and intact native rain forest ecosystems remaining in Hawai'i.

Kīpahulu resources are an important element of an International Biosphere Reserve.

The presence of the upper valley continues to provide a source of spiritual inspiration to Native Hawaiians, residents, and visitors.

Water and watershed of Kīpahulu

Human use of water resources in Kīpahulu exhibits change in human values through time.

The Kīpahulu watershed provides critical habitat for endemic aquatic species.

Palikea Stream, the longest free flowing stream in Hawai'i, has been nominated as a national wild and scenic river.

Archeological sites and historic structures

Kīpahulu cultural resources are well preserved and retain high integrity.

Modern Hawaiians continue to use ancient sites and structures (*lo'i* - irrigated taro patch, *'auwai* - ditch or canal, *heiau* - temple or shrine).

Kanekauila Heiau, adjacent to the park, is one of 11 large *heiau* on Maui. Its relationship with Mo'okini Heiau, on the Big Island, illustrates the traditional Hawaiian connection between Maui and Hawai'i.

These sites and structures continue to provide a source of spiritual inspiration to Native Hawaiians, residents, and visitors.

Natural and cultural coastal resources

Access to the coastal areas continues to provide a source of spiritual inspiration to Native Hawaiians, residents, and visitors.

Coastal waters continue to provide ocean resources; nearby land resources provide food and culturally significant raw materials.

The People of Kīpahulu

Nā mo'olelo (the stories) of Kīpahulu and the richness of the stories carried through generations help to demonstrate the living culture of the area.

Visitors can experience living Hawaiian culture through interaction with the staff, neighbors, and friends of Kīpahulu.

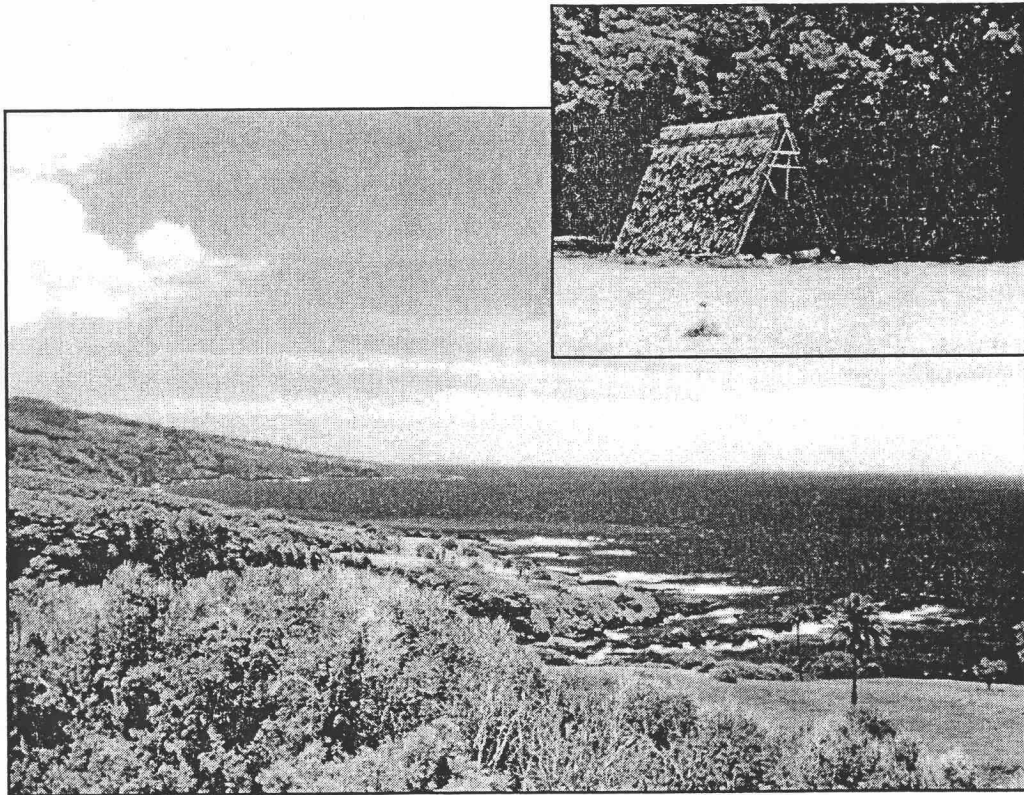
Cultural resources in Kīpahulu illustrate a continuum of Hawaiian lifestyles from pre-contact to the present.

Native Hawaiians, National Park Service staff, and other Kīpahulu neighbors work to preserve Kīpahulu and native endemic biota through their lifestyle (including the concepts of *'ohana* - family, *laulima* - cooperation, *lōkahi* - harmony, *mālama 'āina* - care for the land, and *alu like* - work together).

Work within the Kīpahulu District illustrates the traditional concept of *mālama 'āina*, which closely parallels the NPS concept of preservation stewardship.

Kīpahulu was preserved as part of Haleakalā NP through a grass-roots effort initiated by the local Kīpahulu community.

KĪPAHULU DISTRICT VISION STATEMENT:



The staff, neighbors, and friends of Haleakalā NP's Kīpahulu District embrace the concept of *mālama 'āina* - traditional Hawaiian stewardship.

We encourage the practice of *mālama 'āina* in Kīpahulu by:
preserving pristine native Hawaiian resources,
perpetuating traditional *ahupua'a* land uses,
restoring the natural and cultural environment,
offering opportunities to experience old Hawai'i.

INTERPRETIVE THEMES

Interpretive themes describe important ideas or messages about Haleakalā NP all visitors should understand. Based on the park's purpose and significance, themes provide guidelines for making decisions concerning which interpretive messages will be told through what means. Themes do not include everything that may be interpreted, but they include those ideas that are critical to understanding the park's significance. All interpretive efforts (both media and personal services) should relate to one or more of the themes, and each theme should be addressed by some part of the interpretive program.

Interpretive Concept Plan Themes

The close physical proximity and shared visitation of six NPS areas in the state of Hawai'i (excluding the U.S.S. Arizona Memorial) offers a variety of interpretive opportunities. The ability to interpret shared natural and cultural systems as opposed to separate "island" parks is important. The human and natural history of Hawai'i, as represented in these six NPS areas, is presented in this context.

The following interpretive themes (from the *Interpretive Concept Plan*, February 1999) are the common threads that tie together six separate parks into a whole cloth:

The Hawaiian Islands were formed through volcanic processes that continue today.

The results of millions of years of volcanic activity has created diverse landscapes in the Hawaiian Island chain which display various stages of island building, erosion, and subsidence.

Over millions of years, species of plants and animals colonized the Hawaiian Islands at the rate of roughly one every 70,000 years; the astounding diversity of life that flourished on these isolated, once-barren islands bears witness to the forces of evolution and adaptation, and the tenacity of life.

Beginning with the Polynesians and continuing into today, humans have produced tremendous changes in the Hawaiian Islands' native ecosystems resulting in the loss of many native species and the introduction of many alien plants and animals.

Polynesians crossed more than 2,000 miles of the Pacific Ocean and became well established in Hawai'i over 1,500 years ago;

these remarkable sailor-navigators in their voyaging canoes were fully outfitted to set up viable colonies.

Native Hawaiian people thrived in this isolated archipelago due to careful management of resources within the *ahupua'a*; land was organized and resources shared to sustain relatively large populations.

Evidence of Hawaiian settlement provides insights into the life and ways of Hawaiians - their highly stratified society with strictly maintained classes, *kānāwai* (system of laws), *kuleana* (sense of personal responsibility), and rich and varied community life.

After western contact the people and native environment of Hawai'i were changed forever.

Kamehameha the Great, whose lineage and life was rooted in the past, unified the Hawaiian Islands by 1810, instituted changes in land tenure and in the hierarchical structure of Hawaiian society, and set up a government which incorporated both the old and the new.

Hawaiian cultural tradition is a rich, evolving heritage that can be experienced firsthand in the islands.

Summit District Themes:

Ecosystems

Haleakalā Volcano supports extremely diverse ecosystems from sea level to 10,000 feet in elevation. Environments that are the last and only home to many fragile, endemic plants and animals (that have adapted to island life and have evolved over time) are continuously threatened by alien species and human actions.

Further loss of Haleakalā Volcano's endemic plants and animals threatens not only the health of remnant Hawaiian ecosystems, but endangers intricate connections with living Hawaiian culture.

Beyond Park Boundaries

Haleakalā National Park is not an island; visitors and neighbors alike share the responsibility of protecting the park's qualities of wilderness, clear night sky, natural quiet, and clean air.

Haleakalā National Park's unique biota, diverse habitats, and clear night sky attract researchers from around the world. The park's des-

ignation as an International Biosphere Reserve identifies its importance to the global scientific community.

As a part of the East Maui Watershed Partnership, Haleakalā National Park actively participates in the preservation of a healthy watershed on the windward slopes of Haleakalā Volcano.

Park Management/Mālama 'Āina

Principles of traditional Hawaiian stewardship of the land, *mālama 'āina*, are parallel to NPS management goals at Haleakalā NP, offering a blend of traditional belief and scientific research.

Geology

The Haleakalā shield volcano is the result of a million years of countless volcanic eruptions; the ongoing contest between volcanism and erosion on Maui is best represented by Haleakalā summit basin where the handiwork of Pele is constantly challenged by wind and rain.

Cultural

The sun is the source of life; at Haleakalā (literally, house of the sun) where the sun crosses the sky and represents the span of life, the summit basin is sacred in native Hawaiian religion and culture.

Beginning with the Polynesians and extending to visitors today, people have been drawn to the summit of Haleakalā. The cultural and religious associations, and historical and recreational use of the Haleakalā summit basin reflects its *mana* (personal or spiritual power).

Kīpahulu District Themes:

The Kīpahulu District contains unique and fragile biota, significant cultural features, and a vibrant, living culture.

Living Culture

Native Hawaiian culture of Kīpahulu is alive and visible on the landscape.

The *ahupua'a* is a living example of traditional Hawaiian social and land management.

The *ahupua'a* concept is unique to Hawaiian culture.

The living aspects of the *ahupua'a* survive through spiritual and cultural practices of the 'ohana of Kīpahulu.

Unique Biota

The specially adapted biota of Kīpahulu is diverse and fragile.

Kīpahulu Valley is the best surviving example of a native Hawaiian rain forest.

Endemic plants found in Kīpahulu are the most important element in the water processes that provide life within an *ahupua'a*.

Kīpahulu Theme Context

Kīpahulu biota and culture are inseparable.

The Kīpahulu Valley and the accessible coastal areas of the Kīpahulu District provide visitors with opportunities to learn about the district's interpretive themes. Many native plants and animals of upper Kīpahulu Valley are found nowhere else in the world. The geology, habitat, and biota within Kīpahulu Valley provide a high-quality watershed that gives life to the people of Hawai'i. The abundance of water that continues to carve the valley created fertile, terraced soils that allowed endemic life to flourish. Kīpahulu also contains a cross section of Hawaiian pool formations known as plunge pools (undercut basalt ledges over more easily eroded volcanic sediments). These and other watershed features in an accessible area offer important educational opportunities with spiritual, physical, mental, and emotional components.

Kīpahulu contains several *ahupua'a*, a uniquely Hawaiian concept of land use. Cultural resources in Kīpahulu illustrate a continuum of Hawaiian lifestyles from pre-contact to the present. *Nā mo'olelo o Kīpahulu* and the richness of the stories about water, 'āina (land), ancestors, birds, plants, and spirituality that have been carried through generations demonstrates the living culture of the area. The *ahupua'a* represents the spiritual and physical significance of the 'āina, the bond between people and the land. Kanaka Maoli (full-blooded Hawaiian people) have survived in Kīpahulu because they practice concepts of 'ohana, laulima, lokahi, mālama 'āina, and alu like.

Individuals in the Hawaiian community initiated the science and research in Kīpahulu Valley that precipitated the valley's addition to the national park. These individuals also provided tools to the

Hawaiian people in the area to continue living their culture, and land stewardship is an ongoing practice. The Kīpahulu community retains a strong Hawaiian identity that perpetuates human heritage and offers examples of balanced resource use. The ancient values of land stewardship are still applied within the park today. The 'ohana of Kīpahulu and nearby residents present living Hawaiian culture through interaction with visitors and residents alike. Native Hawaiians work with the NPS, not only as part of a job, but through a lifestyle, to preserve traditional land use, culture, and history. Together we protect this rare ecosystem that was here when our early ancestors arrived.

The NPS will also educate visitors about historical and contemporary steps taken by environmental giants such as Charles Lindbergh and Laurance Rockefeller, as well as by The Nature Conservancy and local leaders to expand Haleakalā NP to the Kīpahulu shoreline, preserving the area for future generations to enjoy.

MANAGEMENT GOALS FOR VISITOR EXPERIENCE

Visitor experience may be described as those memories, often characterized by feelings rather than knowledge, visitors accrue during their visit to a park. Often the most memorable experiences occur informally, such as a talk with a park interpreter. The best experience for some visitors could be the cool feel and soothing rhythm of a waterfall tumbling into a pool on a warm afternoon. Others may remember the gentle pattern of a trail beckoning feet to a historic landmark and thoughts to a bygone time. Pleasant smells, lush vegetation, or the contrast between a black lava shoreline and cerulean ocean may become another's most memorable experience.

Management goals for visitor experience are general descriptions of desired experiences that the NPS will make available for visitors to Haleakalā NP. In 1993, Congress passed the Government Performance and Results Act (GPRA), which seeks to make government more effective and efficient. To meet the act's requirements for performance management, Haleakalā NP has developed a hierarchy of goals to guide daily actions, measure results, and evaluate performance.

The following hierarchy of goals for visitor experience at Haleakalā NP represents A) the context of six NPS areas in Hawai'i that illustrate Hawaiian culture, B) GPRA mission and long-term goals (agency and park), and C) park-specific goals. Proposals made in this parkwide Long-Range Interpretive Plan will address the most effective and efficient ways to meet these goals.

A) Interpretive Concept Plan Goals

Visitor Experience Goals for six NPS areas in Hawai'i - Pu'uhonua o Hōhauhau NHP, Pu'ukoholā Heiau NHS, Hawai'i Volcanoes NP, Kaloko-Honokōhau NHP, Kalaupapa NHP, Haleakalā NP (*Interpretive Concept Plan*, February 1999)

In the future at six NPS areas in Hawai'i visitors would have the opportunity to:

Orientation

- learn about all of the national parks in Hawai'i.
- obtain accurate information about cultural and natural resources in Hawai'i.

- plan their visit for efficient use of time, enjoyment of park resources, and an enriching park experience.
- become aware of any hazards to their safety.

Activity

- visit a natural/scenic area or a cultural site.
- see native plants or animals.
- see a variety of volcanic landforms such as lava tubes, craters, and cones.
- observe the physical evidence and experience the spirit of Hawaiian culture throughout the islands.
- participate in recreation activities that are in harmony with park resources.
- gain physical and programmatic access to media, services, and experiences related to each park's significance.

Interpretation

- understand the geologic processes that formed, and are continuing to form, the Hawaiian Islands and how people adapted to this landscape.
- become aware of the special values regarding conservation of the environment encompassed in native Hawaiian ecosystems.
- recognize threats to the survival of native Hawaiian species, both plants and animals.
- learn about and appreciate native Hawaiian culture as an evolving culture.
- form their own intellectual and emotional connections with park resources and Hawaiian people.

B) Government Performance and Results Act Goals for Visitor Experience (Strategic Plan Fiscal Year 2000-2005)

NPS Servicewide Mission Goal: Visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

Park Mission Goal IIa: Park visitors safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and recreational opportunities.

Long-Term Goal IIa1: By September 30, 2005, 95% of visitors are satisfied with the appropriate park facilities, services, and recreational opportunities.

Long-Term Goal IIa2: By September 30, 2005, the number of visitor accident/incident is reduced by 10% from the 1997 levels.

Park Mission Goal IIb: Park visitors and the general public understand and appreciate the character and value of the park's native ecosystems and cultural resources and understand the problems associated with their preservation for this and future generations.

Long-Term Goal IIb1: By September 30, 2005, 75% of park visitors understand and appreciate the significance of the park.

C) Park-specific Visitor Experience Goals

Visitors to Haleakalā NP will have the opportunity to:

1. recognize they are in a unit of the National Park System.
2. have quality interaction with park staff.
3. experience an area with minimal human development.
4. understand and appreciate that Hawaiian culture is a living culture.
5. experience aspects of Hawaiian lifestyle, culture, and resources, including traditional oral history.
6. have equal access to resources, services, and facilities in a variety of ways.
7. see and use the park as a valuable educational resource.
8. choose from a variety of media to learn about park resources.
9. receive accurate, appropriate, and up-to-date park information.
10. purchase educational, theme-related materials.
11. obtain quality information from non-park sources.
12. receive a clear orientation to the park and to all main park themes.

13. experience solitude.
14. engage in self-discovery.
15. feel safe and comfortable on trails and in facilities.
16. experience a wide range of habitats and ecosystems.
17. have a quality backcountry experience.
18. actively participate in land stewardship and protection of park resources.
19. understand the purpose and significance of the restricted biological reserve.
20. experience the park in ways that are respectful.
21. gain a sense of the connection of park resources to Hawaiian culture.
22. understand the long history of Haleakalā NP and that it was once part of Hawai'i NP.

Desired Visitor Experience - Summit District

Visitors to the Summit District will have the opportunity to:

- understand and recognize that summit resources are truly native Hawai'i.
- appreciate the connection between pre-contact (prior to 1778) and post-contact cultural resources and the modern park landscape.
- see a volcanic landscape and understand the story behind it.
- have access to wilderness characteristics and qualities (including solitude, quiet, clear night sky, native vegetation, etc.) in the designated wilderness area.
- recognize and see that Haleakalā NP has an intact ecosystem (including worldwide designation as an International Biosphere Reserve).
- have their basic needs met allowing them to learn about and enjoy the park.
- enjoy unimpaired scenic views.
- have educational, recreational, and employment opportunities associated with park resources and values.

Desired Visitor Experience - Kīpahulu District

Visitors to the Kīpahulu District will have the opportunity to:

- understand, appreciate, and respect the scientific and cultural values of Kīpahulu.
- experience elements of a living *ahupua'a*.
- connect with water resources and realize the value of the entire Kīpahulu watershed.
- grasp the connection between Hawaiians, locals, staff, land, AND themselves - a true understanding and respect fostered through practicing *mālama 'āina* within the framework of the *ahupua'a*.
- understand and appreciate the contributions that Charles Lindbergh, Laurance Rockefeller, The Nature Conservancy, and local leaders made in the establishment of the Kīpahulu area of Haleakalā NP.

Desired Resource Conditions - Summit District

The integrity and health of natural resources in the Summit District are restored and maintained.

Hawaiian cultural resources are recognized, respected, preserved, and protected.

Pre-contact and post-contact cultural resources are recognized, preserved, and protected.

Wilderness resource characteristics and qualities are protected.

Desired Resource Conditions - Kīpahulu District

The upper Kīpahulu Valley (above 1,500') is restored and maintained as the best example of a pristine native Hawaiian rain forest ecosystem.

The lower Kīpahulu Valley (below 1,500') is restored and maintained as a mosaic of land uses representing pre-contact and post-contact Hawaiian communities.

ISSUES & INFLUENCES AFFECT- ING VISITOR EXPERIENCE

Visitor Use

Visitors are often inadequately prepared for their park visit (i.e., changing weather conditions, safety concerns, driving the park road) due to the relative lack of accurate information and orientation available outside the park.

In the Summit District overcrowding occurs at the west rim and summit on a daily basis, resulting in resource trampling, parking overflow, little or no interaction with park staff, and an inferior experience.

In the Kīpahulu District the amount and extent of alien vegetation interferes with open views and impedes visitor understanding of the natural and cultural landscape. Crowding occurs on a regular basis at the lower pools at Kīpahulu.

NPS Identity

Visitors who travel to the park on organized tours or who take commercial bicycle rides down the volcano have limited or no opportunity to interact with park staff or to access interpretive media due to strict time schedules.

Haleakalā NP, especially the Kīpahulu District, is often not recognized as a unit of the National Park System.

Facilities

Current visitor use facilities are far below what is needed for basic interpretive operations. The Park Headquarters Visitor Center fails to meet most interpretive and visitor experience goals. There is no auditorium or theater for orientation or interpretive programs. There are no facilities (outside of a very small picnic shelter at Hosmer Grove) to support education programs. Workspace for employees, equipment, and controlled storage space for media items is extremely limited. Visitors do not have their basic needs met, allowing them to learn about and enjoy the park.

Visitation to the Kīpahulu area increases annually. Visitor services, parking facilities, trails, and restrooms do not meet NPS standards.

Resource Protection

Visitors are not adequately informed about the threat and consequences of alien species in the park and the state.

Inappropriate visitor behavior (for example, walking off-trail) results in trampling of resources or disturbance of flora and fauna.

Workload

Inadequate staffing impedes the park's ability to meet desired visitor experience goals and to provide quality interpretive programming throughout the park. There is difficulty in staffing multiple visitor contact areas.

Base funding for interpretation is inadequate to provide minimal services to the ever-increasing numbers of visitors and meet national program demands, including safety and visitor education.

Safety

The ability to provide safety messages/warnings or to assist visitors with situations involving safety is hindered by inadequate staffing and funding.

Accessibility

Some areas in the park are not accessible because of high altitude and rough terrain. Most of the park's visitor use facilities do not meet the Americans with Disabilities Act standards. The restricted reserve is not available to the public in any way (including media presentation).

VISITOR PROFILES

AUDIENCE SEGMENTS

Visitors to Haleakalā NP are diverse and have individual needs and interests—it is not possible to describe the "typical" visitor. However, the following major audiences are identified and described for interpretive planning purposes.

International-Non-English Speaking Visitors

Tour groups-

- have basic needs to be met.
- desire purchases of sales items.
- require park information in other languages.
- can spend only short periods of time in the park.
- interpretive opportunities consist of short programs in native language.

Independent travelers-

- have basic needs to be met.
- desire purchases of sales items.
- require park information in other languages.
- seek hiking opportunities (in both the Summit and Kīpahulu districts).

Senior Visitors

- use visitor center, wayside exhibits, exhibits, and personal services programs.
- purchase sales items.
- could use an accessible trail in Kīpahulu and at the Summit Overlook.
- generally are part of tour groups on structured time-schedules.
- independent travelers (usually in front country areas) have more time to spend in the park.
- comprise life-long learners, participate in Elderhostel programs.

Native Hawaiian Visitors:

- some elder groups come to Kīpahulu to hike to Waimoku Falls.
- engage in traditional cultural uses of park resources (in both districts).
- participate in family reunions—Kīpahulu serves as "refuge" of Hawaiian culture vs. city.
- desire interactive programs focusing on cultural aspects.
- desire cultural demonstrations and storytelling.

General Audience

Independent Travelers-

- sightseeing is prevalent, use of overlooks is common.
- enjoy short to medium-length hikes.
- read the interpretive media.
- participate in scheduled programs.
- require orientation—arrive with misinformation.
- tend to be repeat visitors, spending multiple days in the park.
- consider Kīpahulu as "one more stop on the Hāna Highway," come for swimming and to see waterfalls.
- generally tend to be mainland visitors, but also include neighbor island visitors.
- both districts are "must sees," but generally don't know what to expect when they arrive.

Tour Groups-

- limited, structured time in the park.
- short interpretive opportunities and may be repeat visitors.

Maui Residents

- may participate in a wider variety of activities.
- students may have come first and come back with families.
- comprise large percentage of cabin users, enjoy long hiking trips.
- orientation needs are less, tend to be repeat visitors.
- require resource protection information.

- comprise large number of campers and long-weekend, repeat visitors at Kīpahulu.
- comprise large number of campers at Hosmer Grove.
- attend third, fourth, and fifth grade educational programs (along with children from neighbor islands).
- members of community groups (scouts, Rotary, etc.) request special programs; ask for park orientation.
- non-park visitors seek outreach programs, and tend to view the park as part of the community.

Employees of Park and Observatories/Kīpahulu 'Ohana

- require safety messages.
- initial resource orientation for new staff is helpful.

Backcountry Users

- comprised of all groups above.
- opportunity for in-depth contact with resources.
- longer exposure to weather patterns.
- large variation in skill and preparation level.

VISITATION STATISTICS

2001 Monthly

Haleakalā NP				
Month	Year	Recreation Visits	Non-Recreation Visits	Total Visits
January	2001	120,965	2,424	123,389
February	2001	128,827	2,424	131,251
March	2001	136,306	2,424	138,730
April	2001	127,741	2,424	130,165
May	2001	121,161	2,424	123,585
June	2001	118,356	2,424	120,780
July	2001	108,463	2,424	110,887
August	2001	136,615	2,424	139,039
September	2001	105,230	2,424	107,654
October	2001	111,098	2,424	113,522
November	2001	98,543	2,424	100,967
December	2001	97,669	2,424	100,093
Totals:		1,410,974	29,088	1,440,062

2000 Monthly

Haleakala NP				
Month	Year	Recreation Visits	Non-Recreation Visits	Total Visits
January	2000	112,542	2,424	114,966
February	2000	96,505	2,424	98,929
March	2000	143,523	2,424	145,947
April	2000	124,696	2,424	127,120
May	2000	145,054	2,424	147,478
June	2000	151,832	2,424	154,256
July	2000	156,721	2,424	159,145
August	2000	157,876	2,424	160,300
September	2000	138,727	2,424	141,151
October	2000	143,335	2,424	145,759
November	2000	124,250	2,424	126,674
December	2000	125,022	2,424	127,446
Totals:		1,620,083	29,088	1,649,171

YEARLY TOTAL VISITATION 1979-2001

Haleakala NP Summary for Jan-Dec, All Years					
Totals:	Year	Recreation Visits	Non-Recreation Visits	Total Visits	
	1979	673,955	12,502	686,457	
	1980	560,238	16,821	577,059	
	1981	631,684	12,977	644,661	
	1982	771,762	23,901	795,663	
	1983	864,289	25,136	889,425	
	1984	1,003,821	22,741	1,026,562	
	1985	1,194,651	23,525	1,218,176	
	1986	1,281,219	23,111	1,304,330	
	1987	1,333,900	25,986	1,359,886	
	1988	1,314,683	29,537	1,344,220	
	1989	1,367,761	28,760	1,396,521	
	1990	1,260,601	29,302	1,289,903	
	1991	1,228,332	33,047	1,261,379	
	1992	1,183,124	29,088	1,212,212	
	1993	1,317,433	29,088	1,346,521	
	1994	1,527,329	29,088	1,556,417	
	1995	1,594,596	29,088	1,623,684	
	1996	1,553,344	29,088	1,582,432	
	1997	1,673,561	29,088	1,702,649	
	1998	1,476,842	29,088	1,505,930	
	1999	1,757,517	29,088	1,786,605	**
	2000	1,620,083	29,088	1,649,171	
	2001	1,410,974	29,088	1,440,062	

Source for visitation statistics: NPS Public Use Statistics Office
(www2.nature.nps.gov/stats)

**1999 visitation numbers provided by HALE.

2000 Visitor Survey Results

The NPS Visitor Services Project, part of the Cooperative Park Studies Unit at the University of Idaho, conducted a visitor study at Haleakalā NP from March 26 to April 1, 2000.

The data reflect use patterns of visitors at the selected sites during the study period. The results do not necessarily apply to visitors during other times of the year. A total of 875 visitor groups were contacted, and 788 of these groups (90%) agreed to participate in the survey. Questionnaires were completed and returned by 601 visitor groups, resulting in a 76.3% response rate for this study.

- Seventy percent of Summit visitors were in family groups and 61% of Kīpahulu visitor groups were in family groups. Forty-nine percent of Summit visitors and 48% of Kīpahulu visitors were in groups of two. Forty-four percent of Summit visitors were between 36 and 55 years old. At Kīpahulu, 32% of visitors were 36-50 years of age; 20% were between 21 and 30 years of age. Children aged 15 years and younger made up 13% of Summit visitors and 14% of Kīpahulu visitors.
- Summit U.S. visitors were from California (13%), Hawai'i (9%), Illinois (9%), 39 other states and Washington, D.C. Kīpahulu visitors were from California (19%), Hawai'i (17%), Illinois (12%), and 40 other states, plus Washington, D.C. Twenty-one percent of Summit visitors were from foreign countries, most often Japan and Canada. Twelve percent of Kīpahulu visitors were from other countries, most often Canada and Germany.
- Most visitors (Summit 93%; Kīpahulu 86%) were on their first trip to the park during the past 12 months.
- The sources of information most commonly used by both Summit and Kīpahulu visitors were travel guides/tour books, friends/relatives, and previous visit(s).
- On this visit, the most common reasons for visiting were sightseeing/taking a scenic drive for 76% of Summit visitors and 86% of Kīpahulu visitors. The most common activity for both Summit and Kīpahulu visitors was sightseeing/taking a scenic drive (86% and 90% respectively).
- On this visit, the most commonly visited Summit sites for both Summit and Kīpahulu visitors were the Summit viewing shelter, Haleakalā Visitor Center, and Park Headquarters Visitor

Center. At Kīpahulu, Hāna and Kūloa Point Loop Trail were the most visited sites.

