



# LONG-RANGE

# INTERPRETIVE

# PLAN

August 2023

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# Long-Range Interpretive Plan

## Fort Matanzas National Monument

Developed by Interior Region 2 (Southeast Region)  
Interpretation, Education & Community Partnerships

August 2023

Approved by

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Superintendent, Fort Matanzas National Monument



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## Introduction



The first European colony founded in America lies, not in New England, but on the eastern coast of Florida. It is in St. Augustine, the oldest European city in the continental United States, where the Spanish government built a system of concentric defenses including Fort Matanzas, the only remaining example of a European-style stone watch tower in the continental United States. Today Fort Matanzas stands very much as it did nearly 300 years ago, as a sentry overlooking the Florida coastline while it continues to change and shift under forces both natural, and man-made. Fort Matanzas is the only structure still remaining from a ring of structures encircling St. Augustine, and, at its heart, the Castillo de San Marcos, a fort so strong it was used by four different countries for hundreds of years without ever being defeated. Together, these National Monuments preserve the story of the first colony in America and the complicated interactions between nations and people that shaped it.

This interpretive plan is designed to guide park managers for the next 5-7 years as they assist park visitors seeking the truth about American history in the Nation's greatest classrooms protected and preserved by the National Park Service.





## Executive Summary



As co-managed units of the National Park Service, Fort Matanzas and Castillo de San Marcos National Monuments underwent the interpretive planning process at the same time. Though both parks share the same big picture management goals and desired outcomes for successful interpretation, a separate plan was created for each park to simplify the reader's understanding of each unit's unique strengths, challenges, and path forward for managing interpretation for the next 5-7 years. Readers will find some redundancy if reading both plans.



# Goals and Desired Outcomes

This plan was initiated March 2022 and completed in August 2023. Park Management requested a long-range interpretive plan to create a practical guide for new staff to quickly understand the interpretive philosophy, programs, issues, priorities, and goals for Fort Matanzas and Castillo de San Marcos National Monuments with specific focus on developing strategy to:

1. Identify and communicate untold and undertold stories.
2. Enhance relationships with, and service to, Hispanic communities.
3. Create more inclusive experiences for the wide swath of the American public.
4. Expand the education program to serve more local and underprivileged youth.
5. Expand community outreach programs to serve more local residents and enhance partnerships.
6. Assess and improve the accessibility of interpretive programs and exhibits.
7. Define the role of historic weapons exhibition in context as one of many aspects of a thriving interpretive program.

These seven goals are aligned with relevant national and regional level strategic goals as seen in Figure 1.1.



Figure 1.1 Strategic Goals Alignment Tables

Strategic Goals Alignment							
National Goals	1	2	3	4	5	6	7
Expand hunting, fishing, and other recreation on DOI lands and waters. (DOI Strategic Plan 2018-2022 Goal 3.1)		☑	☑			☑	
Advance equity, inclusion, and access in carrying out the NPS mission. (NPS Strategic Priorities, 2022)	☑	☑	☑		☑	☑	
Enhance public satisfaction at DOI sites. (DOI Strategic Plan 2018-2022 Goal 3.2)	☑	☑	☑	☑	☑	☑	☑
Invest in the future of parks. (NPS Strategic Priorities, 2022)	☑		☑			☑	
Create an NPS experience that meets visitor expectations into the future. (NPS Strategic Priorities, 2022)	☑	☑	☑	☑		☑	☑
Align DOI organizational structure and workforce to improve partnership engagement and mission delivery (DOI Strategic Plan 2018-2022 Goal 6.1)	☑	☑			☑		
Connect and empower a thriving and diverse workforce. (NPS Strategic Priorities, 2022)	☑	☑	☑	☑	☑	☑	☑
Foster partnerships to achieve balanced stewardship and use of our public lands (DOI Strategic Plan 2018-2022 Goal 1.3)	☑	☑	☑		☑		
Support tribal self-determination, self-governance, and sovereignty (DOI Strategic Plan 2018-2022 Goals 4.1)	☑		☑		☑		
Respect and strengthen Indigenous connections, enhance our nation-to-nation relationships, and fully uphold our trust and treaty responsibilities. (NPS Strategic Priorities, 2022)	☑		☑		☑		
Provide science to safeguard communities from natural hazards (DOI Strategic Plan 2018-2022 Goal 5.4)	☑			☑			☑
Confront the climate crisis using scientific and traditional ecological knowledge in stewarding our resources. (NPS Strategic Priorities, 2022)	☑		☑	☑			☑
Regional Goals	1	2	3	4	5	6	7
Collaboratively tell inclusive, regionwide stories.	☑	☑	☑				☑
Elevate the quality and relevance of interpretive exhibits.	☑	☑	☑			☑	☑
Leverage digital platforms for information, interpretation and education access.				☑	☑	☑	☑
Inspire, engage and hire the next generation of youth leaders.	☑	☑	☑	☑			☑

Figure 1. 2 Measurable Outcomes Table

Measurable Outcomes	Measures of Success						
	1	2	3	4	5	6	7
Visitor response and comments reflect a well-balanced and inclusive experience reflecting multiple perspectives.	👍		👍				
Percentage of programs and interpretive content reflecting diverse and inclusive narratives increases, as assessed by content.	👍		👍				
Visitation demographics reflect more diverse visitation.	👍	👍	👍			👍	
Feedback from partner groups and associations reflect higher visitor satisfaction.	👍	👍	👍			👍	👍
Visitation increases at Fort Matanzas locations providing interpretation.	👍	👍	👍		👍	👍	👍
Percentage of visitors using interpretive services increases.	👍	👍	👍			👍	👍
Park economic benefit to gateway communities increases.	👍	👍	👍	👍	👍	👍	👍
Visitor satisfaction increases as assessed by visitor experience surveys as well as comment cards.	👍	👍	👍			👍	👍
Trip reviews on well-known travel sites as well as Recreation.gov reflect higher visitor satisfaction.	👍	👍	👍			👍	👍
Repeat visitation is increased.	👍	👍	👍	👍	👍	👍	👍
Number of local visitors increases.	👍	👍	👍		👍	👍	👍
Quantity and quality of interpretive services increases as a result of volunteer labor.		👍		👍	👍		👍
The park establishes and sustains routine consultation with culturally associated Native American Tribes on cultural studies, plans, reports, and interpretation (not just issues requiring section 106 and NAGPRA) as measured by number, type, and frequency of consultations as well as Tribal response rates.	👍		👍				

... untold and untold stories.  
 ... Hispanic communities.  
 ... more inclusive experiences...  
 Expand the education program...  
 Expand community outreach...  
 ... improve the accessibility...  
 ... role of historic weapons...

Measurable Outcomes	Measures of Success						
	1	2	3	4	5	6	7
Annual number of youth served through the education program increases.				👍			
Number of diverse youth served through the education program increases.	👍	👍	👍	👍		👍	
Number of local youth served through education program increases..	👍	👍	👍	👍			
Number of partnerships and projects with academic institutions and research organizations are enhanced and expanded, especially among scientific groups representing traditionally underserved populations and those with differing ability levels.	👍	👍	👍			👍	
The number of interns recruited from HBCUs, Greening Youth, and other diverse institutions to engage in scientific discovery, exploration of the park, and introduction to NPS careers increases.		👍	👍		👍		👍
Staff demographics reflect a more diverse workforce that represents national demographics.		👍	👍		👍		
The number of hiring announcements and financial contributions to HBCU, Greening Youth, and other organizations specializing in placement of diverse employees increases.		👍	👍		👍		
The percentage of programs and interpretive content reflecting diverse and inclusive narratives increases, as assessed by content.	👍		👍				👍
The overall number of volunteers in the park increases, as well as the percentage of diverse volunteers, as measured in key demographics pertaining to age, race, veteran status and ability level.	👍	👍	👍		👍	👍	👍
Retention of diverse employees increases, as measured by staff demographics.			👍				👍
Financial incentives to attract and retain a broad spectrum of diverse employees increases.	👍	👍	👍			👍	

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## S.C.O.T. Analysis

### Strengths

The Interpretation program at Fort Matanzas National Monument is excellent overall. The park benefits from knowledgeable and experienced interpretive staff who have been working at the park for many years. Most permanent, full-time staff have education or experience in professional historical research and combine their knowledge with enthusiastic interpretation to bring the stories of the past to life in St. Augustine. Further, interpretation staff are highly adaptable and they perform duties including formal interpretation, roving, virtual outreach, youth engagement and exhibit design. Exhibits presented in Spanish as well as English create an attractive ratio of information to graphics and opportunities for Spanish-speaking visitors to enjoy the park in their native language.

