



# President William Jefferson Clinton Birthplace Home National Historic Site Long-Range Interpretive Plan





# **President William Jefferson Clinton Birthplace Home National Historic Site Long-Range Interpretive Plan**

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U.S. Department of the Interior  
National Park Service



Front cover: The Clinton Birthplace Home. *(NPS, Photo by Cindy Momchilov)*

This page: Virginia Clinton with her sons, Roger and Bill *(Courtesy William J. Clinton Foundation)*



# Administrative Background

President William Jefferson Clinton Birthplace Home National Historic Site (“Birthplace Home”, “the park”, or “the site”) is located at 117 South Hervey Street (U.S. Route 278) in Hope, Arkansas. The house was built in 1915 by Dr. H. S. Garrett. The house was later owned by Bill Clinton’s grandparents, Edith Grisham and James Eldridge Cassidy. They were important caregivers for Clinton during the first four years of his life. The Cassidy’s involvement in young Clinton’s life allowed their newly widowed daughter Virginia, to continue her education in New Orleans.

In 1994, the home was added to the National Register of Historic Places. The Clinton Birthplace Foundation, Inc., restored it in 1997 and operated it as a historic house museum for more than thirteen years. In 2006, Congressman Mike Ross proposed that the site be accepted as a national historic site and a unit of the National Park System. In accordance with the Omnibus Public Land Management Act of 2009 (Pub.L. 111-11§7002), the Secretary of the Interior accepted the property on December 14, 2010. Former President Bill Clinton, Secretary of the Interior Ken Salazar, and NPS Director Jon Jarvis formally dedicated the site on April 16, 2011. The recently-established national historic site includes about one acre of land, all in federal fee simple ownership.

This Long-Range Interpretive Plan was created in tandem with a management-level Park Foundation Document. These documents will establish a foundation and direction for future planning and management, as well as for future park education and interpretation programs and services.



Secretary of the Interior Ken Salazar speaks at the dedication ceremony, April 16, 2011. (*Department of the Interior, Photo by Tami Heilemann*)

# Executive Summary

This Long-Range Interpretive Plan (LRIP) includes recommendations for personal and non-personal interpretive and educational programs to be developed over the next 7-10 years. Some of the important factors considered in crafting the recommendations included:

- characteristics and needs of various park audiences;
- management goals related to interpretation;
- visitor experience goals;
- park purpose and statements of significance; and
- interpretive topics and themes.

The concepts of public service, social justice issues, and topics of home and childhood development are central to the story of William Jefferson Clinton Birthplace Home National Historic Site. These concepts need to be conveyed not only through interpretive programs, but also on experiential levels at the site. The Birthplace Home can be a model of public service; a safe space for discussion of social justice issues; a place where audiences feel welcomed; and where students may find support and developmental opportunities by participating in park programs.

This plan recommends that several options be created, by which the Birthplace Home can provide these experiences to park audiences in addition to the guided tour of the Birthplace Home. The range of recommendations presented in this LRIP endeavors to communicate the park's interpretive themes through resource immersion, interpretive media, education, and personal services.

## Planning Background

Beginning early in 2012, the staff of President William Jefferson Clinton Birthplace Home National Historic Site coordinated the creation of both this Long-Range Interpretive Plan, as well as a park planning Foundation Document.

To align the foundation elements of both plans and to expedite the planning process, the National Park Service's Midwest Regional Office Community Planner facilitated the development of purpose and significance statements, and the Harper's Ferry Center Interpretive Planner facilitated the development of Interpretive Themes and other aspects of long-range interpretive planning.

The Foundation Workshop was held at the University of Arkansas Community College at Hope (UACCH) on March 7-8, 2012. In addition to the formal meeting, an open house discussion on March 7, 2012, allowed community members to offer their input.

The National Park Service held a Recommendations Workshop at UACCH on June 6-7, 2012. The planning team formalized concepts from the March workshop and developed specific recommendations to link audience interests with park goals.

An Education Workshop was held at UACCH on August 14-15, 2012. The park's interpretive themes were edited and a range of methods was discussed by which the park's interpretive themes could address state and national curriculum standards.



# Table of Contents

|                                                                               |           |
|-------------------------------------------------------------------------------|-----------|
| <b>Administrative Background</b>                                              | <b>i</b>  |
| <b>Executive Summary</b>                                                      | <b>ii</b> |
| <b>Planning Background</b>                                                    | <b>ii</b> |
| <br>                                                                          |           |
| <b>Foundation for Planning</b>                                                | <b>1</b>  |
| The Site                                                                      | 1         |
| Park Purpose                                                                  | 2         |
| Park Significance                                                             | 3         |
| Interpretive Themes                                                           | 4         |
| Management Goals that Relate to Interpretation and Education                  | 6         |
| Table of Topics, Statements of Significance, and Interpretive Themes          | 7         |
| Existing Conditions                                                           | 8         |
| Orientation                                                                   | 9         |
| Information                                                                   | 9         |
| Interpretation                                                                | 10        |
| Archives / Museum Collections                                                 | 11        |
| Cooperating Association                                                       | 11        |
| Visitor Experience Goals                                                      | 12        |
| Audiences                                                                     | 14        |
| Local and Regional Residents                                                  | 14        |
| Travelers                                                                     | 14        |
| School Groups                                                                 | 15        |
| Virtual Audiences                                                             | 15        |
| Current Visitation Patterns                                                   | 16        |
| Significant Issues and Influences that Relate to Interpretation and Education | 17        |
| Concurrent Planning Efforts                                                   | 17        |
| Call to Action                                                                | 17        |
| Visitor Experience Issues                                                     | 17        |
| Visitor Center                                                                | 17        |
| Birthplace Home                                                               | 18        |
| Grounds                                                                       | 18        |
| <br>                                                                          |           |
| <b>Recommendations</b>                                                        | <b>19</b> |
| Future Interpretive Program                                                   | 19        |
| Personal Services                                                             | 20        |
| Talks and Tours                                                               | 20        |
| Special Events                                                                | 21        |
| Evaluation and Training                                                       | 21        |
| Non-Personal Services / Interpretive Media                                    | 21        |
| Audiovisual Media                                                             | 22        |
| Virtual / Web / Social Media                                                  | 23        |
| Printed Publications                                                          | 24        |
| Outdoor Interpretive Exhibits                                                 | 24        |
| Museum Exhibits                                                               | 25        |
| Education Program                                                             | 26        |
| Outreach                                                                      | 27        |
| Community Outreach                                                            | 27        |
| Partner Outreach                                                              | 28        |
| News Media Outreach                                                           | 29        |



|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| Facilities Needed to Support Interpretation                       | 30        |
| Parkwide Interpretive Themes / Personal Services / Media Matrix   | 31        |
| Research in Support of Interpretation                             | 32        |
| Archives / Museum Collections / Library                           | 33        |
| Staffing                                                          | 33        |
| Accessibility                                                     | 34        |
| Partnerships                                                      | 35        |
| Planning Team                                                     | 40        |
| <b>Appendix</b>                                                   | <b>41</b> |
| Enabling Legislation and Legislative Acts for the Birthplace Home | 41        |



A young Bill Blythe (Clinton) at Christmas in his grandparents' house in 1949.  
*(Courtesy William J. Clinton Foundation)*



## The Site

President William Jefferson Clinton Birthplace Home National Historic Site (WICL) includes the Birthplace Home, an adjacent home in use as the park visitor center, a memorial garden, and a detached restroom building. Currently these park facilities share a “block” with two privately-owned and currently unoccupied homes and a parking lot. Railroad tracks north of the property provide a relatively open vista looking away from the house.

The home where Bill Clinton spent his first four years is an example of American Four-Square architecture. It is furnished with pieces dating to the 1940s and 1950s. Adjacent to the Birthplace Home is the park’s visitor center, which is located in a circa 1923 Bungalow style house.

In 1946, these two houses were located within a neighborhood dense with family homes of various styles, on streets lined with shade trees. Over the past several decades, the immediate neighborhood along Hervey Street to the west has changed, however, from residential to more commercial development.





## Park Purpose

The site's enabling legislation does not address site significance or purpose, nor does it identify a direction for primary interpretive themes. Foundation and LRIP workshop participants in March 2012, as well as through subsequent discussions between the site staff and the Midwest Regional Office, led to the development of the following purpose statement.

The purpose of President William Jefferson Clinton Birthplace Home National Historic Site is to preserve the site most directly associated with the former President's youth and early development; to interpret his family's and community's influences on Clinton's education and growth of his ambitions, as well as his sense of inner strength and dedication to purpose; all for the enjoyment, education, and inspiration of the public in this and future generations.



President Bill Clinton takes the Oath of Office in his second term, 1997. *(Courtesy William J. Clinton Presidential Library)*

## Park Significance

Significance statements provide additional insight into the distinctiveness of each National Park Service (NPS) unit and help to place a park within national and international contexts.

These factual statements summarize the essence of a park's resources and suggest why they are important enough to be considered national treasures and worthy of NPS designation. They help identify the stories that the park commemorates, interprets, and preserves.

The following significance statements were generated at the March and June 2012 workshops with subsequent review by the regional office staff and other stakeholders.

*In many ways, I know that all I am or ever will be came from here...a place and a time where... kids like me could dream of being part of something bigger than themselves.*  
President Bill Clinton, March 12, 1999.

- In this home on South Hervey Street, William Jefferson “Bill” Clinton spent the first four years of his life (1946 to 1950), and he continued to visit until 1957, when his family sold the home after his grandfather’s death.
- Here in Hope, Arkansas, Clinton developed a broad view about race relations, social justice, and the inherent worth of each human being that helped shape his lifelong career in public service.
- In this home, a young Bill Clinton was surrounded by loving, supportive relationships with his mother, his grandparents, and lifelong friends. Friendships started here in Hope extended into his service as Governor of Arkansas and as our nation’s 42nd president. Mixed with the happiness of young Clinton’s life in this place was the sad knowledge of the loss of a father he never knew.
- This is the place where Clinton experienced the post-World War II era of expanding affluence and optimism for the future that nurtured his convictions about the value of public service and served as a springboard to the governorship, the White House, and his later work around the globe to improve the lives of others.



## Interpretive Themes

The thematic framework proposed for the park identifies several theme statements associated with the national significance of the site.