- With regard to the use, importance, and quality of services and facilities, it is important to note the number of visitor groups that responded to each question. The information services most used by 287 Summit visitor groups were the park brochure/map (73%) and Haleakalā Visitor Center (56%). For 189 Kīpahulu visitor groups, the park brochure/map (61%) and self-guiding trail signs/brochure (56%) were most used. According to Summit visitors, the most important information service was park staff assistance (73% of 40 respondents), and for Kīpahulu, the self-guiding trail signs/brochure (77% of 97 respondents). The highest quality information service for both Summit and Kīpahulu visitors was assistance from park staff (93% of 38 respondents and 87% of 46 respondents, respectively).
- The services and facilities most used by 323 Summit and 214 Kīpahulu visitor groups were restrooms, parking lots, and roads. According to Summit and Kīpahulu visitors, the most important facility was roads (92% of 263 respondents and 94% of 175 respondents, respectively). The highest quality facilities were roads for Summit visitors (87% of 258 respondents) and short trails for Kīpahulu visitors (78% of 148 respondents).
- Visitors rated the appropriateness of selected activities in the park. Among Summit visitors, commercial hiking tours (18%) received the highest "always" appropriate rating. "Never" appropriate ratings were highest for collecting plant material (41%) and bringing pets to the park (40%). For Kīpahulu visitors, the highest "always" appropriate rating was for swimming in streams (22%). The highest "never" appropriate ratings were for building rock piles (47%) and collecting plant material (43%).
- Most Summit and Kīpahulu visitor groups (79% and 81% respectively) rated the overall quality of visitor services at Haleakalā NP as "very good" or "good." Visitors made many additional comments.

EXISTING CONDITIONS

SUMMIT DISTRICT

The Summit District of Haleakalā NP extends from the summit of the volcano down the southwest flank to approximately 6,849 feet in elevation. This district includes the volcano's erosional valley, wilderness area, and portions of the Ko'olau and Kaupō gaps. It can be reached from Kahului via Hawai'i 37 to 377 to 378 and Haleakalā Park Road. Driving time to the summit from the resort areas on the south and west sides of Maui is about two hours.

Pre-arrival

Information about the park to assist with trip planning is available on the Internet as well as in a variety of park and tourism publications and maps. Despite the relative wealth of information available, many visitors arrive without a clear understanding of park resources, activities, or safety considerations. Many arrive not prepared for the park's elevation extremes, changing weather conditions, lack of facilities, and remoteness. Tourism promotions are often misleading, resulting in unrealistic visitor expectations.



Arrival

Directions to the park's west entrance from Kahului are well marked. Some visitors may be confused by the different names and associated mileage appearing on the highway directional signs, including "Haleakalā NP," "Haleakalā Crater," and Haleakalā Summit.

Visitors are increasingly gaining elevation as they approach the park boundary. As they enter they see a large stone and wood park identification/entrance sign where they can pull off and take photographs. Entry into the park is announced again by the park entrance station, where visitors pay a \$10 admission fee, have their first interaction with park staff, and can obtain a park brochure and other basic orientation information.

Road

The primary visitor experience in the park's Summit District is sightseeing - the drive to the summit and the view into the Wilderness Area from the west rim of the volcano is one of the most memorable experiences on Maui, if not in the state. The road winds 21 miles (12 miles within the park on Haleakalā Park Road) up to the rim to a parking lot near the volcano's 10,023-foot summit.

The drive itself has its exciting moments. The two-lane road continually climbs and has many curves, several of them hairpins. With every mile visitors are drawn upward, sometimes in clouds, through ecological zones with changing vegetation and changing weather. Scenic views are part of this experience and there are five major viewpoints offering spectacular vistas of land, sky, and water. These viewpoints are at Leleiwi Overlook, Kalahaku Overlook, Haleakalā Visitor Center, Pā Ka'ao, and at the Summit Overlook at Pu'u'ula'ula. Along the west rim visitors leave their vehicles and walk to the edge of the valley rim where the view opens (in clear weather) onto a volcanic landscape. Up to five other islands can be visible in the distance.

Both uphill and downhill drives entail some potential hazards. Changes in weather can bring fog, rain, ice, slippery pavement, and rocks on the road. Other traffic includes large tour buses and groups of bicyclists. Cattle are often on or near the road leading to the park boundary. And during the downhill drive visitors behind the wheel need to use lower gears to prevent brake failure. Pullouts are few and small.

Hosmer Grove

This site provides the first resource and interpretive opportunity for visitors after they have entered the park. Located at the 6,800-foot elevation and a half-mile off the main park road, the grove is the site of a 1910 experiment in tree planting by Ralph S. Hosmer. Conifers and other trees from around the world were planted and studied to determine their suitability for reforesting the Hawaiian landscape. Camping, picnicking, hiking, birding, and interpretive activities are the most popular visitor activities at Hosmer Grove. The park does not own all the land at Hosmer Grove on which park facilities have been built.

The site is about five acres and contains a small campground and picnic area, with a small shelter, grills, tables, vault toilets, potable water, and parking. Primary users include campers, school and youth groups, and Elderhostel and tour groups. Interpretation is provided through a variety of media and personal services programs:

- half-mile self-guiding loop trail - The trail is not wheelchair accessible.
- trail guide - A printed guide contains text explaining the experimental planting effort and vegetation identification.
- wayside exhibits - These exhibits provide information on Hosmer and the planting effort, birds, and vegetation identification.
- personal services programs - These include guided hikes, evening programs, and environmental education programs (third grade).
- bulletin board on shelter - This bulletin board offers information on scheduled programs, and the topics of night sky and the sandalwood trade.

Two other nearby areas are used for evening "night sky" programs and environmental education programs - a clearing by an old water tank and a clearing in front of an access gate to the Waikamoi Preserve. A vault toilet has been built near which an environmental education center will be constructed.

Adjacent to Hosmer Grove is the Waikamoi Preserve, managed by The Nature Conservancy (TNC) for Haleakalā Ranch. Conservancy staff lead monthly hikes into the heart of the preserve. Park staff,

under an agreement with TNC, lead a three-mile hike into the preserve twice a week, and a five-mile hike on a less-frequent basis.

Facilities at the site are inadequate to accommodate increasing use. Large school and tour groups share the shelter and picnic tables with campers and hikers, occasionally leading to user conflicts. There is no adequate facility, such as an amphitheater, to accommodate evening programs. There is no storage for interpretive or educational materials anywhere on the site. The site is not wheelchair accessible throughout all facilities. Parking and restrooms cannot accommodate the numbers of people and vehicles arriving at the site for programs and activities.

Park Headquarters/Park Headquarters Visitor Center

The park headquarters, with its administrative complex and visitor center, is at the 7,000-foot elevation point on Haleakalā Park Road. This facility is open on a daily basis. It is poorly signed from the road, and there is no identification sign on the building.

For some visitors, this visitor center is as far as they can venture into the park. Altitude sickness affects some; others are ill from the curves and turns of the road leading to the park. These people commonly ask for information about resources that they are physically unable to see. A display of planted Haleakalā *āhinahina* (Haleakalā silversword) and other high elevation shrubland species in front of the visitor center offers a small glimpse of some of the wonders of Haleakalā. Display panels about the *nēnē*, the Hawaiian goose, are placed on the building's exterior near the restrooms. The plaque indicating the park's UNESCO Man and the Biosphere designation of International Biosphere Reserve is on display outside the building.

Inside the park headquarters is an area for visitor contact, orientation and information, and for interpretive media. Park staff provides personal assistance and interaction at an information desk. A variety of orientation and information materials are available, including maps and program schedules. The park's cooperating association, the Hawai'i Natural History Association (HNHA), operates a sales area with theme-related publications, maps, posters, postcards, video and audiotapes, and other items.

Space is extremely limited, especially for interpretive media. Existing exhibits represent different planning and design efforts, and do not present a cohesive interpretive overview of the park's resources and significance. Currently, messages delivered concern-

ing weather, safety, or native and alien species are incomplete. This facility does not have the space to support necessary interpretive functions (indoor theater, outdoor amphitheater, adequate exhibit space, access to trails, etc.), and many visitors continuing on to reach the summit are ill-prepared for their park experience. Visitors who cannot reach the summit are limited to interpretive services offered here and at Hosmer Grove.

The building, parking, and restrooms are wheelchair accessible, although other visitor amenities, such as picnic tables and public telephone, are not. The building itself is not identified as the park headquarters or as a visitor center.

Halemau'u Trail

This trail offers scenic views and native subalpine shrubland. It is used for day hikes, park-led environmental education programs, and overnight hikes with a permit. A trailhead kiosk offers trail maps for orientation, safety messages, and information on hiking. Parking is provided for cars but not for buses or vans; there is no marked wheelchair accessible parking space. A wheelchair accessible vault toilet is available.

Leleiwi Overlook

This pull-off from the road (6.7 miles above park headquarters) offers visitors the opportunity to get out of their vehicles and take in the views of ocean, land, and sky - in good weather. Before crossing the road to the trailhead, visitors can read a bulletin board displaying park and resource (flora) information. The self-guiding trail has metallic identification signs (with small, almost unreadable print) highlighting endemic vegetation and identifying and describing fauna. The .15 mile trail ends at a two-walled, glass and stone shelter. Two wayside exhibits in the shelter offer interpretation on summit climate and the Haleakalā Glory phenomenon. These wayside exhibits have suffered some damage but are still readable. The trail and shelter are not wheelchair accessible.

Kalahaku Overlook

This pull-off (8.2 miles above park headquarters) can only be accessed by down-bound traffic. It offers an excellent view of the volcano's central cluster of cones. People who cannot hike into the volcano often have an opportunity here to see the endemic *'āhinahina*. Exhibit panels interpret the plants on a short path overlooking the isthmus.

The site contains parking, a vault toilet, and a bulletin board offering park information and text highlighting the *'āhinahina*. A wayside exhibit interprets the threat of alien animals, and a small metallic sign describes the *'ua'u*, the dark-rumped petrel. A two-walled, glass and stone shelter provides protected views to the east-southeast. Two wayside exhibits in the shelter interpret volcanic features and the life of a volcano. The condition of these waysides is good. The shelter is not wheelchair accessible via the short, paved walkways or the stairs.

West Rim and Haleakalā Visitor Center

The number of visitors to the west rim has increased exponentially in the past 20 years and the patterns of use have remained the same. Visitors still make the drive up the park road by car, van or tour bus, stopping at overlooks along the way. Their destination remains the volcano's rim and summit. In addition to the scenic views, visitors have access to trails and a variety of interpretive media (exhibits, publications, wayside exhibits, and bulletin boards) and personal services programs. Visitation at sunset and at nighttime is increasing.

Here on the west rim at 9,740 feet in elevation is the park's primary visitor use and interpretive facility, a historic volcanic rock building constructed in 1936. Long known as "House of the Sun," the 1,330-sq. ft. building has been renamed Haleakalā Visitor Center. Open year-round from sunrise (6:00 a.m. summer/6:30 a.m. winter) until mid-afternoon daily, the building is wheelchair accessible and offers open views, shelter from inclement weather, interpretive media, a small cooperating association sales outlet, and a staffed information desk. New interpretive exhibits were installed in late 1999 and early 2000; more are to be installed in 2003. These exhibits emphasize geological, ecological, and cultural aspects of the Summit District's interpretive themes. There is no theater or auditorium for audiovisual or other programs in this building.

This site contains flush and temporary toilets, and parking. A wheelchair accessible toilet, parking spaces, and water fountain are available. These facilities are overcrowded on a daily basis at sunrise and during the morning bus rush. The toilet facilities are currently being redesigned and will be rebuilt and expanded in FY 2003.

A range of wayside exhibits, interpretive markers, and bulletin boards can be found along walkways and trails in the developed areas, or at trailheads for trails leading into the wilderness. Unfortunately, most of this media has been damaged by weather

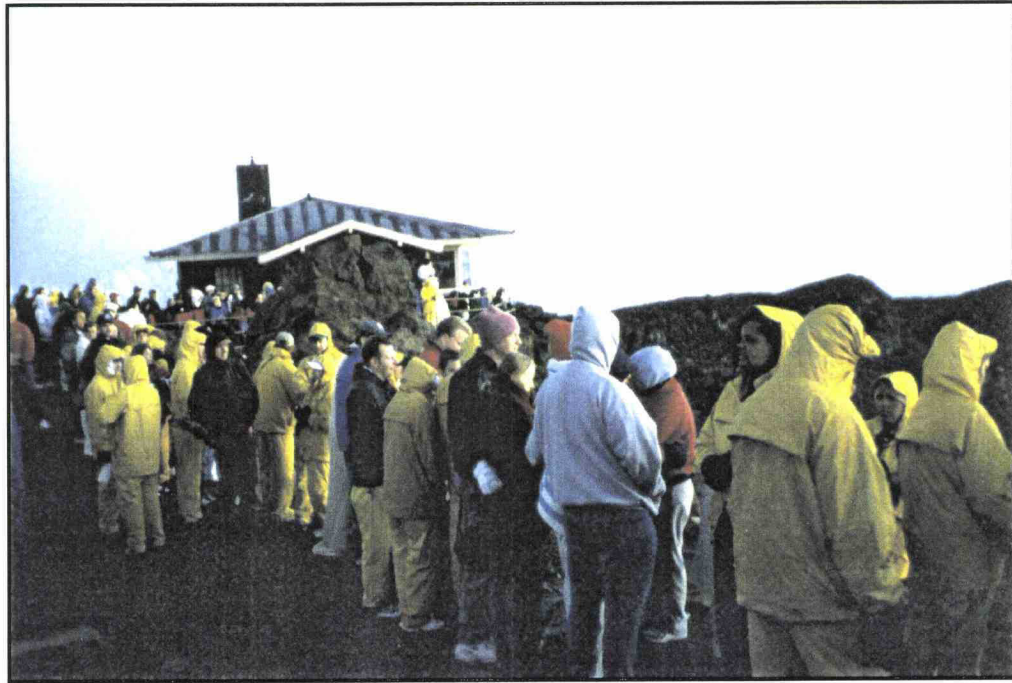
(many fiberglass wayside exhibits are unreadable), or are ill placed. Several generations of media have resulted in unorganized or mixed messages. An approved Harpers Ferry Center (HFC) *Wayside Exhibit Proposal* is currently being implemented in the visitor center/west rim area.

Visitors have opportunities to hike on two trails in this area. The Sliding Sands Trail features an alpine/aeolian environment, and is used for both day hiking and overnight hiking with permits. The short trail (0.2 miles) to the top of Pā Ka'aoao offers views of the summit area.

The park's 1995 GMP declared the Haleakalā Visitor Center to be outmoded and recommended expansion and modernization. Because this facility was the primary destination for most visitors, its capacity to handle visitors was to become the controlling carrying capacity figure for the entire west rim and summit area. Due to the sensitivity of nearby habitat for the endangered native 'ua'u, and the desire for a quality visitor experience, the GMP's proposed target levels for visitation are 250 persons at any one time. Visitors would spend an average of a one-hour stay in the summit area, and concentrated use would occur between sunrise and 4:00 p.m.

These target levels for visitation are far exceeded on a daily basis. Not only is the drive to the Haleakalā summit a desired activity while on Maui, but the tourism industry has promoted the sunrise experience - the opportunity for visitors to see the sun appear over the east rim of the volcano. This promotion has dramatically increased the numbers of visitors making the drive up the park road in the dark, early morning hours. Numbers far exceed parking lot, restroom, and visitor center capacity at sunrise, and during mid-morning bus rush hours, generally from 9:00 a.m. to noon.

Current staffing in both the protection and interpretation divisions is inadequate to deal with the visitation levels at sunrise and during mid-morning bus rush hours, at both the west rim and at the summit. One ranger provides protection for 800 to 1,000 visitors for up to three hours. Each morning, parking lot capacity is exceeded by 40 cars or more. Forty or more commercial vehicles at a time create additional congestion. Visitors resort to parking off road. Taken together - crowding, parking problems, minimal or no contact with park staff - these conditions contribute to an inferior experience. Resource damage - trampling of endangered species habitat and archeological sites - may occur in the Pā Ka'aoao and west rim areas during periods of overcrowding when visitors wander off-trail.



Safety is seriously compromised when visitors trip or fall on uneven ground in the darkness. Barrier ropes have been placed to help keep people on trails. Additional public information regarding this resource protection concept is needed via improved barriers and clearer signs.



Another visitor activity originating at the summit area has increased exponentially since 1983. Visitors pay commercial tour companies for the thrill of riding bicycles down the park road from the west rim to various stops outside the park. Many bike riders are transported by van to the west rim for the sunrise (others arrive throughout each day), and subsequently gear up and start their downhill ride (typically lasting four hours). The numbers of tour companies and riders involved in this activity has raised safety and quality of experience concerns for the return drive down the volcano for both riders and drivers. On busy mornings up to 40 vans are unloading an average of 10 riders each. Despite repeated orientation provided to tour leaders, misinformation and misleading information continue to be given to tour participants.

The bicycle activity contributes to the overcrowding at sunrise at the summit. For many people the bike riding experience becomes the central visitor experience during their stay in the park, often overshadowing other recreational and educational opportunities associated with the park's cultural and natural resources. Some conflicts occur between bicycle tours and other park activities, including traffic conflicts (obstruction), safety incidents, and visitor experience.



Because of the concentration of visitors in the west rim and summit area in such a short time frame each morning and inadequate staffing, few visitors are able to enjoy the available interpretive or educational programming. Fewer still are able to make personal contact with a park staff person. Because many visitors travel from

sea level to the 10,023-foot summit, altitude sickness is a constant threat. Some visitors are caught unprepared for the frequent cold, windy, and rainy weather, resulting in instances of hypothermia.

Summit

The Summit Overlook at Pu'u'ula'ula is 10,023 feet in elevation (the highest point in the park and on Maui) and provides more views of the volcano's erosional valley and, in the distance, the islands of Moloka'i, Lana'i, and Hawai'i. An enclosed stone and glass shelter (built in 1962) contains wayside exhibits and space for daily interpretive programs presented by park staff. It also offers a respite from inclement weather. Approximately 70 people, standing, can be accommodated in the structure. This area has no picnic tables, restrooms, water, or seating. The parking lot has a wheelchair accessible space, and a steep paved ramp and steps lead to the shelter.

Āhinahina are planted in a circular area, surrounded by a paved drive. Small metallic signs (with small, almost unreadable print) interpret the plants, aeolian ecosystem, and endangered native insects. A bulletin board at the entryway to the shelter offers orientation and interpretive messages. Eight wayside exhibits inside the shelter have not been exposed to direct weather (sun and rain) and are readable and in good condition. The building is open 24 hours a day. Graffiti is a growing problem, coinciding with increased gang activity on Maui. These wayside exhibits interpret weather cycles, endemic species, archeology, the nearby magnetic peak, and the surrounding landscape.

An informal .25 mile trail, marked with rock shoulders, follows the rim with views of West Maui. The Skyline Trail, outside of the park and leading to Polipoli State Park, can be reached after a half-mile walk on the road. The Skyline Trail is currently used in fifth grade education programs. Personal services programs include regularly scheduled 15-minute interpretive talks at the summit shelter daily.

The Haleakalā Observatories next to Pu'u'ula'ula (outside the park on State of Hawai'i lands) are a complex of buildings, domes, parking lots and antennas. Housing sophisticated equipment (including a laser telescope) for satellite tracking and outer space exploration by the U.S. Air Force and others, the site is adjacent to and visible from Pu'u'ula'ula, and is a key interpretive viewpoint for park visitors. The complex impacts the view of the natural scene.

Trails

A number of maintained trails, more than 27 miles in length, originate in the west rim and summit area and offer opportunities for short walks, or half-day and full-day hikes into the wilderness of Haleakalā NP. There are two primary trails that lead into the volcano's erosional valley: the Halemau'u Trail and the Sliding Sands Trail. Once in the erosional valley, hikers find an extensive network of trails. The Kaupō Gap Trail connects the summit with the ocean. These trails are for foot or horse traffic only; none of them are wheelchair accessible.

Wilderness

For an increasing number of visitors, access to wilderness and other backcountry areas is an especially important part of their park visit. The volcano's valley floor is accessible only by horseback or on foot. This rich and varied outdoor experience encompasses scenic views, endemic plant and animal life, a volcanic landscape, evidence of Hawaiian cultural and other history, and the vast natural depression itself. The erosional valley and its western slopes have hiking and riding trails as well as three cabins (at Kapalaoa, Hōlua, and Palikū) and two primitive campsites for overnight use by the public. Cabins contain bunks, wood burning and propane stoves, kitchenware, and non-potable water, and are available through a reservation system. Campsite permits are issued on a first-come first-served basis. The frequent inclement weather and lack of natural shelter and fuel within the backcountry create a heavy demand for cabin use.

No interpretive services are offered at the cabins or the campgrounds on a regular basis. Bulletin boards with orientation and information messages are inside each cabin; an additional bulletin board is outside the Palikū cabin.

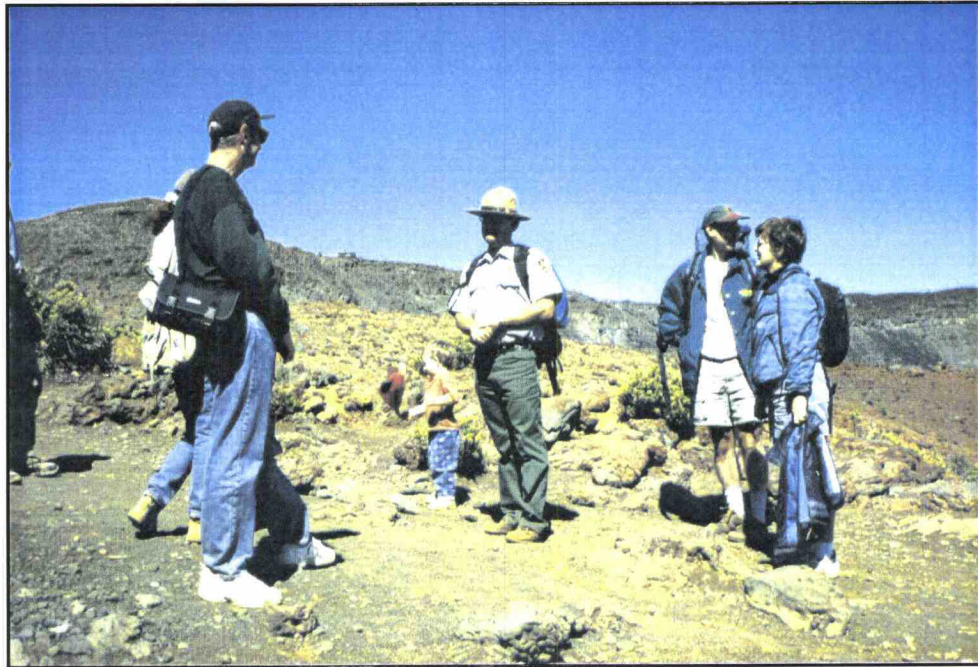
Personal Services

Visitors to the Summit District can choose from an extensive array of interpretive programs, limited only by their interest, time constraints, or possible group size limits (as on service trips). The range includes short talks at the Summit, evening programs, guided hikes lasting several hours or all day, and multiple-day service trip activities (currently through Kaupō Gap). These programs take place everywhere within the district, from Hosmer Grove to the wilderness.

Outreach programs include Elderhostel and special request programs for youth or adult groups both in and outside the park. Park

EXISTING CONDITIONS

staff participates in various community programs such as cultural festivals and parades. A "Rock Box" containing samples of rocks and educational text on the geologic story at Haleakalā is available for use by local schools.



Curriculum-based, hands-on education programs are offered to third, fourth, and fifth grade classes in the park. These programs are three to four hours in length, with approximately 1,500 children participating per year. Pre- and post-visit materials are available. Park staff conduct educational activities with third graders at Hosmer Grove, fourth graders on the Halemau'u Trail, and fifth graders on Skyline Trail. These education programs were developed with significant involvement by local teachers and have been well received on Maui. Four schools have written these programs into their curriculum and these teachers bring their students to the park to meet Hawai'i Department of Education standards. The park's cooperating association had provided subsidies for bus transportation in past years. Programs for kindergarten, and first and second grades are being developed and field-tested with some schools.

Park staff, with support of HNHA and TNC, has been working with a group of educators (Nā Kumu o Haleakalā) and a contractor to develop a high school level (grades 9-12) environmental education curriculum (Hō'ike o Haleakalā) based on the life zones of Haleakalā. The classroom based, multidisciplinary curriculum focuses on developing stewardship and critical thinking skills and incorporates Hawai'i Department of Education science standards.

Four modules (alpine/aeolian, rain forest, coastal, and marine) are undergoing classroom testing and fine-tuning. The remaining four modules (subalpine shrubland, dryland forest, watersheds, and alien species) will be developed in the future, time permitting.

Children visiting the Summit District (outside of a school group) can earn the title "Junior Ranger" through their participation in programs and completion of activities. This program was recently revised to serve readers and non-readers in both districts. Approximately 500 children and their families participate in the program.

Informal interpretive contacts are made through roving and at both visitor center information desks.

Due to the structured nature of their visits and limited time, many visitors who arrive at the park on tour buses have little or no opportunity to interact with park staff - other than in a sales capacity. The requirements of staffing the information desk and sales area in both visitor centers prevents interpreters from spending much time roving and interacting with park visitors. Staff limitations also impact the opportunity to add interpretive components to people's visits.

Publications (parkwide)

The "Haleakalā Official Map and Guide" (produced by HFC Department of Publications) provides a park map, an overview of the park's themes, and an orientation to its natural and cultural resources. These are provided at visitor centers and to visitors who pay park entrance fees.

An educational publication "Ka Leo O Haleakalā: The Voice of Haleakalā" is available for visitors at the Park Headquarters and Kīpahulu Visitor Centers. A \$1.00 donation is suggested.

Park staff has produced a variety of short site bulletins offering in-depth information on cultural and natural resource topics. A park newspaper is being developed that incorporates the information currently provided in the site bulletins into one handout.

The park's Internet website can be found at URL: www.nps.gov/hale. Currently this site contains the ParkNet standard pages with park and visitor use information. The website is being greatly expanded to offer interpretive and resource protection messages, and more in-depth resource information.

A wide variety of park theme-related publications, as well as audio-visual products and posters are offered for sale by the park's cooperating association. The park also offers a variety of interpretive and educational publications. A Publications Plan should be undertaken to identify any deficiencies in this program.

[See Appendix A for a description of cultural resources in the Summit District.]

Kīpahulu District

The Kīpahulu District of Haleakalā NP extends from the headwall of the Kīpahulu Valley to the ocean. Located between Hāna and Kaupō, it can be reached via Hawai'i 360 (Hāna Highway), a curvy, often wet road through the rain forest (mostly non-native species) on the windward north and east sides of Maui. Driving time can be as little as three hours each way, but most visitors allow four to five hours for frequent stops and a leisurely experience. From Hāna, Hawai'i 36 takes visitors to Kīpahulu. Another road, Route 31, extends from Kālepa Point (beyond Kīpahulu) to central Maui around the leeward south side of the island past Kaupō. Although not as well maintained, this route offers visitors a surprising and wonderful contrast to the rain forest route and lets them experience the vastly different environments on the "two sides of Maui." However, rental car companies may void visitors' rental agreements if they drive this route - due to road sections that are unpaved and rocky.

Kīpahulu District's 12,517 acres include the biological reserve (9,274 acres) where visitors are not permitted, a lower valley and coastal area (1,717 acres), Puhilele (52 acres), and Ka'apahu (1,478 acres). Route 31 divides the district and to some extent segregates visitor use. Visitors spend most of their time *makai* (toward the ocean) of the highway, attracted by a parking lot, visitor center, and the lower pools in 'Ohe'o Gulch. Normal visitor center operating hours are from 9:00 a.m. to 5:00 p.m. year-round, and visitors are able to enter the area at any time.

A primitive camping area is near the ocean, available first come, first served without permits. There are picnic tables, grills, and vault toilets but no water.