### Challenges

There are several infrastructure challenges at Fort Matanzas including a lack of parking and exhibit space which limit the number of visitors and ways they can interact with the historic site of the fort, especially in inclement weather. While overall numbers of youth served through sister park Castillo de San Marcos's commercially-managed education program are astounding, education offerings at Fort Matanzas are limited. And while Fort Matanzas does an excellent job presenting the often untold story of Spanish influence on the fledgling Americas, there is a lack of interpretation of the Native American people who lived in the area before European contact. What interpretation is available is problematic, especially online, where outdated myths of extinction and benevolent American action need to be updated to reflect Native American perspectives and current scholarship in archeology, history, and ethnography. Further, diversity among the interpretation staff is below local and national averages which creates missed opportunities to serve more diverse audiences.

### Opportunities

Situated on over 300 acres of coastal land, Fort Matanzas has tremendous opportunities to connect to visitors recreating in Florida and exploring its natural wonders as well as its fascinating history. Recently the park has made new, and stronger, relationships with its culturally associated Native American Tribes and local Hispanic organizations creating multiple opportunities to broaden the visitor base and tell previously untold stories about the effects of colonization and reconstruction programs on Native Americans. New exhibits are desired for the park's indoor and outdoor spaces and opportunities exist to reimagine the space and experiences provided to visitors to better meet modern expectations. Additional opportunities exist to upgrade or create accessible trails at Fort Matanzas and incorporate Universal Design principals to facilitate enhanced visitor experiences for all. Finally, there are opportunities to reframe volunteer and historic weapons programs so that they better support the greater context of park management, operations, and interpretation to create deeper, more meaningful experiences for visitors.

### Threats

Like all coastal parks, Fort Matanzas National Monument faces tremendous threats from the effects of climate change and sea level rise including increased likelihood of tropical storms, storm surge, and flooding which could severely damage or destroy historic structures which the park interprets. Additional changes to local ecosystems due to climate change and increased visitor use further threaten plant and animal species within the park. The park also faces potential threats from missing opportunities to tell whole or complete stories, especially concerning the impact of early Spanish settlers on colonial America and the displacement of Native Americans which took place on land now occupied by the park. If the park is unable to tell the whole story about all of the many different people who are the ancestors of modern Americans, the park could lose relevance to today's audiences.





## Summary of Selected Recommendations

The Long-Range Interpretive Plan for Fort Matanzas National Monument includes a vast array of recommendations which may assist park management in making decisions about interpretive programming for many years to come, however, it would be unrealistic to think the park will accomplish all of these. Therefore, certain recommendations are prioritized and scheduled for implementation, while the complete suite of recommendations can be found in the Implementation Plan. The recommendations which will have the greatest impact on helping Fort Matanzas National Monument achieve its seven stated strategic goals are summarized here.

### Strategic Goal 1: Identify and communicate untold and undertold stories.

- Incorporate Indigenous perspectives into new exhibits, especially in the vast recreational areas of the park. Be sure to consult on any interpretation that seeks to represent Native American history or perspectives.
- Use the park's updated and revised themes and theme matrix to craft interpretive programs, exhibits, and virtual interpretation.

### Strategic Goal 2: Enhance relationships with, and service to, Hispanic communities.

- Continue expanding partnerships with Hispanic/Latin American community organizations.
- Hire staff with Spanish language fluency to create authentic experiences in person and continue the excellent work done in existing media.
- Meet visitors where they are at by providing enhanced roving operations and opportunities for family gatherings.

### Strategic Goal 3: Create more inclusive experiences for the wide swath of the American public.

- Partner with local organizations who specialize in serving diverse people and communities with outdoor recreation to offer fishing, water safety, women's recreation, Wilderness First Responder, and other outdoors skills camps catered to people of color.
- Establish baseline goals for diverse representation in media in order to help shape and inform the development of new exhibits, especially in recreational areas.
- Pursue special hiring authorities, language skills requirements, and hire local to diversify staff.

### Strategic Goal 4: Expand the education program to serve more local and underserved youth.

- Hire two permanent staff members to expand the current education program to encompass Fort Matanzas more holistically and serve local and underserved youth.
- Establish a flagship Every Kid Outdoors (EKO) program for local fourth graders that incorporates citizen-science and Florida state standards into STEM-focused education.
- Work with a partner to offer virtual and distance learning opportunities.

### Strategic Goal 5: Expand community outreach programs to serve more local residents and enhance partnerships.

- Establish a GS-09 Community Outreach Coordinator.
- Connect to the large, local water recreation community that currently use Fort Matanzas for fishing, boating, swimming, sunbathing, etc.
- Connect to the large military community (especially FL National Guard) through Morale, Welfare, and Recreation programs, and family programs.
- Establish a Healthy Park, Healthy People program featuring programs like Yoga/Run/Paddle/Bike With a Ranger.

### Strategic Goal 6: Assess and improve the accessibility of interpretive programs and exhibits.

- Incorporate multisensory, all abilities experiences into the Coastal Hammock Trail and Marsh Trail.
- Enroll design staff in the Epley Accessibility Certificate Program.
- Conduct a full accessibility review of exhibits and trails.

### Strategic Goal 7: Define the role of historic weapons exhibition in context as one of many aspects of a thriving interpretive program.

- Ensure historic weapons demonstrations are embedded in high-quality thematic interpretation that provides whole-story context. Historic weapons demonstrations should serve as a hook to engage visitors in provocative interpretation.
- Continue providing a multitude of diverse interpretive program options for visitors.
- Continue incorporating uniformed volunteers into thematic interpretation walks, talks, and tours, as well as living history. Ensure these volunteers receive the same, or equivalent training to uniformed staff.





## Foundations

The Foundations section of this plan is not designed to replicate, substitute, or supplement the park's existing Foundation Document except where it concerns the park's interpretive themes. As such, this section contains excerpts from the Foundation Document intended to help the reader understand the park's interpretive operation in terms of the park's broader context in a single sitting. These excerpts have been edited for length. For in depth information on any of the sections discussed below, the reader must consult the original *Foundation Document: Fort Matanzas National Monument, 2016*.

### Description of the Park

Fort Matanzas National Monument encompasses over 300 acres of undeveloped Florida coast preserving a landscape that must look very much today as it did when Spanish Colonists first settled there, and when Native Americans made homes in the area thousands of years earlier. There are multiple entrances to the park and ways for visitors to enjoy it by beach-going, boating, jogging, biking, hiking one of the park's undemanding trails, or taking a ferry ride from the visitor center to the historic Fort Matanzas itself. Whatever a visitor's interests, Fort Matanzas offers many ways for visitors to choose their own adventure while exploring the beautiful diverse ecosystems and fascinating history of Northern Florida.





## Park Purpose

**Fort Matanzas National Monument** preserves the fortified watchtower, completed in 1742, which defended the southern approach to the Spanish military settlement of St. Augustine, and protects approximately 300 acres of Florida coastal environment.<sup>1</sup>

## Park Significance

The following significance statements have been identified for Fort Matanzas National Monument. (Please note that the sequence of the statements does not reflect the level of significance.)