### Interpretive Themes:

- In Clinton's words, "Hope was home," and the Birthplace Home and surrounding yard provide a window into the private spaces of his childhood and family dynamics, the beginnings of Clinton's lifelong friendships, and his development as a future world leader.
- Bill Clinton's childhood experiences in the post-World War II town of Hope—a vibrant town of industrial growth, new housing, and a busy railroad—contributed to his sense of optimism and fairness that steered him toward public service that continues today in his work to improve the lives of people around the world.
- In an age of legalized racial segregation, Clinton encountered customers at his grandfather's store of diverse races, ages, and income levels, and learned from his grandfather's interactions with them the intrinsic value of each human being. Such experiences helped shape his views on race relations and social justice.
- Clinton's mother and grandmother strived to improve the family's lot by sharing childcare responsibilities, pursuing opportunities for learning, and working outside the home to contribute to the family's finances. Watching his mother's struggle to support him, Clinton learned to value education and a strong work ethic, and he later championed government policies to benefit single mothers.
- Watching his grandfather extend credit to those in need of food regardless of their ability to pay for it inspired Clinton in his later roles as governor and president to become an advocate for policies and programs that provided childcare, educational opportunities, and other forms of assistance to those in need.
- Clinton pursued a career in government service with a personal goal of enabling individuals to create better lives for themselves—even in the face of adversity and loss—formed on a foundation of education, fairness, and personal responsibility.



Virginia Cassidy Blythe holds her infant son, William Jefferson Blythe III, 1946. (Courtesy William J. Clinton Foundation)



Edith Cassidy with her young grandson, Bill Blythe (Clinton). (Courtesy William J. Clinton Foundation)

## Management Goals that Relate to Interpretation and Education

- The Birthplace Home will be recognized as an important Presidential site for inspiring people to consider careers in public service.
- The Birthplace Home will be a place where people can learn more about the critical social issues affecting their local and global communities and share strategies to address those issues.
- The Birthplace Home will be a place where people can learn about the early childhood of President Clinton, and engage in conversations about how we as a society can create environments that maximize opportunity for our children to reach their full potential.



Bill Clinton's childhood room in Hope. (NPS, Photo by Cindy Momchilov)



## Table of Topics, Statements of Significance, and Interpretive Themes

The intent of this table is to illustrate how the park’s interpretive themes are drawn from, and how they support, the park’s statements of significance.

|                                   | Topic: Public Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Topic: Critical Issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Topic: Home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statements of Significance</b> | <p>This is the place where Clinton experienced the post-World War II era of expanding affluence and optimism for the future that nurtured his convictions about the value of public service and served as a springboard to the governorship, the White House, and his later work around the globe to improve the lives of others.</p>                                                                                                                                                                                                                                                          | <p>Here in Hope, Arkansas, Clinton developed a broad view about race relations, social justice, and the inherent worth of each human being that helped shape his lifelong career in public service.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>In this home on South Hervey Street, William Jefferson “Bill” Clinton spent the first four years of his life (1946 to 1950), and he continued to visit until 1957, when his family sold the home after his grandfather’s death.</p> <p>In this home, a young Bill Clinton was surrounded by loving, supportive relationships with his mother, his grandparents, and lifelong friends. Friendships started here in Hope extended into his service as Governor of Arkansas and as our nation’s 42nd president. Mixed with the happiness of young Clinton’s life in this place was the sad knowledge of the loss of a father he never knew.</p>                                        |
| <b>Interpretive Themes</b>        | <p>Bill Clinton’s childhood experiences in the post-World War II town of Hope—a vibrant town of industrial growth, new housing, and a busy railroad—contributed to his sense of optimism and fairness that steered him toward public service that continues today in his work to improve the lives of people around the world.</p> <p>Clinton pursued a career in government service with a personal goal of enabling individuals to create better lives for themselves—even in the face of adversity and loss—formed on a foundation of education, fairness, and personal responsibility.</p> | <p>In an age of legalized racial segregation, Clinton encountered customers at his grandfather’s store of diverse races, ages, and income levels, and learned from his grandfather’s interactions with them the intrinsic value of each human being. Such experiences helped shape his views on race relations and social justice.</p> <p>Watching his grandfather extend credit to those in need of food regardless of their ability to pay for it inspired Clinton in his later roles as governor and president to become an advocate for policies and programs that provided childcare, educational opportunities, and other forms of assistance to those in need.</p> | <p>In Clinton’s words, “Hope was home,” and the Birthplace Home and surrounding yard provide a window into the private spaces of his childhood and family dynamics, the beginnings of Clinton’s lifelong friendships, and his development as a future world leader.</p> <p>Clinton’s mother and grandmother strived to improve the family’s lot by sharing childcare responsibilities, pursuing opportunities for learning, and working outside the home to contribute to the family’s finances. Watching his mother’s struggle to support him, Clinton learned to value education and a strong work ethic, and he later championed government policies to benefit single mothers.</p> |

## Existing Conditions

On January 2, 2011, the National Park Service assumed daily operation of the site. That year, nearly 10,000 people visited the site, which is a slight increase from previous years.

In 2012, the park added a Park Ranger-Interpretation position to the original staff of two permanent employees (Superintendent and Chief of Interpretation). Four part-time Student Educational Employment Program (STEP) employees complement the workforce. When the student employees are at school, the front-line operation falls to the permanent staff. In addition, the park receives facility management and administrative support from Little Rock Central High School National Historic Site.

An approximately 1500-square foot neighboring house serves as the park's visitor center and administrative offices. The visitor center was renovated by the Clinton Birthplace Foundation, Inc., who donated the property to the National Park Service in December 2010. Within the building, approximately 1000 square feet is devoted to temporary exhibits, a cooperating association sales area, and visitor services, with the remaining space serving as office space for the permanent staff, a small galley kitchen, and storage. Visitors can view the exhibits, talk to park staff, and purchase books and other sales items from the cooperating association. The lobby area can accommodate a small tour group or class of students comfortably, but larger groups often need to be separated to maximize the visitor experience.

There is limited space for additional staff, storage, exhibits, and other necessary operational functions. There is very little space for staff to perform the basic operations of the park and visitor center. Adequate administrative/headquarters space is required to provide a quality visitor experience and fulfill the mission of the historic site.

Visitors often arrive before the park opens or after it closes. Currently there is no distinction between the park and the neighboring private property, except for the iron fence surrounding the park. The park does not own the adjacent parking lot (which is the only accessible entrance onto the site) and therefore cannot put signs in place to let visitors know where to park and enter the NPS site. There are no exterior signs or brochures for visitors who cannot enter the park visitor center and Birthplace Home.

The Virginia Clinton Kelley Memorial Garden was established by the Clinton Birthplace Foundation, Inc. on the site of a home that existed in Clinton's boyhood years. The landscaped garden's centerpiece is a planting of roses—a favorite of the former president's mother. The garden also includes brick pavers with the names of donors.

This Long-Range Interpretive Plan attempts to outline services and products needed to align the park's interpretation and education operation with public expectations of NPS sites. The LRIP recommends actions which will most effectively present opportunities for meaningful visitor experiences within the challenges and exciting possibilities of this developing park.



## Orientation

The primary approaches to President William Jefferson Clinton Birthplace Home NHS on Interstate 30 are well-marked with directional signs. However, once visitors approach the Birthplace Home, the parking lot entrance off of a side street is not obvious. Because the park does not own either the parking lot or two of the four main buildings on the block, visitors may not know where to park or how to enter the site.

Within the block of the Birthplace Home, visitors may also be confused between what is, or is not, part of the park. In addition, many visitors assume that the visitor center is the actual Birthplace Home. The absence of more modern or commercial buildings on the block, however, does suggest that the Birthplace Home was part of an older neighborhood, which aids in interpretation of the childhood story. Lack of commercial businesses on the block will help visitors imagine the more intact residential community of the 1940s.

## Information

Knowledgeable staff members answer questions, explain details of primary stories, and help make the park story relevant to various audiences. In addition to the guided Birthplace Home tour, an interpreter is always available at the visitor center during business hours.

The park staff maintains the official website at [www.nps.gov/WICL](http://www.nps.gov/WICL), uses Twitter, and hosts a Facebook page. The park provides information over the telephone during business hours.

The City of Hope's Parks and Recreation Department provides additional information at the Hope Visitor Center, located in a historic train depot. Campaign exhibits, films, and personal assistance help visitors to locate the Birthplace Home, and to place the Birthplace Home stories within the larger contexts of Hope, Arkansas, and the United States.

While increasing numbers of visitors and potential visitors are learning about the site and its resources



The park visitor center is located in an adjacent building that once was a neighborhood home.

through electronic media, many visitors continue to prefer interpretive materials on paper. Printed publications can be used many times, thereby providing lasting, sustained opportunities for people to form and continue connections to the site's resources over time. The park's Unigrid brochure is available in person or by mail.

### Interpretation

Park ranger-guided tours of the Birthplace Home are the main focus of the interpretive effort at the site. In addition, park staff members conduct occasional off-site programs for school groups and for professional and civic organizations. The park recently added ranger-guided bicycle tours of Clinton-related sites in Hope. These tours are offered twice monthly during the spring and fall. Park staff members have developed a Junior Ranger activity booklet for children ages 9-12.

The park offers daily guided tours of the Birthplace Home. Although these tours are advertised as beginning on

the half-hour, park staff members make an effort to accommodate visitors who would prefer not to wait. In order to observe safety, security of resources, and structural weight limits, tours of the home generally are limited to 10 people at a time. Larger groups often are separated into smaller groups and take turns going through the home to optimize the visitor experience. While waiting for the next tour, visitors peruse the award-winning temporary exhibits in the Visitor Center, make purchases from the cooperating association sales area, and converse with park employee(s) who staff the information desk.

“Community outreach” can go by many different names, including marketing and public relations, community relations, and partnership activities. In the context of interpretive planning, outreach activities include the wide range of interpretive programs and events, educational activities, and communications that take place beyond the physical land area of the site.



Visitors tour grounds of the site.



Park staff experimented with a range of community programs within the first year of operation, including:

- For Clinton's birthday in August 2011, park rangers from New Orleans Jazz NHP conducted a clinic for students in the Hope High School jazz band and provided a public evening performance at the University of Arkansas Community College at Hope (UACCH).
- Park ranger-guided four-mile bike tours were offered two Saturdays per month during spring and fall. The program provides opportunities for participants to view other related sites in Hope, including Clinton's second childhood home and his elementary school.
- In summer 2012, the park conducted a Junior Ranger Explorer Summer Camp. This program was funded by an "America's Best Idea" grant. In partnership with the University of Arkansas Community College at Hope, the goal of the program was to introduce children to the

National Park Service, including several NPS sites within Arkansas, as well as lessons in democracy and civil and human rights.

- In May 2012, the park partnered with UACCH to present the inaugural "Hope for Humanity" Film Festival, featuring documentaries and films related to civil and human rights.

In addition to the park's Unigrid brochure, a Junior Ranger activity booklet is available for children ages 9-12.

The visitor center's temporary interpretive exhibits (developed in advance of the site's formal dedication in April 2011) feature an arrangement of ten vertical panels. Topics include the Clinton Birthplace Home, the city of Hope, and the state of Arkansas; as well as panels on family and friends of Clinton's childhood and the early influences that shaped his development.