Trails *mauka* (toward the mountain, inland) of the highway lead through forest to streams, waterfalls, and a traditional planted area being reactivated by the Kīpahulu 'Ohana through a cooperative

agreement with the NPS. [See Appendix B for text of the cooperative agreement.] Existing trails require general maintenance and vista clearing in many places.



Visitors interact with park personnel at the visitor center information desk, at occasional cultural demonstrations, and throughout the area when park ranger interpreters are available for roving assignments. Most visitors participate in self-guided tours of the pools and cultural areas. An information desk and cooperating association sales at the visitor center provide orientation and basic interpretation.

Pre-arrival

Pre-visit expectations are sometimes based on inadequate information and misleading images. Few accurate sources of information that truly represent Hawai'i and Kīpahulu are available in the urban areas of Maui to prepare visitors for their park visit. Available information often portrays a theme park image rather than low-key rural and wilderness experiences. Confusing images and sometimes negative stereotypes mislead visitors concerning what is real about Hawai'i and Hawaiians. Rarely are visitors told that Kīpahulu is part of Haleakalā NP.

Arrival

As visitors arrive into the Kīpahulu District, they are easily confused by the lack of clear direction regarding approaches to parking

and facilities. The Kīpahulu Visitor Center location, shape of existing parking lot and orientation of parking spaces, and location of walks and trails contribute to visitor confusion about a logical progression for the route of travel. Clearly identified preferred routes and a compellingly designed "visitor center" entry, parking lot, and trails/walks would better attract visitors from the parking lot to the visitor center and from the visitor center to the cultural and natural areas of the park.

Uncontrolled automobile and pedestrian interaction where the trail system crosses Hawai'i 36 and at the Hawai'i 36 bridge across Palikea Stream creates the potential for serious accidents. If visitor access to the planting area is developed across Hawai'i 36, potential for injury will increase and the situation will demand improved pedestrian circulation.

Infrastructure

The Kīpahulu District lacks basic facilities for appropriate visitor services. Inadequate parking lot size and configuration, poor restroom facilities, lack of potable water, lack of clear and understandable signs, and an ineffective and poorly maintained trail system all detract from a desirable, positive visitor experience. Trail and water safety issues are daily concerns. Adjacent multiple uses may be incompatible with preservation of desirable natural resource conditions and archeological sites. A variety of projects are underway to begin to address these issues. The off-grid location adds to the complexity of providing and maintaining infrastructure and basic services.

Visitor Center Exhibits

The exhibits in the visitor center (installed 2001) present the ahupua'a concept, an interpretive theme that connects cultural traditions and land management actions at Kīpahulu. These exhibits contribute to visitor understanding of the practice of *mālama 'āina*. The Kīpahulu Valley Biological Reserve and how those resources have been traditionally used are strongly emphasized, including the idea of *kapu* (no entry).

The new exhibits interpret the following topics:

- Polynesians
- Introduced Species
- James Cook
- Hawaiian Canoe (on-going cultural demonstration)

- Moku districts of Hawai'i
- *Ahupua'a* - Life in the Early Hawai'i *ahupua'a*, Cultural Uses of Native and Polynesian-introduced plants
 - Waokele* (forest)
 - Kula* (cultivated areas)
 - Kauhale* (living areas)
 - Kahakai* (coastal areas)
- Human Influences, History of Human Use of the Kīpahulu Area
- Restoring and Preserving Hawaiian Culture and Natural Resources

Wayside Exhibits

Wayside exhibits and bulletin boards throughout the district have been designed and installed at various times. They include a variety of materials, styles, and formats that do not present a unified appearance. Location, content, and design do not attract visitors, hold their attention, or present themes, stories and information at optimum effectiveness. The HFC Department of Wayside Exhibits recently (1999) completed a *Wayside Exhibit Proposal* for the park, including the Kīpahulu District. Developing the *Wayside Exhibit Plan* for Kīpahulu is on hold until design of the parking area, and associated development, is finalized.

Landscape

Kīpahulu has exhibited an ever-changing landscape from the time volcanic eruptions first pushed hot lava above the ocean's surface. A portion of the upper valley preserves a section of native Hawaiian flora and fauna representative of the pre-settlement rain forest that flourished after the first plants and animals found their way by wind and wave to the barren lava. The Kīpahulu Valley may be the most intact rain forest ecosystem remaining in Hawai'i.

Some of the plants in the Kīpahulu District were introduced by the Polynesians who settled this part of Maui. Subsequent immigrant groups brought alien species, some of which are highly invasive. As a result, the Kīpahulu landscape at lower elevations is predominantly non-native. Many visitors to Kīpahulu think they are seeing an "almost-virgin" Hawaiian landscape; they do not understand that what they see has and continues to undergo constant change.

Pools of 'Ohe'o

The stream, pools, waterfalls, and scenery in Kīpahulu are popular interpretive and recreational attractions. Here visitors have the opportunity to escape the cares of life and relax amid the soothing sounds of water trickling, splashing, and sometimes rushing toward the ocean. They can breathe the earthy dampness of the forest and feel the cooling spray of the ocean. Current use is predominantly recreational swimming. The popular but sometimes noisy and congested activity has inherent risks and contributes little to visitor understanding of Kīpahulu themes and significance. Intensive recreational uses of the pools require continuous park staff monitoring to discourage unsafe activities. Frequent rains in the upper Kīpahulu Valley can cause unexpected flash flooding of the pools and streams that can be hazardous to swimmers and hikers.



Kīpahulu Conservation Center

Planning is underway to relocate Charles Lindbergh's home from private property in Kīpahulu to land within the Kīpahulu District of Haleakalā NP. The NPS plans to rename the house and use it for operational and educational purposes.

[See Appendix A for a description of cultural resources in the Kīpahulu District.]

PART 2. THE ACTION PLAN

This section contains action items for addressing issues and achieving visitor experience goals. Programs, media, and facility proposals will realize the park's purpose and interpret its resource significance. Concepts for partnerships are discussed, to enhance opportunities to offer balanced and complete experiences to visitors.

Recommendations are made for each of the following:

Parkwide

Summit District

Kīpahulu District

Note: Each action item is tied to the Park-specific Visitor Experience Goal that it addresses. (See pp. XX.) Parties responsible for implementing the action items are indicated with the following abbreviations: A-Administration; I-Interpretation; K-Kīpahulu 'Ohana; M-Maintenance; PIO-Public Information Officer; P-Protection; R-Resource Management (cultural and natural); and S-Superintendent.

PARKWIDE ACTION PLAN

Pre-arrival

- Ensure, through frequent interaction with other visitor service providers, that potential park visitors have accurate information about experience opportunities and preparation needed for a safe and enjoyable visit. (Goals #1, 9, 11, 15) [I, PIO, P]
 - Cooperate with rental car companies, the American Automobile Association (AAA), commercial airlines, hotels, and cruise ship companies to get accurate information to staff of those organizations and into visitor guides and corporate publications they produce. Park staff could participate in organizational training programs. (Goals #9, 11)
 - Cooperate with Mutual Publishing and other visitor guide publishers to secure donated pages in Maui visitor information guides for park information. (Goals #9, 11)
 - Review tourist guides systematically to identify deficiencies in information that could be improved with accurate information. (Goals #9, 11)
 - Prepare and deliver accurate and appropriate information about the park to motel and hotel social directors, concierge,

and other visitor contact personnel. (Goals #9, 11)

- Include, to the extent possible within each media, interactive sound effects and visuals of natural and cultural experience opportunities in pre-arrival media at airport displays, on cruise ships and airplanes, and at hotels and visitor information facilities. (Goal #8)
- Include visuals of historical and modern people in the resource, including staff conducting maintenance, resource protection, and visitor service functions, to present a professional NPS image in selected media. (Goal #8)
- Provide offsite information to prepare visitors for weather conditions and promote resource interaction, including stressing what people can do at the park and describing personal clothing, gear, and supplies needed to visit. (Goals #9, 11, 15)
- Include accurate, current "back road" information in media concerning the drive to Hāna and the Kīpahulu District. (Goals #9, 11)
- Develop a "rack card" of "know before you go" information, and distribute through public brochure racks at airports and visitor centers to contact visitors actively seeking information about things to see and do in the park. Safety information about natural hazards would be included. (Goal #9) [I, PIO, P]
- Establish a park presence in local media (Goals #1, 8, 9, 11) [I, PIO] including:
 - local newspapers (possibly a regular column)
 - on radio, and
 - on regional television, including securing a prominent sound, narrative, and video presence on the regional television Visitor's Channel to provide appropriate information to visitors.
- Further utilize the park phone system to provide easy access to appropriate information. (Goals #2, 9) [I, M, PIO]
 - Direct calls concerning the Summit District to Park Headquarters. (Goals #2, 9)
 - Direct calls concerning Kīpahulu to the Kīpahulu Visitor Center. (Goals #2, 9)

- Ensure that phone book entries and phone numbers on all visitor information publications produced by the park or commercial organizations will be easy for visitors to understand and will direct information requests to the most appropriate information source. The listings will clearly indicate whether the numbers are for "visitor center/information" or for administrative purposes. (Goals #2, 9)
- Continue to expand the park's Internet website to include interpretive and resource protection messages. (Goals #1, 8, 9, 11, 12) [I, K, PIO, P, R]
 - Expand the basic structure to include third and fourth tiers.
 - Link park pages dedicated to each division/team (interpretation, resource management, and park management) to the central website.
 - Link theme-related and partner websites, such as Kīpahulu 'Ohana, the live camera shot from the summit area, Hawai'i Tourism Authority, Hawai'i Convention and Visitors Bureau, and the Maui Visitors Bureau.
- Explore options for expanding NPS interpretive training and resource orientation for visitor service providers throughout Maui, including bicycle tour leaders. (Goal #9) [A, I, P]
- Develop video on park themes, resources, and safety for display on airlines, specifically direct flights to Maui. (Goals #8, 9) [I, PIO, P, R]
 - An option is to work in partnership with other Maui agencies and organizations, such as the U.S. Fish and Wildlife Service, Hawaiian Islands Humpback Whale National Marine Sanctuary, Hawai'i State Department of Land and Natural Resources, Maui Ocean Center, and others. (Goal #8)

Visitor Circulation

- Conduct an Alternative Transportation Study to assess circulation, parking, carrying capacity, and orientation/information needs both in and outside the park. (Goals #3, 6, 9, 13, 15) [I, M, P, S]

The park staff has received funding for such a study, which will look at options for alternative transportation in the Summit District. The study will consider staging areas in and outside the park (Hosmer

Grove, Kula, etc.), socio-economic effects on surrounding communities, visitor center options, dispersed visitor use, available alternative energy options - all based on carrying capacity.

The study will also consider administrative transportation needs at the Haleakalā Observatories, where 60 employees work three shifts.

Central Visitor Center

- Develop a central visitor center for park wide orientation and information, and an introduction to all the park themes through interpretive media. (Goals #1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 19, 20, 21, 22) [I, M, S]

There are several options for consideration: all would provide visitors with a broader view of the park's ecosystem and knowledge of all the park themes. Visitors to both the Summit and Kīpahulu districts would be provided information prior to their onsite visits to address safety and resource protection concerns, to orient them to recreational opportunities, and to address preparedness in the face of changing weather. Visitors who are unable to make the trip to Kīpahulu would be able to learn about that district's resources and interpretive messages. Visitors unable to travel to the summit (for health reasons, for example) would be oriented to those resources and messages. As stated, these options would be given further consideration in the Alternative Transportation Study.

Options:

1. Construct a central visitor center outside park boundaries with cooperating partners on Maui. This visitor center would offer information and interpretation of cultural and natural resources throughout Maui - in addition to those in Haleakalā NP. A potential location would be the junctions of the Hāna and Haleakalā highways, to attract visitors traveling to both park districts.

The possibility for this cooperative project has not been raised publicly outside the park or examined for feasibility. Potential partners have not been identified systematically or a public involvement strategy developed. However, informal discussion has begun with Haleakalā Ranch because the ranch staff has drafted an eco-tourism plan that identifies Haleakalā NP as a potential partner in providing visitor information and alternative transportation to and from the park.

If a central visitor center is developed, it is important to ensure that the park's comprehensive interpretive message is sufficiently presented when included along with Maui visitor services, or with other agency and organizational information.

The Hawaiian Islands Humpback Whale National Marine Sanctuary (National Oceanic and Atmospheric Administration) is also a potential partner.

2. Establish unstaffed kiosks (with interactive computer information) in locations across Maui. This decentralized approach would also include extensive work with park partners.
3. Construct a new visitor center within the park boundaries.

Potential locations include near the park entrance or in the Hosmer Grove area. Currently, new visitor centers have very low priority for NPS funding. Funding could be sought from private funding and/or friends groups through a capital campaign. Architectural and functional considerations would be programmed, including space for media to present all the park's themes. Other considerations would involve spaces for interpretive programs, accessibility, alternative energy sources, and landscape.

4. Rehabilitate and expand the existing Park Headquarters Visitor Center to better meet visitor experience and resource protection goals.

Considerations include affordability, availability of an already-impacted site, parking, ease of access, feasibility of expansion for both visitor contact/interpretation and office space, and the ease of retrofitting an existing space for interpretive media.

As an interim action, the current interpretive exhibits in the Park Headquarters Visitor Center require a complete redesign.

5. Conduct a Summit District Development Concept Plan to address overall site development.
6. There is potential for a visitor contact facility to be designated or constructed along the Hāna Highway if a national heritage corridor is established in East Maui.

Associated agencies and organizations working with the park staff on this designation include the Alliance for the Heritage of East Maui, and the NPS Rivers, Trails and Conservation Assistance program. [See the Partnership Opportunities section of this plan.]

Note: Future consideration and site-specific planning/design for a visitor center would require further actions in accordance with NPS policies, including public involvement and compliance with federal environmental and historic preservation laws.

Signs

- Continue production of a Sign Plan to provide a uniform, universal appearance of signs throughout the park. (Goals #1, 9, 15) [M]
- Incorporate universal symbols for instant recognition without translation required for foreign languages. (Goal #8) [M]

New signs will follow the NPS Message Project/Graphic Identity Program guidelines (URL: www.graphics.nps.gov).

Interpretive Media

- Exhibits and publications will present Hawaiian words first with the English name or words in parenthesis (especially the first time a word is used) to help visitors learn cultural protocol through interpretive activities. (Goals #4, 8, 9, 21) [I]

Publications

- Continue the current sales line and seek new products to improve, augment, or replace existing inventory for sale by the HNHA. (Goals #7, 8, 10, 21) [I]
- Produce a park newspaper and incorporate existing site bulletins, thus providing one handout with comprehensive park information. Suggestions for subjects include "how to get to the park" and "before you go" information. The cooperating association could publish and sell a self-guided trail guide to direct people along the Kīpahulu trails and provide in-depth interpretation. (Goals #6, 8, 9, 10, 21) [I]
- Prepare a Publications Plan to analyze current publications program. (Goal #10) [I]
- Translate current publications into languages other than English. (Goal # 6) [I]

- Develop new publications focusing on park themes, orientation, and safety for translation into other languages as needed (possibilities include Japanese, German, Korean, Spanish, French, and Hawaiian). (Goal #6) [I]
- Review current site bulletin program for quality, accuracy, theme coverage, consistency in appearance, and duplication of messages. (Goals #6, 9) [I]

Any new publications developed will follow NPS Graphic Identity Program guidelines.

Education Programs

- Revise Education Plan for cohesive approach to environmental education in both districts. This plan will follow the guidelines and objectives in the document *"Inspiring Places Inspiring People: An Education Strategy for the Alaska and Pacific West Regions of the National Park Service"* dated April 2000. Goals #1, 2, 4, 5, 7, 18, 20, 21) [I, R, S]
- Expand the current education program and ensure that the expanded program supports established state curricula and standards. (Goal #7) [I, R]

State standards are currently being revised and programs will be updated to address Hawai'i Department of Education standards.

Teachers from nearby school districts should continue to participate in design and implementation of activities that enhance their classroom teaching.

- Implement the Hō'ike o Haleakalā high school curriculum currently under development - Phase I. (Goals #7, 8) [I, R]
- Develop CD-ROM and associated website for Hō'ike o Haleakalā high school curriculum. (Goals #7, 8) [I,R]
- Increase promotion of pre- and post-visit materials to teachers. Continue developing additional materials for use at the park, and on buses after leaving the park, to augment the visit.

Pre-visit materials prepare teachers and students for a beneficial visit and post-visit activities reinforce topics covered to extend the learning experience throughout the school year. Currently, not all teachers are using the available material.

Time spent at the park will relate park resources to tangible aspects of a student's daily life.

- Engage in active and direct involvement with the Maui County School District for a well-coordinated, beneficial education experience for all groups. (Goal #7) [I, R]
 - The park's full-time program coordinator will continue to attend relevant faculty meetings, in-service workshops, seminars, and other teacher assemblages.
 - The coordinator and other rangers or volunteers will continue to visit schools to encourage cooperation between the park and the school district.
 - The program will provide teacher workshops for continuing education credits. Many self-directed activities developed for the education program will be made available to individuals and family groups visiting the park.
 - The park will consider developing an education program development committee with representatives, especially classroom teachers, from schools participating in the program, education associations, university professors, and state departments of education. NPS and Native Hawaiian resource specialists will be involved to assure attention to perspectives of both scientific research and traditional knowledge and values. In addition to guiding and supporting the park's education programs, the committee may also assist with classroom and teacher workshop activities. (Goal #7) [I, R]
- Park educational programs for schools groups, staff, and community will continue to include aspects of Hawaiian heritage that promote concepts of *mālama 'āina*. (Goals #7, 4, 5, 18, 19, 21) [I, R]

Accessibility

- Provide equal, reasonable, and universal access to sites and media for all people, including those with sight, hearing, learning, and mobility impairments; and for the elderly and young children. (Goal #6) [I, M, R]

The Architectural Barriers Act of 1968, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 established standards for physical and programmatic access.

Any new facilities constructed, as a matter of course, will be designed for visitor and employee accessibility.

All new interpretive media will conform to HFC Programmatic Accessibility Guidelines for Interpretive Media. [See Appendix C for guideline text.]

SUMMIT DISTRICT ACTION PLAN

Arrival

- Add brochure dispensers to entrance station and both visitor centers for after-hours access. (Goals #1, 6, 9) [I, M, P]
- Develop message board for entrance station with weather, summit conditions, and other information to be updated on a daily basis. Notices will indicate when carrying capacity is reached in the summit area. (Goal #9) [I, M, P]
- Explore the feasibility of implementing a Traveler Information System (TIS) with current information about Summit District weather/sunrise conditions and Kīpahulu flooding conditions. (Goal #9) [I, M, P]
- Explore options for alerting visitors when carrying capacity at the summit is reached, so they can plan for activities in other areas of the park - such as instant messages, notices at road junctions and at the fee booth. (Goal #9) [I, M, P]
- Provide interpretive and customer service training to all new employees. Priority employees include those working directly with the public and on visitor service teams. (Goal #2) [I, P]

Hosmer Grove

- Acquire Hosmer Grove land; upgrade present trail for accessibility. (Goals #6, 16) [M, R, S]
- Develop environmental education center/facility. (Goals #1, 2, 3, 4, 7, 14, 15, 20, 21) [I, M, R, S]
 - Study feasibility for structure[s] to be located near Hosmer Grove. (Goal #7) [A, I, M, P, R, S]
 - Install temporary structures if no alternative for longer-term solution is readily available. (Goal #7) [A, I, M, P, R, S]
- Develop a self-guiding trail brochure. (Goal #8) [I, M, R]

Bicycle Tours

- Examine current permit system. (Goal #20) [P, S]

New regulations currently being prepared may provide a way to collect more funding from bicycle tour companies for park use in managing this fast-growing visitor use. (Funding from permits currently goes to protection staff for cost recovery in providing monitoring

service.) The new regulations may assist with limiting the number of permits that are issued and the level of permitted activity.

The NPS may designate a number of hours of interpretive and resource education training as a requirement for getting permits for bicycle tours or other tour activities. Companies whose staffs complete the training and address safety and resource protection concerns would be allowed to obtain/renew permits.

- Add staffing to assist with tour groups, parking cars, and managing visitors in the summit areas. (Goal #15) [P, S]

Interpretive Media

- Complete planning, design, and installation of exhibits at Haleakalā Visitor Center. (Goals # 6, 8, 9, 14, 19) [I, M, R]

This project is currently under contract with Dan Quan Design of Oakland, California. Exhibit topics include:

- Hawai'i mythology
- Geologic story of the Hawaiian Islands
- Haleakalā - geologic story
- Geologic research and hazards
- Geology - plate tectonics
- Relationship of culture with landscape/geology regarding apex of Hawaiian traditional land divisions
- Continue to implement the *Wayside Exhibit Proposal* (Harpers Ferry Center, July 28, 1999) throughout the Summit District. A *Wayside Exhibit Plan* is currently being prepared for the west rim and summit areas. (Goals #1, 7, 8, 9, 11, 16, 17, 21, 22) [I, M, R]

The proposal will be implemented in phases. The following wayside exhibits have been recommended:

<i>Exhibit</i>	<i>Subject</i>	<i>Location</i>
1.	Haleakalā Observatory	Red Hill summit trail
2.	Orientation to Summit District	Red Hill summit building
3.	Sliding Sands Trail	Sliding Sands Trailhead
4.	Orientation to Summit District	Haleakalā Visitor Center
5.	Orientation to Haleakalā NP	Haleakalā Visitor Center
6.	White Hill Trail	White Hill Trailhead

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7.	**Haleakalā Origins	White Hill Trail
8.	**Rock Shelters	White Hill Trail
9.	Volcanic Features	White Hill Trail
10.	Volcanic Panorama	Kalahaku Overlook shelter
11.	Erosional Valley	Kalahaku Overlook shelter
12.	Silversword	Kalahaku Overlook shelter, lower path
13.	Altered Landscape	Kalahaku Overlook shelter, lower path
14.	Ranch Wall	Leleiwi Overlook trail
15.	Summit Climate	Leleiwi Overlook shelter
16.	Halemau'u Trail	Halemau'u trailhead
17.	Orientation to Summit District	Park Hqs Visitor Center
18.	Orientation to Haleakalā NP	Park Hqs Visitor Center
19.	Kaupō Trail	Palikū
20.	Hosmer Grove Trail	Hosmer Grove trailhead
21.	Upland Birds	Hosmer Bird Overlook
22.	Headwaters of Waikamoi Gulch	Hosmer Bird Overlook
23-42.	Tree Identifiers	Hosmer Grove Trail
43.	Kaupō Trail	Kaupō Trailhead parking
44.	Restoration of Native Plants	Kaupō Trail

**These wayside exhibits will not be installed, due to the high cost of Section 106 compliance.

- Revise and upgrade exhibits at the Park Headquarters Visitor Center. (Goals #1, 2, 6, 8, 9, 22) [I, M, R, S]
 - Redesign exhibits to reflect all Summit District themes and resources, after exhibit space is expanded.
 - Use visual materials representing the park's resources.
 - Design temporary Park Headquarters Visitor Center exhibits that could be reused after proposed new visitor center is opened.
- Develop a film to be shown in the new or expanded park visitor center, and to serve as a sales item. The film will orient visitors to park resources and safety information, and will present all the park's themes. (Goal #12) [I, PIO, P, S]
- Enhance the audio component of the interpretive program to reflect Hawaiian oral tradition. Because Hawaiian tradition is oral and storytelling is a significant part of the culture, having more audio opportunities will honor the culture. This would better show the tie between Summit District resources and landscape with Hawaiian traditions and culture. (Goals #5, 6, 8, 21) [I, R, S]

- Develop interpretive media for the proposed central visitor center. (Goals #1, 6, 12) [I, R]

The range of media will include:

- Audiovisual program for orientation, overview of all park themes
- Exhibits
- Display of museum objects
- Develop exhibit panel to be placed inside each wilderness cabin, with site-specific interpretation, historical, and resource information. (Goal #17) [I, M, P, R]
- Develop interactive CD-ROM for use in training staff and tour company guides; content will be based on NPS guidelines for interpretive competencies, and will include site-specific resource information. (Goals #9, 11) [A, I, PIO, P, R, S]

Personal Services

- Develop program of cultural demonstrations. (Goals #2, 4, 5, 21) [I]
- Continue offering daily talks and several hikes during the week. (Goals #2, 16, 17, 20) [I]
- Continue to offer intermittent special programs such as all-day hikes, star programs, and rain forest hikes. Expand offerings to include storytelling and seasonally appropriate demonstrations. (Goals #2, 3, 4, 5, 13, 16, 17, 20, 21) [I, P]
- Develop a Hawaiian Heritage Day that will include storytelling and interpretation of Hawaiian interaction with park resources. Make demonstrations site-specific where traditional use occurred. (Goals #2, 4, 5, 20, 21) [A, I, K, M, PIO, P, R, S]
- Offer programs delivered by knowledgeable community members (Maui Community College, immersion school members, and *nā kūpuna*) to be presented inside the park to attract local community attendance. (Goals #4, 5, 7, 20, 21) [I, K, PIO, R]
- Add new interpretive programs, scheduled for presentation in afternoons, which will offer site-specific information emphasizing nearby resources. (Goals #2, 6) [I]
- Add new programs (including roving interpretation) to address "bus-rush" audiences at west rim. (Goals #2, 6, 9) [I]

- Continue Kaupō service trip program, and explore opportunities for expanding the program, including new service project options. (Goals #2, 3, 7, 13, 14, 15, 17) [I, R]

Other

- Conduct cross training for park staff in a variety of areas (backcountry, safety, interpretation, and other divisional functions). (Goals 2, 4, 7, 9, 12, 19, 21, 22) [A, I, M, PIO, P, R, S]
- Move backcountry permitting/reservations to ranger division or fee collection and establish a staffed permit office. Also consider other options, such as contracting this function to an outside organization, or developing an automated reservation system. (Goals #2, 3, 15, 17) [I, P]
- Develop a Wilderness Management Plan to examine levels and quality of visitor use, and resource condition and protection. (Goals #3, 13, 14, 16, 17) [A, I, M, PIO, P, R, S]
- Promote meetings among interpreters in Pacific Island Cluster parks; to be held twice a year with field and management staff. Also consider cross-training opportunities. (Goals #1, 4, 5, 6, 7, 8, 9, 19, 20, 21, 22) [I]
- Install dedicated phones at Haleakalā Visitor Center for reliable communications and enhanced safety. (Goal #15) [M, R, S]
- Develop dispatch position to enhance internal and external park communications. (Goal #15) [A, S]

KĪPAHULU DISTRICT ACTION PLAN

Pre-arrival

- Install two Traveler Information System (TIS) radio stations to transmit information to potential visitors, one on Hawai'i 36 at Hāna and another as visitors approach the entrance to Kīpahulu. Design and installation would be coordinated with the NPS TIS Coordinator, WASO Office of Operations Engineering. (Goals #1, 9) [I, M, P]

Each station would provide information appropriate to its location with content written and narrated in an interpretive style.

The TIS radio station at Hāna would welcome travelers to the region, identify the location of the park, describe visitor experience opportunities, invite travelers on a scenic drive to Kīpahulu, and give directions to the park describing driving conditions. It could also indicate the lack of food, water, gasoline, and other services beyond Hāna. Messages may be revised occasionally to identify and encourage participation in park activities, special events, and changing experience opportunities (seasonal planting/harvesting and cultural demonstrations).

The second TIS radio station where people first pass the park boundary will welcome people to Haleakalā NP and the Kīpahulu District and identify and encourage participation in special events. It may invite people to relax from highway travel and enjoy, respect, and protect resources. It could also introduce the *ahupua'a* concept of natural and cultural interrelationships to de-emphasize recreational swimming and dispel advertised inaccuracies. It will state safety considerations (flash flood, water level) and identify the Kīpahulu Visitor Center as the essential starting point for all visitor activities.

Arrival

- Ensure that arrival in Kīpahulu provides an obvious and ultimate experience of old Hawai'i. Protect the viewshed and screen development with appropriate vegetation, such as native plants and Polynesian introductions. (Goals #1, 3, 4, 5, 20, 21) [I, K, M, R, S]

The relationship between environments depicting an older Hawaiian lifestyle at Kīpahulu, modern Hawai'i at West Maui, and the lifestyle at Hāna, which falls somewhere between the other two, will help visitors understand the continuum of Hawaiian culture and lifestyle.