1. Built from coquina, a locally quarried form of limestone, Fort Matanzas is the only example of a Spanish fortified watchtower in the continental United States.
2. Fort Matanzas is the best-preserved component of the Spanish outer defense system that once protected St. Augustine.
3. Fort Matanzas' setting provides a rare opportunity for visitors to experience the natural landscape as it might have appeared to an 18th-century Spanish soldier.
4. Fort Matanzas National Monument preserves an undeveloped portion of an Atlantic barrier island and coastal ecosystem containing dunes, marsh, maritime forest, and associated flora and fauna, including threatened and endangered species.<sup>2</sup>

## Fundamental Resources and Values

Fundamental resources and values (FRVs) are those features, systems, processes, experiences, stories, scenes, sounds, smells, or other attributes determined to warrant primary consideration during planning and management processes because they are essential to achieving the purpose of the park and maintaining its significance. If fundamental resources and values are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

Other important resources and values (OIRVs) are not fundamental to the park's significance, however, they are important to the park's operation and management and were considered during this planning effort.

The following fundamental resources and values have been identified for Fort Matanzas National Monument:

<sup>1</sup> National Park Service, US Department of the Interior, *Foundation Document: Fort Matanzas National Monument* (Florida, June 2016), 5

<sup>2</sup> National Park Service, *Foundation Document*, 6

<sup>14</sup> Fort Matanzas National Monument

**Fort Matanzas.** Fort Matanzas is a coquina masonry Spanish fortification that guards the southern mouth of the Matanzas River, the Matanzas Inlet. The structure is a tangible symbol of Spanish culture and heritage in the area.

**Historic Setting and Natural Environment.** The natural landscape surrounding the fort retains a high degree of natural integrity encompassing broad, sweeping views extending 300 acres out from the fort, providing an authentic experience to visitors in terms of the strategic location and remoteness of the fort.

Other important resources and values that have been identified for Fort Matanzas National Monument are:

**Cast Iron Cannons.** Two of the original cannons made around 1750 (probably in Spain) still stand at the fort today.

**Archeology.** Fort Matanzas National Monument has seven archeological sites that are listed in the National Register of Historic Places. These resources have provided, and will continue to provide, information useful for interpretation to the public.<sup>3</sup>

## Interpretive Themes

Park Interpretive Themes define the most important ideas or concepts communicated to visitors about a park unit. While infinite themes could be created to help interpret a park's resources and values, Park Interpretive Themes are derived from, and should reflect, park purpose, significance, resources, and values. They provide the foundation on which all other interpretive themes are built. They are one of the central tenets of professional interpretation as practiced by the National Park Service and other heritage institutions around the world. As such, they are treated in this document for reflection and refinement, not merely for reference. The themes from the parks' Foundation Documents are listed in this section, followed by revised themes which have been updated and refreshed to reflect professional standards for interpretation and help the park tell more inclusive stories. The revised themes lay the foundation for future interpretation at Fort Matanzas for the next 5-7 years, or until revised again by subsequent formal planning process. Common stories, topics, and essential questions for audience-centered dialogue are aligned with the new revised themes in the Theme Matrix found in the Implementation Section of this plan.

### Legacy Themes from the Foundation Document, 2016

- Fort Matanzas stands as a reminder of the importance of guarding the Matanzas Inlet, which had been the backdoor, southern water approach to St. Augustine and the Spanish fortress Castillo de San Marcos.
- The then-isolated location of Fort Matanzas took soldiers away from home, family, and the conveniences of community life in St. Augustine. Today, a relatively undeveloped natural landscape is evocative of the remote experiences of the Spanish soldiers charged with

<sup>3</sup> Ibid, 7-8



keeping a vigilant watch in defense of their way of life and of a key post of the Spanish Empire.

- Through the conservation of portions of the Atlantic coastal barrier island ecosystems of Rattlesnake and Anastasia Islands, Fort Matanzas National Monument serves as a gateway to the natural world, through recreation, exploration, understanding, and stewardship of the natural resources that comprise this native ecosystem.
- The stewardship of this nearly 300-year-old fortified Spanish watchtower requires careful preservation methods and traditional masonry techniques to maintain and safeguard Fort Matanzas for the purpose of providing an authentic place for reflecting on our nation's past.
- Fort Matanzas National Monument provides an opportunity for personal reflection on the beginnings of St. Augustine and the country. Whether a view reminiscent of the undeveloped landscape first experienced by native peoples, the clash of nations between the French and Spanish in 1565, or Spain's struggle to protect its strategic port from British control in the 1740s, this special place represents the early period of what would become the United States of America.

### Revised Themes, 2022

- Today, a relatively undeveloped natural landscape evokes the experiences of the Spanish soldiers charged with keeping a vigilant watch in a remote, but key, post of the Spanish Empire.
- Fort Matanzas is the only remaining component of the outer perimeter defense of the oldest European settlement in the United States.
- Fort Matanzas National Monument provides an authentic place for personal reflection on the beginnings of St. Augustine, the colonization of the Americas, and the lasting contributions of Hispanic people to our society.
- The survival of many plant and animal species, including some threatened and endangered, relies upon the ecosystems protected by Fort Matanzas National Monument and its responsible visitors.
- The coastal environment surrounding Fort Matanzas is reminiscent of the landscape known by Native Americans who were hunting and fishing these lands and waters for centuries before Europeans were even aware of its existence.

## Essential Questions

Essential questions are heavily used in the education industry by teachers, but in National Park Service interpretation, they serve as the starting point for interpreters developing audience-centered dialogic experiences. They are questions that probe the park's fundamental resources and values and statements of significance in order to encourage shared stewardship and broad collaboration in preserving heritage resources. They elevate a site's relevance to modern audiences by asking visitors to make connections between park resources and real-world dilemmas of broad social importance. In form, essential questions are intriguing questions that cannot easily be answered, but which invite visitors and park staff to ask more questions and explore the answers together while engaging in mutual learning, contributing individual experience, and building 21st century skills. Essential questions are similar to interpretive themes in that they provide a baseline rhythm of communication interpreters build upon as they craft visitor experiences for the park. The essential questions developed for Fort Matanzas are:

### Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How should a nation define and defend its borders?
- Why is it important for governments around the world to protect historic sites in the face of climate change?
- What parallels can we find between nature and history at Fort Matanzas?
- Why is it important not to disturb local ecosystems?





## Existing Conditions



An assessment of existing conditions pertaining to interpretive operations was conducted from March 28–April 1, 2022. This snapshot of operations assists park planners in understanding the context for the parks stated goals, creates a baseline for developing recommendations and monitoring metrics for the plan, and provides basic orientation information to incoming management staff wishing to understand the state of interpretation at the time the plan was developed.



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## Visitor Experience

### Interpretive and Recreational Activities

According to the *Fort Matanzas National Monument Visitor Study, (2017)* most visitors to the visitor center area and fort enjoy taking a short ferry ride across the Matanzas River to see the historic Fort Matanzas up close.<sup>4</sup> However, the 2017 Visitor Study did not poll visitors outside of the visitor center area where the park offers more than 300 acres of coastland and recreational activities including hiking, birding, boating, fishing, and enjoying the park’s beaches. According to staff observations, it is likely that the majority of visitors to Fort Matanzas National Memorial do not actually visit the fort, preferring the park’s outdoor recreation opportunities. However, this needs to be studied further.

The park’s indoor exhibits and park film are extremely outdated and badly need updates. Rangers report that limited parking and a lack of indoor interpretive opportunities limit many visitors from enjoying the visitor center area and historic fort, especially during inclement weather or when the ferry isn’t running. The majority of visitors to the visitor center area and historic fort spend two hours or less in the park.<sup>5</sup> It is unknown what the average length of stay or return propensity is for recreational visitors.