### Archives/Museum Collections

The park's museum collection is expected to grow as the site becomes more widely known, as research continues, and as donations accrue. There is no space in the visitor center for basic exhibit storage. There is insufficient staff on the site to provide curatorial services.

### Cooperating Association

The interpretive sales area is administered by Jefferson National Parks Association (JNPA), the park's cooperating association. Because JNPA does not provide any on-site staff, park staff has to operate the sales area. JNPA offers a range of items including books on President Clinton's recommended reading list.



The visitor center includes a bookstore operated by Jefferson National Parks Association, the park cooperating association.

## Visitor Experience Goals

Encountering interpretive opportunities is an important aspect of a person's visit at the site. Interpretation can be presented through personal services and non-personal services through the purposeful crafting of meaningful experiences based in park resources.

Audiences will have opportunities to:

- Orient themselves to the site.
- Select from alternative ways of experiencing the site.
- Consider the personal meaning of public service and learn about different ways to become involved.
- Contemplate their personal understanding of "home" by learning about what it meant to a young Bill Clinton and by relating it to their own lives.
- Understand the site within the larger context of Presidential sites and the National Park System.
- Contribute to the park story through such activities as oral histories and interactive exhibits where visitors can express their points of view.
- Engage in hands-on, sensory activities which will supply lasting memories of their park experience.
- Learn about life at Clinton's childhood home.
- "Hear" the voice of President Clinton through audio, film, and text.
- Interact with knowledgeable interpreters who can answer questions and explain details of primary stories.
- Use their imaginations to relate to a culture and time that may be different from their own.

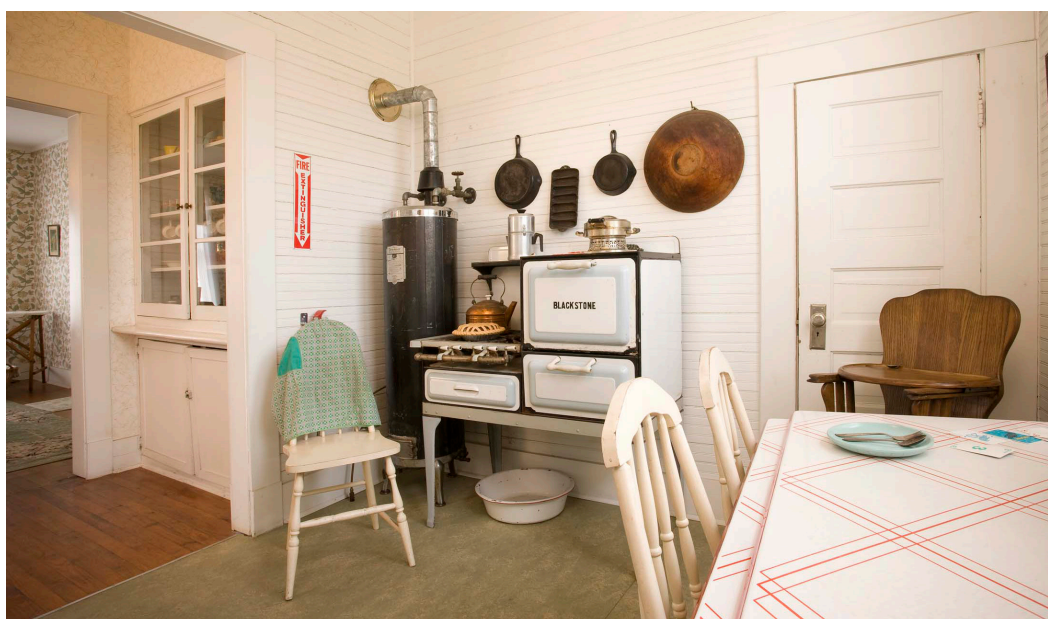


Former President Clinton in his childhood bedroom, April 2011. (*Department of the Interior, Photo by Tami Heilemann*)



The table below illustrates how these visitor experience goals support the larger management goals of the park.

| Topic                                                               | Public Service                                                                                                                                                                                                                                                                                                                                                                       | Social Justice Issues                                                                                                                                                                                                                                     | Home                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Management Goal                                                     | The Birthplace Home will be recognized as an important Presidential site for inspiring people to consider careers in public service.                                                                                                                                                                                                                                                 | The Birthplace Home will be a place where people can learn more about the critical social issues affecting their local and global communities and share strategies to address those issues.                                                               | The Birthplace Home will be a place where people can learn about the early childhood of President Clinton, and engage in conversations about how we as a society can create environments that maximize opportunity for our children to reach their full potential.                                  |
| Visitor Experience Goals:<br>Visitors will have the opportunity to: | Consider the personal meaning of public service and learn about different ways to become involved.                                                                                                                                                                                                                                                                                   | Contribute to the park story through such activities as oral histories and interactive exhibits where visitors can express their points of view.<br><br>Understand the site within the larger context of Presidential sites and the National Park System. | Contemplate their personal understanding of “home” by contemplating what it meant to a young Bill Clinton and relating it to their own lives.<br><br>Learn about life at Clinton’s childhood home.<br><br>Use their imaginations to access a culture and time that may be different from their own. |
|                                                                     | Orient themselves to the site.<br>Select from alternative ways of experiencing the site.<br>Engage in hands-on, sensory activities which will supply lasting memories of their park experience.<br>“Hear” the voice of President Clinton through audio, film, and text.<br>Interact with knowledgeable interpreters who can answer questions and explain details of primary stories. |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |



The kitchen at the Clinton Birthplace Home. (NPS, Photo by Cindy Momchilov)

## Audiences

Identification of differing types of audiences recognizes that different groups of people have specific needs, constraints, and interests that can be most efficiently and effectively addressed through a variety of interpretive approaches.

Three types of “visiting” audiences to the Birthplace Home include:

- Local and regional residents;
- Travelers;
- School groups, including students involved in public service projects.

In addition to these audiences, park staff also will need to address interpretation for others who have not or cannot physically visit local sites. This fourth type of audience will be referred to as:

- Virtual Audiences.

### Local and Regional Residents

Residents of the local and regional area may be proud of the fact that a person from their home place became President of the United States and is still known internationally. As “experts” in local history and culture, members of this group may have stronger personal ties to Clinton’s childhood setting than someone from another part of the country.

These visitors are most likely to be “repeat customers,” bringing out-of-town family members and visitors to the Birthplace Home. There is potential for local and regional residents to become park stewards, or to become involved in one of the park’s community service projects.

The park’s annual events can become a community tradition for this audience. In addition, this group will anticipate

changing programs, changing exhibits, and special events and activities that require development of new programs and interpretive media.

Local businesses will benefit from visitation to the Birthplace Home, and from the development of a walking or bicycling tour linking Clinton-related sites, or a system of wayside exhibits that present the Birthplace Home within the larger context of Hope in the late 1940s.

People who speak Spanish as their primary language are a growing sector of the local population. Outreach efforts, community events, and media development will be more effective with this group of people if Spanish language options are offered.

### Travelers

Growing up in a small town is an all-American story for many people. The site can be engaging to all kinds of traveling audiences. Currently, travelers make up the largest group of visitors. International visitors often are aware of Clinton’s work in their own countries.

For travelers who only have a limited amount of time to spend at the site, it becomes important that the park provide an option for interpretive experiences that can be accessed without waiting and completed within a short time frame.

Although the route to the park is clearly marked on I-30 (the main east/west corridor through Southwest Arkansas), some travelers might miss the next turn onto 2<sup>nd</sup> Street to the parking lot. In addition, others arrive from the Hope Visitor Center in the train station and often mistake the park visitor center for the Birthplace Home as they come down Division Street.

Some travelers will arrive in busloads. Most bus tours are on tight schedules and are reluctant to split up their groups.



### **School Groups, including students involved in public service projects**

The park will align its education programs with school curricula on the local, state, and national levels, and will be relevant to a range of grade levels. An overview of this material is presented in the Education Program section of this LRIP.

The park's identity can be communicated through promoting the possibility of volunteer and job opportunities to students, possibly through job fairs and student employment positions.

While many school groups arrive with 50-100 students, only 10-12 students at a time can tour the home. Tours for younger students may allow for larger group size.

One of the park's goals describes the connection between the Birthplace Home, President Clinton, and the concept of public service:

The Birthplace Home will be recognized as an important Presidential site for inspiring people to consider careers in public service.

Although the number of students who are involved in public service projects through the Birthplace Home will initially be small in number, they will increase the site's outreach, strengthen partnerships with educational institutions, accomplish high-profile projects, and directly support park goals.

### **Virtual Audiences**

Virtual audiences have a variety of expectations, depending on their specific need for information. Such differences include:

- Some audiences will only need basic information, such as what time the tours are offered. These visitors will be frustrated if basic information is not easy to find. For this group, the website can also serve as a “teaser” to encourage visitation.
- Some audiences will seek primarily a virtual experience, and will expect the website and other virtual communication forms to be frequently updated, professional-looking, relevant, and compelling.
- A third type of audience includes researchers or those who use the website in an educational setting. This audience will value access to primary documents or studies.

The website and social media can promote basic orientation and encourage visits—sometimes turning virtual audiences into real visitors. Even a children's page on a website may encourage families to visit.

The National Park Service Content Management System provides the framework for all park websites. While somewhat challenging to use, it is possible to include site specific content that is eye-catching and provocative.

With conscientious application, the website can be especially useful in communicating through language and accessibility barriers.

Social media sites need constant updating. Developing content, monitoring discussions, and managing social media conversations appropriately are some of the skills needed to successfully host social media sites. Because analytical programs are available to provide data on the audience's use of social media and websites, evaluation and improvement of these platforms is possible.