- Design and install a sign on Hawai'i 36 to identify the Kīpahulu District and Kīpahulu Visitor Center as part of Haleakalā NP, and to direct arriving visitors into a redesigned parking area. These signs will follow guidelines provided through a parkwide Sign Plan. (Goals #1, 9) [I, M, P, S]
- Design signs, landscaping, and parking lot to focus arriving visitors' attention toward their first stop, the Kīpahulu Visitor Center. The existing bulletin board at the parking lot will be removed after wayside exhibits are installed. Ensure that wayside exhibits include appropriate after hours information. (Goals #9, 15) [I, M, P, R]
- Develop wayside exhibits in the restroom area. (Goals #8, 9) [I, M]

The 1999 *Wayside Exhibit Proposal* suggests the following subjects, which will undergo review as site development continues:

<i>Exhibit</i>	<i>Subject</i>
----------------	----------------

- | | |
|-----|--|
| 49. | Information bulletin case (between visitor center and restrooms) |
| 50. | Alternative Energy (at restrooms) |
- Work is continuing to address visitor experience and landscape issues associated with the parking lot and restrooms at Kīpahulu. An architectural/engineering firm (Mason Architects, Honolulu, Hawai'i) developed alternatives. (Goals #15, 20) [I, M, P, R, S]

Design guidelines have been developed to ensure that cultural and landscape sensitivities are considered and incorporated into all design. All proposals in this LRIP for Kīpahulu will be implemented in accordance with the Kīpahulu Design Guidelines (dated March 17, 2000). [See Appendix D for the design guideline text.]

Criteria for parking lot and restroom redesign will include the following:

Establish a logical physical connection and progression with easy direct access from the parking lot that encourages visitors to go to the visitor center

Minimize the impact of parked vehicles on the entry experience with vegetative screens.

Orient visitors about primary park resources and provide easy, direct access to cultural areas and trails. Offer alternatives to visitors to relieve the impact on heavily used areas such as the lower pools.

Provide views, unobstructed by automobiles in the parking lot or structures and vegetation screening, which allow visitors at the visitor center to view the *mauka* views.

Visitor Center

- Change all area directional signs to read "Kīpahulu Visitor Center"; delete references to ranger station. (Goal #9) [I, M]
- Construct a raised platform/plaza with a sheltered overlook near the visitor center. Add interpretive media, specifically way-side exhibits, to this site to attract visitors from the parking lot, and to interpret the views to the ocean and Kīpahulu Valley. (Goals #6, 8, 9, 21) [I, M]
- Develop wayside exhibits in the visitor center and raised platform/plaza area. (Goals #6, 8, 9, 12) [I, M]

The 1999 *Wayside Exhibit Proposal* suggests the following subjects, which will undergo review as site development continues:

Exhibit Subject

- 45. Orientation to Kīpahulu District (at visitor center)
- 46. *Ahupua'a* (plaza area)
- 47. *Mālama 'āina* (plaza area)
- 48. Big Island Connections (plaza area)
- 51. Orientation to Haleakalā NP (at visitor center or restroom)
- 67. Ocean Fauna (*lānai*, deck of visitor center)

- Complete development of new interpretive exhibits for the Kīpahulu Visitor Center. A *koa* canoe is being fabricated (as an on-going cultural demonstration) and will be installed as an exhibit centerpiece (Goals #4, 12) [I, M]

Personal contact with park staff must be available promptly upon entering the visitor center. Language, appearance, and attitude of staff must convey a sense of respect for Hawaiian culture and openness to visitors. Visitors will experience a feeling or essence of *aloha*, a welcoming atmosphere in which the park staff treats visitors like family, acknowledging each person as an individual.

The visitor center is an important place to facilitate the transition for visitors from modern to old Hawai'i. Pre-visit media, native vegetation landscaping in the parking lot, and trails to the cultural areas would help with this transition.

- Develop a progression from intense interpretive media to areas where the resource itself is the media experienced by visitors. (Goals #1, 2, 4, 5, 6, 8, 9, 10, 14, 15, 18, 19, 20, 21) [I, K, R]
 - Encourage visitors to participate in hands-on experiences (including cultural demonstrations) that set the stage for more involved experiences at the planting area, living farm, and fishing village. This may occur at the adjacent wayside exhibit platform/plaza.
 - Develop a short video to let visitors vicariously experience the biological reserve through sights and sounds of the Kīpahulu Valley, which is inaccessible to the public.
 - Create opportunities at the visitor center, and in nearby cultural areas, for visitors to learn about the natural and cultural importance of Kīpahulu by getting to know the culture and the people of the community who are involved at the park.

Personal Services

Interpretive activities at Kīpahulu, noted for the "personal touch" relationship between visitors and staff, will continue as an essential component of the overall interpretive operation.

Appreciation and understanding of scenic and threatened natural resources will be fostered. Visitors will gain an understanding of the Hawaiian land use concept of *ahupua'a from mauka to makai*. Visitors will see the traditional Hawaiian connection between

Kanekauila Heiau (on Maui) and Mo'okini Heiau (on the island of Hawai'i) and participate in traditional Hawaiian cultural activities in a traditional landscape. Cultural demonstrations may be located in several appropriate places, both *mauka* and *makai* of the road, to offer a broad range of cultural learning opportunities and relieve recreational pressure on the pool area.

- In the Kīpahulu Visitor Center, park and cooperating association staff will continue to provide information and orientation at the information desk, and support sales of interpretive materials. Visitor center interpretation will reiterate pre-visit information and provide additional information to facilitate a deeper level of understanding of area themes, including schedules of interpretive programs. (Goals #1, 2, 4, 5, 6, 8, 9, 10, 12, 15, 21) [I]
- Roving interpretation in the cultural and pools area will continue. This activity provides informal visitor contact that encourages personal discussion of park themes. (Goals #1, 2, 3, 4, 5, 6, 9, 20, 21) [I, M, P, R]
- Current education programs for children will continue and be expanded. (Goals #1, 2, 4, 5, 6, 7, 8, 9, 14, 15, 18, 20, 21) [I]
- Develop a variety of short interpretive talks to be delivered at the visitor center, proposed planting area, living farm, and in the *makai* cultural area. Programs could focus on the *ahupua'a* land use concept and the continuum of Hawaiian culture - to place specific resources in context of the entire site and modern perspectives. (Goals #1, 2, 4, 5, 7, 21) [I, K]
- Continue conducting coastal hikes to Kūloa Point. Consider extending the coastal hike along the Kahakai Trail to interpret coastal resources, *heiau*, and to see superlative *mauka* views. Group size should be kept small to keep visitors in designated areas and limit impacts. (Goals #2, 3, 4, 5, 15, 16, 20, 21) [I]
- Conduct an 'Ohe'o hike to explore the upper pools and falls to help visitors understand the relationship between resources, people, and the *ahupua'a* land use concept. (Goals #2, 3, 4, 5, 15, 16, 20, 21) [I]
- Hawaiian cultural demonstrations will be presented by the NPS, HNHA, and Kīpahulu 'Ohana staff, including a canoe carving demonstration in conjunction with the new Kīpahulu Visitor Center exhibits. Visitors could watch "living history" demonstrations at the living farm, presented by Kīpahulu 'Ohana

workers during seasonal farming work cycles. (Goals #2, 4, 5, 7, 14, 18, 20, 21) [I, K]

Personal services should reflect the Hawaiian culture and character as much as possible, including personal services conducted in the NPS uniform. Informing the local community about job requirements would enable local people to develop qualifications to compete successfully for NPS jobs. Recruiting volunteers from nearby communities would help the park meet visitor service demands and prepare volunteers to compete for paid employment. A youth program, such as Hawaiian Rangers, could train tour guides and living culture practitioners under a mentor program with experienced staff. A scholarship program or seasonal employment/training opportunities for adults would allow temporary employees to progress to higher level positions as they develop expertise to compete at those higher levels.

As development and visitation increases, either park closure hours or a 24-hour staff presence will be needed to protect park visitors and resources. The park should also consider placing a safety equipment cache near the pools for ready access in emergencies and training staff, as appropriate, for water rescue.

Publications

- Develop a poster (as a sales item) of the *ahupua'a* painting developed by John Dawson for the visitor center. (Goals #4,6,8,10,21) [I]
- Produce a brochure or book describing the *ahupua'a* concept of land use and illustrating how the resources at Kīpahulu reflect that concept. This publication would complement the new John Dawson poster of the Kīpahulu Valley. (Goals #4, 6, 8, 10, 21) [I]

Makai Cultural Area

This is an area where subtleties should be paramount. Introduced objects such as wayside exhibits, signs, or even trash receptacles, will not be placed within this landscape to alter visitors' attitude toward what this place is, or to diminish the aura of old Hawai'i that could develop here.

- Construct a traditional Hawaiian *hale* (house, building). (Goals #4, 21) [I, K, R, S]

One of the first significant structural elements transitioning from the Kīpahulu Visitor Center into the makai cultural area could be the hale proposed for development by the Kīpahulu 'Ohana. A traditional Hawaiian structure near or visible from the trailhead for all *makai* and *mauka* trails would attract visitors to the cultural area without the intrusion of signs in the landscape.

- At the *hale* visitors may have the opportunity to purchase hand-made demonstration items produced on site. All cultural items sold would be demonstrated on a regular schedule. Cultural demonstrations would show how items were traditionally made. [See Appendix E regarding the sale of cultural items.]
- Clear alien trees and vegetation between the parking lot and visitor center, and the *hale*.
- Construct additional *hale* to create a traditional Hawaiian *kauhale* in an appropriate location where cultural demonstration of native arts and crafts and work activities - fishing, canoe building, net making - would occupy culturally accurate locations along the coast. (Goals #4, 5, 20, 21) [I, K, M, R, S]

The "living" village could include a *makahiki* (traditional festival) that would require an open, somewhat level area but no permanent structures. Landscape around the village could include *hala* to interpret traditional uses and importance of the tree and to provide *hala* harvesting as part of cultural demonstrations. Visitor access to the village site during construction would provide an important Hawaiian cultural learning experience.

Location of the village, spatial arrangement of structures and activity sites, and design and construction of buildings should be based on research and oral histories from people in the community who continue the planting activities interpreted at this location. Planning for the fishing village and cultural demonstration area should consider lessons learned during earlier planning and construction of a *hale*, which was removed in July 2001 due to unstable and unsafe conditions. The park should initiate planning as soon as possible to incorporate advice of *kupuna* council of Haleakalā and *nā kūpuna* (ancestors, grandparents, elders) still living in the region.

- Remove alien plants and establish native and Polynesian vegetation where appropriate to improve visitor experience and interpretation. (Goals #4, 21) [I, K, M, R]

Selected archeological sites may be cleared of vegetation and stabilized to emphasize the cultural character of makai resources and stories.

Makai Trails

- Develop a Kīpahulu Trail Plan to evaluate existing *makai* and *mauka* trails and to recommend changes to meet resource management and visitor experience goals. (Goals #3, 4, 5, 6, 13, 14, 15, 16, 20,) [I, K, M, P, R, S]

Due to safety, visitor experience, and resource management issues, the trail system throughout the Kīpahulu District needs prompt and active attention including trail development, elimination, relocation, and maintenance. A team composed of interpretation, protection, resource management, and maintenance staff would consult existing trail survey and geographic information data for trail/road details and archeological resources. The objective is to create a simple set of trails (including one basic loop) that is easy to follow and well marked, so visitors do not end up on the highway or lost.

The following recommendations should be considered for inclusion in the trail plan and implemented to the extent possible:

- Walkways around the Kīpahulu Visitor Center and through the cultural area should be meandering to encourage a leisurely visitor experience.
- Walkways should also provide different degrees of access to resources while supporting visitor understanding. Some sensitive or distant resources such as mauka sites and Kanekaula Heiau may be viewed only from a distance while close-up views of some sensitive sites are possible.
- Physical access will be provided to the extent possible while maintaining high natural and cultural resource qualities.
- Improved trail accessibility (width, slope, and surface), aesthetics, and durability is critical to provide access for mobility impaired visitors to view the pools and see other significant park resources. Wheelchair accessibility is recommended on a one-way basis to the lower pools, while improving the entire loop for all visitors.
- Design a safer crossing between *makai* and *mauka* trails. (Goals #15) [I, M, R, S]
- As new trails are developed, old trails and social trails will be re-vegetated using native species or Polynesian introductions.

- Accurate signs will guide visitors easily along the trails. All existing signs will be evaluated.
- Remove the existing bulletin board between the visitor center and the Pipiwai and Kūloa Point trailhead after wayside exhibits are installed. Ensure that wayside exhibits include appropriate after hours information. (Goal #9) [I, M]
- Improve the Kahakai Trail and provide for wheelchair access. (Goal #6) [I, M, P]
- Remove the existing village wayside exhibit at the archeological site overlooking the pools and the ocean near Kūloa Point. (Goal #9) [I, M]
- Develop wayside exhibits for the Kūloa Point Loop and Kahakai trails. (Goals #6, 8) [I, M]
- Provide benches along all trails at regular intervals, to provide places to rest and enjoy the resources.

The 1999 *Wayside Exhibit Proposal* suggests the following subjects, which will undergo review as site development continues:

<i>Exhibit</i>	<i>Subject</i>
52.	Kūloa Point Trail
53.	Hāla Grove
54.	Pōhaku - Archeological stones
55.	Water Safety (top of main steps to pools)
57.	Stream of Life (at overlook)
58.	Pipiwai Trail (at Pipiwai Trailhead)
64.	Kahakai Trail (at campground trailhead)
66.	Naupaka

Access off Kahakai Trail to the ocean at Kūloa Point and along the coast to the campground will provide superlative views from mountain to sea.

- Improve and possibly add 'Ohe'o overlooks to facilitate access by all visitors. Full access should be provided in conjunction with making the Kūloa Point Trail wheelchair accessible on a one-way basis to the pools and some overlooks. Easier access with assistance, where terrain prohibits more accessible development, may be necessary in some areas such as upper overlooks of the Kūloa Loop Trail. (Goals #6, 8, 14, 15, 21) [I, M, P]

The most developed overlook is located in an area that does not allow a good view of the falls and pools. Park staff should consider including in the trail plan an overlook site and rest stop with benches that provides the best and safest view of falls and pools, perhaps beneath the *hāla* trees.

- Relocate the trail that leads between the pools and the visitor center along Hawai'i 36 to discourage visitors from walking on the road. A new switchback trail to the visitor center that does not approach the highway and re-vegetation of the abandoned trail near the road would discourage walking on the highway to the bridge or to the upper pools. (Goal #15) [I, M, R]

Makai Campground

- Continue use of campground, which remains complimentary to the landscape. (Goals # 14, 18, 20) [I, M, P]

Plans are currently underway to improve the campground. Water will be made available (through two faucets at either end of the campground), the existing restroom will be replaced in kind, the loop road will be hardened, and drainage problems on the entrance road will be addressed.

- Develop wayside exhibits at the campground entrance. (Goals #8, 9) [I, M]

The 1999 *Wayside Exhibit Proposal* suggests the following subjects, which will undergo review as site development continues:

<i>Exhibit</i>	<i>Subject</i>
63.	Information (bulletin case)
65.	Rock Wall

Mauka Cultural Area

This part of the Kīpahulu District will offer visitors a pleasant, reflective walk over an evolving cultural and natural area. It will provide visitors the opportunity to contrast the Hawai'i of today with past environments. The trails traverse a land covered with planting areas and forests with native and Polynesian-introduced species. Interpretation will emphasize visitor contact with natural and cultural resources, not interpretive media. Facilities will be limited to narrow, winding trails with a few low profile wayside exhibits.

- Develop wayside exhibits in the Kīpahulu *mauka* cultural area. (Goals #6, 8, 9, 15) [I, K, M]

The 1999 *Wayside Exhibit Proposal* suggests the following subjects, which will undergo review as site development continues:

<i>Exhibit</i>	<i>Subject</i>	<i>Location</i>
59.	Water Safety	Pipīwai Trail, near pylons
60.	Flume and Sugar History	Pipīwai Trail, near pylons
61.	Bamboo Forest	Pipīwai Trail, first bridge
62.	Kapahu Living Farm	Pipīwai Trail, at farm

- Continue to develop a planting area adjacent to Hawai'i 36 to feature a variety of native and Polynesian vegetation arranged in controlled patterns for easy identification and access. (Goals #4, 5, 14, 15, 18, 20, 21) [I, K, M, R]

Although more difficult to visit, in the *mauka* lands visitors will have access to cultural areas. They will have opportunity to experience a range of multiple uses of this region reflecting the continuum of Hawaiian culture in Kīpahulu from pre-contact times to the present. They could understand, give recognition to, and appreciate Hawaiian culture. Visitors will sympathize with and appreciate past and present spiritual, emotional, and physical uses of the land. Naturally shaded benches at several places along trails would provide opportunities for quiet, reflective moments.

- Continue working with the Kīpahulu 'Ōhana as they further develop the living farm. Increase visitor access to this unique resource. (Goals # 4, 5, 14, 15, 18, 20, 21) [I, K, M, R]

The cultural scene and demonstrations of traditional planting and harvesting of taro and other crops at the Kapahu Living Farm provides a significant visitor experience. *Lo'i* provide a wonderful opportunity to interpret aspects of the *ahupua'a* concept. A gate might be considered at the *mauka* entrance to the farm to control access to taro patches if vandalism or theft becomes a problem.

- Provide virtual access, such as audiovisual programs or publications, to *mauka* resources for those visitors unable to visit in person. (Goals, #4, 5, 6, 20, 21) [I, K, R]

Mauka lands are more rugged and less accessible than *makai*, but physical access should be provided to the planting area for mobility-impaired visitors. Photographs on wayside or visitor center exhibits will provide virtual access to areas restricted by rugged terrain. Areas to address might include the upper falls, living farm, and other natural features *mauka* the planting area.

***Mauka* Trails**

- Develop a Kīpahulu Trail Plan including *mauka* and *makai* trails. (Goals #3, 4, 5, 6, 13, 14, 15, 16, 20, 21) [I, K, M, P, R, S]

See discussion under Makai Trails regarding overall trail recommendations.

The following recommendations apply to *mauka* trails:

- Trails *mauka* the highway will generally remain narrow and meandering with natural trail surfaces. Trail facilities will be low-key and include a few, small, low profile wayside exhibits, low walls and pads without shade structures for resting and contemplation at appropriate locations.
- Uses will be segregated on the trails. For example, horses and mechanized vehicles will not use trails designated for foot travel only.
- Design a safe trail crossing to connect *makai* and *mauka* lands across Hawai'i 36
- Create frequent, safe water overlooks on Pipīwai Trail so hikers are satisfied with the amount of access provided and do not create social trails. (Goals #3, 6, 13, 14, 15, 16, 20, 21) [I, RM, M]
- Maintain current overlooks and clear alien vegetation from vistas, especially at the Falls at Makahiku. (Goals #3, 6, 13, 14, 15, 16, 20, 21) [I, RM, M]
- Develop an accessible trail that meanders through the Kīpahulu 'Ohana planting area adjacent to Hawai'i 36. (Goals #3, 4, 5, 6, 13, 14, 15, 20, 21) [I, RM, M]
- Develop a loop trail from the planting area to the lower footbridge across Palikea Stream. After crossing the stream, the trail will lead down the slope passing Kapahu Living Farm to Hawai'i 36. (Any trail to Kapahu Living Farm will not enter the farm but will continue outside the wall. Entry is by guided tour only.) Place overlooks at 'Alae Pond, at the upstream corner and

downstream edge of the living farm to provide interesting views of cultural areas and tremendous views of *makai* lands and the ocean. The trail would then return to the visitor center. (Goals #3, 4, 5, 13, 14, 15, 16, 20, 21) [I, RM, M]

- Better define the trail at "Pool of No Return." Use landscaping to eliminate use of social trails and create a safe overlook. (Goals #3, 13, 14, 15, 20) [I, RM, M, S]

The existing trail and steps at "Pool of No Return" attract people toward the drainage. There is no access to the water and visitors inadvertently get too close to the cliff edge.

- Stabilize and clearly mark the trail at the Banyan Tree, to pass on the right side of the tree ascending the slope. (Goals # 3, 13, 14, 15, 20) [M]
- Place benches at the dam site to give visitors a chance to rest and reflect. (Goals #3, 13, 14, 15, 20) [M]
- Maintain the trail currently designated for horseback riding (Goals #3, 6, 13, 14, 15, 16, 20) [M]
- Explore the feasibility of constructing a footbridge suspended beneath or located adjacent to the Hawai'i 36 bridge. (Goal #15) [M]

Especially if a loop trail between the visitor center and *mauka* lands is implemented as proposed above, a safe crossing of Palikea Stream would be needed to separate visitors from automobile traffic lanes at the Hawai'i 36 bridge. An engineering study would look at the feasibility of a connection via a footbridge suspended beneath the Hawai'i 36 automobile bridge. A suspended footbridge (similar in design to one beneath a railroad trestle crossing the James River on the Blue Ridge Parkway) could provide the trail connector and ease congestion at the bridge.

Cultural compliance issues could be significant and would need to be addressed. The footbridge would have to be located and designed as to not impose a visual intrusion on the historic bridge or on the scenic backdrop provided to viewers from below the bridge.

Kipahulu Valley Biological Reserve

- Offer interpretation of the reserve outside of its boundaries. Education programs and media emphasizing the reserve's values will explain the management requirement to deny access. (Goals #19, 20) [I, R]

Visitors will not have the opportunity to physically visit the reserve area. Still, they would be presented opportunities to understand and appreciate pristine resource values, and to vicariously experience the sounds and scenes of the upper Kipahulu Valley. This would engender understanding of the need for denied access and respect for the people who work to maintain the high quality of reserve resources. Respect for delicate resources and cultural values that Native Hawaiians place on those resources would promote appropriate visitor behavior.

THEME REPRESENTATION IN CURRENT & PROPOSED MEDIA & PERSONAL SERVICES PROGRAMS

**proposed*

Summit District:

ECOSYSTEMS

education programs - third grade curriculum, Elder Hostel program
exhibits at Haleakalā Visitor Center, Park Headquarters Visitor

Center

personal services programs

publications

VHS films

wayside exhibits at summit, Park Headquarters Visitor Center

*central visitor center - audiovisual, exhibits

or

*exhibits at Park Headquarters Visitor Center

*website

*wilderness cabins exhibit panel

GEOLOGY

education programs - fifth grade curriculum, Elder Hostel program
exhibits at Haleakalā Visitor Center

personal services programs

publications

VHS films

wayside exhibits at summit, Haleakalā Visitor Center

*central visitor center - audiovisual, exhibits

or

*exhibits at Park Headquarters Visitor Center

*website

*wilderness cabins exhibit panels

CULTURAL

audiocassettes

CD-ROMs

education programs - fourth grade curriculum (and aspects in all
other grade levels)

exhibits at Haleakalā Visitor Center, Park Headquarters Visitor
Center

personal services programs

publications

THEME REPRESENTATION

VHS tapes

wayside exhibits

*audio program

*central visitor center - audiovisual, exhibits

or

*exhibits at Park Headquarters Visitor Center

*expanded cultural demonstrations

*website

*wilderness cabins exhibit panels

BEYOND PARK BOUNDARIES

career day presentations

cultural festivals

environmental education programs

participation in community parades

personal services programs - Elderhostel

wayside exhibits - Hosmer Grove

*central visitor center - audiovisual, exhibits

or

*exhibits at Park Headquarters Visitor Center

*website

MĀLAMA 'ĀINA

environmental education programs

exhibits at Haleakalā Visitor Center

personal services programs

publications

VHS tapes

wayside exhibits

*central visitor center - audiovisual, exhibits

or

*exhibits at Park Headquarters Visitor Center

*website

Kīpahulu District:

UNIQUE BIOTA

education programs

Kīpahulu Visitor Center exhibits

personal services

publications

*central visitor center - audiovisual, exhibits

*site bulletin for Kīpahulu Biological Reserve

*wayside exhibits

*website

LIVING CULTURE

cultural demonstrations

Kapahu Living Farm

Kipahulu Visitor Center exhibits

personal services programs

publications

*central visitor center - audiovisual, exhibits

*expanded cultural demonstrations

*website

*wayside exhibits

PARTNERSHIP OPPORTUNITIES

The following description of partnership opportunities expresses Haleakalā NP's interest in and collaboration with other visitor service providers associated with visitor use at the park. Successful implementation of this LRIP depends upon continuation and expansion of existing partnerships and initiation of new ones, especially with visitor service providers in the immediate vicinity of the park. These sites and organizations collectively offer visitors a complete, balanced visitor experience, providing opportunities to intersect the Hawaiian natural and cultural stories at critical stages of each visitor's experience. Positive cooperation among all providers of tourism services will help each respond to the opportunities and challenges that face them.

Opportunities exist to improve the quality of park information distributed to the public. Park staff should provide accurate information to Maui Visitors Bureau and other facilities related to the tourist industry. Staff should cooperate with rental car companies and travel agents to get accurate information in the Maui guides. Expanded partnerships will be sought with the school district to expand education programs, the friends group to assist interpretation activities and other organizations to conduct research, resource management, and visitor surveys. Activities may include sharing of expertise and funding for training, providing both on- and off-site training for park collaborators, historical research, special events, seminars, exhibit planning and development, site promotion, and tours.

Visitors will have opportunities at many cultural and natural sites on Maui to learn a little about Hawaiian natural and cultural resources and stories. Wayside exhibits should be considered at most sites to enhance interpretation, especially when the sites are not staffed. A "family resemblance" of wayside exhibits at all sites and in the park would illustrate an integrated, cooperative program among Maui visitor services.

PRESENT PARTNERS

Americorp

This nationwide nonprofit organization recruits, provides partial funding for, and helps place volunteers or temporary hires in various conservation organizations. The park fills a variety of positions through this agency.

East Maui Watershed Partnership

This partnership is comprised of a group of landholders (private and public, state and federal) that manage most of the northeast Haleakalā watershed. To protect the resources of the watershed, this group shares data, resources and labor when working on common problems such as alien deer, pigs, goats, and the invasive South American plant *Miconia*.

Friends of Haleakalā

This group facilitates volunteer projects, sponsors speaker programs to raise awareness of resources in the park, and provides financial assistance for park projects such as assisting with bus subsidies for school groups attending environmental education programs. Another example is their "Adopt a *Nēnē*" program, conducted in cooperation with the endangered species staff in the park's resource management division.

Hāna Cultural Center

The center includes a museum and interpretive activities and displays concerning the culture and history of the area. Several traditional *nā hale* have been built at the center, and the old Hāna jail and courthouse have been restored and used as museum and offices. The center includes archives, books, bottles, artifacts, and photographs concerning Hāna and surrounding areas.

Hāna Highway

NPS Rivers, Trails, and Conservation Assistance
Alliance for the Heritage of East Maui

The highway circling East Maui from Ha'iku to Keokea offers superb opportunities for visitors to experience natural and cultural environments of Hawai'i. Lush rain forests engulf the Hāna Highway (Hawai'i 360) overlooking the north shores. Visitors who drive the meandering highway have many opportunities to see rain forest vegetation, streams, waterfalls, and pools and to stop at overlooks of Hawaiian villages, azure bays, and verdant painted points of black lava standing against the ocean's pounding waves. The area retains high water quality, an abundance of flowers and fruit that splash colors and float aromas, and bird and aquatic species that add sights and sounds to the rain forest. The road around the increasingly popular southern slope (Hawai'i 31) offers a contrasting experience for visitors who circle the island. Here, in the shelter of Haleakalā, the rain forest gives way to an arid landscape of dry-land forests, grassland, and sparsely covered lava flows extending from summit to the sea.

A community of 5,000 people living along the highway hosts an increasing visitation (surpassing 600,000) to Hāna and the Kīpahulu District of Haleakalā NHP. Thus, several efforts are underway to develop a community-based preservation strategy to protect the lifestyle of local residents, prevent rapid growth and development along the highway corridor, and to provide a quality visitor experience for the highway drive. A loose coalition of people from a number of communities and organizations are working with Rivers, Trails, and Conservation Assistance staff to develop a community-led feasibility study for a National Heritage Area designation for the Hāna Highway corridor. The Haleakalā NP superintendent and the Kīpahulu 'Ohana have been involved in this effort.

Interpretation has been an important topic in discussions regarding the future of the area and its potential heritage area designation. Residents have discussed what sites and resources would and would not be interpreted for visitors, in an attempt to manage visitation for protection of resources and lifestyles. The State Foundation on Culture and the Arts sponsored a workshop by an interpretive planner (non-NPS) to develop a draft outline of an interpretive plan for the Hāna area, and is helping to fund planning by local residents to develop a new cassette audiotape for the Hāna Highway drive.