### Trip Planning

To assist visitors with trip planning, the park maintains a website, automated information line, and participates in use of the NPS app. The park’s use of the NPS app is excellent with Fort Matanzas having one of the most robust, informative, and complete app profiles in the region. The website includes recently updated information for trip planning that covers a variety of visitor interests, features accessibility information prominently on the front page, and quickly directs visitors to information on obtaining a ferry pass.

### Wayfinding

Fort Matanzas navigational and informational signs are dated. The park recently developed a sign plan which will help with wayfinding, interpretation, and orientation once implemented.

### Customer Service

Because there are multiple points of entry into the park, visitors may have very different customer service experiences. If visitors go to the visitor center to participate in a tour of Fort Matanzas or get information about the rest of the park, they will be greeted by at least one volunteer or park ranger and will receive excellent orientation and customer service. However, in the rest of the park, visitors are unlikely to encounter staff from the National Park Service.

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<sup>4</sup> David Pettebone, *Fort Matanzas National Monument Visitor Study* (Fort Collins, CO: 2017), 32

<sup>5</sup> Pettebone, *Visitor Study*, 29

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## Interpretive Media

### Indoor Exhibits

Currently the park has interesting exhibits located in the historic fort that give visitors an idea of what a soldier’s life would have been like when he was stationed at the edge of the Spanish empire. However, interpretive signage is temporary and does not provide a cohesive experience. The park has a project in PMIS (314509) that could lead to a more holistic approach to interpretation.

### Outdoor Exhibits and Waysides

The park has excellent waysides on its Coastal Hammock Trail that incorporate tactile elements and enliven the boardwalk hiking experience. However, in most other areas of the park, outdoor exhibitry is either in need of replacement or non-existent. The 2020 *Castillo de San Marcos and Fort Matanzas Cultural Landscape Report* provides detailed recommendations for updating the gathering area where visitors wait to board the ferry and establishing a viewing platform on the new Marsh Trail, all of which will create opportunities for outdoor exhibits.<sup>6</sup>

### Publications

The park has an enormous library of publications available in the visitor center. Much of the content is digitally accessible on park webpages. However, most of these publications are wordy, dated, do not conform to NPS standards, and not all of them contain information that is in high demand from visitors. The park’s unigrid was recently updated and reflects excellent design principles, but it only includes a cursory glance at the history of Native American people who occupied the area before being forced out by Spanish occupation.

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## Walks, Talks, and Tours

According to data analyzed from the 2018 Servicewide Interpretive Database and National Park Service Visitor Use Statistics, 30% of visitors to Fort Matanzas National Monument use interpretive services. Of these visitors, most (40%) engage with park interpretation staff at the visitor center, 42% participate in informal interpretation activities, and 17% participate in at least one formal interpretation program.

A sampling of formal interpretive programs showed that interpretive staff at Fort Matanzas practice the T.O.R.E. model of interpretation providing informative, entertaining, relevant experiences for visitors that help them deepen their connections to Fort Matanzas. Staff at Fort Matanzas also do an excellent job providing informal interpretation using a variety of rove kits and activities to meet visitors where they are at.

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<sup>6</sup> Ibid, 316



Figure 4.1 Interpretive Services Table

Visitors Using Interpretative Services		
Total Visitors to Park: 593,789		
Interpretive Services	# of Visitors	% of Total Visitation
Use of Any Interpretive Services	181,764	30%
Use of Personal Services	164,259	27%
Visitor Centers / Contact Stations	66,382	11%
All Formal Interpretation and Education Programs	27,169	4%
Informal Interpretation	69,684	11%
Use of Non-Personal Services	84,911	14%
Visitor Centers / Contact Stations	66,382	11%
Park-Produced Publications	2,600	0%
Audiovisual/Electronic Media	15,929	3%

Figure 4.2 Personal Services by Type Table

People Using Personal Interpretation Services (by Type of Service)		
Total People Using Personal Services: 164,259		
Type of Personal Service	# of Interpretive Contacts	% of Total People Using Personal Services
Visitor Centers / Contact Stations	66,382	40%
Informal Interpretation	69,684	42%
Formal Interpretation	27,169	17%
Demonstrations and Performing Arts	1,024	1%
Junior Ranger Contacts	6,432	4%
Special Events	0	0%
Education Programs*	0	0%

\* Since 2015, education contacts at Fort Matanzas have been reported under Castillo de San Marcos National Monument. So, while staff report that education programs have been happening at Fort Matanzas, there is no good data to demonstrate the number of visitors these services are currently serving.

## Use of Technology

### Web and Social Media

The park’s website does an excellent job making accessibility information easy to find. It features recently updated trip planning information on the “Things to Do” page and includes a virtual tour and two videos for visitors to enjoy at home. However, website navigation does not conform to NPS standards. The park’s social media presence is updated regularly and features thematic, organized, relevant, entertaining interpretation. Response time on social media is prompt.

### Apps

Fort Matanzas has one of the more complete app profiles in the region. It includes two self-guided tours, and detailed information on anything a visitor might want to do or need to know while in the park. Ferry information needs updated, and an audio tour would enhance the app experience for visitors of all abilities, but overall, the park’s use of the app is excellent.

### Audiovisual

Fort Matanzas features two good short films on its website, but the official park film is very dated and too old to be shown online. Currently the park does not have multimedia viewing space available to the public, although there is a small theater room, the park would like to rethink use of the space to incorporate indoor exhibits as well as audiovisual media. The park offers a virtual 360 tour on its website, and takes 508-compliance very seriously ensuring that its virtual offerings are accessible for people with different ability levels.

## Education Programs

Fort Matanzas occasionally hosts field trips, but it does not have a regular education program of its own. Since 2015, education contacts have been reported as part of the statistics for Castillo de San Marcos National Monument. Fort Matanzas receives more requests in the summer for recreational field trips than during the school year for curriculum-based field trips. Whereas Castillo is in the heart of historic downtown St. Augustine and located toward the middle of the school district, Fort Matanzas is at the very southern end and does not have nearby schools or neighboring historic sites that attract school field trips. It does not have a separate education program from the Castillo, so it is regularly included in offsite programs to schools and virtual programs thus sharing statistics with Castillo and making it harder to gauge frequency.



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## Community Outreach

Fort Matanzas participates in community outreach events and partnerships with site-specific partnerships being managed by the Fort Matanzas Site Supervisor. Consultation with Native American Tribes is managed by the Director of Interpretation, Education, and Visitor Services. In the past, consultation with Native American Tribes has been primarily driven by the legal requirements of the Native American Graves Protection and Repatriation Act (NAGPRA), however, the park has recently been working to engage its culturally associated Native American Tribes more frequently and develop deeper partnerships to help shape its interpretation of Native American history. This presents new opportunities to tell the overlooked story of Native American occupation and displacement before Anglo-settlement in the area, and also creates opportunities to incorporate traditional knowledge and Indigenous perspectives on natural processes shaping the landscape protected by Fort Matanzas.

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## Volunteer Programs

Volunteers at Fort Matanzas play a number of critical roles including deckhand, interpreter, and historic reenactor. This robust volunteer program is managed as a collateral duty by the volunteer coordinator who oversees the volunteer programs at both Castillo de San Marcos and Fort Matanzas National Monuments. On-site volunteer management is done by Fort Matanzas staff who supervise volunteer work. The park has proper volunteer program management practices in place including appropriate policies, training, volunteer communications, recognition, and metric reporting. The park is in the process of updating its volunteer policies to further refine volunteer roles, communication, and scheduling.