### Current Visitation Patterns

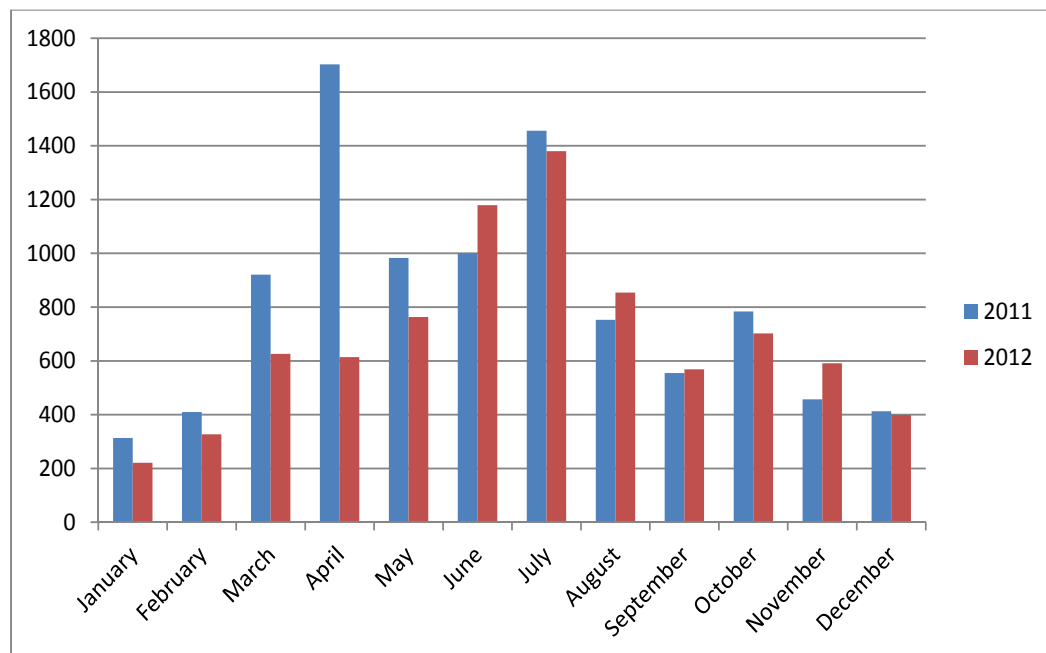
Prior to creation of the National Historic Site, the Clinton Birthplace Foundation Inc. recorded the following number of visitors:

| Year | Number of Visitors |
|------|--------------------|
| 2008 | 8,127              |
| 2009 | 9,357              |
| 2010 | 9,450              |

Since the National Park Service has administered the site in 2011, visitation numbers have increased slightly.

| Year | Number of Visitors |
|------|--------------------|
| 2011 | 9,749              |

Winter is a slower season for visitation to the site, as shown on the following graph.





## Significant Issues and Influences that Relate to Interpretation and Education

### Concurrent Planning Efforts

This newly-designated site currently is involved in multiple planning efforts that will inform and compliment this and other plans. These include the Park Foundation Document, a Historic Structures Report, and a Cultural Landscape Report.

### Call to Action

To make the NPS centennial anniversary in 2016 meaningful and long-lasting, a “Call to Action” charts a path toward a second-century vision by asking employees and partners to commit to concrete actions that advance the mission of the NPS in four areas: Connect People to Parks; Advance the Education Mission; Preserve America’s Special Places; and Enhance Professional and Organizational Excellence. See the Recommendations section of this document for specific action items which address Call to Action initiatives.

### Visitor Experience Issues

Visitor experience at the Birthplace Home site currently is restricted by facilities that are limited in space and were not originally designed to accommodate administrative, educational, or interpretive operations.

### Visitor Center

The visitor center does not provide sufficient space (less than 500 square feet) for comprehensive exhibits. The lack of space further limits opportunities to provide hands-on or multi-sensory experiences, and there is no space for visitors to view an interpretive film. The visitor center is not large enough to accommodate museum and archival collections. In addition, the visitor center does not provide space for park staff to conduct programs or facilitate dialogue with students or other large groups.

The two small rooms that currently serve as office space in the visitor center do not provide adequate space for interpretive staff to develop media and programs. As the park continues to develop and add additional staff members, including administrative and maintenance personnel, the two rooms will not provide even minimal workspace for them. In addition, staff offices adjacent to the public use space are subject to frequent disturbances and noise. Conversely, the visitor experience may be compromised by park personnel conducting business adjacent to, and traversing, the exhibit space.

## Birthplace Home

Although the second floor of the Birthplace Home offers powerful opportunities to find personal meaning and relevance in the park story, access is limited. Architectural features of the Birthplace Home, including stairs, doorways, and room size, restrict many people from the upstairs. The building was not designed for the weight or safety of a large group of people.

The security and preservation of the Birthplace Home require that all visitors be accompanied by a park ranger to ensure the protection of the historic fabric and furnishings.

## Grounds

Almost all visitors approach the site from the parking area, which is not owned by the National Park Service. This makes the creation of an “entrance experience” difficult because wayfinding and orientation cannot currently be provided at this entrance. Paved paths lead visitors between the Visitor Center, Birthplace Home, Memorial Garden, and restrooms.

Changes to the immediate neighborhood (widening of Hervey Street and construction of a larger railroad overpass, removal of adjacent homes, and addition of commercial operations across Hervey Street) may inhibit visitors’ understanding of what the neighborhood was like when Clinton lived there. The current landscape provides neither an immersion experience with a restored cultural landscape, nor a venue for interpretive experiences.



Candidate Bill Clinton poses outside of the Hope Train Depot, 1992. (Courtesy William J. Clinton Presidential Library)





President Clinton with Nelson Mandela, 1998. *(Courtesy William J. Clinton Presidential Library)*



Long-Range Interpretive Plans are dynamic documents that should respond to changing conditions. Staff should revisit this plan yearly as part of an annual implementation plan and make adjustments, remove accomplished tasks, and acknowledge new projects or priorities that may surface. Since viable plans need to be flexible and responsive to changing conditions, staff should take advantage of new opportunities as they arise.

As conditions change, this plan provides a framework for considering other interpretive proposals as they emerge. The interpretive themes and park goals should function as a gauge against which new ideas are measured. Does a new program or project reach targeted audiences, address an identified issue, or offer a desired audience experience? When properly used, the Foundations section provides priorities that can help move interpretive programming in a consistent direction despite changing circumstances. This plan provides recommendations rather than decisions. Important actions will be identified through normal park operations and will develop in accord with the park's significance statements and interpretive themes.

President William Jefferson Clinton Birthplace Home NHS is a new national park site and lacks a General Management Plan (GMP). As such, this plan does not include recommendations that more properly belong in a GMP. This plan assumes that the boundaries of the site will remain as they currently exist for the immediate near future and that the size of the staff will remain as it is until such time as the park receives a base budget increase. The recommendations that follow generally assume that facilities will remain as they are and, where possible, provide opportunities for staff to work within existing infrastructure limitations.

## Future Interpretive Program

The development of this plan reflects core group and management discussions in which participants addressed key concerns identified in the "Significant Issues and Influences" section of this document. These wide-ranging, productive discussions yielded insightful recommendations for the development of interpretation at the Birthplace Home which will be relevant to future visitors.

## Personal Services

The Clinton Birthplace Home itself is the dominant historic resource at the site. Personal interpretive services at the home are, and should remain, crucial to the visitor experience. The following recommendations seek to expand personal services through creative and innovative approaches that remain within the capabilities of a small interpretive staff supplemented by volunteers and park partners. The interpretive program will continue to grow and develop with increased staff and funds.

### Talks and Tours

While a guided tour of the Birthplace Home is a critical visitor experience element, the park can and should seek to expand the interpretive programming to include a wider array of options for visitors. In this way, park interpreters can allow for a more individualized and personal experience for visitors. The park staff can:

- Consider expanding the interpretive programming to include a wider array of shorter presentations that relate directly to subthemes and storylines identified in this plan.
- Consider stationing a roving uniformed employee or volunteer on the grounds or in the house at intervals during peak visitation times. This person should be prepared to answer visitor questions and to offer short talks of a few minutes' duration on a rotating series of topics (perhaps supplemented with reproduction artifact props) related to the site's primary interpretive themes.
- Consider scheduling an employee or volunteer to offer one tour per day on weekends on a selected topic in addition to regular tours. To attract local interest in these specialty tours, publicize this new offering onsite and on the park website and social media outlets. Consider, especially, developing programs for younger visitors.
- Continue to work with park and community partners to offer tours outside of park boundaries, as funding and staffing allow. These may include such options as continuing the ranger-guided bicycle tours, or developing walking tours or similar interpretive offerings.
- Explore the possibility of creating programs that highlight key areas of the current Clinton Global Initiative as a way of further developing activities with community and park partners.
- Engage local students and residents in programs to benefit the larger community and provide opportunities for hands-on or multi-sensory activities.



Visitors tour the Birthplace Home.



## Special Events

The park should seek to expand its schedule of special events to encourage greater interest and support from local visitors as well as the general public.

- Continue to develop programs for special emphasis months and link them to park interpretive themes.
- Consider hosting an annual event to highlight Clinton's birthday, perhaps in partnership with the William J. Clinton Presidential Library, to advance the park's interpretive goals.
- Seek ways to partner with other local parks or museums and explore innovative programs that increase the park's visibility among targeted audiences, and in particular programs that reach out to underserved populations.

## Evaluation and Training

The park should seek ways to provide regular training opportunities for interpretive staff and volunteers who work with the public. In addition, the park should consistently evaluate programs and tours for effectiveness and to ensure they continue to meet the needs of visitors and encourage new audiences to participate in site programs.

- Provide training opportunities through such resources as on-site training, online courses, and off-site workshops and conferences.
- Create a park library that includes resources for developing and presenting interpretive programs as well as subject matter resources.
- Provide a regular system of coaching for park interpreters in the presentation of their programs. Provide the training and experiences for a member of the

staff to become a local registered park coach and to offer coaching to the interpreters.

- Regularly evaluate interpreter programs to ensure a clear, cohesive connection to one or more of the site's primary interpretive themes.
- Participate in the annual survey card program, but also develop tools (e.g., informal observations and conversations, focus groups, and online surveys, as appropriate) to measure how effectively the site's interpretive programs are creating opportunities for visitors to make intellectual and emotional connections to the meanings and significance of the site's resources and associated historical narratives.

## Non-personal Services / Interpretive Media

Interpretive media can enable visitors to immerse themselves in the history of the site beyond the scope of guided tours and interpretive programs. Interpretive media is a fast-changing field, and while these recommendations are based on current technologies and use, the interpretive staff should continue to explore and respond to new interpretive media possibilities in the future. Regardless of the technology used, it will be critical to ground all interpretive media in the park's interpretive themes and carefully consider how each program will complement other interpretive efforts and meet visitor expectations.

As interpretive media is developed at the Birthplace Home, the Chief of Interpretation will need to oversee NPS Facility Management Software System (FMSS) for Interpretive Media data and activities in coordination with Maintenance, Resource Management, and Administration. Entering

Interpretive Media Locations and Assets into the FMSS will ensure that regular condition assessments are conducted, preventative maintenance work orders are issued, repairs are made as needed, and that funding requests for replacements (as needed) are generated.

Current platforms for interpretive media include:

- Audiovisual Media
- Virtual / Web / Social Media
- Printed Publications
- Exterior Interpretive Exhibits
- Interior Interpretive Exhibits

## Audiovisual Media

The use of audiovisual media can enhance interpretation of the site's themes, while creating enriched experiences for visitors, particularly those with impairments.

- The park currently is working with Harper's Ferry Center to complete a short A/V presentation that includes footage of Virginia Clinton Kelley touring the home before it was restored and of President Clinton touring the home. This production will provide a richer experience for visitors, and also will assist those with mobility impairments in "touring" the home. The park will continue to work with HFC to complete production of this project and install a kiosk in the visitor center for visitors to view the programs.