The bridges along the Hāna Highway corridor have been determined eligible for listing in the National Register of Historic Places as an historic bridge district. Citizens have lobbied successfully for changes to state and county bridge replacement policies that would have replaced the bridges with interstate-style structures. Preparation of a "preservation plan" for the bridges is now underway by Maui County, and its Cultural Resources Commission has resolved to nominate both the road and its bridges to the National Register. Discussions are ongoing among local communities, Maui County and the state Department of Transportation regarding the Hāna Highway's safety, and the degree of preservation of its character and infrastructure.

The highway also received designation in the year 2000 from the White House as a "Millennium Legacy Trail," one of 50 nationwide. This designation does not afford any extra protection for resources or provide significant funding, but it does provide a measure of public attention.

Representative Hāna Highway resources:

Kaumahina State Wayside

Today this wayside remains a potentially informative, restful stop

for visitors as they travel from the developed areas of Maui to the cultural areas at Kīpahulu. This eight-acre forested rest stop on Hāna Highway approximately 28 miles east of Kahului Airport offers picnicking and a scenic viewpoint of nonnative rain forest, showy exotic plants, and northeast Maui coastline.

Wailua Valley State Wayside

On Hāna Highway approximately 32 miles east of Kahului Airport, this site is a viewpoint for Ke'anae Valley and Ko'olau Gap in the rim of Haleakalā. Below, Wailua Village and taro patches give visitors a "postcard" glimpse of evolving Hawaiian culture.

Pua'a Ka'a State Wayside

On Hāna Highway approximately 38 miles east of Kahului Airport, this five-acre park offers travelers a rest stop and a shaded picnic area, outdoor restrooms, and small scenic waterfalls and pools, including fresh water swimming in two pools.

Wai'anapanapa State Park

Wai'anapanapa State Park in Hāna is 122 acres and includes small caves that hold crystal clear water. Facilities include a trail along an ancient Hawaiian coastal footpath that led to Hāna, as well as trails to caves, shoreline fishing, lodging, picnicking, camping, and heiau. Remote and wild, a low cliff volcanic coastline offers solitude and respite from urban life and an excellent opportunity to study a seabird colony, anchialine ponds, sea stacks, blowholes, and a black sand beach.

Hawaiian Islands Humpback Whale National Marine Sanctuary/National Oceanic and Atmospheric Administration

The Hawaiian Islands Humpback Whale National Marine Sanctuary helps educate the community regarding resources shared by the park, such as an endangered seabird, the 'ua'u or dark-rumped petrel (*Pterodroma phaeopygia sandwichensis*), which nests in the park. These birds can become injured or grounded in the beach communities near the sanctuary office.

Hawai'i Department of Education and Private Schools

In cooperation with area teachers, the park developed three standardized on-site environmental education programs for kindergarten and third, fourth, and fifth grades. An in-class science curriculum, developed by the park in conjunction with area teachers, for middle to high school science classes reinforces basic science concepts, introduces the ecosystems of the mountain, and challenges

students to formulate their own decisions on the future of the park and the islands.

These programs are offered free of charge and help area teachers meet Hawai'i Department of Education standards by providing materials and real-world laboratories for students.

Hawai'i Natural History Association (HNHA)

The park's cooperating association operates publication sales outlets in all of the park's visitor centers. HNHA provides visitor services through staffing, sale of educational material, and contribution of funds to the park's interpretive program.

[See Appendix F for the HNHA Mission, Vision, and Goals. See Appendix G for the Cooperating Association Agreement between the National Park Service and the Hawai'i National History Association. The NPS guidelines for cooperating associations can be found in Director's Order #32: Cooperating Associations, Department of Interior, National Park Service. It is on the Internet at URL: www.nps.gov/refdesk/policies. See Appendix H for the Supplemental Agreement between the National Park Service and the Hawai'i National History Association for Purposes of Interpretive Activities at Haleakalā National Park, Summit District. See Appendix I for the Supplemental Agreement between the National Park Service and the Hawai'i National History Association for Purposes of Fundraising Activities for Development of a Secondary School Environmental Education Curriculum.]

Hawai'i State Department of Land and Natural Resources

This agency helps to educate the community regarding endangered birds, including the *nēnē*, or Hawaiian goose (*Branta sandvicensis*), and the 'ua'u or dark-rumped petrel (*Pterodroma phaeopygia sandwichensis*), which nest in the park. Working with the park's endangered species staff, they help manage these species by exchanging data, and providing veterinarian and captive rearing facilities. The department staff also works extensively with park staff on management and protection of common resources.

Kīpahulu 'Ohana

The goal of the Kīpahulu 'Ohana, from their inception, has been to perpetuate their Hawaiian culture and to take care of their families. They have long standing connections to the park and to the area even before it became a park.

The Kīpahulu 'Ohana, a non-profit organization, entered into a cooperative agreement with the park in 1995. The 'Ohana and park staff continue to work with each other to achieve common goals of preserving and interpreting native Hawaiian culture and its connection to the natural resources of the Kīpahulu District. The expertise, skills, and knowledge of the Kīpahulu 'Ohana regarding indigenous culture is essential to help the park provide a high quality visitor experience. By jointly conserving resources and presenting living interpretation, both partners can achieve their goals at reduced costs and greater benefit to visitors and residents.

The cooperative agreement between the park and the Kīpahulu 'Ohana provides private sector assistance in preservation of Hawaiian culture, a major interpretive theme at Kīpahulu. By terms of the agreement the Kīpahulu 'Ohana assists the park through cultural demonstrations, interpretive talks and exhibits, restoring the traditional landscape, constructing Hawaiian *hale*, and cultivating Hawaiian *lo'i* (taro patches) within the park - all of which lend themselves to a living history demonstration program.

[See Appendix B for the cooperative agreement. See Appendix J for details of the Kīpahulu 'Ohana objectives, concerns, accomplishments, and vision for the future of Kīpahulu.]

Maui Bird Conservation Center

The San Diego Zoo is under contract to manage this state-built facility. The center hosts visiting researchers and attempts to breed rare or endangered Hawaiian bird species. Issues of preserving quiet and having a small staff prohibit the center from welcoming visitors to tour the facility. The park's resource management staff maintains and collects data from an air quality monitoring station on the center's grounds. *Nēnē* from the wild are periodically exchanged with captive stock, and individual birds of other rare species are captured from the park for breeding in the facility. The center's staff assists in annual counts and banding of *nēnē* in the park. The state's endangered species veterinarian is based at the center.

Maui Invasive Species Committee

The committee works with and includes park research and resource managers, as well as representatives of other agencies. The committee monitors, evaluates, and attempts to prevent or limit the spread of invasive alien species. The committee members share data, materials, and staff to control certain alien species and prevent their establishment in or expansion into sensitive areas such as the park, or habitats shared by species that move in and out of the park,

including several rare forest birds. The committee has a public relations/education specialist on staff, as well as field staff.

Maui Police Department

The park and the police department have a Memorandum of Understanding regarding jurisdictions, assistance with special events, and emergency response.

Nā Kumu o Haleakalā

Nā Kumu o Haleakalā is a group of Maui high school science teachers from public and private schools, as well as representatives from several community and conservation organizations. The group is coordinated by staff from Haleakalā NP and was formed in 1996 in order to share ideas and resources to improve environmental education for high school students on Maui. The group played a key role in development of the Hō'ike o Haleakalā environmental education curriculum. They helped establish the conceptual framework for the curriculum, participated in curriculum development workshops, and provided review and classroom testing of draft materials.

Native Hawaiian Plant Society

This society provides educational programs about native plants, provides native plant materials, and conducts service trip outings including areas within the park.

The Nature Conservancy (TNC)

The park shares a common boundary with the TNC managed Waikamoi Preserve. Both the park and TNC are members of the East Maui Watershed Partnership. Both share data and resources regarding invasive alien species. TNC grants park researchers/resource management staff entry to conduct research. The park's interpretive staff uses preserve trails to lead a three-mile hike twice a week and occasionally a longer hike into the cloud forest to view rare native birds and plants. Other examples of similar resources are either not accessible or are a 20-mile round trip hike. TNC uses a park easement to enter the preserve, and makes use of the restrooms, parking, and picnic facilities at Hosmer Grove when they conduct their own tours and school programs. They played a significant role in developing the high school environmental education curriculum. They also conduct helicopter operations in the park as necessary.

Sierra Club, Hawai'i (Maui)

This organization provides guided hikes in the park and supports park projects with volunteers who do service trips. Projects include

clearing/maintenance of Hale o Kāne Heiau, listed on the National Register of Historic Places (outside of the park on private land, but under the park's jurisdiction), and annual alien tree removal every December.

Student Conservation Association

This nationwide nonprofit organization recruits, provides partial funding for, and helps place volunteers in various conservation organizations. Typically, the park hires up to four short-term (three to four months) volunteer positions for interpretation and four for resource management annually.

U.S. Fish and Wildlife Service

Keālia Pond National Wildlife Refuge

Refuge staff help to educate the community regarding endangered birds, the *nēnē*, or Hawaiian goose (*Branta sandvicensis*), and the 'ua'u or dark-rumped petrel (*Pterodroma phaeopygia sandwichensis*). The 'ua'u nest in the park and can become disoriented or injured in the beach communities near the refuge. The park's endangered species staff has helped the refuge with projects including caring for native fresh water birds infected with botulism.

POTENTIAL PARTNERS

Bailey Museum

The museum archives and interprets artifacts and historic events on Maui. Photos, objects, and documents pertaining to the park are in its collection.

Haleakalā Ranch

This adjacent property owner drafted an eco-tourism plan that provides visitor services such as all-terrain vehicle and horse tours on Haleakalā Ranch. The potential exists for developing joint visitor facilities, especially since the park is analyzing the feasibility of an alternative transportation system.

Hawai'i Nature Center

The center provides programs for school groups K-6 and weekend community programs. Topics range from general natural science to island biology and Hawaiian culture. The park has an informal agreement to use different techniques, lesson plans, and themes whenever possible to prevent duplication if students visit both sites on field trips. The park's education coordinator recommends the Hawai'i Nature Center whenever possible for K-2 groups because of the difficult drive to the park for young students.

Maui Community College

Educational groups from this college are granted entrance to the park for field trips. The park commissioned an original mural of native species in the park. A copy of the mural will be displayed in the campus library as a tool for educators, and to help raise awareness of park resources.

Maui Ocean Center

Pre-contact Hawaiian fishing techniques and canoe making are interpreted in an interior display at this facility. Adzes used in canoe making were quarried within the park, and fishing was practiced in the Kīpahulu area. Displays could be developed to reflect these connections, and show native freshwater fish and invertebrates that inhabit, but are difficult to see in Kīpahulu.

Maui Space Surveillance/Haleakalā Observatories

Visitors regularly ask about these facilities that dominate the western skyline from the Summit Overlook. Various agencies and research groups use the facilities for satellite tracking and outer space explorations. In past years some groups have attempted to conduct school field trips and public tours, but these activities are not occurring currently. Both the park and these agencies could benefit from more communication and sharing of information.

LIBRARY AND COLLECTIONS

A park interpreter currently has collateral duty to maintain and care for the park's resource library. Accession is occurring as needed for interpretation, but may need to be evaluated to ensure that park-wide administrative record needs are being met.

As of FY 2001, the park's museum collection includes items associated with geology, archeology, ethnology, biology, and history. These items are primarily housed in the Cultural Resources Management Program Office. A handful of items are located in the Haleakalā and Kīpahulu visitor centers as well as the Park Headquarters Visitor Center and building.

RESEARCH & PLANNING NEEDS

Preparation of a LRIP is the initial step in the NPS comprehensive interpretive planning and media planning, design, and production processes. Park staff will program (start/continue the Project Management Information System - PMIS process) the following specialized and detailed plans to implement proposals in this LRIP. Funding is required for all plans except those specifically noted as funded.

Development Concept Plan(s) (DCPs) for the Summit District

Park managers will complete a DCP in cooperation with the Pacific Island Support Office in Honolulu for analysis and redesign of visitor use facilities and park support facilities in the Summit District, including the summit, west rim, headquarters, and Hosmer Grove areas.

Education Plan

The park will revise its Education Plan to address the expansion of education programs throughout the park. Professional educators will be involved with this process. The education plan will focus on curriculum-based programs and include a range of educational services, audiences to be served, and short and long-term strategies.

Kīpahulu Trail Plan

A district-wide trail plan will evaluate existing trails, identify relocation, elimination and creation of trails to provide access to and interpretation of appropriate resources. The plan will also establish maintenance standards and schedules that are sensitive to resources, visitors, and Hawaiian culture and values.

Management Strategy for Park Additions

A management strategy for recent land additions in the Kīpahulu District will be written to provide guidance for visitor use and resource protection.

Publications Plan

This plan would review the park's publications program in conjunction with HNHA, and describe specific publication topics, design, and production schedules for both free publications and sales items. A previous study regarding sales items would be incorporated into the process.

Sign Plan

A park-wide sign plan is in process and will identify effectiveness of current park signs, and make recommendations for improvement of visitor circulation and facility identification. Funding is needed for implementation.

Wayside Exhibit Plan(s)

Detailed design and production plans will be required to implement the 1999 *Wayside Exhibit Proposal*. Wayside exhibit plans for both districts will include label copy, design elements, graphic components, and site development recommendations. (Funded and in process; compliance required for final placement.)

Wilderness Management Plan

This plan would address the management of the park's backcountry, including permit systems and development issues such as providing displays in the Wilderness Area and cabins.

STAFFING REQUIREMENTS

Summit District

- Two staff members in each visitor center (headquarters and Haleakalā) during all operating hours, handling sales and providing information and orientation during all hours (13 required for seven-day operation with expanded visitor center hours)
- During visitor center hours, at least three people available to provide personal services/education programs (Three required for seven-day operation)
- One full-time outreach coordinator (special programming and community groups)
- One full-time environmental education coordinator (curriculum-based programming)
- One full-time lead summit interpreter (weekend supervisor, interpretation coaching/mentor, supervisor of Student Conservation Association, volunteers, and seasonal staff)
- One full-time district interpreter
- Total positions needed-20

Kipahulu District

- Two staff members in the visitor center during operating hours, handling sales and providing information and orientation (Four required for seven-day operation)
- During visitor center hours, one person available to provide personal services/programs (Two required for seven-day operation)
- One full-time education coordinator (curriculum-based programming)
- One full-time district interpreter (supervisor, community coordinator)
- One unit manager (supervisor of interpretation and all district operations)
- Total positions needed - 8* (plus unit manager)

*If Kipahulu interpretation staff assume fee collection duties, this number must increase to cover these additional tasks.

Parkwide

- One chief of interpretation
- One special projects manager (exhibits, media, etc.)
- One full-time public information officer
- One administrative support clerk

Proposed New Visitor Center (in or outside the park)

In conjunction with HNHA, the park would need to evaluate the impact of limiting sales to the new central visitor center, and eliminating this function elsewhere as follows:

- The Haleakalā Visitor Center would offer interpretation only; the sales area would be eliminated.
- The Park Headquarters Visitor Center space would be used for offices only, with no sales area and no interpretive media.
- The new central visitor center would include:
 - sales and interpretive functions, with six people per day for extended hours of operation
 - park permits, such as backcountry and cabin permits
 - park orientation and introduction to all park themes; use of interpretive media

IMPLEMENTATION STRATEGY

The following strategy summarizes proposals presented in this plan, identifies possible funding/implementation strategies, and establishes priorities. The park staff will develop necessary funding requests. The staff will also initiate contacts with potential partnership organizations to implement projects well suited to alternative funding. *Note: Year 1 is FY 2003.*

SUMMIT DISTRICT

Top Tier (long-term/ongoing):

- Build partnerships for visitor services and interpretation (park-wide)
Start - Year 1
- Conduct Alternative Transportation Study
Start - Year 1
- Develop and distribute pre-arrival information (video for airlines/ cruises/airports; weather info; safety)
Analysis - Years 1-2, followed by implementation - Years 2-5
- Bicycle company actions (develop training for Incidental Business Permit holders)
Analysis Years 1-2, followed by implementation - Years 2-5
- Summit District Development Concept Plan (front-country trails, facilities, resource issues)
Promote idea of a DCP - Years 1-2
- Develop/approve parkwide sign plan
Years 1-2
- Promote/Implement NPS Cluster Interpretation meetings (with field and management representatives)
Start - Year 1 ongoing
- Install dedicated phone lines at Haleakalā Visitor Center
Start - Year 1

Top Tier (short-term):

- Redesign of Park Headquarters Visitor Center exhibits
Years 2-3
- Complete Haleakalā Visitor Center exhibits
Years 1-2
- Complete wayside exhibit plans
Years 1-2

- Allocate existing staff to safely cover visitor center operations at both Park Headquarters Visitor Center and Haleakalā Visitor Center (three people daily each visitor center). Reduction of center hours where needed to meet safety and programming needs.

Year 1

- Finish expansion of park website

Year 1

- Produce park newspaper to incorporate existing site bulletins (hiking, camping, Hosmer Grove, etc.)

Review - ongoing; implement - Years 1-3

- Produce rack cards

Year 1

- Plan education center at Hosmer Grove

Build temporary facility - year 1

Evaluate temporary facility and plan for permanent facility as needed - Years 2-4

- Develop/enhance cultural demonstration program through personal services and media (audio, site-specific)

Personal services - Years 1-2; media/audio - Years 2-3

- Start Phase 2 of Hō'ike o Haleakalā

Fund-raising - Year 2; implementation - Year 3

- Language translation of interpretive products to meet international visitor's language needs (Japanese park brochure completed)

Year 1 ongoing

- Add brochure boxes (visitor centers and entrance station)

Year 1

- Schedule afternoon programs

Years 1-2 ongoing

- Schedule short, informal programs for times of multiple bus arrivals

Year 1 ongoing

- Move backcountry permitting functions to another division

Years 1-2

- Continue Kaupō Service Trip while looking at other service project options

Year 1

- Training-park staff cross training in a variety of areas (backcountry, safety, interpretation, and divisional functions)

Years 1-3

- Address safety and resource protection in all media and personal services

Year 1

Lower Tier:

- Develop audio program tied to cultural resources (oral history)
- Develop backcountry cabin interpretive panels/exhibits
- Develop parkwide environmental education plan
- Acquire Hosmer Grove; redevelop trail

KĪPAHULU DISTRICT

FACILITIES AND LANDSCAPES

First Priority: Trails

- Complete and implement a trail plan for Kīpahulu. Development of the *makai* trails and Kūloa Point Loop Trail are the first priorities. Representatives from each division would consider materials and design (according to standards) for aesthetics and safety.

Recommendations:

- Hire permanent KIPA trail crew. Recruit locally.
- Clearing of views and overlooks is critical
- Revegetate areas to limit access/close trails
- Develop system of clear trail signs
- Address emergency access
- Develop flood warning system to alert visitors, staff, and residents
- Develop rest areas including benches, shade, etc.
- Consider bridge across stream to prevent Kapahu trail hikers from ending up on bridge

Second Priority: Restrooms, Parking, and Visitor Center

Third Priority: Other park projects that support Interpretation

- Develop administrative support areas including storage, backcountry residence, and maintenance yard.
- Redesign campground

- Redesign roads including to the campground and the service/fire access road.
- Improve emergency access including to pools, equipment, and emergency phone.
- Develop potable water supply

Other Interpretive projects (not in priority order)

- Develop *hale* in conjunction with the Kīpahulu O'hana
- Clear view of *ahupua'a*
- Landscaping, including native plant nursery, the planting area, and revegetation efforts.
- Develop better access to Kapahu Living Farm
- Archeological Sites - protect and interpret
- Alternative Energy - interpret use of solar and other alternative energy projects

MEDIA

- Complete installation of exhibits (canoe) in the Kīpahulu Visitor Center
- Implement 1999 *Wayside Exhibit Proposal* in coordination with recommendations in the Kīpahulu Trail Plan and site design for new parking and restroom facilities
- Develop site bulletins, brochure, and trail guides
- Install TIS radio station
- Develop roadside signs

POTENTIAL FUNDING SOURCES

These funding sources would be in addition to Interpretation Division base funding.

Alternative Transportation Plan - Federal Highways Administration funding proposal

Campground redesign - Fee Demonstration funds

Cultural demonstrations/storytelling programs - Friends of Haleakalā

Cultural Landscape Report - regional Cultural Landscape Inventory funds

Curriculum-based education programs and materials - private funding sources, foundation sources, National Park Foundation, Kamehameha Schools, Parks-as-Classrooms

Education Plan - National Park Foundation, Parks-as-Classrooms

Hawaiian village - private fund raising with Kīpahulu 'Ohana

Improvements on Hāna Highway - Roads, Trails, and Conservation Association

Kīpahulu parking lot/restrooms - Fee Demonstration funds

Kīpahulu platform/plaza - wayside exhibit funds

Kīpahulu trails - maintenance funds

Kīpahulu Trail Plan - park operating funds

Kīpahulu video - Natural Resources Initiative funds

New central visitor center (in or outside park) - capital fund campaign/private funding

Sign Plan - maintenance funds

Site bulletins - operating funds and HNHA donation account

Staffing, training, Kīpahulu exhibits - operating funds and HNHA donation account

TIS system - maintenance funds

Tourism rack card - Natural Resource Initiative funds, Maui Visitors Bureau

Training - matching funds from Mather Training Center

Various interpretive programs - HNHA donation account

Vegetation clearing - resource management and maintenance funds

PLANNING TEAM AND CONSULTANTS

Preparers

NPS/Haleakalā NP

Carol McNulty-Huffman, Chief of Interpretation
Elizabeth F. Anderson, former Park Ranger, Summit District
Jeff Bagshaw, Park Ranger, Summit District
Byron Cook, Park Ranger, Kīpahulu District
Ida Hanohano, Park Ranger, Kīpahulu District
Kiera Strohm-Herman, Visitor Use Assistant, Summit District
Jennifer Talken-Spaulding, Park Ranger, Summit District
Kirsten Talken-Spaulding, Interpretive Supervisor, Summit District

NPS/Harpers Ferry Center

Sharon A. Brown, former Interpretive Planner (Summit District, parkwide plan)
Keithel C. Morgan, Interpretive Planner (Kīpahulu District)

Hawai'i Natural History Association at Haleakalā National Park

Kris Kreger, Branch Manager, Summit District
Walter Pu, Clerk/Cultural Demonstrator, Kīpahulu District

NPS/Pacific West Region

Pacific Great Basin Support Office
Lynne Nakata, Interpretive Specialist

NPS/Pacific West Region

Pacific Islands Support Office
Gary Barbano, Planner

Consultants

NPS/Haleakalā NP

Don Reeser, Superintendent
Eric Andersen, former interpretation
Steve Anderson, resource management
Timmy Paulokaleioku Bailey, resource management
Frank Baublits, maintenance
Dino Brown, maintenance
Pio Brown, former resource management
Chuck Collins, former maintenance
Steve Dryden, former interpretation
Buck Dugger, former administration

Hanky Eharis, resource management
Jackie Frost, interpretation
Patsy Fulhorst, former interpretation
Elizabeth Gordon, cultural resource management
Ross Hart, resource management
Cathleen Natividad, resource management
Peter Kafka, maintenance
Benjamin Konshak, former interpretation
Terry Mailou Keaka Kaiewe Lind, resource management
Greg Moss, former protection
Ron Nagata, resource management
Karen Newton, protection
Simeon Park, resource management
Daniel Patao, maintenance
Eddie Pu, former interpretation
Betty Ricklefs, former administration
Sharon Ringsven, VIP coordinator, former interpretation
Valerie Stein, former resource management
Carolyn Stephens, resource management
Raina Takumi, resource management
Mark Tanaka-Sanders, protection
Patti Welton, resource management
Jessica Windrem-Mayo, former interpretation

Hawai'i Natural History Association at Haleakalā NP

Kathy English, Executive Director (based in Volcano, Hawai'i)
Amanda Ankenbrandt
Nan Cabatbat
Tracy Erwin
Rachael Hand
Kehau Ishikawa
Bessie King, former
Wendy Swee
Mike Townsend
Rich Wilson, former

Kīpahulu 'Ohana

John Blumer-Buell
Patsy Kaina
John Lind
Tweetie Lind
Mike P. Minn

NPS/Harpers Ferry Center

Richard Hoffman

NPS/Pacific Islands Support Office

Bryan Harry

NPS/Rivers, Trails, and Conservation Assistance Program

Helen Felsing

Others

Anita Bachmann, park volunteer

Gordean Bailey, Bailey Farms/Hula

Maile Bay

Maile Bailey

Kekula Bray-Crawford

Bob Butterfield, retired NPS

Scott Coleman, Haleakalā Bike Company

Evelyn Dana

Mary Evanson, Friends of Haleakalā

Carol Gentz, The Nature Conservancy

Lisa Hamilton, Kipahulu Community Association

Aunty Daisy Lind

Kauiki Lind

Lloyd Loope, U.S. Geological Survey

Ryan Luskin, Youth for Environmental Services

Jim Morgan, Hawai'i Nature Center

Patty Neal, Queen Lili'uokalani Childrens Center

Konstance Palmore, Bailey Farms/Hula

Aunty Peggy Ross

River Sussman

Rob Wilder, Pacific Whale Foundation

Robert Zimmerman

GLOSSARY OF HAWAIIAN WORDS

This glossary contains the Hawaiian words found in this *Long-Range Interpretive Plan*. It does not contain animal, bird, or place names.

ahupua'a - traditional land division usually from the uplands to the sea

'āina - land

aloha - love, compassion, sympathy; "aloha" used as greeting, verb, or adjective

aloha 'āina - deep love for and connectedness with the land

alu like - work together, cooperate

'auwai - ditch, canal

hale - house, building, place where something lives

heiau - traditional place of worship, temple, or shrine; usually a raised stone platform

kahakai - coastal areas

kānāwai - law, decree, regulation

kapu - no entry, forbidden

kauhale - group of houses comprising a Hawaiian home

kula - cultivated areas

kuleana - concern, responsibility

kupuna - ancestors, grandparents, elders

lānai - deck

laulima - cooperation, joint action, group of people working together

lo'i - irrigated taro patch

GLOSSARY OF HAWAIIAN WORDS

lōkahi - harmony, unity

makahiki - traditional festival starting around mid-October and lasting about four months, with sports and religious festivals and taboo on war

makai - toward the ocean

mana - personal or spiritual power

mālama 'āina - concept of care for the land, land stewardship

mālama i ka 'āina - same as above, but structured as an active command or imperative

mauka - toward the mountain, inland

moku - district

nā kūpuna - plural of kupuna (ancestors, grandparents, elders)

nā mo'olelo - the stories

'ohana - family

piko - center; summit

wai ola - literally, water life; life giving water, water of life

waokele - forest

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APPENDIX A

Cultural Resources Management

Cultural resources management (CRM) involves *research* to identify, evaluate, document, register, and establish basic information about cultural resources; *planning* to ensure this information is well-integrated into general park management processes; and *stewardship* under which planning decisions are carried out and resources are preserved, protected and interpreted to the public. Haleakalā National Park established its first ever CRM Program on October 1, 2000.

A cultural resource may be a tangible entity or cultural practice. The NPS categorizes tangible cultural resources as **archeological resources, cultural landscapes, historic structures, museum objects and ethnographic resources**. Haleakalā National Park contains all types of cultural resources.

The park's Summit District, including the Haleakalā backcountry, is included in the Crater Historic District and listed on the National Register of Historic Places (NRHP). A portion of the park's Kīpahulu District is included in the Kīpahulu Historic District, which is eligible for listing on the NRHP.

Archeological resources include the multi-component complex of habitation/agricultural features along the Kūloa Point Trail in Kīpahulu and the temporary C-shaped shelters on Pu'u'ula'ula in the Summit area.

The Pu'u Nianiau area (Maintenance and Resource Management administrative area) is a **cultural landscape** associated with the U.S. Army occupation of the park during World War II (1941-1946). The Po'onika Homestead, between Hawai'i 36 and the Kūloa Point Trail in Kīpahulu, is a **cultural landscape** associated with *pā hale* (house lot, yard, fence) built after the Great Mahele (i.e., government privatization of land ownership between 1848-1850).