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## Relevance, Diversity and Inclusion

### Relevance

Nationwide, cultural institutions (including some parks) are experiencing a phenomenon known as negative substitution. What this means, is that people are exiting the visitor base faster than they are being replaced.<sup>7</sup> In order to maintain their relevance, parks must evolve to serve changing demographics and next generation audiences. At Fort Matanzas National Monument, the park already does a better job than many national parks serving underrepresented audiences from

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<sup>7</sup> Colleen Dilenschneider, "Market Potential by Quarter in 2021: Projected Attendance to US Cultural Entities(DATA)," *know your own bone*, accessed September 2021, <https://www.colleendilen.com/2021/01/20/market-potential-by-quarter-in-2021-projected-attendance-to-us-cultural-entities-data>

Hispanic communities with bilingual exhibits. These efforts can further be enhanced by telling more inclusive stories that are relevant to Native Americans and women, offering special programs geared toward multi-generational family participation, and continuing to seek ways to connect the park and its resources to today's communities of Hispanic descent.

### Diversity

U.S. Census data show that 15.4% of people living in the area around Fort Matanzas National Monument identify as people of color and 5.9% identify as Hispanic.<sup>8</sup> It is well-known that the National Park Service struggles to recruit and retain diverse employees nationwide and the representation of people of color and/or Hispanic heritage working at Fort Matanzas seems to fall below averages for diversity in national and local populations. This is problematic because a lack of diversity among National Park Service staff can create feelings of exclusion and barriers to providing appropriate services for diverse visitors. In fact, focus groups of local residents who identify as Latinx/Hispanic said the absence of native Spanish speakers was a primary barrier to an enjoyable visit.<sup>9</sup>

### Inclusion

A hasty content analysis was conducted of Fort Matanzas's interpretive media and programs analyzing the park's wayside data in Facility Management Software System (FMSS), evaluating indoor exhibits, reviewing the park website, sampling interpretive programs, and conducting interviews with staff. This analysis showed that the park's interpretive program centers primarily on the Spanish men who were responsible for operation of Fort Matanzas or natural resources. There is a little bit of information on Native American people who would have lived in the area before and during Spanish occupation, but it does not reflect the latest scholarship or Native American perspectives on that history.

Importantly, the interpretive program at Fort Matanzas focuses primarily on the experience of Spanish settlers to the Americas which sheds light on the important, but often overlooked, influence of Hispanic people in shaping the United States. The park incorporates Spanish language into its exhibits with all interpretive media featuring both Spanish and English text creating pleasing designs, opportunities for Spanish-speakers to engage with the National Park Service in their native language, and an authentic feel for many people learning about the history and influence of Spanish-speaking people in America. However, a focus group of area residents from the local Latinx/Hispanic community suggested that additional language services should be offered in audio-visual media, and mispronunciations and grammatical errors attributed to non-native Spanish speakers created inauthentic feelings and barriers to understanding and participating fully in park experiences.<sup>10</sup>

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<sup>8</sup> Headwaters Economics, *A Demographic Profile, St. Augustine, FL*, Headwaters Economics' Economic Profile System, (May 17, 2022): 10

<sup>9</sup> RSG, *Castillo de San Marcos: Latinx/Hispanic Visitor Experience and Community Study* (White River Junction, 2018), 13-14

<sup>10</sup> *Latinx/Hispanic Visitor Experience and Community Study*, 13-14

Fort Matanzas truly embraces accessibility considerations as part of the intrinsic fabric of successful operations. Park exhibits feature many tactile elements, trails are fully accessible, and accessibility information is readily available on the park’s webpage and app. As the park considers new exhibits for indoor and outdoor visitor experiences, opportunities abound to continue creating welcome and enjoyable experiences for people of all abilities.

## Business and Administration

Fort Matanzas benefits from its association with Castillo de San Marcos National Monument which boasts one of the best business models in the region, if not the Service. The revenue generated from fees at Castillo de San Marcos supplement Fort Matanzas’s ferry operation making it able to run at no cost to visitors. The Director of Interpretation, Education, and Visitor Services manages the park’s fee program which provides a source of funding for park operations, including interpretation. This arrangement creates a self-sustaining operation that provides exceptional visitor experiences to nearly one million people each year.

While the park organizational chart reflects appropriate span of control and proper grading practices, park staffing could use an update if the park is to be successful expanding its education, interpretive media, and community outreach programs. The park would also benefit from the incorporation of formal training in the latest interpretive principles and techniques and an enhanced internal communications program.

## Audiences

The 2017 *Fort Matanzas National Monument Visitor Study*, showed that 66% of visitors to Fort Matanzas are Florida residents, 32% are from out of state, and just 1% are international.<sup>11</sup> While 76% of visitors report traveling as a family, 59% of visitors were traveling without children in their group.<sup>12</sup> 78% of visitors took a ride on the ferry at some point to visit the historic structure of Fort Matanzas.<sup>13</sup>

Approximately 42% of current visitors represent Gen X, while approximately 18% are Millennials and 26% and 39% represent the Baby Boomer generation.<sup>14</sup>

11 Pettebone, *Visitor Study*, 7

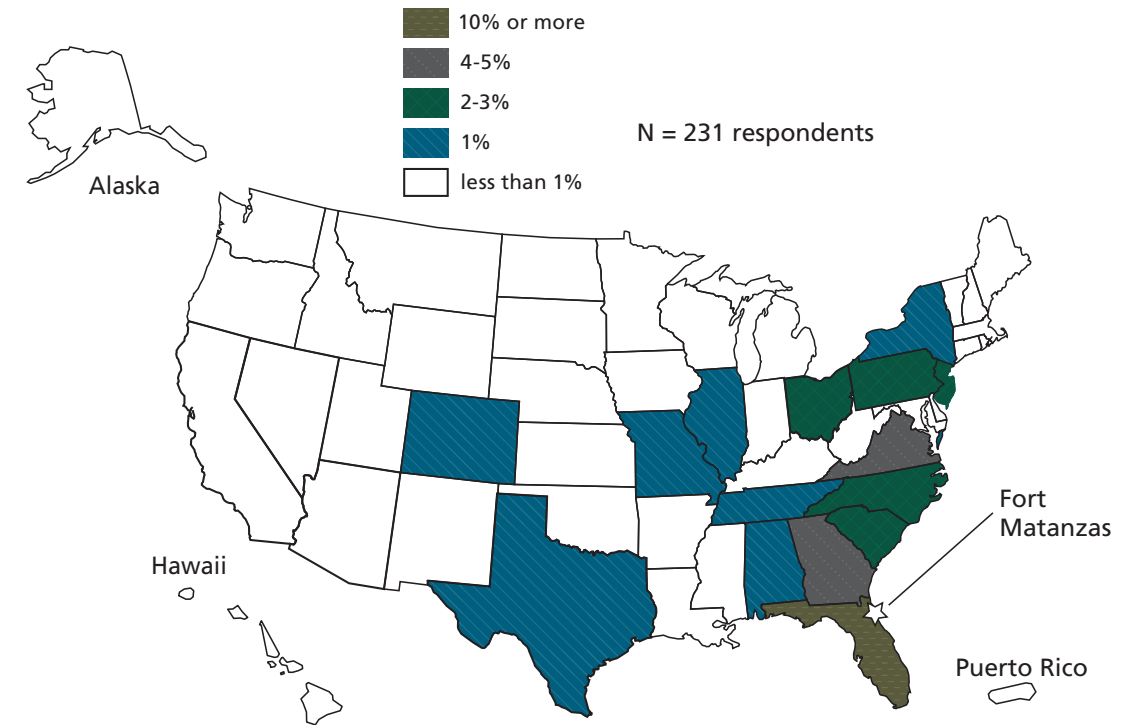
12 Ibid

13 Ibid, 9

14 Ibid, 15

According to the *Visitor Study*, 93% of visitors to Fort Matanzas are white,<sup>15</sup> which is much higher than the national average for white visitors to national parks.<sup>16</sup> Only, 7% of visitors to Fort Matanzas identify as non-white,<sup>17</sup> which is below area<sup>18</sup> and national<sup>19</sup> demographics. However, 8% of visitors identify as Hispanic,<sup>20</sup> which is above local demographic representation.<sup>21</sup> This is likely because the history of Fort Matanzas centers on events related to the legacy of Spanish settlers on America.