The visitor center includes temporary exhibits created in 2011.

- As identified in the section “Research in Support of Interpretation,” the park should seek to locate or film oral histories—particularly with members of the community who were involved in creating the site and with those who knew Mr. Clinton as a child—to increase opportunities for sharing Clinton’s childhood stories through interactive exhibits or on the website.
- The park should explore possibilities for an interpretive film that could highlight Clinton’s childhood development, and its effect on his later public service, without unnecessary repetition of current site interpretive elements. Using Clinton as narrator to this film could provide a sense of welcome and authenticity. Access to the important park stories which are linked to the second floor rooms (and are not accessible to visitors with disabilities or mobility impairments) can be developed through close-up views, and historic footage and recordings.
- Plans for permanent exhibits can include a self-guided audio tour designed especially for download to personal electronic devices that allows visitors to self-select their areas of interest and that provides audio description for the exhibits for greater accessibility.

### **Virtual / Web / Social Media**

The park should increase its online presence (including through the use of social media) to allow visitors greater opportunity to connect with the park’s interpretive themes. Because of the small staff size, the park may consider recruiting volunteers or other partners who can assist with developing social media sites. In addition, the park

should concentrate on fully developing the official park website as a first step to enhancing its online presence.

- More people are using their computers as informal learning and entertainment platforms, and it is critical that access to the Birthplace Home’s resources be available on-line. A portion of Clinton Birthplace Home artifacts and archival materials presented through the website could create a virtual and accessible museum experience for visitors. Accordingly, the website’s pages for History & Culture could serve as an “interpretive exhibit” of manuscripts, photographs, and podcasts.
- Visitors who are curious about this new site, as well as researchers seeking more targeted information and insight, may experience the site solely through electronic platforms. Photographs, video and audio clips, quotations, discussions, and virtual activities can be used to make park resources and meanings accessible through a range of electronic media, including social media sites and blogs.
- Park staff, volunteers, or partners can monitor, correct, and expand online material about the Clinton Birthplace Home, such as Wikipedia entries, user-created podcasts, YouTube entries, and future user-generated online content to ensure the most up-to-date and accurate information will be available to virtual audiences.
- Social media venues can serve as a vehicle for local publicity and a means of two-way communication and feedback with volunteers and the community. The park staff should build upon its Social Media Plan to ensure that all postings and content follow the established



internal decision-tree standards, and that they take into account appropriate subject matter and forms of dialogue, as well as time and staff resources needed to maintain them.

- Locate site brochures and site bulletins online as downloadable (and machine-readable) files for retrieval by e-readers and smart phones, provided the park can obtain permission from copyright holders or owners of the photographs to do so.
- Evaluate technology-based interpretive materials every three years to ensure they remain viable with the emergence of new technology or delivery methods.
- Add weblinks to print publications, and future exterior exhibits as feasible, including the use of QR codes in informational signs, wayside exhibits, and publications to provide a more in-depth, online experience.

### Printed Publications

The park staff can create a variety of print publications for use on- or off-site. While many visitors currently obtain information electronically, others still prefer to receive printed materials. This allows visitors to keep them for reading later and sharing with others.

- Printed publications will help visitors to understand how and why to visit the park. The park should develop a Publications Plan, which will guide decisions and priorities for a range of publications.
- Park staff can produce rack cards for wide distribution at non-NPS sites such as state welcome centers, convention and visitor bureaus, and other sites related to Clinton.

The park also should continue efforts to update the Arkansas National Parks rack card to include this new site.

- Consider creating site bulletins to highlight particular interpretive themes or stories. If more appropriate, this material may be developed for use on the park website. The park staff can assess demand for this information to be available in print.
- Develop an electronic park newsletter that can be emailed to partners and supporters.
- As visitor experience options are developed, the park may choose to work with Harpers Ferry Center to upgrade the current Unigrid brochure (Official NPS Map and Guide). As part of the Unigrid brochure, the park may decide to prepare a self-guided map of the site. A printed map may feature numbered stops which link to information which is accessible through various options (brochure, CD, web download, handheld device).

### Outdoor Interpretive Exhibits

Outdoor exhibits provide orientation and may allow visitors to understand the neighborhood context in which the Clinton Birthplace Home existed and provide relevance for the cultural landscape and adjacent historic properties immediately outside the boundary of the park. The treatment section of the park's Cultural Landscape Report (CLR) (currently under development) will define the outdoor visitor experience. It is vital for park interpretive staff to be engaged in the development of the treatment section. Because the landscape has changed since the period of significance (by the removal of a house and installation of the memorial garden), the landscape

can be rehabilitated within the park boundaries and used as outdoor interpretive space. In addition, the park can work with city partners to establish a series of exhibits outside of park boundaries that interpret related Clinton sites.

- Upon completion of the CLR, the park should seek funding for a Wayside Exhibit Plan. Wayside exhibits will give visitors context and meaning regarding the historic buildings and the property as they existed in the past.
- A wayside exhibit system outside the boundaries of the site could strengthen the conceptual and partnership ties between the Clinton Birthplace Home and the community. The park can explore developing an interpretive “trail” that would correspond with a system of wayside exhibits.
- Wayside exhibits could include old photographs, illustrations, and text to help visitors to gain new perspectives—spatially and cognitively—on the Clinton Birthplace Home in the context of the late 1940s.
- Outdoor exhibits and signs should help orient park visitors and clearly identify the Clinton Birthplace Home and the visitor center.

## Museum Exhibits

Interior museum exhibits will provide visitors with important opportunities to connect to the park’s interpretive themes. While the park has installed a temporary exhibit in the visitor center, staff should continue to work toward developing permanent museum exhibits that address the themes articulated in this LRIP.

- The park should seek funding to develop permanent museum exhibits for the visitor center. These exhibits can provide visitors with opportunities to connect with the meanings the site through the use of text, artifacts (including items on loan or reproduced from collections stored at the William J. Clinton Presidential Library), interactive elements, and audio-visual elements that can provide multi-sensory experiences for visitors.
- Consider developing a traveling exhibit to interpret and promote the site at community events, festivals, conferences, and similar off-site venues. A changeable element as part of the exhibit would provide an opportunity to emphasize connections between the Birthplace Home and a range of theme-related sites and events. Because of limited staff time, the park should consider working with a contractor to design and fabricate the traveling exhibit.
- Consider hosting traveling exhibits from other organizations that can highlight park interpretive themes and that provide opportunities for visitors to discuss or respond to social justice or other issues raised in the exhibits. The exhibits need to be small enough to be housed in the main reception area of the visitor center without impeding visitor traffic through the space.

- Consider developing temporary exhibits, as space allows, to highlight certain interpretive themes and to provide a changing experience to encourage repeat visits from the local or regional area.
- As park staff work with exhibit designers, consider developing multi-sensory experiences wherever possible. For example, the design elements of the Birthplace Home's architecture could be discovered and manipulated through an interactive exhibit. Memories can be evoked, and learning promoted, through the various senses. Turning doorknobs, hearing the slam of a screen door, or sensing the proportions of various rooms may help audiences to access the period of significance through highlighting the Birthplace Home as a physical structure. Some experiences may take place as part of the exhibits or even as part of A/V elements.
- Consider incorporating items such as magazines, toys, or other items associated with Clinton's childhood to link interpretive themes to resources. These could include reproductions (to encourage tactile exploration) or originals on loan and available only through sight or audio description.

## Education Program

The park should expand curriculum-based educational opportunities both for K-12 students as well as university and graduate students, particularly with respect to areas of public service, civics, and history. As funding becomes available, the park should fill the Educational Specialist position as identified in the approved organizational chart. The incumbent in this position will take the lead in developing the education program including: developing curriculum (individual lesson plans as well as curriculum units); hosting teacher workshops; developing classroom resources for teachers; exploring possible partnerships with graduate programs in Public Service (University of Arkansas Clinton School of Public Service) and Public History (University of Arkansas at Little Rock); and creating distance learning opportunities for students from around the country and across the globe.

In the meantime, the park can take steps to begin developing a curriculum-based education program through many of the following actions:

- Seek funding to develop an Education Plan that will identify specific steps and activities to meet state and national curriculum standards, develop a process for evaluating education programs, and identify potential education partners within the NPS and among the education community.
- Explore options for acquiring distance learning equipment and partnering with others to conduct distance learning programs as a way to build awareness of park programs and develop new audiences across the region and country.



- Seek funding to work with a contractor or to establish a “Teacher-to-Ranger-to-Teacher” who can develop initial pre- and post-visit materials and lesson plans for educators. This may include working with the Teaching with Historic Places program to develop site-specific curriculum ([www.nps.gov/nr/twhp/](http://www.nps.gov/nr/twhp/)). Although Teacher-Ranger-Teachers can work in various capacities under the program, interpretive and/or educational services are a natural fit for many teachers and could be of great benefit to the Birthplace Home in curriculum development, visitor services, and community relations as well.
- Partner with the state’s Educational Service Cooperatives (including the Southwest Education Service Cooperative in Hope) to provide content instruction for area educators as part of their summer inservice training.
- Seek opportunities to partner with the University of Arkansas Community College at Hope to develop educational opportunities for K-12 students, as well as incoming college students, to learn more about the site and about the National Park Service.
- Explore options to secure transportation funding for school groups.

## Outreach

Outreach activities include distribution of information, service project assistance, special events support, and many other ongoing initiatives that market and position the interpretive mission of the site. As the park continues to develop, situations will vary regarding staffing, funding sources, challenges, and opportunities. The park should seek opportunities to partner with other sites and organizations on special events, publications, sales items, trail concepts, and outreach endeavors that will strengthen audiences’ understanding of the park’s meanings and its connections within the United States and the world.

### Community Outreach

Park staff should seek to improve awareness of the site among the communities and residents of southwestern Arkansas, from whom the park might expect year-round visitation and personal word-of-mouth recommendations for family members, friends, and out-of-town visitors. To assist in this effort, the park may consider the following actions:

- Create a series of weekend off-season “Community Days” built around a localized theme such as “History in Your Own Backyard,” with activities by and for youth groups, neighborhood associations, community musical and theater groups, and civic clubs. This may inspire local exploration and engagement at the park.
- Develop events that connect or partner with interest groups beyond the formal disciplines of history to expand community outreach. For example, the park may develop programs that encourage visitors to learn history through such methods as walking or bicycling tours or other recreational activities.

- Consider special events to commemorate Clinton's birthday, the site's dedication, and other significant dates, and host events that highlight areas of particular concern to Clinton today such as working to alleviate childhood obesity and expanding economic opportunities around the world.
- Consider developing programs in partnership with the UA Clinton School of Public Service and the University of Arkansas Community College at Hope to bring the numerous speakers at the Clinton School to audiences in Hope—either by hosting speaker visits or by simulcasting the Clinton School lectures.
- Opportunities such as an Open House or a theme-based special event may provide an opportunity to invite opinion leaders, elected officials, and other decision makers for a first-hand, personalized tour of the site. This may serve to invigorate and enhance the site's image among opinion leaders, elected officials, and other decision makers.