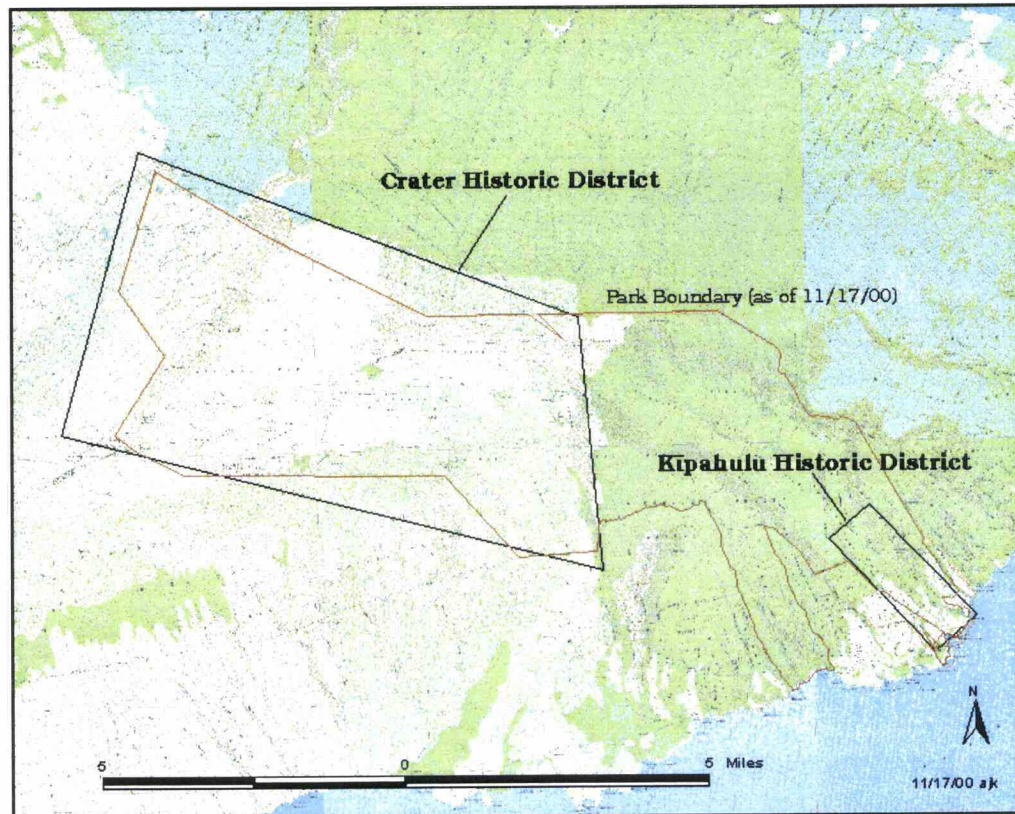
Historic structures include the Haleakalā Visitor Center, the backcountry cabins, and many of the park's administrative buildings in the Summit area. In the Kīpahulu area, **historic structures** include the Kanalulu House and the sugar flumes.

The original oil painting, *Maui Snaring the Sun*, which is reproduced on park entrance signs, is part of the park's **museum collection** in storage in the CRM office. **Museum objects** can also be found on display in the Park Headquarters and Kīpahulu visitor centers.

Cultural demonstrations, offered in both the Summit and Kīpahulu districts, showcase the traditional Hawaiian use of resources and are examples of **ethnography** in action. The NPS is starting to learn about **ethnographic resources** in the park through active consultation with Native Hawaiians in such venues as the *nā kūpuna* groups (in both the Summit and Kīpahulu districts).

A map of the Crater and Kīpahulu historic districts can be seen on the next page.

MAP OF CRATER AND KĪPAHULU HISTORIC DISTRICTS



APPENDIX B

Agreement No. CA80000A0020

COOPERATIVE AGREEMENT

BETWEEN THE KĪPAHULU OHANA, INC.
AND THE
NATIONAL PARK SERVICE

ARTICLE I. BACKGROUND AND OBJECTIVES

WHEREAS, the National Park Service (the Service) and the Kīpahulu Ohana, Inc. (the Cooperator) are both engaged in the preservation and interpretation of the indigenous culture of Kīpahulu, Maui and native Hawaiian traditional (practiced before contact by Europeans) utilization of the Kīpahulu Ahupua'a including agriculture, forestry, arts, crafts, house construction, medicine, religious practices, political systems, etc.;

WHEREAS, both the Service and the Cooperator are dedicated to preserving and encouraging the indigenous cultural practices of Kīpahulu which are appropriate to Haleakala National Park (the Park) for the benefit of future generations and public enjoyment and education;

WHEREAS, the Service owns or controls the land of the Kīpahulu Ahupua'a and the Cooperator does not;

WHEREAS, the Cooperator has unique expertise, skills and knowledge of the indigenous culture of Kīpahulu and such expertise, skills and knowledge are needed by the Park to accomplish its mission;

WHEREAS, both parties believe a cooperative effort will reduce cost and provide a higher quality interpretive program for Park visitors;

WHEREAS, the preservation and "living" interpretation of the Kīpahulu Ahupua'a will be jointly carried out;

WHEREAS, the two parties to this Agreement wish to cooperate with one another for their own mutual benefit and for the general benefit of the people of the United States and future generations; and

WHEREAS, 16 USC § 1a-2(g) authorizes the NPS to enter into cooperative arrangements with respect to living exhibits and interpretive demonstrations and park programs, and to credit the proceeds therefrom to the appropriation bearing the cost of such exhibits and demonstrations.

NOW THEREFORE, the parties hereto agree with one another as follows:

ARTICLE II. STATEMENT OF WORK

A. The Cooperator agrees to:

1. Assist the Service as a bona fide, non-profit organization to preserve, maintain, restore and interpret the Kīpahulu Ahupua'a for public use and enjoyment.
2. Demonstrate the production of traditional Hawaiian products as authorized and approved by the Park Superintendent in consultation with the Executive Director of the Kīpahulu Ohana.
3. Assist the Service in the restoration of native Hawaiian plant species including Polynesian introductions on the condition that propagating material sources, species, planting locations are determined by the Park's Resource Manager.
4. Assist the Service in the propagation, cultivation, nurturing and harvesting of Hawaiian plants used for production of ceremonial, demonstrational and sales items at Kīpahulu.
5. Produce related cultural programs through the media of lectures, dance, tours, concerts, classes workshops, seminars, demonstrations, exhibits, and other forms which relate to the establishment of the park with the approval of the Park Superintendent for the benefits, education and enjoyment of the park visitor and the island community.
6. Designate the Executive Director of Kīpahulu Ohana, Inc., as liaison to Park Management and to meet with the Park Superintendent or his/her representative as appropriate to discuss, plan and coordinate the operation of the Kīpahulu Ohana, Inc. within the Park.
7. Include the Park Superintendent, representing the NPS in an advisory capacity, (and/or other designated representative) a non-voting member of the Board of Directors of the Kīpahulu Ohana non-profit corporation, with full rights to attend all meet-

ings of the Board of Directors of the Kīpahulu Ohana, Inc. and to provide advance concerning proposed actions by the Board.

8. Sell Kīpahulu Ohana memberships for financial support and with the approval of the Park Superintendent to determine rights, privileges and obligations of the members and publish a brochure relative to same.
9. Assist the Service in attracting and supervising volunteer groups and individuals to help grow and maintain the Living Hawaiian Farm at Kapahu, plant and maintain native out-plantings, build and maintain Hawaiian structures (hale) used for demonstrations, protect archeological sites from the adverse impacts of alien plants, and other appropriate projects associated with the preservation and interpretation of the Ahupua'a.
10. Screen prospective cultural demonstrators, assuring the selection of persons of native Hawaiian ancestry, well skilled in a traditional practice, and adept at dealing with Park visitors in a friendly and helpful manner.
11. To market the products of on-site demonstrations to park visitors. Procedures, locations and price structure for sales will be subject to the approval of the Park Superintendent.
12. Ensure that archeological specimens, cave formations, artifacts, and all other objectives and materials protected by local, State, and Federal Law are not sold or given away.
13. Recognize that the Cooperator represents and is perceived by the public to be an extension of the Park. In this context the Cooperator will ensure that activities, programs, publications, et cetera, are in keeping with overall mission and purpose without becoming politicized.

B. The Service agrees to:

1. Provide financial assistance by the issuance of Project Statements as provided in Article V.
2. Meet with the Cooperator for the joint planning and coordinating of activities arising pursuant to this Agreement.
3. Provide planning assistance and suggestions on appropriate sales items through the Park Superintendent.
4. Provide logistical and protection assistance for visitor protection and safety through the Superintendent.

5. Designate suitable sites, (primarily under shelter of Hawaiian Hales [houses] built to restore the early Hawaiian scene) where craftpersons and culture demonstrators, operating under the auspices of the Kipahulu Ohana, may demonstrate.

ARTICLE III. TERM OF AGREEMENT

This Agreement shall become effective upon date of the final signature and shall continue in full effect for five year.

ARTICLE IV. KEY OFFICIALS

The personnel listed below are listed as key officials to this Agreement.

A. For the Service:

Donald W. Reeser, Superintendent
National Park Service
Haleakala National Park
P.O. Box 369
Makawao, Hawaii 96768
(808) 572-4401

B. For the Cooperator:

1. Mr. Mike Minn, President
P.O. Box 72
Hana, HI 96713
(808) 248-8367

2. Anthony Pu, Vice President
P.O. Box 394
Hana, HI 96713
(808) 248-8646

3. Glenna Ann Lind, Secretary/Treasurer
P.O. Box 468
Hana, HI 96713
(808) 248-8974

ARTICLE V. AWARD

A. General

The commitment of funds in furtherance of this Agreement shall be authorized by individual Project Statements issued against this Agreement identifying each project or group of projects, amount of financial assistance and any other applicable special term or condition.

B. Payment/Invoices

1. Requests for Reimbursement and Advance of Funds (SF 270) shall be submitted to the NPS Contracting Officer. Payment shall be made no more frequently than monthly and shall be paid either by electronic fund transfer or check.
2. No legal liability on the part of the Service for the payment of any money under this Agreement shall arise until such appropriations have been enacted into law, or funds otherwise made available by Congress and the Cooperator has not legal liability hereunder to perform services until the Service receives appropriations for its obligations under this agreement.

ARTICLE VI. REPORTS

- A. Cooperator shall provide to the Park Superintendent timely copies of annual reports (as audited by a certified Public Accountant), minutes of Board meetings, and other reports as requested. Reports shall be submitted as expeditiously as possible after preparation.
- B. The Cooperator shall make available all record and reports, open to inspection to the Service for the purpose of determining the Cooperators compliance with this agreement and compliance with applicable laws and regulations.

ARTICLE VII. PROPERTY UTILIZATION AND DISPOSITION

Title, use, disposition, and management of property, equipment and supplies shall be in accordance with OMB Circular A-110, 43 CFR §§ 12.932 through 12.937.

ARTICLE VIII. MODIFICATION AND TERMINATION

- A. This Agreement may be modified at any time by the written agreement of both parties.
- B. A request to modify this Agreement may be made at any time,

at the discretion of the Service, in order to meet new laws, regulations, and/or guidelines, which impact Kipahulu Ohana operations.

- C. This Agreement may be terminated by either party for failure to comply with its terms, after sufficient opportunity has been provided to allow correction or elimination of such noncompliance and upon written notification of intent that is provided no less than 45 days in advance.

ARTICLE IX. LIABILITY

A. Cooperator agrees:

1. To indemnify, save and hold harmless, and defend the United States against all fines, claims, damages, losses, judgments, and expenses arising out of, or from, any omission of Cooperator, its agents or employees under this Agreement.
2. To the extent that work undertaken at Cooperator's facility is performed by other than Federal employees, the parties shall require such person or corporation to:
 - a. Procure public and employee liability insurance its own expense from a responsible company or companies with a minimum limitation of \$100,000 for any number of claims arising from any one incident, with respect to the activities of the Cooperator and its employees. The policies shall name the United States as an additional insured, shall specify that the insured shall have no right of subrogation against the United States for payments of any premiums or deductibles due thereunder, and shall specify that the insurance shall be assumed by, be for the account of, and be at the insured's sole risk. Prior to beginning the work authorized herein, Cooperator shall provide the Service with confirmation of such insurance coverage.
3. To pay the United States the full value for all damage to the lands or other property of the United States caused by such person or organizations, its representatives or employees.
4. To provide workers' compensation protection to Cooperator's agents and employees in accordance with applicable local laws.
5. The United States will not be responsible for any omissions or inadequacies of insurance coverages and amounts in the event the insurance purchased by the Cooperator proves to be inadequate.

quate or otherwise insufficient for any reason whatsoever.

B. The Service agrees:

To cooperate, to the extent allowed by law, in the submission of claims pursuant to the Federal Tort Claims Act against the United States for personal injuries or property damage resulting from the negligent or wrongful act or omissions of any employee of the United States while acting within the scope of his or her employment, arising out of this Agreement.

ARTICLE X. GENERAL PROVISIONS AND CERTIFICATIONS

A. General provisions incorporated by reference:

1. OMB Circular A-110, as codified by 43 CFR Part 12, Subpart F, "Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations".
2. OMB Circular A-122, "Cost Principles for Non-Profit Organizations".
3. OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations".
4. 43 CFR Part 12, Subpart D, "Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)".
5. 43 CFR Part 12, Subpart E, "Buy American Requirements for Assistance Programs".

B. Non-Discrimination

All activities pursuant to this Agreement shall be in compliance with the requirements of Executive Order 11246, Title VI of the Civil Rights Act of 1967 (78 Stat. 252; 42 U.S.C. §2000d et seq.); Title V, Section 504 of the Rehabilitation Act of 1973 (87 Stat. 394; 28 U.S.C. §794); the Age Discrimination Act of 1975 (89 Stat. 728; 43 U.S.C. §6101 et seq.); and with all other Federal laws and regulations prohibiting discrimination on grounds of race, color, national origin, handicap, religion or sex.

C. Lobbying Prohibition

Pursuant to 18 U.S.C. 1913, "Lobbying with Appropriated Moneys", no part of the money appropriated by any enactment of Congress shall, in the absence of express authorization by Congress, be used directly or indirectly to pay for any personal service, advertisement, telegram, telephone, letter, printed or written matter, or other device, intended or designed to influence in any manner a Member of Congress, to favor or oppose, by vote or otherwise, any legislation or appropriation by Congress, whether before or after the introduction of any bill or resolution proposing such legislation or appropriation; but this shall not prevent officers or employees of the United States or of its departments or agencies from communicating to Members of Congress on the request of any Member or to Congress, through the proper official channels, requests for legislation or appropriations which they deem necessary for the efficient conduct of the public business.

D. Public Information

1. The Cooperator shall not publicize or otherwise circulate, promotional material (such as advertisements, sales brochures, press releases, speeches, still and motion pictures, articles, manuscripts or other publications) which states or implies governmental, Departmental, bureau, or government employee endorsement of a product, service, or position which the Cooperator represent. No release of information relating to this award may state or imply that the Government approves of the Cooperator's work products, or considers the Cooperator's work product to be superior to other projects or services.

2. All information submitted for publication or other public releases of information regarding this project shall carry the following disclaimer:

The views and conclusions contained in this document are those of the authors and should not be interpreted as representing the opinions or policies of the U.S. Government. Mention of trade names or commercial products does not constitute their endorsement by the U.S. Government.

3. The Cooperator must obtain prior Government approval for any public information releases concerning this award which refer to the Department of the Interior or any bureau or employee (by name or title). The specific text, layout, photographs, etc. of the

proposed release must be submitted with the request for approval.

4. The Cooperator further agrees to include this provision in a subaward to any subrecipient, except for a subaward to a State government, a local government, or to federally recognized Indian tribal government.

E. Anti-Deficiency Act, 31 U.S.C. § 1341

Nothing contained in this Agreement shall be construed as binding the NPS to expend in any one fiscal year any sum in excess of appropriations made by Congress, for the purposes of this Agreement for that fiscal year, or other obligation for the further expenditure of money in excess of such appropriations.

F. Minority Business Enterprise Development (Executive Order 12432)

It is the national policy to award a fair share of contracts to small and minority firms. The NPS is strongly committed to the objectives of this policy and encourages all recipients of its Agreements to take affirmative steps to ensure such fairness by ensuring procurement procedures are carried out in accordance with OMB Circular A-102 and section 43 CFR 12.944.

- G. Certifications: The following certification is required to accordance with the above provisions and is attached hereto and made a part of this agreement:

DI-2010, Certification Regarding Debarment, Suspension, and Other Responsibility Matter, Drug-Free Workplace Requirements

ARTICLE XI. ATTACHMENTS AND APPENDICES

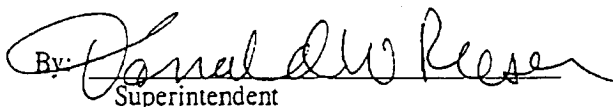
The following attachment is hereby incorporated into and made part of this Agreement:

Attachment A -- Certification Regarding Debarment, Suspension, and Other Responsibility Matters, Drug-Free Workplace Requirements and Lobbying, DI-2010.

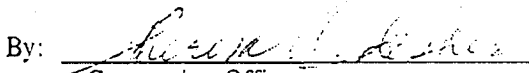
ARTICLE XII. AUTHORIZED SIGNATURES

IN WITNESS HEREOF, the parties hereto have signed their names and executed this Agreement.

United States of America
National Park Service

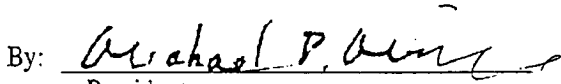
By: 
Superintendent
Haleakalā National Park

8-8-00
Date

By: 
Contracting Officer
Pacific Great Basin Support Office

7/14/00
Date.

Kīpahulu Ohana, Inc.

By: 
President
Kīpahulu Ohana, Inc. Board of Directors

8-8-00
Date

APPENDIX C

Special Populations: Programmatic Accessibility Guidelines for Interpretive Media

National Park Service
Harpers Ferry Center

June 1999

Prepared by
Harpers Ferry Center
Accessibility Task Force

Contents
Statement of Purpose
Audiovisual Programs
Exhibits
Historic Furnishings
Publications
Wayside Exhibits

STATEMENT OF PURPOSE

This document is a guide for promoting full access to interpretive media to ensure that people with physical and mental disabilities have access to the same information necessary for safe and meaningful visits to National Parks. Just as the needs and abilities of individuals cannot be reduced to simple statements, it is impossible to construct guidelines for interpretive media that can apply to every situation in the National Park System.

These guidelines define a high level of programmatic access which can be met in most situations. They articulate key areas of concern and note generally accepted solutions. Due to the diversity of park resources and the variety of interpretive situations, flexibility and versatility are important.

Each interpretive medium contributes to the total park program. All media have inherent strengths and weaknesses, and it is our intent to capitalize on their strengths and provide alternatives where they are deficient. It should also be understood that any interpretive medium is just one component of the overall park experience. In some instances, especially with regard to learning disabilities, personal services, that is one-on-one interaction, may be the most appropriate and versatile interpretive approach.

In the final analysis, interpretive design is subjective, and dependent on aesthetic considerations as well as the particular characteristics and resources available for a specific program. Success or failure should be evaluated by examining all interpretive offerings of a park. Due to the unique characteristics of each situation, parks should be evaluated on a case by case basis. Nonetheless, the goal is to fully comply with NPS policy:

"...To provide the highest level of accessibility possible and feasible for persons with visual, hearing, mobility, and mental impairments, consistent with the obligation to conserve park resources and preserve the quality of the park experience for everyone."

NPS Special Directive 83- 3, Accessibility for Disabled Persons

Audiovisual Programs

Audiovisual programs include video programs, and audio and interactive programs. As a matter of policy, all audiovisual programs produced by the Harpers Ferry Center will include some method of captioning. The Approach used will vary according to the conditions of the installation area and the media format used, and will be selected in consultation with the parks and regions.

The captioning method will be identified as early as possible in the planning process and will be presented in an integrated setting where possible. To the extent possible, visitors will be offered a choice in viewing captioned or uncaptioned versions, but in situations where a choice is not possible or feasible, a captioned version of all programs will be made available. Park management will decide on the most appropriate operational approach for the particular site.

Guidelines Affecting Visitors with Mobility Impairments

1. The theater, auditorium, or viewing area should be accessible and free of architectural barriers, or alternative accommodations will be provided. UFAS 4.1.
2. Wheelchair locations will be provided according to ratios outlined in UFAS 4.1.2(18a).
3. Viewing heights and angles will be favorable for those in designated wheelchair locations.
4. In designing video or interactive components, control mechanisms will be placed in accessible location, usually between 9" and 48" from the ground and no more than 24" deep.

Guidelines Affecting Visitors with Visual Impairments

Simultaneous audio description will be considered for installations where the equipment can be properly installed and maintained.

Guidelines Affecting Visitors with Hearing Impairments

1. All audiovisual programs will be produced with appropriate captions.
2. Copies of scripts will be provided to the parks as a standard procedure.
3. Audio amplification and listening systems will be provided in accordance with UFAS 4.1.2(18b).

Guidelines Affecting Visitors with Learning Impairments

1. Unnecessarily complex and confusing concepts will be avoided.
2. Graphic elements will be chosen to communicate without reliance on the verbal component.
3. Narration will be concise and free of unnecessary jargon and technical information.

Exhibits

Numerous factors affect the design of exhibits, reflecting the unique circumstances of the specific space and the nature of the materials to be interpreted. It is clear that thoughtful, sensitive design can go a long way in producing exhibits that can be enjoyed by a broad range of people. Yet, due to the diversity of situations encountered, it is impossible to articulate guidelines that can be applied universally.

In some situations, the exhibit designer has little or no control over the space. Often exhibits are placed in areas ill suited for that purpose, they may incorporate large or unyielding specimens, may incorporate sensitive artifacts which require special environmental controls, and room decor or architectural features may dictate certain solutions. All in all, exhibit design is an art which defies simple description. However, one central concern is to communicate the message to the largest audience possible. Every reasonable effort will be made to eliminate any factors limiting communication through physical modification or by providing an alternate means of communication.

Guidelines Affecting Visitors with Mobility Impairments

Note: The Americans with Disabilities Act Accessibility Guidelines (ADAAG) is the standard followed by the National Park Service and is therefore the basis for the accessibility standards for exhibits, where applicable.

1. Height/position of labels: Body copy on vertical exhibit walls should be placed at between 36" and 60" from the floor.
2. Artifact Cases:
 - a. Maximum height of floor of artifact case display area shall be no higher than 30" from the floor of the room. This includes vitrines that are recessed into an exhibit wall.
 - b. Artifact labels should be placed so as to be visible to a person within a 43" to 51" eye level. This includes mounting labels within the case at an angle to maximize its visibility to all viewers.
3. Touchable Exhibits: Touchable exhibits positioned horizontally should be placed no higher than 30" from the floor. Also, if the exhibit is approachable only on one side, it should be no deeper than 31".
4. Railings/barriers: Railings around any horizontal model or exhibit element shall have a maximum height of 36" from the floor.
5. Information desks: Information desks and sales counters shall include a section made to accommodate both a visitor in a wheelchair and an employee in a wheelchair working on the other side. A section of the desk/counter shall have the following dimensions:

- a. Height from the floor to the top: 28 to 34 inches. (ADAAG 4.32.4)
 - b. Minimum knee clearance space: 27" high, 30" wide and 19" deep of clearance underneath the desk is the minimum space required under ADAAG 4.32.3, but a space 30" high, 36" wide and 24" deep is recommended.
 - c. Width of top surface of section: at least 36 inches. Additional space must be provided for any equipment such as a cash register.
 - d. Area underneath desk: Since both sides of the desk may have to accommodate a wheelchair, this area should be open all the way through to the other side. In addition, there should be no sharp or abrasive surfaces underneath the desk. The floor space behind the counter shall be free of obstructions.
6. Circulation Space:
- a. Passageways through exhibits shall be at least 36" wide.
 - b. If an exhibit passageway reaches a dead-end, an area 60" by 78" should be provided at the end for turning around.
 - c. Objects projecting from walls with their leading edges between 27" and 80" above the floor shall protrude no more than 4" in passageways or aisles. Objects projecting from walls with their leading edges at or below 27" above the floor can protrude any amount.
 - d. Freestanding objects mounted on posts or pylons may overhang a maximum of 12" from 27" to 80" above the floor. (ADAAG 4.4.1)
 - e. Protruding objects shall not reduce the clear width of an accessible route to less than the minimum required amount. (ADAAG 4.4.1)
 - f. Passageways or other circulation spaces shall have a minimum clear head room of 80". For example, signage hanging from the ceiling must have at least 80" from the floor to the bottom edge of the sign. (ADAAG 4.4.2)
7. Floors:
- a. Floors and ramps shall be stable, level, firm and slip-resistant.
 - b. Changes in level between 1/4" and 1/2" shall be beveled with a slope no greater than 1:2. Changes in level greater than 1/2" shall be accomplished by means of a ramp that complies with ADAAG 4.7 or 4.8. (ADAAG 4.5.2)
 - c. Carpet in exhibit areas shall comply with ADAAG 4.5.3 for pile height, texture, pad thickness, and trim.
8. Seating - Interactive Stations/Work Areas: The minimum knee space underneath a work desk is 27" high, 30" wide and 19" deep, with a clear floor space of at least 30" by 30" in front. The top of the desk or

work surface shall be between 28" and 34" from the floor. (ADAAG 4.32, Fig.45)

Guidelines Affecting Visitors with Visual Impairments

1. Tactile models and other touchable exhibit items should be used whenever possible. Examples of touchable exhibit elements include relief maps, scale models, raised images of simple graphics, reproduction objects, and replaceable objects (such as natural history or geological specimens, cultural history items, etc.).
2. Typography - Readability of exhibit labels by visitors with various degrees of visual impairment shall be maximized by using the following guidelines:
 - a. Type size - No type in the exhibit shall be smaller than 24 point.
 - b. Typeface - The most readable typefaces should be used whenever possible, particularly for body copy. They are: Times Roman, Palatino, Century, Helvetica and Universe.
 - c. Styles, Spacing - Text set in both caps and lower case is easier to read than all caps. Choose letter spacing and word spacing for maximum readability. Avoid too much italic type.
 - d. Line Length - Limit the line length for body copy to no more than 45 to 50 characters per line.
 - e. Amount of Text - Each unit of body copy should have a maximum of 45- 60 words.
 - f. Margins - Flush left, ragged right margins are easiest to read.
3. Color:
 - a. Type/Background Contrast - Percentage of contrast between the type and the background should be a minimum of 70% .
 - b. Red/Green - Do not use red on green or green on red as the type/background color combination.
 - c. Do not place body copy on top of graphic images that impair readability.
4. Samples: During the design process, it is recommended that samples be made for review of all size, typeface and color combinations for labels in that exhibit.
5. Exhibit Lighting:
 - a. All labels shall receive sufficient, even light for good readability. Exhibit text in areas where light levels have been reduced for conservation purposes should have a minimum of 10 footcandles of illumination.

- b. Harsh reflections and glare should be avoided.
 - c. The lighting system shall be flexible enough to allow adjustments on-site.
 - d. Transitions between the floor and walls, columns or other structures should be made clearly visible. Finishes for vertical surfaces should contrast clearly with the floor finish. Floor circulation routes should have a minimum of 10 footcandles of illumination.
6. Signage: When permanent building signage is required as a part of an exhibit project, the ADAAG guidelines shall be consulted. Signs, which designate permanent rooms and spaces, shall comply with ADAAG 4.30.1, 4.30.4, 4.30.5, and 4.30.6. Other signs, which provide direction to or information about functional spaces of the building, shall comply with ADAAG 4.30.1, 4.30.2, 4.30.3, and 4.30.5. Note: When the International Symbol of Accessibility (wheelchair symbol) is used, the word "Handicapped" shall not be used beneath the symbol. Instead, use the word "Accessible".

Guidelines Affecting Visitors with Hearing Impairments

- 1. Information presented via audio formats will be duplicated in a visual medium, such as in the exhibit label copy or by captioning. All video programs incorporated into the exhibit, which contain audio, shall be open captioned.
- 2. Amplification systems and volume controls should be incorporated with audio equipment used individually by the visitor, such as audio handsets.
- 3. Information desks shall allow for Telecommunication Devices for the Deaf (TDD) equipment.

Guidelines Affecting Visitors with Learning Impairments

- 1. The exhibits will present the main interpretive themes on a variety of levels of complexity, so people with varying abilities and interests can understand them.
- 2. The exhibits should avoid unnecessarily complex and confusing topics, technical terms, and unfamiliar expressions. Pronunciation aids should be provided where appropriate.
- 3. Graphic elements shall be used to communicate non-verbally.
- 4. The exhibits shall be a multi-sensory experience. Techniques to maximize the number of senses used in the exhibits should be encouraged.
- 5. Exhibit design shall use color and other creative approaches to facilitate comprehension of maps by visitors with directional impairments.

Historic Furnishings

Historically refurnished rooms offer the public a unique interpretive experience by placing visitors within historic spaces. Surrounded by historic artifacts visitors can feel the spaces "come alive" and relate more directly to the historic events or personalities commemorated by the park.

Accessibility is problematical in many NPS furnished sites because of the very nature of historic architecture. Buildings were erected with a functional point of view that is many times at odds with our modern views of accessibility.