Figure 4.3 Proportions of United States visitors by state of residence.



15 Ibid, 19

16 Devin Dwyer and Stephanie Ebbs, “America’s national parks face existential crisis over race,” *ABC News*, July 1, 2020

17 Pettebone, *Visitor Study*, 19

18 Headwaters Economics, *A Demographic Profile*, 10

19 United States Census Bureau, “QuickFacts,” accessed October, 2021, <https://www.census.gov/quickfacts/fact/table/US/PST045219>

20 Pettebone, *Visitor Study*, 18

21 Headwaters Economics, *A Demographic Profile*, 12





## Recommendations

The following recommendations were selected as top priority actions the park will endeavor to pursue in the coming 5-7 years in order to meet its strategic goals. A full list of recommendations (including lower-priority items not selected for implementation) is included in the park's implementation toolkit.





## Visitor Experience

### Priority Tier 1

- Expand the footprint of the indoor exhibit space at the visitor center by reevaluating theater space needs in the north wing.
- Implement the 2022 sign plan and update signs throughout the park.
- Conduct a Visitor Use Study to determine visitor demographics and use patterns to the outdoor recreation area in the park.

### Priority Tier 2

- Offer Healthy Parks, Healthy People programs. (See Walks, Talks and Tours section of this plan.)
- Complete the new Marsh Trail with all-abilities multi-sensory experiences, outdoor exhibits, and a viewing platform.
- Implement the 2022 sign plan and update signs and waysides throughout the park.
- Expand non-personal services offerings outdoors.
  - Implement the recommendations from the 2020 *Castillo de San Marcos and Fort Matanzas Cultural Landscape Report* to improve the ferry gathering area and create a viewing platform on the Marsh Trail.<sup>22</sup>
  - Establish outdoor exhibits at park beaches and parking lots that provide safety, regulatory, and interpretive information. Incorporate interactive elements like tactiles, selfie stations, or life-sized concept sculptures of shore animals or early inhabitants.
  - Add an audio, virtual reality (VR) or augmented reality (AR) tour to the app to create more accessible and enjoyable self-exploration opportunities for people of various ability levels.
- Ensure trip planning services available by phone, web, app or print are available in Spanish as well as English.

### Priority Tier 3

- Build off of the virtual Bark Ranger information found on the park's website to create an in-person Bark Ranger program with physical badges and Ranger-guided dog-walking programs.

## Interpretive Media

### Priority Tier 1

- Remove all interpretation currently done using laminated paper as visual media. Assess the need for the information currently presented in this temporary state; either remove it, or replace it with professionally printed solutions like aluminum, PVC (Sintra), or foamboard. FedEx Office offers deeply-discounted government rates through *GPOExpress*, making professional printing highly affordable, even for temporary/rotating exhibits.
- Overhaul indoor exhibits.
  - New exhibits should include Native American perspectives from the beginning to incorporate the history of St. Augustine before it's Spanish founding. Include culturally associated Tribes in all phases of new exhibit design to include their perspectives in future interpretation. Work with Tribal partners to develop an exhibit that includes Tribal perspectives on the history and the impacts of St. Augustine. This should include the joining of the ancestral people of Florida into the Seminole People, and survival as the modern Seminole Tribe of Florida, Seminole Nation of Oklahoma, and the Miccosukee Tribe of Florida Indians. It is imperative to include how they sustained their ancestors' legacies by remembering the past and successfully securing their future with a rich culture, access to quality education, and becoming one of the top global leaders in business. Consider exhibits designed to rotate on a regular basis to provide space for multiple Tribes to share their perspectives on the history of St. Augustine before and after its development.
  - New exhibits should be designed with families in mind. Incorporate graphics, interactive elements, and text that help parents share information with young visitors. Consider accompaniment panels that offer kid-friendly text at an appropriate height to complement the material parents are learning and stimulate inter-generational conversation.
  - Incorporate interactive elements throughout exhibits. Consider audience-centered opportunities to respond to a question, create a picture, or voice an opinion by casting a vote. (These options should be well thought-out and go beyond whiteboards or paper ballots to prevent an unwanted mess. Consider consulting with the regional office or professional design team). Other interactive elements might include things like a St. Augustine cutout for Junior Ranger pictures, smell boxes featuring smells like gunpowder, common foods, or important trade goods, interesting quotes alternating in Spanish and English when a person enters the room, music, push button light-ups, open drawer/cupboard touch boxes, "lift the cannonball," or sounds of the fort.
  - New exhibits at the visitor center should rely heavily on technology to maximize space. Consider touch screens that can provide visitors a myriad of information at different stations. A VR viewing station could also be nice, as well as viewing space for

<sup>22</sup> WLA Studio, *Castillo de San Marcos and Fort Matanzas Cultural Landscape Report* (2020), 316



traditional films and live streaming of tours and demonstrations for people with mobility limitations. Select exhibit technology with a sound track record for operability and robust warranty services.

#### Priority Tier 2

- Turn the captive audience at the ferry gathering area into a captivated audience by implementing recommendations from the 2020 *Castillo de San Marcos and Fort Matanzas Cultural Landscape Report* to create a comprehensive outdoor exhibit at the boat tour waiting area.
- Implement recommendations from the 2020 *Castillo de San Marcos and Fort Matanzas Cultural Landscape Report* to create a viewing platform on the Marsh Trail and incorporate waysides and outdoor exhibits for a fully immersive experience.

#### Priority Tier 3

- Cull and inventory all publications. Remove publications requested by fewer than 30% of visitors. Center future pubs around information that supports the park’s new interpretive themes. Publications should be written interpretively, not academically.
- Update all publications using Harpers Ferry Center templates.
- Update Junior Ranger books.
  - Create shorter, more place-based Junior Ranger book. Contract for professional layout so activities, text, and illustrations are more interwoven. Consider meeting differing ability levels/ages with different books.
  - Distinguish between place-based and online Junior Ranger activities. Rather than offering a new place-based book for download, adapt certain activities for digital engagement at home.

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## Walks, Talks and Tours

#### Priority Tier 1

- Use the park’s updated and revised themes and theme matrix when developing interpretive walks, talks, and tours to go beyond recitation of facts and facilitate visitor connections. Ensure volunteers participating in interpretation are also aware of, and using, the park’s interpretive themes.
- Adopt a standard operating procedure (SOP) for program development and knowledge sharing. Create a library of “canned” history *and* nature programs for new employees to start from. Ensure all new programs for interpretation or education include citations and are archived for use to avoid future employees developing redundant programs.

- Adopt a robust, graduated training program that provides the basics of interpretation for new interpreters through the T.O.R.E. regional training program, and more advanced training for returning or seasoned interpreters through Audience Centered Experience (ACE), Allies for Inclusion, drama classes, storytelling workshops, communications programs, or other advanced courses in interpretation and related fields.
- Expand the roving program schedule to offer additional opportunities for personally facilitated experiences between rangers, volunteers, and visitors.

#### Priority Tier 2

- Establish a Healthy Park, Healthy People program featuring programs like Yoga/Run/Paddle/Bike With a Ranger.
- Offer regular, thematic evening programs in cooler months.

#### Priority Tier 3

- Incorporate dialogic programs or evening programs into a regular rotation during cooler months.
- Expand the roving program schedule to offer additional opportunities for personally facilitated experiences between Rangers, volunteers, and visitors.
- Partner with Ancient City Astronomy Club to offer Night Skies programming. Place “Dark Ranger” volunteers in leadership positions to plan and deliver Night Skies programs.