A young Bill Blythe (Clinton) poses for a studio portrait. (Courtesy William J. Clinton Foundation)

## Partner Outreach

The park maintains a number of formal and informal partnerships. While more information is contained in the Partnerships section of this plan, the following partners can be particularly helpful in helping the outreach effort at the park.

- Park staff should work with Jefferson National Parks Association (JNPA) to create a Scope of Sales for the bookstore housed in the visitor center.
- The park interpretive staff should continue to assist JNPA staff in building a collection of books and other kinds of sales items that expand and enrich the primary interpretive themes identified in this plan.
- Explore future opportunities for JNPA support (including providing both funding and volunteers) for interpretation at the site, pursuing opportunities for interpretive media development, and identifying possibilities for assisting in meeting infrastructure needs (e.g., parking and exterior signage).
- Continue to explore the possibility of forming a friends group for the site. While JNPA can fulfill some of these functions, the organization is an NPS cooperating association with a broad mandate serving eight NPS sites. A dedicated friends group for the Clinton Birthplace Home, perhaps created in partnership with the existing Clinton Birthplace Foundation, Inc., could bring together park volunteers, assist in interpretive programming and educational outreach, and serve as community ambassadors for the park.

- Recently, the city of Hope concluded negotiations to include an Amtrak service stop at the local train depot. This may provide an opportunity for the park to provide park interpreter programs en route to Little Rock and back (possibly in cooperation with staff from Little Rock Central High School NHS.) This would depend upon suitable arrival and departure times between the two communities. Interpretive programming delivered directly on the train (from a park ranger or volunteer) could be a “value-added” service that may entice potential visitors to visit the site.
- Explore partnership opportunities with the William J. Clinton Foundation in Little Rock and the William J. Clinton Presidential Library to develop interpretive programming and promote programs at each site.

### News Media Outreach

In order to increase awareness of the Clinton Birthplace Home as a National Park Service site and as a destination, the park should engage the news media in publicizing current events at the site and fully develop the site’s online presence. The cumulative effects of ongoing media relations will raise the site’s profile and help position it as a place of note and a potential media resource for any inquiries. To accomplish this, the park may consider:

- Creating, maintaining, and publicizing a regular calendar of all events occurring on-site or associated with the Clinton Birthplace Home. Ideally, the calendar can appear on the park website, on an email blast to Friends and partners, and in regular media and community outlets, with seasonal news releases highlighting upcoming events as appropriate. If there are no major events for a given quarter or season, smaller or more interpretive calendar entries could still be generated. This regular communications vehicle will help keep the site in people’s minds even during times when there are no “hard news” events.
- Ensure that upcoming programs are posted to the park website and listings are kept current. Further develop the park’s social media presence.
- Consider working with a local student or community volunteer to assist the Chief of Interpretation with compiling a comprehensive news media contact list; assessing the effectiveness of each outlet’s reach to the park’s desired audiences; and entering, updating, and monitoring online listings on a consistent, regular schedule. This effort should start with free listings, including year-round and calendar posts hosted by local and statewide tourism agencies, and then later may selectively include high-volume, widely distributed tourism publications that charge fees for listings which JNPA may be able to help fund.
- The park should work to develop contacts among the local (including the wider Ark-La-Tex area, as well as Little Rock) news media outlets to help raise the profile of the Clinton Birthplace Home. These outlets need the personal touch of an ongoing relationship with key people at each station or newspaper. The park regularly appears on the local radio station. Other opportunities may exist for the park to highlight special events or programs.



## Facilities Needed to Support Interpretation

As a new National Park Service site, the infrastructure and operations of President William Jefferson Clinton Birthplace Home NHS will grow and develop. Park staff will need to continue identifying ways to upgrade facilities and grounds to better support interpretive operations. Currently, the visitor center houses temporary exhibits, a cooperative association sales outlet, and also contains the administrative offices for the park. The visitor center lacks sufficient space to fully support interpretation in the future.

The visitor center needs to provide orientation and interpretation for park visitors and also provide for visitor comfort and safety. This structured environment needs to be accessible and allow contact with site staff and other visitors. Currently, overcrowding can become an issue during peak visitation times. As the park continues to expand, park staff should:

- Work with the Midwest Regional Office to develop a General Management Plan for the park to develop recommendations for future facility needs.
- Explore opportunities for leasing office space for administrative, management, and facility management functions offsite to allow greater space for interpretive operations at the visitor center. Explore opportunities to work with the Clinton Birthplace Foundation, Inc., to use space at the Clinton Boyhood Home on 13th Street as administrative or interpretive space.
- Upgrade the technology infrastructure in the visitor center to allow for multi-media experiences.
- Upgrade the current facilities to address life safety issues. The park has had a structural fire survey that identified a need for proper exit signs and a reconfiguration of the front door to allow for it to open out from inside the building. As this is a historic structure, the park will need to work with historical architects to properly design this modification.
- Explore opportunities to acquire or lease the adjacent parking lot for visitor and staff use. The parking lot represents the only accessible entrance into the site. At the very least, the park should negotiate with parking lot's owner to permit installation of visitor information and directional signs in the parking lot.
- Explore opportunities to work with community and university partners to provide space for educational or community programs until such time as the site can accommodate such programs.
- Explore opportunities to use the grounds as additional interpretive space during certain times of the year and as weather conditions allow.

# Parkwide Interpretive Themes / Personal Services / Media Matrix

| Theme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Personal Services                                                                                                                                                              | Wayside Exhibits                                                                                                         | Exhibits                                                                               | Education Program                                                                                     | AV / Media / Web                                                                                                 | Publications                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hope as "Home"</b><br>In Clinton's words, "Hope was home," and the Birthplace Home and surrounding yard provide a window into the private spaces of his childhood and family dynamics, the beginnings of Clinton's lifelong friendships, and his development as a future world leader.                                                                                                                                                                                                                                                                                                                                       | Guided Tours<br>Roving Interpretation<br>Special Events                                                                                                                        | Possible exterior exhibit at the Birthplace Home                                                                         | Permanent Exhibits (but less emphasis here because of the strong guided tour emphasis) | Possible K-4 program emphasizing home and family                                                      | Enhanced AV tour of the home, especially the second floor (private family spaces)<br>Oral Histories              | Site bulletin with photos of all areas of the home for visitors who do not take the tour or cannot visit the 2 <sup>nd</sup> floor |
| <b>Post World War II Communities</b><br>Bill Clinton's childhood experiences in the post-World War II town of Hope—a vibrant town of industrial growth, new housing, and a busy railroad—contributed to his sense of optimism and fairness that steered him toward public service that continues to today in his work to improve the lives of people around the world.                                                                                                                                                                                                                                                          | Special guided tours, such as the current bicycle tour, that highlight areas of Hope outside of park boundaries.<br>Roving Interpretation programs                             | Exterior exhibits about the neighborhood and community, including possible wayside exhibits outside the park boundaries. | Permanent Exhibits<br>Possible Temporary Exhibit Theme                                 | Educational programs, primarily for grades 4-9 and for U.S. History students                          | Oral Histories on park website.<br>Expanded History & Culture section.                                           | Site bulletin about other Clinton-related sites in Hope and in Arkansas                                                            |
| <b>Social Justice</b><br>In an age of legalized racial segregation, Clinton encountered customers at his grandfather's store of diverse races, ages, and income levels, and learned from his grandfather's interactions with them the intrinsic value of each human being. Such experiences helped shape his views on race relations and social justice.                                                                                                                                                                                                                                                                        | Special events, such as the current film festival, that highlight social justice issues and other critical issues facing citizens today<br>Guided Tours<br>Jr. Ranger programs | Possible wayside exhibit at former site of the store, in cooperation with city/property owners                           | Permanent Exhibits (increased emphasis)<br>Possible Temporary Exhibit theme            | Educational programs for older students that connect to Clinton Global Initiative themes              | Park Website – Possible interactive feature for visitors to discuss social justice, civil rights, current issues | Park Newsletter/current events<br>Site bulletin – race relations in segregated South in late 1940s                                 |
| <b>Public Service through Government</b><br>Watching his grandfather extend credit to those in need of food regardless of their ability to pay for it inspired Clinton in his later roles as governor and president to become an advocate for policies and programs that provided childcare, educational opportunities, and other forms of assistance to those in need.<br>Clinton pursued a career in government service with a personal goal of enabling individuals to create better lives for themselves—even in the face of adversity and loss—formed on a foundation of education, fairness, and personal responsibility. | Jr. Ranger Programs / Summer Camp<br>Roving Interpretation Programs<br>Facilitated Discussions, possible simulcast from Clinton School                                         | Possible exterior exhibit at the memorial garden                                                                         | Permanent Exhibits (increased emphasis)<br>Possible Temporary Exhibit theme            | Programs for older students/college students<br>Programs for students studying civics / US government | Park Website (expanded History & Culture section)                                                                | Park Newsletter—highlight Clinton Global Initiatives and student-driven public service projects                                    |
| <b>Education and Work Ethic</b><br>Clinton's mother and grandmother strived to improve the family's lot by sharing childcare responsibilities, pursuing opportunities for learning, and working outside the home to contribute to the family's finances. Watching his mother's struggle to support him. Clinton learned to value education and a strong work ethic and he later championed government policies to benefit single mothers.                                                                                                                                                                                       | Guided Tours<br>Programs<br>Roving Interpretation                                                                                                                              | Possible wayside exhibits around town (Perhaps at the cemetery explaining his grandmother's passion for education)       | Permanent Exhibits, especially as connected to public service.<br>Temporary Exhibits   | Programs for younger students (primarily grades 4-8) that fit social studies curriculum frameworks.   | Enhanced AV tour of the home.<br>Park Website – expanded History & Culture Section                               | Possible site bulletin                                                                                                             |
| <b>Safety, Orientation, and NPS Messages</b><br>While not primary themes, these messages are key to all visitors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Information Desk<br>Roving Contacts<br>Guided Tours                                                                                                                            | Wayside exhibits at parking lot entrance                                                                                 |                                                                                        | Prepare Pre-visit materials for educators                                                             | Updated messages as appropriate on Park Website<br>Expand "Things to Know Before You Visit" section              | Site bulletin with specific orientation or safety messages<br>Rack cards for state visitor information centers                     |

## Research in Support of Interpretation

As a new site in the National Park system, President William Jefferson Clinton Birthplace Home NHS needs to conduct extensive research to support its interpretation and resource management needs. Park management will need to seek funding and opportunities to conduct or commission original research that can support the park's interpretive goals. One or more of the following recommendations may be useful for the park's future research activities:

- Conduct or commission additional research on such topics as the life and career of President Clinton, the African American experience in Arkansas during Clinton's lifetime (including the African American women and girls who helped take care of the young Clinton), the Clinton Birthplace Home landscape and neighborhood during the period of significance, the town of Hope in post-World War II America, and other topics related to the park's interpretive themes.
- Work with the Midwest Regional Office staff and contractors to complete the Cultural Landscape Report and Historic Structures Report currently underway. Incorporate information from both studies to inform interpretation.
- Work with the Midwest Regional Office to complete a Historic Resource Study for the park. This baseline study will provide needed background information to inform interpretation and education at the park. The park may also seek to complete special history studies of various topics related to Clinton's experiences in Hope and in Arkansas, as well as an Administrative History that would document the park's establishment.
- Develop a database of existing oral history resources (perhaps in partnership with the University of Arkansas Pryor Center for Oral and Visual History) and identify others in the community—especially those instrumental in the development of the site, such as Clinton Birthplace Foundation, Inc. board members—who need to be interviewed.
- Seek funding for a Historic Furnishings Report to document the interior furnishings of the Clinton Birthplace Home.
- Consider working with faculty and students in the graduate program in Public History at the University of Arkansas at Little Rock and the UA Clinton School of Public Service to provide opportunities for students to conduct research that will benefit the park.
- Continue to share and collaborate with other institutions (such as the William J. Clinton Presidential Library) to fully develop programs and resources that will enrich interpretation and encourage new scholarship on the life and career of President Clinton.
- Seek opportunities to research and evaluate visitor interactions with the park and to study potential new audiences.
- Consider requesting funds for a Visitor Services Project (VSP) visitor studies survey through the NPS Park Studies Unit at the University of Idaho; work with the Park Studies team to customize a survey to explore visitor views of interpretation throughout the site.



## Archives / Museum Collections / Library

Currently the park manages the collection of loaned items that constitute the furnishings in the Clinton Birthplace Home. As the park continues to grow and conducts research and develops programs, the park's archives and/or museum collection is likely to grow. To assist in managing this collection, the park may consider the following options:

- Explore the possibility of partnering with the William J. Clinton Presidential Library to provide proper storage for archives and artifacts. Other options include using the NPS central museum collection storage facility or possibly partnering with Little Rock Central High School NHS to access storage space closer to the park.
- Work with the Midwest Regional Office curators to develop a Scope of Collections Statement to guide future collections activities at the park.
- Explore opportunities to develop a small library (space permitting, and possibly including a virtual library) of site-related documents and collections that visitors can access—look for opportunities to link to online resources from the park's website.

## Staffing

Like many smaller NPS sites, President William Jefferson Clinton Birthplace Home National Historic Site has been limited in the past by staff size: two permanent interpretive staff (a chief of interpretation and a 5/7/9 park ranger) and four part-time student temporary park guides. The staff provides coverage of the visitor center and public programs daily, 362 days per year. This small staff often is called upon to multi-task—i.e., run the visitor center desk, work with educators and lead school groups, organize events, nurture partnership relations, and handle support and administrative details.

- Seek to fill all identified permanent, temporary, and seasonal staff positions on the organization chart as funding allows, including filling the Education Specialist position outlined in the OFS funding request.
- Recruit and train additional Volunteers-in-Parks (VIPs) to increase opportunities for staffing special events and programs.
- Continue to use student hiring authorities (through the new Pathways program) to recruit and develop new talent, but balance entry-level employees with experienced NPS interpreters.
- Consider adding a summer education specialist through the NPS Teacher-Ranger-Teacher program, which brings K-12 teachers from Title I schools to work at the site during the summer and then sends them back to the classroom as “Ambassadors” for the National Park System. See website at: <http://www.nps.gov/learn/trt/>.
- Continue to support park interpretive staff by providing training and other opportunities for professional development.

## Accessibility

The park is committed to providing the best possible experience for all visitors. To that end, staff invited an accessibility consultant to be part of the conversation early in the planning process so that accessibility can become part of the design plan rather than an afterthought. The consultant led a discussion illustrating the intersection between disability and design and the benefits of universal design. She challenged the use of the phrase “special needs” since people with disabilities have the same needs for interpretation and visitor experience as all other visitors who come to the site.

Although all NPS sites are legally mandated to fulfill accessibility, social justice is part of the story interpreted at the Clinton Birthplace Home. “Separate but equal” is not the goal of universal design; rather, the goal is to create opportunities where people can do things together or when that is not achievable, to provide options that are available to everyone instead of offered in response to someone who has a disability.

In providing interpretive programs and media, the park staff will need to make a conscious effort not to create social and environmental barriers that are disabling to people. Staff will strive to allow park experiences, media, physical spaces, and activities to be accessible to all.

Although park staff must work within architectural limits imposed by the historic Clinton Birthplace Home, those physical issues can be addressed by providing alternatives to everyone. Graceful ways can be found of providing options to all, and not just to people who appear “disabled.”

It is important to make the experience accessible, not just the information. To accomplish this, park staff will need to conscientiously select critical places and features of the site, and find multiple ways to communicate the physical orientation, spaciousness, lighting, and other aspects of the physical resource for everyone’s benefit.

- The park should consider alternatives for interpreting the second floor of the Clinton Birthplace Home in ways that eliminate barriers for all visitors and preserve the long-term structural integrity of the home. Some options include:
  - Reconfiguring how interpreters conduct the home tour so that visitors receive critical information about the home’s potential meanings during the first floor experience.
  - If visitors receive exceptionally meaningful interpretive experiences on the first floor, then viewing the second floor becomes an optional experience that can be achieved by physically climbing the stairs, but also through a narrated audio-visual presentation that could include additional features and information to enhance the experience that can be viewed at the visitor center kiosk or online.
  - Such an audio-visual presentation could also be provided online or via smart phones (or devices provided by the park) for visitors who wish to view it.
- The park should provide digital version of printed materials in a format that is machine-readable.

- Park staff have received training in captioning and audio-describing podcasts and other park-produced materials. Park staff should continue to receive professional development opportunities to improve their skills and ensure that all materials produced by the park and placed on the website or otherwise provided to visitors meet legal requirements and also provide the best possible experience for all visitors.
- As the park interpretive program continues to develop, park staff will engage in opportunities to think creatively about design so that, to the extent possible, barriers are removed by the design itself.
- As audio-visual programs and exhibits are developed, park staff should insist that the contractors include audio description as part of the experience. Often, such descriptions are created after the fact and seem out of place or rushed.

The NPS is committed to developing a comprehensive strategy to provide people with disabilities equal access to all programs, activities, services, and facilities. As part of that effort, Harpers Ferry Center developed “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” and made them and other resources available online at [www.nps.gov/hfc/accessibility/index.htm](http://www.nps.gov/hfc/accessibility/index.htm).

Staff, partners, and media contractors must consult these guidelines as the park revises or rehabilitates existing interpretive programming and develop new interpretive media.

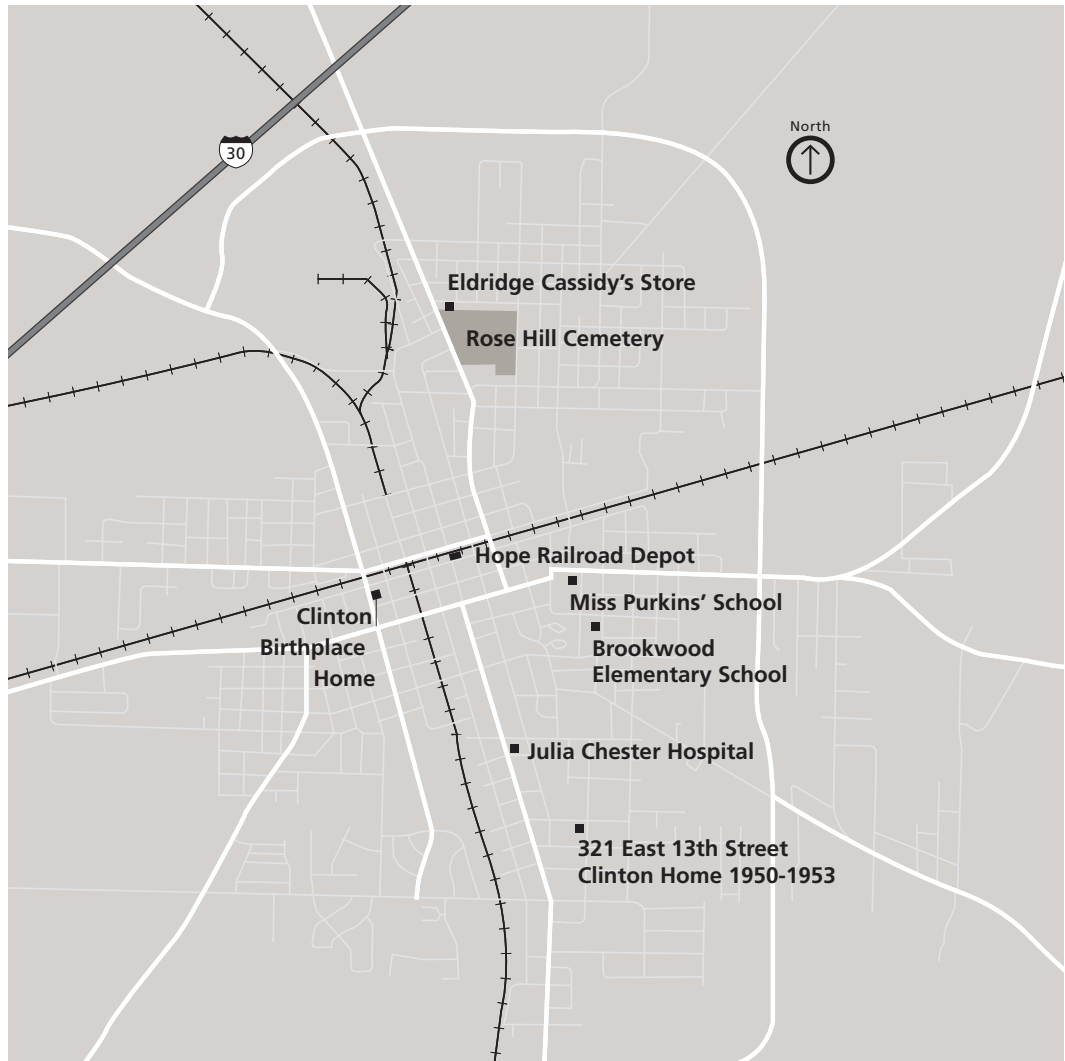
## Partnerships

Interpretive partnerships serve a range of functions, with the park and various other entities sharing, helping, and promoting each other’s programs and resources. Some relationships evolve from a desire to pursue common goals while others develop in response to a particular initiative such as the Junior Ranger Explorer Summer Camp program. Also, there are interpretive partners who have similar history to tell, and there are tourism partners who want to promote visitation.