The approach used to convey the experience of historically furnished spaces will vary from site to site. The goals, however, will remain the same, to give the public as rich an interpretive experience as possible given the nature of the structure.

Guidelines Affecting Visitors with Mobility Impairments

1. The exhibit space should be free of architectural barriers or a method of alternate accommodation should be provided, such as slide programs, videotaped tours, visual aids, dioramas, etc.
2. All pathways, aisles, and clearances shall (when possible) meet standards set forth in UFAS 4.3 to provide adequate clearance for wheelchair routes.
3. Ramps shall be as gradual as possible and not exceed a 1" rise in 12" run, and conform to UFAS 4.8.
4. Railings and room barriers will be constructed in such a way as to provide unobstructed viewing by persons in wheelchairs.
5. In the planning and design process, furnishing inaccessible areas, such as upper floors of historic buildings, will be discouraged unless essential for interpretation.
6. Lighting will be designed to reduce glare or reflections when viewed from a wheelchair.
7. Alternative methods of interpretation, such as audiovisual programs, audio description, photo albums, and personal services will be used in areas which present difficulty for visitors with physical impairments.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit typefaces will be selected for readability and legibility, and conform to good industry practice.
2. Audio description will be used to describe furnished rooms, where appropriate.

3. Windows will be treated with film to provide balanced light levels and minimize glare.
4. Where appropriate, visitor- controlled rheostat- type lighting will be provided to augment general room lighting.
5. Where appropriate and when proper clearance has been approved, surplus artifacts or reproductions will be utilized as "hands- on" tactile interpretive devices.

Guidelines Affecting Visitors with Hearing Impairments

1. Information about room interiors will be presented in a visual medium such as exhibit copy, text, pamphlets, etc.
2. Captions will be provided for all AV programs relating to historic furnishings.

Guidelines Affecting the Visitors with Learning Impairments

1. Where appropriate, hands- on participatory elements geared to the level of visitor capabilities will be used.
2. Living history activities and demonstrations, which utilize the physical space as a method of providing multi- sensory experiences, will be encouraged.

Publications

A variety of publications are offered to visitors, ranging from park folders, which provide an overview and orientation to a park, to more comprehensive handbooks. Each park folder should give a brief description of services available to visitors with disabilities, list significant barriers, and note the existence of TDD phone numbers, if available.

In addition, informal site bulletins are often produced to provide more specialized information about a specific site or topic. It is recommended that each park produce an easily updatable "Accessibility Site Bulletin" which could include detailed information about the specific programs, services, and opportunities available for visitors with disabilities and to describe barriers which are present in the park. A template for this site bulletin will be on the Division of Publications website for parks to create with ease, a consistent look throughout the park service. These bulletins should be in large type, 16 points minimum and follow the large- print criteria below.

Guidelines Affecting Visitors with Mobility Impairments

1. Park folders, site bulletins, and sales literature will be distributed from accessible locations and heights.
2. Park folders and Accessibility Site Bulletins should endeavor to carry information on the accessibility of buildings, trails, and programs by visitors with disabilities.

Guidelines Affecting Visitors with Visual Impairments

1. Publications for the general public:

a. Text

- (1) Size: the largest type size appropriate for the format.
(preferred main body of text should be 10pt)
- (2) Leading should be at least 20% greater than the font size used.
- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right
- (6) Little or no hyphenation is used at ends of lines.
- (7) Ink coverage is dense
- (8) Underlining does not connect with the letters being underlined.
- (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
- (10) Photographs have a wide range of gray scale variation.
- (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 8 pt type.
- (12) No extreme extended or compressed typefaces are used for main text.
- (13) Reversal type should be minimum of 11 point medium or bold sans-serif type.

b. The paper:

- (1) Surface preferred is a matte finish. Dull-coated stock is acceptable.
- (2) Has sufficient weight to avoid "show-through" on pages printed on both sides.

2. Large-print version publications:

a. Text

- (1) Size: minimum 16 point type.
- (2) Leading is 16 on 20pt.
- (3) Proportional letterspacing
- (4) Main body of text set in caps and lower case.
- (5) Margins are flush left and ragged right.

- (6) Little or no hyphenation is used at ends of lines.
 - (7) Ink coverage is dense.
 - (8) Underlining does not connect with the letters being underlined.
 - (9) Contrast of typeface and illustrations to background is high (70% contrast is recommended)
 - (10) Photographs have a wide range of gray scale variation.
 - (11) Line drawings or floor plans are clear and bold, with limited detail and minimum 14 pt type.
 - (12) No extreme extended or compressed typefaces are used for main text.
 - (13) Sans- serif or simple- serif typeface
 - (14) No oblique or italic typefaces
 - (15) Maximum of 50 characters (average) per line.
 - (16) No type is printed over other designs.
 - (17) Document has a flexible binding, preferably one that allows the publication to lie flat.
 - (18) Gutter margins are a minimum of 22mm; outside margin smaller but not less than 13mm.
- b. Paper:
- (1) Surface is off- white or natural with matte finish.
 - (2) Has sufficient weight to avoid "show- through" on pages printed on both sides.
3. Maps:
- a. The less clutter the map, the more visitors that can use it.
 - b. The ultimate is one map that is large- print and tactile.
 - c. Raised line/tactile maps are something that could be developed in future, using our present digital files and a thermaform machine. Lines are distinguished by lineweight, color and height. Areas are distinguished by color, height, and texture.
 - d. The digital maps are on an accessible web site.
 - e. Same paper guides as above.
 - f. Contrast of typeface background is high. (70% contrast is recommended)
 - g. Proportional letterspacing
 - h. Labels set in caps and lower case

- i. Map notes are flush left and ragged right.
 - j. Little or no hyphenation is used as ends of lines.
 - k. No extreme extended or compressed typefaces are used for main text.
 - l. Sans-serif or simple-serif typeface.
4. The text contained in the park folder should also be available on audiocassette, CD and accessible web site. Handbooks, accessibility guides, and other publications should be similarly recorded where possible.
 5. The official park publication is available in a word processing format. This could be translated into Braille as needed.

Guidelines Affecting Visitors with Hearing Impairments

Park site bulletins will note the availability of such special services as sign language interpretation and captioned programs.

Guidelines Affecting Visitors with Learning Impairments

1. The park site bulletin should list any special services available to these visitors.
2. Publications:
 - a. Use language that appropriately describes persons with disabilities.
 - b. Topics will be specific and of general interest. Unnecessary complexity will be avoided.
 - c. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
 - d. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
 - e. Text will be concise and free of long paragraphs and wordy language.

Wayside Exhibits

Wayside exhibits, which include outdoor interpretive exhibits and signs, orientation shelter exhibits, trailhead exhibits, and bulletin boards, offer special advantages to visitors with disabilities. The liberal use of photographs, artwork, diagrams, and maps, combined with highly readable type, make wayside exhibits an excellent medium for visitors with hearing and learning impairments. For visitors with sight impairments, waysides offer large type and high legibility.

Although a limited number of NPS wayside exhibits will always be inac-

cessible to visitors with mobility impairments, the great majority are placed at accessible pullouts, viewpoints, parking areas, and trailheads.

The NPS accessibility guidelines for wayside exhibits help insure a standard of quality that will be appreciated by all visitors. Nearly everyone benefits from high quality graphics, readable type, comfortable base designs, accessible locations, hard-surfaced exhibit pads, and well-landscaped exhibit sites.

While waysides are valuable on-site "interpreters," it should be remembered that the park resources themselves are the primary things visitors come to experience. Good waysides focus attention on the features they interpret, and not on themselves. A wayside exhibit is only one of the many interpretive tools which visitors can use to enhance their appreciation of a park.

Guidelines Affecting Visitors with Mobility Impairments

1. Wayside exhibits will be installed at accessible locations whenever possible.
2. Wayside exhibits will be installed at heights and angles favorable for viewing by most visitors including those in wheelchairs. For standard NPS low-profile units the recommended height is 30 inches from the bottom edge of the exhibit panel to the finished grade; for vertical exhibits the height of 6-28 inches.
3. Trailhead exhibits will include information on trail conditions which affect accessibility.
4. Wayside exhibit sites will have level, hard surfaced exhibit pads.
5. Exhibit sites will offer clear, unrestricted views of park features described in exhibits.

Guidelines Affecting Visitors with Visual Impairments

1. Exhibit type will be as legible and readable as possible.
2. Panel colors will be selected to reduce eyestrain and glare, and to provide excellent readability under field conditions. White should not be used as a background color.
3. Selected wayside exhibits may incorporate audio stations or tactile elements such as models, texture blocks, and relief maps.
4. For all major features interpreted by wayside exhibits, the park should offer non-visual interpretation covering the same subject matter. Examples include cassette tape tours, radio messages, and ranger talks.
5. Appropriate tactile cues should be provided to help visually impaired visitors locate exhibits.

Guidelines Affecting Visitors with Hearing Impairments

1. Wayside exhibits will communicate visually, and will rely heavily on graphics to interpret park resources.
2. Essential information included in audio station messages will be duplicated in written form, either as part of the exhibit text or with printed material.

Guidelines Affecting Visitors with Learning Impairments

1. Topics for wayside exhibits will be specific and of general interest. Unnecessary complexity will be avoided.
2. Whenever possible, easy to understand graphics will be used to convey ideas, rather than text alone.
3. Unfamiliar expressions, technical terms, and jargon will be avoided. Pronunciation aids and definitions will be provided where needed.
4. Text will be concise and free of long paragraphs and wordy language.

APPENDIX D

Kīpahulu District Design Guidelines

Approved
Donald W. Reeser
Superintendent
March 17, 2000

INTRODUCTION

The intent of these design guidelines is to provide a framework for future development for Kīpahulu District Haleakalā National Park.* These design guidelines do not dictate future development within the historic district, but rather provide helpful guidance to engineers and designers for the purpose of sustaining the area's traditional Hawaiian character and to help ensure the conservation of its important resources for future generations. These guidelines provide specific guidance for the first permanent facilities, the parking, restrooms, and campground.

BACKGROUND

The Kīpahulu District of Haleakalā NP on the east end of the island of Maui, is a part of the Hawaiian traditional Kīpahulu political district. The Kīpahulu Historic District was placed on the National Register of Historic Places in the 1970s and comprises approximately 810 acres of land that runs mauka-makai on either side of 'Ohe'o Gulch up to an elevation of about 1,600 feet. The historic district encompasses a large portion of the Kīpahulu political district, including the traditional Hawaiian land divisions or *ahupua'a* of Alae 'Iki, 'Alaenui and Papautuana.

The Kīpahulu area (within and outside the park) has retained much of its historic integrity and reflects a continuum of traditional cultural use by the associated Hawaiian community. The area has remained a traditional area for gathering, fishing, and cattle grazing. The cultural history of Kīpahulu is reflected in the numerous sites and features found throughout the area. These resources in the park include taro patches, agricultural terraces, numerous platforms and foundations, historic buildings and structures, old ranch roads and trails, rock walls, vegetation patterns, shrines, temples, and gravesites.

*The only exceptions include the proposed relocation of the Charles Lindbergh home and the temporary non-visitor structures to be relocated from the current maintenance yard to parcel #03-150, which is in the process of being acquired from The Nature Conservancy.

Visitation to the national park has affected traditional uses. Great numbers of people now use this area that was, prior to 1969, privately owned and had more limited use by the visitor industry. The long-term goal of NPS planning efforts are directed at providing an experience at Kīpahulu that respects and reflects the traditional character of the landscape and Hawaiian culture prior to the arrival of Europeans in 1778. Appropriate historic structures that remain, that are representative of the sugar plantation and cattle ranching periods, will be preserved and may be interpreted, but the landscape where possible should reflect the period when Hawaiians were the only dominant human influence on the land.

GOALS

Planning at Kīpahulu will.....

Respect the historic character of the National Register lands and minimize physical as well as visual impacts on the overall character and contributing elements of the rural historic district. To be restored and preserved as much as possible is a vignette of pre-contact Hawai'i including Hawaiian houses and other structures, demonstration of traditional arts and crafts and demonstrations of farming and the traditional use of native and Polynesian plants. Visitors should leave feeling that they have had a glimpse and have gained some understanding and appreciation of early Hawaiian practices and land stewardship. (See attached sketch from *The Ahupua'a* by Kamehameha Schools Press, 1994)

Recognize the unique Hawaiian character of East Maui and help retain its ties to the people and culture by managing land utilizing the pre-European ahupua'a concept, where practical and when compatible with NPS policy. The ahupua'a was generally a wedged-shaped parcel of land extending from the outer reef in the sea to the ridge of the mountain. It encompassed the necessities of life for the original Hawaiians. There was no land "ownership." The community cooperated in fishing from the sea and streams, growing taro in the low elevations and gathering thatching materials and wood at the higher elevations.

Recognize the Hawaiian heritage of this area with continued pro-

tection and, where possible and appropriate, restoration of the natural and cultural resources. Restoration will be accomplished by using Native Hawaiian or Polynesian introduced plants appropriate to recreate the cultural landscape. Non-native or non-Polynesian plants will not be planted and where feasible will be eliminated with the exception of some pre-1848 food plants that are specifically approved for growing at the Kapahu Living Farm.

- Strengthen appreciation and respect for the Hawaiian '*mālama 'aina*' - love of the land and the environment.
- Minimize development to retain a natural and unstructured ambience and avoid visual intrusions as much as possible. Natural vegetation screening of necessary modern facilities to minimize visual intrusions should be part of the landscape plan. An unimpeded view of the natural landscape, the *ahupua'a*, *mauka* and *makai*, is critical to interpretation of the area and telling the *ahupua'a* story. Facility design such as restrooms with photovoltaic systems should attempt to enhance the aura of the traditional landscape rather than distracting from it.
- Safety and accessibility for a wide variety of users including disabled persons must be a major design consideration.

Design at Kīpahulu will incorporate.....

- Appropriate siting and design of developed areas (buildings, structures, and other NPS facilities) to ensure the preservation of significant cultural and natural resources and in particular the traditional cultural landscape and viewshed mauka and makai.
- Nonintrusive-design (buildings that are an accessory to nature) incorporating simplicity and restraint.
- Respect for past building traditions and practices of native Hawaiians in construction of their living, social, and religious buildings (Hale).
- Indigenous materials that are of the proper scale and will withstand the weather and ocean salt mist environment.
- The retention and restoration of the traditional character of the historic district.
- Suitable color, scale, location, and silhouette.
- Sustainable practices in design and construction including pho-

to voltaic and water conservation.

- Consistent design elements and details that reflect the unique character of Kīpahulu and the pre-contact Hawaiian culture. A visit to Hāna Cultural Center and Bishop Museum by the design team would be instructive for the purpose gaining a feeling for early Hawaiian society and the traditional ahupua'a landscape.
- Buildings, structures and other NPS facilities whenever possible must be environmentally sensitive as well as requiring lowest amount of recurring maintenance effort. The ideal would be no conflict between these two goals, however, environmental considerations should take precedence.

DESIGN ELEMENTS

Design within Context

Context refers to the major factors within the environment which, taken together, establish an area's character or sense of place. These factors include natural features such as topography, soil, vegetation, and climate, as well as cultural features such as the local history, traditions, art, and architecture. To design within context, a designer must understand these factors and how they combine to create the character of a specific site. A clear understanding of the context is crucial to ensure that the new development will contribute to the character of an area rather than detract from its sense of place. It is of utmost importance that all human-made development, facilities, and structures be designed to be harmonious with Kīpahulu's environment so that they will not detract from scenic views in or adjacent to the park.

The Kīpahulu district is rich in cultural resources and offers magnificent views of pristine mountain valleys, rainforest, scenic waterfalls, and spectacular vistas of the Pacific Ocean coastline. The recommended design theme for this beautiful area needs to celebrate and preserve the "sense of Hawaiian place," including its low-key rural ambience and natural beauty.

Architectural Vernacular Traditions

Contact with the Western world resulted in sweeping modifications to traditional Hawaiian architecture. In less than 100 years the traditional Hawaiian-thatched house (hale) changed form being the most obvious object in the Hawaiian landscape to an object of curiosity.

The traditional hale featured a gable roof whose rafters either extended to the ground or to a wall, using a variety of materials for thatching and framing. Frequently, a stone platform paved with small pebbles served as a base upon which the house was erected, and the floors were covered with mats made from *hala* leaves. Scale conveyed social rank, as did the size of a complex.

Specific Issues at Kīpahulu that may influence design:

Safety: Having a safe environment in this area that will be accessed by virtually all Kīpahulu park visitors and employees is of priority importance.

Fee Collection: If and when it is the policy to collect entrance fees at Kīpahulu, the entrance to the main parking will most likely be location for this activity.

Security: Fire prevention, vandalism, and theft, although not considered major problems in Kīpahulu, design deterrents would be helpful.

Linkage to other facilities: Mauka and makai hiking trails as well as the Hawaiian village, campground, and visitor center should link up in such a way that social trails in the area become less likely.

New visitor center: The existing visitor center, built in 1991, without meeting any design criteria should be considered temporary. It may be modified to blend with the -cultural scene, but it will eventually be replaced, perhaps in a slightly different location.

Protection of Archeological Resources: Based on the best surveys available no new development may disturb known archeological sites.

FACILITY DESIGN

The character of Kīpahulu District architecture should embrace influences from the vernacular traditions of traditional Hawaiian architecture. It is important to promote a simple but elegant Aloha style using materials and details that create a sense of place and are appropriate for the context. Based on availability, materials should facilitate low maintenance, maximize energy-efficient construction, be visually appropriate for use in the "core area" of the historic district and enhance site features and landscape. Where practical, best

building practices should be used including sustainable design and materials.

Recycled materials should be used or materials procured from sources that follow sustainable practices.

Design can and should stimulate visitor appreciation and heighten visitor interest in this historic district. Kīpahulu is distinctive, and there should be no preconceived notions. All facilities at Kīpahulu that are constructed to accommodate the visiting public should express rustic informality - a sense of retreat from the pressures of urban and mainland living, and the preservation of the rural character of the district.

The Kīpahulu ambience is, above all, rural and relaxed. Facility forms should be united by the use of consistent, natural materials and by the common relationship to the mountains and ocean. Most existing NPS facilities at Kīpahulu do not reflect traditions, but rather are adaptive uses of older buildings with minimal renovation. It is important that future design proposals symbolize the special qualities of Kīpahulu in all facilities. Design should also be symbolic of the role or purpose of each facility. For example, the rural quality of a minimal facility constructed of natural materials would symbolize a return to nature.

SPECIFIC DESIGN CONSIDERATIONS FOR KĪPAHULU

Restroom Facility

The location and design of the proposed visitor restrooms should reflect current site conditions and engineering strategies that provide convenience to the visitor. Since modern restrooms are inherently non-traditional, these facilities should be situated as to not detract from the Hawaiian cultural experience. Convenient access from the main and overflow parking lots must be considered. The distance to the proposed septic treatment area and the potential impacts on the coastal environment is our concern.

The proposed facility should be designed to accommodate up to 1,500-day use visitors per day. Building systems should be sustainable, using materials that have a low impact on the environment during their manufacture, assembly, and life span. The building system should incorporate maximum daylighting and natural ventilation. Electrical requirements must be minimized using inconspicuous photovoltaic systems only. The facility should reflect the appro-

priate visitor experience at Kīpahulu. It must address the proper men/women fixture ratio, incorporates a unisex room, and has been designed for minimal maintenance.

Other Restroom Design Considerations

- Nonintrusive siting of the facility and screening with native vegetation to minimize the visual impact of the structure on the surrounding environment.
- Water-saving fixtures.
- Hard, sanitary, and durable interior wall finishes. Floors with stained/sealed finish over concrete slab.
- Subsurface exploration for the proposed septic/leachfield location.
- Facilities should be designed to reduce vandalism since the facilities will not be locked at night.

Main Visitor Parking Area

Access and parking should blend with the natural features of the Kīpahulu landscape, taking the natural forms of each development area into consideration. All parking should be designed to minimize impact on both natural and cultural features. The appearance of a large paved parking lot should be avoided at the main parking area, and the unpaved overflow parking should be retained to supplement the permanent parking area. It is important to consider the pedestrian experience within the main parking area by incorporating a natural landscape using appropriate native plant material in and adjacent to the vehicular zone. Natural features should also be incorporated into the arrival sequence to help transition the visitor from the highway experience to the site.

Landscaping to minimize the feeling of a large paved parking lot is important. The scenic vistas looking mauka and makai from existing visitor contact facility are important in interpreting the pristine Kīpahulu Valley and the traditional ahupua'a land management of Hawaiians. This vista is key to interpreting the significance and interrelation of the cultural and natural resources for which the Kīpahulu area was added to Haleakalā NP. The parking lot should be designed to minimize obtrusiveness on the natural and cultural scene. It must harmonize with the overall character of Kīpahulu historic district. The main parking area must have an 80-vehicle

capacity. In the main parking area, the parking sequence should embrace design considerations that would minimize confusion and staff monitoring. Entry and exit areas should be obvious, and one-way flow with diagonal parking should be considered. The large number of commercial tour vans and small busses; their traffic flow, loading and unloading of passengers need to be figured into the design.

Other design considerations for the parking area:

- Use a polymer topcoat incorporating local sand, soil, or cinders, if standard road paving materials are proposed.
- Consider alternative paving materials that are less visually intrusive to the historic district such as resin pavement (Road Oyl), a high bonding strength, and resin modified emulsion. Any new products on the market that might give the desired result should be investigated. Methods that avoid the urban striped parking lot would be the ideal, however parking should be demarcated because efficient use of parking space is essential.
- If deemed necessary, utilize a catchment/filtration system for capturing runoff from paved areas. It is important to respect the local concern of protecting subsistence fishing in the area by capturing and filtering out petrochemicals. A porous parking material that allows the free flow of water while capturing potential oil drippings (most of the traffic are new rental vehicles) expected from older vehicles should be investigated as a potential solution to resolve the concern.
- Ensure that accessible walkways are less than 5% grade to avoid the use of railing. Consider hard surface treatment with polymer topcoat.
- Use minimal signage to convey directional needs. Signs should be kept to a minimum number, size, height, and wording required for their intended functions. They should minimally intrude on the historic setting and should be placed where they do not interfere with visitors, enjoyment, and appreciation of Kīpahulu resources.
- Retain natural grass cover in overflow parking areas (periodically mow); drainage needs should be addressed, and the access road improved. There will be no pedestrian use of the access road. Alternative pedestrian access will be provided.

Campground Area

The design approach in the designated campground area should evoke a rural experience. The campsites should be defined by using native vegetation and minimizing paved or structured surfaces. The campground area should be organized for maximum control by minimum staff, if any. Flow pattern is important and circulation systems should utilize informal boundary/circulation demarcation to prevent visitors from randomly driving across the central grassy area and through the camping sites. The site amenities proposed should respond to the functional needs, yet should be rustic and low-key in character.

Other design considerations for the campground

- Respect the determined capacity of the area. The proposed design should prevent resource degradation.
- Demarcate group and individual sites with a combination of native vegetation and randomly placed boulders.
- Provide potable water at two locations (near the vault toilets). Design the dispensing mechanisms so as not to promote showering by visitors.
- Provide manufactured metal fire rings with grills in lieu of pedestal cooking grills at all campsites.
- Properly site the two vault toilets (SST) proposed for the area to take advantage of the prevailing wind patterns. Use exterior finishes that are durable and noncorrosive (concrete is recommended) to withstand the area's climatic realities. These finishes need to complement the existing rural character of Kipahulu. Toilets should be well screened with appropriate vegetation.
- Provide a hard surfaced road to the campground area by using a soil stabilization product.
- Provide a hard surface for the lower portion of the loop road (due to steep grades in the immediate area). Use a stabilizing product such as Geo-block for the pullouts for autoparking.
- Use appropriate signage to inform visitors of the presence of archeological resources and the need to respect them.
- Design appropriate screening for enclosing the trash receptacles

in the area.

- Delineate individual parking and camping sites with landscaping (appropriate native or Polynesian shade trees).

APPENDIX E

U.S.C. Title 16 - Conservation, 1a-3, g "Exhibits and demonstrations: sale of products and services: contracts and cooperative arrangements: credits to appropriation"

Sell at fair market value without regard to the requirements of the Federal Property and Administrative Services Act of 1949, as amended [40 U.S.C. 471 et seq.], products and services produced in the conduct of living exhibits and interpretive demonstrations in areas of the national park system, to enter into contracts including cooperative arrangements with respect to such living exhibits and interpretive demonstrations and park programs, and to credit the proceeds therefrom to the appropriation bearing the cost of such exhibits and demonstrations;

APPENDIX F

Hawaii Natural History Association
October 2000

The Mission - what we want to do
The Vision - where we want to go
Goals - specifically how will we fulfill our mission
Objective - measurable, timely, specific

Mission

Hawaii Natural History Association, in partnership with the National Park Service, advocates and promotes the discovery, understanding, appreciation, enjoyment and stewardship of the natural and human history of the National Parks of the Pacific.

Vision

Hawaii Natural History Association demonstrates leadership in the areas of financial and personnel management to sustain and enhance a legacy of high quality, appropriate interpretive products, services, and programs for all.

Goals

The Association:

- 1) Promotes the preservation and understanding of our natural and cultural resources through education, interpretation, and research;
- 2) Maintains a secure financial base;
- 3) Ensures a well-trained, motivated, effective staff and board of directors;
- 4) Embraces the concept of sustainability (green/earth friendly work practices);
- 5) Maintains a necessary infrastructure and uses appropriate technology;
- 6) Evaluates its progress and updates its planning at regular intervals;
- 7) Strives to effectively communicate internally and externally;
- 8) Develops appropriate publications and products;
- 9) Facilitates collaborative efforts among parks.

APPENDIX G

COOPERATING ASSOCIATION AGREEMENT BETWEEN THE NATIONAL PARK SERVICE AND THE HAWAII NATURAL HISTORY ASSOCIATION

This Agreement is made and entered into between _____ and the United States of America, U.S. Department of the Interior, National Park Service.

Article I. Background and Objectives

It is the purpose and intent of the National Park Service to preserve, protect, interpret, and manage the National Park System for the benefit, education, and enjoyment of the people of the United States, as provided for in The National Park Service Organic Act of August 25, 1916.

The National Park Service desires to provide facilities and cooperating services for the production and sale of materials of interpretive, educational, and thematic value and for the presentation of specified and approved programs relating to the interpretive themes of areas of the National Park System and for other unspecified cooperative services for the benefit of the public that are within the incorporation articles and mission of cooperating associations.

Cooperating associations in [agreement with the National Park Service] are incorporated as nonprofit organizations for the purpose of providing support and assistance to the interpretive, educational, and research activities of the National Park Service and to provide interpretive and educational services to the visiting public.

Article II. Authority

Authority for entering into this Agreement are contained within the Acts of August 25, 1916, (16 U.S.C. Sec. 1-3) June 5, 1920 (16 U.S.C. Sec. 6) August 21, 1935 (16 U.S.C. Sec. 461-468e), August 7, 1946 (16 U.S.C. Sec. 17 j-2), August 8, 1953 (16 U.S.C. Sec. 1b(5)), and August 18, 1970 (16 U.S.C. Sec. 1 a-2(g)), and in delegation by the Secretary of the Interior on August 4, 1947 (Vol. 12, F.R., p. 5485 et. Seq.) to the Director, National Park Service and in redelegation to the Regional Directors on March 4, 1966 (Authority Order No. 34, 31 F.R., p. 4255).

Article III. Statement of Work

This agreement is written in accordance with Director's Order #32 and Reference Manual #32 that govern the partnership between the National Park Service and cooperating associations.

A. The National Park Service Agrees To:

1. Designate cooperating associations to service parks. The Regional Director has the authority to designate an association to serve one or more parks in a region (this authority may not be redelegated to Superintendents) and the Director has the authority to designate an association that serves parks in more than one region. Authority to terminate or sign an Agreement including supplemental agreements resides with the same respective officials.
2. Comply with 5 CFR Park 2635, "Standards of Ethical Conduct for Employees of the Executive Branch" when dealing with any association.
3. Assure that Service employees will not serve on association boards, even in an ex-officio capacity, and will not represent associations in business transactions or operations, but may advise associations on decisions concerning the relationship of any association to the Service. However, as authorized by Public Law 79-633, Service employees may assist association operations as part of their assigned duties.
4. Send appropriate Service representatives to association board meetings in an advisory, nonvoting capacity but not for participation in executive sessions of the association board unless invited.
5. Reserve the right to terminate the Agreement or any park thereof, for the convenience of the government or for cause, but must give notice of its intent to do so and must meet with an association representative to present its reasons. Supplemental agreements are governed by their same provisions.
6. Approve in advance all association sales items sold in park areas, through mail order catalogs, and at off-site outlets (excluding those sales outlets operated by an association in partnership with other government entities) for appropriateness of content and for business reasons, price, quality, interpretive value, and accuracy. The Superintendent or his designee is the approving official.