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## Use of Technology

#### Priority Tier 1

- Invest in high-capacity public WiFi. Multiple Meraki WiFi access points, coupled with a high-speed internet service provider, will boost WiFi speed for high-capacity use. It may be worthwhile to consult the regional office or a commercial consultant to develop the best configuration to support visitor as well as staff needs.
- Systematically update the website using the checklist provided by the regional office in the implementation toolkit.
- Create new 3D, virtual, and 360 films to feature on the park website, app, social media platforms, and in the multi-media viewing room.

#### Priority Tier 2

- Create new 3D, virtual, and 360 films to feature on the park website, app, social media platforms, and in the multimedia viewing room.

- Create a suite of public service announcements using video, audio, and print media to assist potential visitors with trip planning, safety information, and fostering interpretive connection. Distribute these through partners to local television, social media, web, radio, satellite radio, and print outlets.
- Work with Tribal partners to build out the section on Native American history to include Native American perspectives on the birth of colonization in the continental United States. Multiple pages could be created for each Tribe affiliated with the Castillo to provide understanding of the Timucuan people who lived in the area as well as modern, relevant perspectives on colonization and Native American resistance and resilience. Facilitate collaboration amongst sister Tribes to bring awareness to the modern scourges of colonization still affecting Indigenous People today like the Missing and Murdered Indigenous Women movement and No More Stolen Ancestors.

### Priority Tier 3

- Add an audio, VR, or AR tour to the app to create more accessible and enjoyable self-exploration opportunities for people of various ability levels.

## Education Programs

### Priority Tier 1

- If the park is to feasibly expand its education program, it must expand staffing capacity. Two permanent staff members could expand the current education program to encompass Fort Matanzas more holistically and serve approximately 7,000 local and underserved youth between the two parks.<sup>23</sup> See the recommendations in the Business and Administration section for a complete list of staffing recommendations.)
- Establish a flagship Every Kid Outdoors (EKO) program for local fourth graders that incorporates citizen-science and Florida state standards into STEM-focused educational field trips.
- Work with University of South Florida to adapt existing 360 tour to create a virtual field trip that's available for download and offline use.

### Priority Tier 2

- Work with a partner to offer virtual and distance learning opportunities.
- Purchase a custom mobile classroom/contact station to take to area schools and events to “bring the park” to the classroom. Coordinate with Castillo de San Marcos.

<sup>23</sup> This estimate is based on a review of SIR data and staff allocation from multiple parks. While there is a great deal of variability in the way different parks operate their education programs, it is reasonable to expect a full-time education staff person to make around 3,000-4,000 high-quality, curriculum-based, immersive contacts per year.

- Expand opportunities with St. Johns County School District by partnering with the Academy of Engineering and Environmental Sciences at Creekside High School and the Marine Science program at Gamble Rogers Middle School.

### Priority Tier 3

- Work with partners to offer summer youth camps for local children.
- Increase collaboration with local environmental education providers (e.g., [St. Johns County Marine Science Program](#), [University of Florida Whitney Laboratory](#), [Guana Tolomato Matanzas National Estuarine Research Reserve](#)).
- Purchase a mobile planetarium to use in conjunction with the mobile classroom to “take the park to schools.” The planetarium adds space to accommodate up to 20 students as a station that can be used with VR goggles, 360 films, and virtual/3D films to create immersive multisensory experiences make a great component of a multi-segmented EKO program and may be eligible for grant funding.

## Community Outreach

### Priority Tier 1

- Continue building relationships with the park’s culturally associated Native American Tribes.
  - Work with the tribal liaison in the regional office on relationship building strategies.
  - Ensure existing cultural studies (e.g., Ethnographies, Cultural Landscape Reports and archeology reports) are shared with culturally associated Tribes.
  - Consult Tribes on future cultural studies, exhibit development, and interpretive plans.
  - Initiate an annual/bi-annual meeting with Tribes.
  - Include funding to compensate for consultation/invitational travel by adopting a universal funding strategy, for example, 5% compliance add-on for all applicable PMIS projects.
  - Designate staff to visit culturally associated Tribes, especially those with museums or cultural centers, to learn more about the ways they interpret their own history.
- Continue expanding partnerships with Hispanic/Latin American community organizations.

### Priority Tier 2

- Expand cultural festivals and special events similar to the recent Unidos en la Música Festival to give voice to historically underserved communities. Consider offering the same platform



to culturally associated Native American Tribes. Be flexible about public expectations as these events may be preferred as healing and insular rather than public facing.

- Connect to the large military community (especially FL National Guard) through Morale, Welfare, and Recreation programs, and family programs. This will serve a large segment of the local and state community, as well as more diverse audiences as 43% of military members are non-white<sup>24</sup> as opposed to 30% of the national population.<sup>25</sup> Offer special recreation trips, skills camps, youth camps, and/or provide Military NPS passes to meet these likely visitors with services that interest them.

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## Volunteer Programs

### Priority Tier 1

- Request a formal review of the Volunteer in Parks program to continue refining the park's business practices and ensure that volunteers and their activities are incorporated seamlessly into the park's operations and goal alignment.
- Establish a Preventative Search and Rescue (PSAR) program and recruit volunteers to conduct biking, hiking, paddling, and boating roves to assist visitors with wayfinding and preparedness, report dangerous/harmful activity, and provide interpretive information. These volunteers should receive CPR and First Aid training at a minimum, but it is not uncommon for parks to recruit volunteers with Wilderness First Responder, or even EMT certificates to fill these roles.

### Priority Tier 2

- Continue incorporating uniformed volunteers into thematic interpretation walks, talks, and tours, as well as living history. Ensure these volunteers receive the same, or equivalent training to uniformed staff.

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## Relevance, Diversity and Inclusion

### Priority Tier 1

- Work with the regional office to complete an accessibility review of the park's trails and exhibits.

- Incorporate perspectives from Indigenous and other people of color into new exhibits, online, and outdoor exhibits in the vast recreational areas of the park. Be sure to consult on any interpretation that seeks to represent Native American history or perspectives.
- Partner with local organizations who specialize in serving diverse people and communities with outdoor recreation to offer fishing, water safety, women's recreation, Wilderness First Responder, and other outdoors skills camps catered to people of color.
- Incorporate multisensory, all abilities experiences into the Coastal Hammock Trail and Marsh Trail. For example, include listening and smelling stations that cultivate plants with certain aromas or known to attract certain birds, reptiles, or insects. Invite people to touch life-sized statues of birds, plants, or small animals found on the trails. The excellent tactile work on the Coastal Hammock Trail should be replicated as the park pursues waysides and outdoor exhibits for the Marsh Trail. Consider raised text, braille, audio boxes, and audio/AR tours as well.

### Priority Tier 2

- Enroll design staff in the Eppley Accessibility Certificate Program.
- Adopt a comprehensive strategy to recruit people of color to the workforce by offering Federal Resume Workshops to local youth and job placement agencies, participating in job fairs, and enhancing outreach efforts.
- Use Spanish language hiring authorities to recruit additional permanent and non-permanent staff with Spanish language ability to create authentic experiences in person and continue the excellent work done in existing media.
- Recruit Teacher-Ranger-Teachers and interns from Historically Black Colleges and Universities and use special hiring authorities to bring them on permanently.