The park already has established a number of formal and informal partnerships and has identified additional potential partners. Strengthening these partnerships and ensuring their sustainability in the future will be critical in supporting and enriching future interpretive programming at the Clinton Birthplace Home. In addition to the specific partnerships listed below, the park can pursue others to:

- Determine an effective method for reaching out to potential visitors to the Clinton Birthplace Home, to publicize the friends group (when established), and encourage membership and support.
- Determine an effective method for reaching out to specialized groups who might have an interest in joining or supporting a “Friends of the Clinton Birthplace Home.”
- Work with AARP and other senior organizations to identify partnerships that could provide future assistance to the park in accomplishing shared long term goals.
- Explore “volunTourism” opportunities for the Clinton Birthplace Home.





### **The Clinton Birthplace Foundation, Inc.**

This non-profit organization for heritage tourism and the historic preservation of President Bill Clinton's childhood history is based in Hope, Arkansas. The Foundation raised the necessary funds to renovate the Clinton Birthplace Home and operated it for nearly fourteen years before donating the property to the National Park Service in December 2010. The Foundation continues to own Clinton's second home at 321 E. 13<sup>th</sup> Street in Hope. The Foundation is interested in forming a partnership with the National Park Service to become an official friends group to the park.

There is potential for the Clinton Birthplace Foundation, Inc. to become a source of funding for the site, or to serve as a sponsor for Clinton Birthplace Home grant applications. The Foundation and the site can share volunteers, and cooperate with interpretation and education programs.

The NPS can provide Clinton Birthplace Foundation, Inc. with technical assistance on exhibit development and preservation of historic structures; promote membership by linking websites; and can increase public awareness by acknowledging program sponsorship.

## The William J. Clinton Presidential Library

Located in Little Rock, Arkansas, at the Clinton Presidential Center and Park, the library is one of thirteen presidential libraries operated by the National Archives and Records Administration. The library is the repository for the presidential records that document the constitutional, statutory, and ceremonial duties of the president during his term (1993-2001). In addition to the archival collection and research facilities, the Clinton Presidential Library and Museum features exhibits, special events, and educational programs.

Staff members from the Clinton Presidential Library contributed to the creation of this Long-Range Interpretive Plan.

The site and the library may be able to enter into an agreement to provide a secure location for storage of the site's museum collection and archives, and for the library to serve as a source for loan objects and documents. The Library and the Clinton Birthplace Home are in a position to help each other with interpretation and education programs, training, and information sharing.



Bill Clinton's baby bracelet, part of the collection at the William J. Clinton Presidential Library. (NPS photo)

## William J. Clinton Foundation

The William J. Clinton Foundation mission statement reads: "Building on a lifetime of public service, President Bill Clinton established the William J. Clinton Foundation with the mission to alleviate poverty, improve global health, strengthen economies, and protect the environment, by fostering partnerships among governments, businesses, nongovernmental organizations, and private citizens — leveraging their expertise, resources, and passions — to turn good intentions into measurable results." The Little Rock office of the Foundation is located in the Clinton Presidential Center and Park.

The William J. Clinton Foundation may help provide access to the private family collection of photos, documents, and artifacts which the Clinton Birthplace Home may use in exhibits and programs, as well as for publications and other media. In addition, the Foundation and the National Park Service have the opportunity to develop joint interpretive programs and publications.

The Foundation may serve as a potential source of funding for exhibits and/or programs, or as a sponsor for grant applications. The Foundation can provide volunteers for the Clinton Birthplace Home interpretation and education activities, and can suggest speakers for those programs. The NPS will be in a position to promote Foundation mission and goals, support initiative programs, and acknowledge Foundation sponsorship of the Clinton Birthplace Home programs.

### **The University of Arkansas Clinton School of Public Service**

Located in Little Rock, Arkansas, at the Clinton Presidential Center and Park, the school was founded in 2004. The school offers a Master of Public Service and concurrent degrees in Law, Public Health, and Business Administration. With a focus on social change, the school works to train students in four core value areas: responsibility, service, leadership, and preparation.

While allowing the site to increase its interpretive offerings, a partnership with the Clinton School of Public Service would allow its students practicum and capstone opportunities in rural, Southern or Southwestern Arkansas communities.

By working with University of Arkansas students on public service projects, the Clinton Birthplace Home may provide the students with real-life work experience and increase their projects' visibility outside of Little Rock. The University also can be a source of speakers for the Clinton Birthplace Home's interpretive and educational programs.

### **University of Arkansas Community College at Hope**

This two-year institution of higher education provides meeting space, program space, and partnership support to the site. In addition, several of the site's student employees are, or have been, students at UACCH before transferring on to four-year institutions.

The University's facilities and IT staff support the park's film festival. Some of the University-sponsored Kids' College students participate in the Junior Ranger Explorer Summer Camp. The park will continue to explore partnership opportunities with this important resource.

### **University of Arkansas at Little Rock Public History Program**

UALR offers a graduate program in public history. The goals of the program are to: "...play a vital role outside the classroom. Public history draws on the basic skills and methods of history and applies them to a wider, public audience. These skills are used in the interpretation, preservation, and management of our rich historical resources. Public historians are engaged in such diverse activities as museum and archival administration, historic preservation, and research for government or corporate clients."

Students and faculty can provide needed research assistance, as well as assistance with joint interpretation and education programs.

### **University of Arkansas Pryor Center for Arkansas Oral and Visual History**

The Pryor Center documents the cultural heritage of Arkansans by collecting oral and moving image resources, and shares those resources with scholars, students, and the public. The Pryor Center includes a rich source of oral history information about President Clinton's childhood as well as his public life.

### **Arkansas State Parks / Historic Washington State Park**

Historic Washington State Park preserves and interprets the history of Washington, Arkansas, emphasizing its cultural and architectural history from 1824 to 1889, and the historic preservation and restoration process. The park and Historic Washington State Park can collaborate on joint programming as well as opportunities to promote visitation to the area.

Historic Washington State Park, Millwood Lake State Park, and Rick Evans Grandview Prairie (Arkansas Game and Fish Commission) can share



resources with the Clinton Birthplace Home in providing space for meetings, teacher workshops, and retreats. In addition to cooperating on community events, the sites can work together on training, planning, and marketing.

### **Little Rock Central High School National Historic Site**

This site commemorates the 1957 desegregation of Little Rock Central High School which made Little Rock the site of the first important test of the U.S. Supreme Court's historic *Brown v. Board of Education of Topeka* decision.

The site assists the Clinton Birthplace Home with administrative and facility management functions, and the parks frequently collaborate on interpretation and education programs. Staff members from Little Rock Central High School NHS contributed to this LRIP as reviewers.

### **The City of Hope**

The city provides fire and police protection for the site. In addition, the city's Parks and Recreation Department helps promote the site and may become a partner in joint programming activities. The Department also operates the Hope Visitor Center (Depot Museum) that provides additional information about Clinton's childhood, campaign, and presidency.

If the Clinton Birthplace Home pursues the project of putting trails or waysides through the community, cooperation with the city of Hope will be necessary in order to determine site locations, develop text and graphics, and obtain permissions.

### **The Hope-Hempstead County Chamber of Commerce**

This county facility fulfills three main functions: promoting local business, hosting the Hope Watermelon Festival, and serving as an information clearing house for area resources and sites.

The Chamber of Commerce promotes the Clinton Birthplace Home as a destination for travelers.

### **Jefferson National Parks Association**

The cooperating association provides books and other interpretive products for sale at the site's shop in the visitor center, and on their website at [www.jnpa.com](http://www.jnpa.com).

In addition to making "take-home" experiences and memories available through relevant sales items, the Association also develops items for specific programs upon park request. The Association generates revenue which the Clinton Birthplace Home can use for interpretive programs and products, and in addition to this fund, JNPA also assists the site by managing the park's donation accounts.

### **Southwest Arkansas Regional Archives**

The Southwest Arkansas Regional Archives, a part of the Arkansas Historic Commission, is located near Historic Washington State Park. Its mission is to serve the twelve counties in southwest Arkansas.

The Archives serves as a source of primary documents which are important to students, researchers, and Clinton Birthplace Home staff members.

## **Planning Team**

### **President William Jefferson Clinton Birthplace Home National Historic Site**

Laura Miller, Superintendent

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Christian Davis, Park Ranger

Aaron Charles, Park Guide

Brady Wright, Park Guide

Cassandra Muldrow, Park Guide

Tyler Glanton, Park Guide

### **Midwest Regional Office**

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### **National Park Service**

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Tina Miller, Park Ranger Education Coordinator, Homestead National Monument

### **Clinton Presidential Library**

Adam Bergfeld, Archivist

Kara Ellis, Archivist

Van Zbinden, Archivist

### **State of Arkansas**

Jay Miller, Chief of Park Interpretation, Arkansas State Parks

Nancy Kenworthy, Community Education Coordinator, University of Arkansas

Community College at Hope

Melanie Thorton, Accessibility Expert

## Enabling Legislation and Legislative Acts for the Birthplace Home

Public Law 111–11  
111th Congress

An Act

To designate certain land as components of the National Wilderness Preservation System, to authorize certain programs and activities in the Department of the Interior and the Department of Agriculture, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

### SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act will be cited as the “Omnibus Public Land Management Act of 2009”.

### SEC. 7002. WILLIAM JEFFERSON CLINTON BIRTHPLACE HOME NATIONAL HISTORIC SITE.

(a) ACQUISITION OF PROPERTY; ESTABLISHMENT OF HISTORIC SITE.—Should the Secretary of the Interior acquire, by donation only from the Clinton Birthplace Foundation, Inc., fee simple, unencumbered title to the William Jefferson Clinton Birthplace Home site located at 117 South Hervey Street, Hope, Arkansas, 71801, and to any personal property related to that site, the Secretary shall designate the William Jefferson Clinton Birthplace Home site as a National Historic Site and unit of the National Park System, to be known as the “President William Jefferson Clinton Birthplace Home National Historic Site”.

(b) APPLICABILITY OF OTHER LAWS.—The Secretary shall administer the President William Jefferson Clinton Birthplace Home National Historic Site in accordance with the laws generally applicable to national historic sites, including the Act entitled “An Act to establish a National Park Service, and for other purposes”, approved August 25, 1916 (16 U.S.C. 1–4), and the Act entitled “An Act to provide for the preservation of historic American sites, buildings, objects and antiquities of national significance, and for other purposes”, approved August 21, 1935 (16 U.S.C. 461 et seq.).







Harpers Ferry Center  
National Park Service  
U.S. Department of the Interior



## **President William Jefferson Clinton Birthplace Home NHS**

117 South Hervey Street  
Hope, AR 84790

(870) 777-4455

[www.nps.gov/wicl](http://www.nps.gov/wicl)