7. Undertake review by the Superintendent of all off-site sales activities of the association to ensure that Service interests are protected.
8. Approve in advance and annually thereafter all interpretive activities conducted by associations in support of parks.
9. Establish in cooperation with association staff, standard operating procedures for conducting interpretive programs and activities.
10. Audit for content accuracy, and effective delivery all interpretive programs conducted by associations on behalf of the Service.
11. Assist the association in providing training to association staff appropriate to their agreed interpretive activities so that association employees conducting such programs will possess and demonstrate the same core competencies as Service interpreters.
12. Review and approve of fees charged by associations for their activities.
13. Assure that any collection of fees by associations meets Service standards for accountability and security of funds.
14. Provide associations with suitable sales areas and other facilities to enable associations to conduct business. Reserve the right to relocate or withdraw any such facilities (upon reasonable notice) in order to meet the needs of the Service.
15. Reserve the right to conduct inspections of provided facilities whenever it deems necessary.
16. Provide associations with routine maintenance and repair services and utilities such as water, electricity, heat, and air conditioning at each assigned facility, to the extent these services and utilities are required for the operation of the building for governmental purposes. Other maintenance and repair services and utilities will be provided by the association or provided to the association on a reimbursable basis.
17. Negotiate a maintenance and operations plan with the association for those facilities governed by a supplemental agreement.
18. Review and approve in advance association plans for construction, redesign, or renovation of in-part facilities and require that implementation of such plans are in accordance with the Service's normal design and construction procedures.

19. Include the association in the planning and design of new government facilities that house association facilities by offering the association the opportunity to review and comment on preliminary and final design plans.
20. Allow with approval from the Superintendent, the incidental use by association staff of government-owned or leased vehicles, provided that the use is solely for work authorized under this Agreement or associated supplemental agreements.
21. Deny the use of government postage for association business.
22. Determine jointly with the association the appropriate level of aid to the Service based upon the nature and extent of the association's activities and the needs of the Service, consulting with Superintendents and regional and WASO staff as appropriate in this process if necessary to reach an equitable level.
23. Delegate the authority and responsibility to Regional Directors of approving donations in the following categories before they are accepted.
 1. Major research projects
 2. Land acquisitions
 3. Interpretive/educational facilities
 4. Historic preservation/restoration projects
24. Deny association funding of any government personnel salaries or benefits with the exceptions of support for temporary employees working on special interpretive, educational, or research projects that are funded by donations and the reimbursement of the salaries and benefits of employees of Harper's Ferry Center working directly on media projects or plans donated to the Service by an association.
25. Complete in a timely manner association donated and funded projects, with funding accountability to the association, and a report upon request.

B. The Cooperating Association Agrees to:

1. Obtain and maintain recognition by the Internal Revenue Service of tax exemption status under Section 501(c)(3) of the Internal Revenue Code in order to operate in areas of the National Park System.

2. Comply with the policies set forth in D.O. #32 and other policies of the National Park Service.
3. Notify the Service of board of directors meetings and invite appropriate Service representatives to board meetings and to appropriate committee meetings.
4. Authorize their employees to undertake no government functions beyond routine visitor information services or other activities authorized by the Cooperating Association Agreement, supplemental agreements, or agreements for voluntary services.
5. Use the Agreement for voluntary Services for its intended purpose only and not to circumvent requirements for insurance coverage in the Cooperating Association Agreement.
6. Require that association employees who engage in public contact wear some readily identifiable indication of association affiliation, but not Service or other government uniforms.
7. Possess a signed Cooperating Association Agreement to sell goods and services in areas of the National Park System or affiliated locations. Friends groups are not authorized to sell goods and services in these same areas or affiliated locations except through a special agreement with the association and approval of the park superintendent.
8. Assure that association sales support the purposes of the association as stated in their articles of incorporation.
9. Display a sign that identifies any sales outlet as a non-profit activity of the officially approved association for the site.
10. Conduct the sales of convenience items under the authority of the National Parks Omnibus Management Act of 1998 (PL-105-391) and concession regulations for the benefit of the visitor. Adherence to the preferential rights of concessioners must be upheld in providing visitor services.
11. Sell only approved items that do not violate the conservation principles of the Service. The sale of original prehistoric or historic artifacts or paleontological specimens is prohibited. Replicas of such artifacts and specimens must be clearly labeled as such.
12. Sell craft items represented as being Indian-made in accordance with the Indian Arts and Crafts Act of 1990 (PL-101-644).

13. Assure that paid advertising in sales items (i.e., journals with advertising) must be incidental to the interpretive value or message of an item. Advertising or vendor information may not imply endorsement by the Service.
14. Obtain approval from the Superintendent(s) before commencing business operations in off-site sales outlets that do not serve other governmental entities.
15. Consult with the Superintendent(s) when considering operating an off-site sales outlet for another governmental entity.
16. Transfer to the Service upon completion, buildings constructed by the association on U.S. Government property.
17. Complete a financial statement audit for associations with annual gross revenue of \$1,000,000 or more and a financial review if revenue is \$250,000 to \$1,000,000.
18. Submit an annual financial report consisting of the NPS form 10-40, IRS form 990(or 990EZ and 990T, if appropriate), a copy of the year's audited or reviewed financial statement, and a brief narrative of the year's activities and accomplishments. These are submitted to the Servicewide Coordinator in Washington, D.C. and respective officials at the park and regional level.
19. Accept donations only for the purposes described in the articles of incorporation for the association. Donations are governed by the NPS Director's Order #21 - Donations and Fundraising.
20. Account to the donor for the use of any funds accepted on behalf of the Service
21. Comply with Director's Order #21 when conducting any fundraising activities.

Article IV. Term of Agreement

This Agreement is signed by each Cooperating Association and is for 5 years with automatic renewal for another 5 years unless reasonable notice of cancellation is given by either party before the date of renewal. The effective date of the Agreement is the day after it is signed by all parties. Supplemental agreements are for a specified time period not to exceed 5 years with the same automatic renewal and cancellation procedures or they may be cancelled at the time they accomplish their purpose.

Article V. Key Officials

The Cooperating Association shall:

- (A) Procure public and employee liability insurance from a responsible company or companies with a minimum limitation of One Million Dollars (\$1,000,000) for any number of claims arising from any one incident. The policies shall name the United States as an additional insured, shall specify that the insured shall have no right of subrogation against the United States for payments of any premiums or deductibles due thereunder, and shall specify that the insurance shall be assumed by, be for the account of, and be at the insured's sole risk. Prior to beginning the work authorized herein, the cooperating association shall provide the Service with confirmation of such insurance coverage, and
- (B) Pay the United States the full value for all damages to the lands or other property of the United States caused by such person or organization, its representatives, or employees; and
- (C) Indemnify, save and hold harmless, and defend the United States against all fines, claims damages, losses, judgement, and expenses arising out of, or from, any omission or activity of such person, organization, its representatives, or employees.

Article VII. Termination

If either party fails to observe any of the terms and conditions of this Agreement, the other party may terminate this Agreement for default without any legal process whatsoever by giving thirty (30) days written notice of termination, effective at the end of the thirty (30) day period.

The National Park Service may terminate this Agreement for the convenience of the government, at any time, when it is determined to be in the best interest of the public to do so. The affected parties shall be notified in writing within 5 working days following the termination.

Article VIII. Required Clauses

- A. NON-DISCRIMINATION: The parties shall abide by the provisions of Executive Order 11 246, as amended; shall be in compliance with the requirements of Title VI of the Civil Rights Act of 1964, as amended (78 Stat. 252; 43 U.S.C. § 2000d et seq. (1994 & Supp. 1 1995); Title V, section 504 of the Rehabilitation Act of 1973(87 Stat. 394, 28 U.S.C. § 794 (1994), as amended), the Age Discrimination Act of 1975 as amended (89 Stat. 728; 43 U.S.C. § 6101 (1994) and with all other federal laws and regulations prohibiting discrimination on the grounds of race, color, national origin, disability, religion, or sex in employment and in providing of facilities and services to the public.
- B. ANTI-DEFICIENCY ACT: Pursuant to the Anti-Deficiency Act, 31 U.S.C. § 1341 (a)(1) (1994), nothing herein contained shall be construed as binding the United States to expend in any one fiscal year any sum in excess of appropriations made by Congress for this purpose, or to involve the United States in any contract or other obligation for the further expenditure of money in excess of such appropriations.
- C. INTEREST OF MEMBERS OF CONGRESS: Pursuant to 41 U.S.C. § 22, Interest of Member of Congress, (1994), "No Member of Congress shall be admitted to any share or part of any contract or agreement made, entered into, or accepted by or on behalf of the United States, or to any benefit to arise thereupon."
- D. LOBBYING PROHIBITION: The parties shall abide by the provisions of 18 U.S.C. § 1913 Lobbying with Appropriated Monies, (1994), which states:

No part of the money appropriated by any enactment of Congress shall, in the absence of express authorization by Congress, be used directly or indirectly to pay for any personal service, advertisement, telegram, telephone, letter, printed or written matter, or other device intended or designed to influence in any manner a Member of Congress, to favor or oppose, by vote or otherwise, any legislation or appropriation by Congress, whether before or after the introduction of any bill or resolution proposing such legislation or appropriation; but this shall not prevent officers or employees of the United States or of its

departments or agencies from communicating to Members of Congress on the request of any Member of Congress, through the proper official channels, requests for legislation or appropriations which they deem necessary for the efficient conduct of the public business.

Whoever, being an officer or employee of the United States or of any department or agency thereof, violates or attempts to violate this section, shall be fined under this title or imprisoned not more than one year, or both; and after notice and hearing by the superior officer vested with the power of removing him, shall be removed from office or employment.

- E. **SEVERANCE OF TERMS AND COMPLIANCE WITH APPLICABLE LAW:** The parties shall comply with all applicable laws and regulations. This Agreement is subject to all laws, regulations and rules governing National Park Service property, whether now in force or hereafter enacted or promulgated. Nothing in the Agreement shall be construed as in any way impairing the general powers of the National Park Service for supervision, regulation, and control of its property under such applicable laws, regulations, and rules.

If any term or provision of this Agreement is held to be invalid or illegal, such term or provision shall not affect the validity or enforceability of the remaining terms and provisions. Meeting the terms of this Agreement shall not excuse any failure to comply with all applicable laws and regulations, whether or not these laws and regulations are specifically listed herein.

- F. **DRUG FREE WORK PLACE ACT (Required For Use With Appropriated Funds):** The parties certify that comprehensive actions will be taken to ensure the work place is drug free.
- G. **VOLUNTEERS IN THE PARK:** All unpaid representatives of the Parties shall be Volunteers in the Parks (VIPs), under 16 U.S.C. § 18g et seq. (1994). VIP's are not federal employees but shall be entitled to those benefits and protections related to workmen's compensation, federal tort claims and others as specified in the Volunteers in the Parks Act.

Article IX. Standard Clauses

None

Article X. Authorizing Signatures

Agreed between the parties this 2nd day of
November, 1999

National Park Service


Regional Director

Cooperating Association

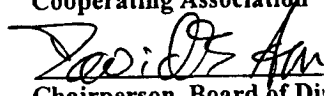

Chairperson, Board of Directors

EXHIBIT A

This exhibit describes those facilities within the park(s) which are designated for use by the Association. A clear, concise written description and/or floor plan will be used to designate facilities assigned for use by the Association to carry out its interpretive, educational and research support mission for the National Park Service.

AMENDMENT TO THE
COOPERATING ASSOCIATION AGREEMENT
BETWEEN THE NATIONAL PARK SERVICE
AND THE HAWAII NATURAL HISTORY ASSOCIATION

The Hawai'i Natural History Association now supports the following parks in Hawai'i: Hawaii Volcanoes National Park, Haleakalā National Park, Pu'uuhonua o Hōnaunau National Historical Park, Pu'ukoholā Heiau National Historic Site, and Kaloko-Honokōhau National Historical Park. This amendment is made to include the National Park of American Samoa. All standard clauses of the Cooperating Association Agreement between the National Park Service and the Hawaii Natural History Association will apply to all work and activities conducted on behalf of the National Park of American Samoa.

The effective date of the Agreement is November 3, 1999.

The effective date of this Amendment is October 1, 2000.

This amendment changes Exhibit A of the Agreement (*Facilities Assigned For Use By The Association*), by adding the following location:

6) National Park of American Samoa

a) Visitor Center

Approximately 90 square feet of display space and 45 square feet of storage space in an office area adjacent to the Visitor Center display area.

Authorizing Signatures

This amendment is agreed between the parties this

19th day of July, 2000.

National Park Service

Cooperating Association

for Martha K. Yicesta
Regional Director

Zavid S. Amer
Chairperson, Board of Directors

APPENDIX H

**Supplemental Agreement
Between the
National Park Service
And
Hawai'i Natural History Association
for Purposes of Interpretive Activities
at Haleakala National Park, Summit District**

THIS SUPPLEMENTAL AGREEMENT is hereby entered into by and between the National Park Service (NPS) and the Hawai'i Natural History Association (the Association) regarding interpretive activities of Association employees which are intended to benefit the National Park Service.

ARTICLE I - BACKGROUND AND OBJECTIVES

WHEREAS, the NPS and the Association through Section 4 of the Memorandum of Agreement, SUPPLEMENTAL AGREEMENTS, have the authority to make changes to the Association Memorandum of Agreement, whereby "the Association may undertake additional activities which support the mission of Haleakala National Park (the Park) and are within the scope and purposes of the Association";

WHEREAS, this Agreement reflects the growth and partnership that has developed between the NPS and the Association in providing interpretive services and supporting management of Park resources;

WHEREAS, the Park has limited staff to provide interpretive services to Park visitors;

WHEREAS, the Park recognizes the Association as an organization suited to providing interpretive services for the benefit of the Park;

WHEREAS, the Park will receive interpretive services from Association employees through this Agreement, and the benefits to the Park are consistent with the intent of Congress in authorizing the Park as part of the National Park System; and

WHEREAS, nothing in this Agreement will affect or interfere with fulfillment of the obligations or exercise of the authority of the NPS or any other federal agency.

NOW THEREFORE, it is agreed,

ARTICLE II - STATEMENT OF WORK

A. The NPS will:

1. Provide Association interpreters with interpretive training and props, CPR and First Responder training, radio communications and emergency response assistance. It is recognized that Association employees will become involved in emergencies only when sufficient NPS employees are not available.
2. Schedule interpretive programs, in cooperation with the Association Branch Manager, for the benefit of Park visitors and the community.
3. Continue to assist the Association in staffing and maintaining sales operations at information and sales desks. NPS staff currently provides roughly 50% of the sales operation coverage.
4. Provide the Association Branch Manager with performance evaluation of interpretive services performed by Association staff.

B. The Association will:

1. At its own expense, hire individuals capable of fulfilling the needs identified by the NPS to work as Association clerk/interpreters at Visitor Center information and sales desks and to provide interpretive programs to the visiting public.
2. Continue to assist the NPS in providing information at the information and sales desk, and opening and closing the sales area.
3. Provide Interpretive programs through the employment of Association clerk/interpreters, including programs that are traditionally performed by the Park. These programs may include walks, talks, tours, evening programs, presentations, workshops, creative and performing arts, demonstrations, audio-visual programs, roving assignments, hikes, special request and environmental education programs, and off-site programs.

- C. The NPS and the Association mutually agree that:
1. They will attempt to maintain a balance of 50% interpretive duties and 50% Association duties for each Association employee covered by this Supplemental Agreement. Additionally, over the term of this Agreement, Association employees will provide no more than 50% of the interpretive activities and programs offered in the Park.
 2. Every effort will be made to inform the visiting public that Association employees engaged in interpretive activities at the Park are not government employees.

ARTICLE III - TERM OF AGREEMENT

- A. This Supplemental Agreement shall be effective October 1, 1996, and renew automatically with the Memorandum of Agreement between the Park and the Association.
- B. Either party may terminate this Supplemental Agreement by serving a written notice of intent to the other party at least 60 days in advance of the proposed effective date of termination. This Supplemental Agreement may be modified by mutual written consent of the parties.

ARTICLE IV - KEY OFFICIALS

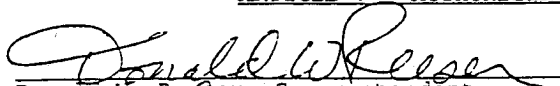
- A. NPS, Haleakala National Park:

Donald W. Reeser, Superintendent
Haleakala National Park
P.O. Box 369
Makawao, HI 96768
(808) 572-9306, ext 5100

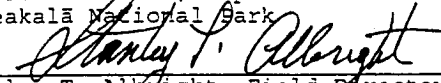
- B. Hawai'i Natural History Association:

Dwight Hamilton, Chairman, Board of Directors
Hawai'i Natural History Association
P.O. Box 74
Hawai'i Volcanoes National Park, HI 96718
(808) 967-7604

ARTICLE V - AUTHORIZING SIGNATURES


Donald W. Reaser, Superintendent
Haleakalā National Park

8/29/96
Date


Stanley T. Albright, Field Director
Pacific West Area

9/30/96
Date


Dwight Hamilton, Chairman
Board of Directors
Hawai'i Natural History Association

9-4-96
Date

APPENDIX I

**Supplemental Agreement
Between the
National Park Service
And
Hawai'i Natural History Association
For
Purposes of Fundraising Activities
For Development of a
Secondary School
Environmental Education Curriculum
For Haleakala National Park**

THIS SUPPLEMENTAL AGREEMENT is made and entered into between Hawai'i Natural History Association, hereinafter referred to as "the Association", and the United States Department of the Interior, National Park Service, Haleakala National Park, hereinafter referred to as "the Park" regarding fundraising activities of Association employees which are intended to benefit the National Park System.

ARTICLE I - BACKGROUND AND OBJECTIVES

WHEREAS, the National Park Service and the Association entered into a Cooperating Association Agreement on November 2, 1999 for the purpose of providing support and assistance to the interpretive, educational, and research activities of the National Park Service and to provide interpretive and educational services to the visiting public;

WHEREAS, the Park has been working for the past three years with a group of local high school teachers, Na Kumu o Haleakala, to lay the groundwork for development of a high school level environmental education curriculum (Ho'ike o Haleakala);

WHEREAS, the Park has already established a successful resource education program for local elementary students, but no such program exists at the high school level in Hawai'i;

WHEREAS, given the many critical resource issues in Hawai'i it is vitally important that students develop a strong sense of stewardship and learn the value of preserving the unique natural and cultural environments of their island home;

WHEREAS, development of such an environmental education curriculum will further the Park's educational/interpretive goals and is consistent with the intent of Congress in authorizing the Park as part of the National Park System;

WHEREAS, the Association is a nonprofit cooperating association dedicated to furthering education and conservation in the National Park Service areas in Hawai'i;

WHEREAS, The National Park Service recognized the Association as an organization suited to raise funds for the benefit of the Park under Article III, Statement of Work, paragraphs B.19 through B.21 of its Cooperating Association Agreement with the Association;

WHEREAS, Article III.B.21 of the Cooperating Association Agreement states that the Cooperating Association Agrees to: "Comply with Director's Order #21 when conducting fundraising activities";

WHEREAS, the Association is fully qualified under State and Federal law too engage in fundraising and receive philanthropic contributions;

WHEREAS, 16 U.S.C. § 6 authorizes the National Park Service through the Secretary of Interior to accept donations for the purposes of the national park and monument system;

WHEREAS, the Association has expressed a willingness to undertake a fundraising campaign by seeking grants from private foundations and corporations intended to raise up to \$250,000 to be used to develop 8 ecosystem specific environmental educational curriculums for secondary schools in Hawai'i; and,

WHEREAS, nothing in this Supplemental Agreement shall affect or interfere with fulfillment of the obligations or exercise of the authority of The National Park Service of any other Federal Agency.

NOW THEREFORE, it is agreed.

ARTICLE II - STATEMENT OF WORK

A. Hawai'i Natural History Association Agrees to:

1. Raise the funds necessary to complete the eight ecosystem spe-

cific secondary school environmental education curriculums; Phase I (three modules) and Phase II (five modules). Modules will be multidisciplinary, science-based and will be designed to be used independently or as part of the series. Each module will contain teacher background and reference materials, lesson plans (for lectures, activities, assignments, laboratory work, research project, etc.), a guide for ecosystem specific field studies, and assessment materials.

2. Develop a web page toll be developed in conjunction with the curriculums and to be used for updates, database access, etc.
3. Conduct a planning workshop with Na Kumu teachers and park staff for each module.
4. Submit for review drafts of each module to be reviewed by teachers, scientists and Park staff for accuracy and content. There will be a minimum of 2 review period for each module. Each module will be field-tested and appropriate revisions made.
5. Conduct workshops will be conducted to train teachers in use of the curriculum and to disseminate the materials.
6. Participate in a formal evaluation will be conducted upon project completion to see if objectives are being met and to recommend final modifications to the curriculum.
7. Perform all fundraising under this Agreement in conformance with the fundraising policies of the National Park Service.
8. Bear all costs of the fundraising.
9. Place all funds raised for the curriculum project in a dedicated interest earning account and use the funds solely for this project.
10. Hire staff to design/write the 8 curriculums and cover production and material costs for curriculum development (including the cost of teacher stipends, graphics, reference materials, printing and binding, dissemination, evaluation, etc.).
11. Maintain records of expenditures, manage project finances, and make timely payments and disbursements.
12. Provide the Park with drafts of all materials developed under this Agreement for review and approval and incorporate comments and changes recommended by the Park and Na Kumu teachers.
13. Turn the final curriculum, on computer disk, over to the Park upon completion.

B. The Park Agrees to:

1. Make available to the Association such information and data as may reasonably be required and is generally available to inform potential donors and others about the status of the project.
2. Assist with recruitment and selection of staff to write/design the curriculum modules.
3. Make available to the curriculum development staff appropriate reference materials and resource data and provide subject matter expertise.
4. Provide the curriculum development staff with computer resources and other office/administrative support as needed.
5. Continue to serve as the liaison between the Na Kumu teacher's group and the curriculum development staff.
6. Coordinate planning and teacher training workshops.
7. Establish realistic timelines for project completion in consultation with curriculum development staff and Association management.
8. Coordinate review of curriculum materials by Na Kumu teachers, Park staff and scientists.
9. Provide timely review on all fundraising and curriculum materials submitted.
10. After project completion, maintain the curriculum web page and conduct teacher training workshops as needed.

ARTICLE III - TERM OF AGREEMENT

- A. This Agreement shall be effective from date of signature through September 30, 2004 unless terminated earlier in accordance with paragraph B below.
- B. Either party may terminate this Supplemental Agreement by serving a written notice of intent to the other party at least 60 days in advance of the proposed effective date of termination.
- C. This Supplemental Agreement may be modified by mutual written consent of the parties.

ARTICLE IV - KEY OFFICIALS

A. For NPS, Haleakala National Park:

Donald W. Reeser, Superintendent
Haleakala National Park
P.O. Box 369
Makawao, HI 96769
(808) 572-4401

B. For Hawai'i Natural History Association:

David Ames, Chairman of the Board of Directors
Hawai'i Natural History Association
P.O. Box 74
Hawai'i Volcanoes National Park, HI 96718
(808) 985-6050

ARTICLE V - AUTHORIZING SIGNATURES

Agreed Upon and Approved by:

DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

By: Donald W. Reeser Date: 6-5-00
Donald W. Reeser
Superintendent, Haleakalā National Park

By: John Reynolds Date: 7/7/00
John Reynolds
Regional Director, Pacific West Region

HAWAII NATURAL HISTORY ASSOCIATION

By: David Ames Date: 6/14/00
David Ames,
Chairman of the Board of Directors

By: Kathleen English Date: 6/14/00
Kathleen English
Executive Director

APPENDIX J

Kīpahulu 'Ohana "Future of Kīpahulu District"

Kīpahulu Ohana provided the following information to the Long-Range Interpretive Plan team verbally and by written documents in January 1999. This information represents their perspective on the future of the Kīpahulu District of Haleakalā National Park.

Objectives

To preserve the Kīpahulu Ahupua'a as a model of a living, working, self sustaining Native Hawaiian community circa 1778-1848.

To provide the necessary Native Hawaiian priorities to all aspects of NPS management of the Kīpahulu District including, but not restricted to, planning and design, resource management, interpretation, archeology, biology, botany, cultural/religious significance, training, and hiring.

Help to completely eliminate exotic flora and to replace them with native, endemic and Polynesian introduced species while effectively managing feral pigs and grazing cattle.

To restore, construct, maintain Traditional Native Hawaiian agricultural/aqua-cultural/spiritual features, structures, and buildings that would help to provide the physical, tangible atmosphere of everyday traditional Hawaiian life.

To maintain, increase, and perpetuate a mutually beneficial formal relationship with the NPS, State, County, Sovereign, and private entities.

Concerns, Achievements, Plans

Upper/Middle/Lower Valley

Present Concerns: Methods used to eradicate feral pigs; limited access to training, certification and jobs for local Native Hawaiian youth in resources management.

Achievements: Open and respectful discussion with NPS.

Future Concerns: Continued and increased local Native Hawaiian presence and values in all aspects of resources management in the Valley.

Plans: Establish with the NPS an effective, relevant, "hands-on" training/apprentice program targeting local Native Hawaiian youth using present Hawaiian resource managers as mentors; create a Native Hawaiian values program to train and educate NPS personnel in being culturally oriented in their work.

Lands Mauka of Road

Present Concerns: Predominance of exotic, alien flora; lack of structures and features conducive to a Native atmosphere; limited examples of Native Hawaiian land use (farming, forestry, residence); little or no infrastructure to support better land use; limited infrastructure for visitor interaction with cultural features.

Achievements: Have begun restoration and use of Kapahu Living Farm; have begun and will continue to improve access to Kapahu, Pipiwai, and Kamakani; have a plan for and have begun the planting/clearing on the 22 acres directly mauka of the present NPS parking lot.

Future Concerns: Control and eradication of exotic flora, feral pigs, grazing cattle; expansion of areas where models of Native Hawaiian land use occur; increased visitor access to culturally sensitive areas.

Plans: Complete restoration of Kapahu Living Farm including related infrastructure, buildings, roads and a revenue plan; complete implementation of existing plan for 22 acres including clearing, planting, and "living residence" village construction; systematic clearing of exotic flora and replanting with endemic, indigenous and Polynesian introduced plants on Kapahu, Pipiwai and Kamakani lands using fencing, cattle grazing, and machinery in a "paddock" system for clearing, planting, and maintenance; create and operate a feral pig management/control program; establish protocol for Native gathering from forest and streams; establish protocol for commercial hiking, camping, horseback riding, guided tours, and cultural eco-tourism.

Makai Lands

Present Concerns: Little or no 'Ohana presence; limited emphasis on cultural basis of land, stream, ocean, wind, rain, and sun; limited

visitor interaction with Native practitioners of traditional crafts/skills/life; limited visitor infrastructure that provides culturally appropriate amenities; little or no Native "atmosphere".

Achievements: Helped to complete a lauhala Kahale; have secured funding and have begun gathering materials for construction of a Hale Ku'ai (store); conducted three limited cultural demonstrations.

Future Concerns: Substantial 'Ohana presence; more focus on visitor experience, comfort and cultural awareness; provide a broader range of cultural activities that educate and entertain in an appropriate setting; work towards a NPS/'Ohana 24 hour presence.

Plans: Re-plan, construct Makai Fishing Village around existing Kahale; plan and construct a Makahiki Games Village; increase access to coastal cultural features; establish protocol for commercial hiking tours and cultural eco-tourism; construct, staff, and maintain a Hale Ku'ai at or adjacent to new parking lot providing daily information, sales, and "presence".

Ocean Makai

Present Concerns: No NPS jurisdiction from high water mark makai; no control over non-native, non-local commercial exploitation of shoreline/ocean resources; over-restriction of local Native Hawaiians engaged in subsistence fishing and access to areas of cultural/spiritual/religious replenishment.

Achievements: Limited access for local Native Hawaiian families (case-by-case on discretion of Head Ranger and Superintendent).

Future Concerns: Increased pressure on limited natural resources; erosion of local Native Hawaiian subsistence lifestyle because of unregulated competition.

Plans: Establish protocol for local Native Hawaiian access to shoreline; initiate discussion with State to establish NPS/State/'Ohana jurisdiction over shoreline and near ocean resources out to the two-mile limit.