### Priority Tier 3

- Establish baseline goals for diverse representation in media in order to help shape and inform the development of new exhibits to include non-white audiences.
- Offer time and space for cultural demonstrations from interested Tribes to allow them to tell their own story, in their own way, to members of the public. These demonstrations could take the form of guest lectures, art exhibitions, book signings, traveling exhibits, festivals and more. The Seminole Tribe of Florida is interested in opportunities to showcase the arts of the Seminole Tribe in order to educate visitors about the history of the Tribe and how innovative they were in designing jewelry, clothing, and other goods under harsh and dangerous conditions in an unpredictable world.
- Establish an Allies program to support retention of diverse staff. Pair Allies training and practices with ACE and facilitated dialogue to create dynamite opportunities for staff as well as visitors.
- Conduct a full accessibility review of exhibits using the Harpers Ferry Center accessibility checklist.

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<sup>24</sup> Amanda Barroso, "The changing profile of the U.S. military: Smaller in size, more diverse, more women in leadership," *Pew Research Center*, September 10, 2019

<sup>25</sup> Zoe Manzanetti, "State Population by Race, Ethnicity Data," *Governing*, accessed September 22, 2022, <https://www.governing.com/now/state-population-by-race-ethnicity-data.html>

- Review the Foundation Document and incorporate updates that reflect more diverse perspectives, inclusive stories, and Native American history.

## Business and Administration

### Priority Tier 1

- Engage Denver Service Center to conduct a Visitor Use Management study to assist the park in seeking solutions for problematic parking, traffic flow, and ferry capacity.
- Reinvigorate the safety program as operations resume in the wake of the Covid-19 pandemic.
  - Ensure staff are trained to Occupational Safety and Health Administration (OSHA) standards.
  - Consider adopting the OSHA Voluntary Protection Program.
  - Provide Operational Leadership training to all staff (Basic, Supervisory, and Refresher).
  - Adopt regular safety committee meetings to conduct GAR reviews at least annually on routine operations, as needed for special events, and SPEs for special circumstances.
- Establish and implement an internal communications plan.
- Adopt a policy to offer details, job sharing, and special training opportunities to provide career development for seasoned employees, enhance recruiting and retention, and facilitate knowledge exchange. For example: “Complete XX years with successful EPAP to attend ACE/Oral History/Vanishing Treasures/VUM/NAI/Allies, etc.”
- Establish two GS-05 Education Technician positions to help manage the existing commercial-led education program at Castillo de San Marcos, expand services to local schools, and provide more education opportunities at Fort Matanzas. These positions should be shared between Fort Matanzas and Castillo de San Marcos.
- Establish a GS-09 Community Outreach Coordinator to represent the park at important meetings and events in the community and assist with the formal management of partnerships. This position should be shared between Fort Matanzas and Castillo de San Marcos.

### Priority Tier 2

- Pursue team-centric professional development training such as True Colors, Myers-Briggs Type Indicator, or CliftonStrengths. Other practical skill building courses for teams are available for groups from organizations such as Franklin Covey or Pryor Learning.

- Establish a GS-09 Visual Information Specialist or Writer/Editor to enhance the park’s web and social media presence and oversee exhibit projects. This position should be shared between Fort Matanzas and Castillo de San Marcos.

### Priority Tier 3

- Establish a new position for a GS-07 Volunteer-in-Park Program Coordinator with 25% duties as an Administrative Assistant. This position should be shared between Fort Matanzas and Castillo de San Marcos.
- Establish a GS-09 Public Information Officer position to manage news media interactions, press releases, social media, and assist with community outreach. This position should be shared between Fort Matanzas and Castillo de San Marcos.





# Implementation Plan



The implementation plan for Fort Matanzas National Monument is presented as a digital database and Gantt Chart over seven years. This chart incorporates the highest prioritized recommendations selected for implementation by park staff and is highly adaptable and customizable so the tasks outlined in the plan can be changed, revised, or updated as needed to respond to an ever-changing operating environment. Readers should refer to the digital version of the Implementation Plan for the latest status on plan implementation. A summary of selected recommendations is included here in Figure 6.1 for reference.

## Implementation Toolkit

A digital implementation toolkit is provided to the park along with this plan. The toolkit includes:

- An extensive data package used to develop this plan with information on current visitor trends, market data on likely visitors, economic impact data, current operations, community demographics and more
- Training packages for ACE Facilitated Dialogue, Theme Development, and Resume Workshops
- Harpers Ferry Center's Accessibility Checklist for exhibit design.
- Wayside Inventory and Content Analysis Template
- Diversity in Media Guidelines
- A complete list of draft recommendations (including those that were not prioritized for implementation during this planning cycle)
- Stakeholder Meeting notes
- Copies of complimentary plans consulted during this planning process
- Funding Sources and Timelines Quickguide
- Internal Communications Plan
- Website Navigation and Standards Checklist



Figure 6.1 Selected Recommendations Tables

Visitor Experience			
Project Names and Task Titles	Priority	Goal	Cost
Expand the footprint of the visitor center	1	1, 3, 6	\$50k-\$150k
Seek funds to implement sign plan	1	3, 6	\$0-\$10k
Implement 2022 sign plan	1	3, 6	\$10k-\$50k
Conduct Visitor Use Study	1	2, 3, 6	\$10k-\$50k
Complete new Marsh Trail	2	3, 6	\$150-\$500k
Expand outdoor non-personal services	2	1, 3	\$10k-\$50k*
Enhance pre-arrival trip planning services	2	3	\$0-\$10k
Expand Bark Ranger program	3	3	\$0-\$10k

Interpretive Media			
Project Names and Task Titles	Priority	Goal	Cost
Replace paper laminated media with professionally printed solutions	1	1, 2, 3, 4	\$0-\$10k
Overhaul indoor exhibits	1	1, 2, 3, 6, 7	\$50k-\$150k
Complete Marsh Trail platform and exhibits	2	1, 3, 6	\$150-\$500k
Create outdoor exhibit in boat tour waiting area	2	1, 3, 6	\$50k-\$150k
Use QR codes to connect outdoor exhibits to park pubs	2	3	\$0-\$10k
Cull and inventory pubs	3	1, 3, 6, 7	\$0-\$10k
Update pubs using HFC templates	3	1, 2, 3, 6, 7	\$0-\$10k
Update Junior Ranger books	3	1, 3, 6, 7	\$10k-\$50k

Walks, Talks, Tours			
Project Names and Task Titles	Priority	Goal	Cost
Use new themes to develop interp experiences	1	1, 2, 3	\$0-\$10k
Adopt knowledge sharing SOP	1	1, 2, 3	\$0-\$10k
Expand roving schedule	1	1, 2, 3, 6	\$50k-\$150k*
Adopt robust interp training program	1	1, 2, 3	\$0-\$10k
Establish Healthy Park, Healthy People program	2	1, 2, 3, 5	\$50k-\$150k*
Expand thematic evening programs in cooler months	2	1, 2, 3	\$10k-\$50k*
Incorporate dialogic programs in cooler months	3	1, 2, 3	\$10k-\$50k*
Partner with astronomy club for Night Skies programming	3	1, 3, 4, 5	\$0-\$10k

Use of Technology			
Project Names and Task Titles	Priority	Goal	Cost
Invest in high-capacity public WiFi	1	1, 4, 5, 6	\$0-\$10k
Systematically update website using region's checklist	1	1, 3, 4, 5, 6	\$0-\$10k
Create a suite of Public Service Announcements	2	1, 2, 3, 5	\$50k-\$150k
Create new 3D, virtual, and 360 films	2	1, 2, 3, 4	\$50k-\$150k
Add AR or VR tour to the app	3	1, 2, 3, 6	\$10k-\$50k

Education Programs			
Project Names and Task Titles	Priority	Goal	Cost
Establish a flagship EKO program	1	2, 3, 4	\$0-\$10k
Adapt 360-tour for download and offline use	1	2, 3, 4	\$0-\$10k
Partner to offer virtual and distance learning opportunities	2	1, 2, 3, 4	\$0-\$10k
Leverage partnership opportunities for STEM programs	2	2, 3, 4	\$0-\$10k
Partner to offer summer youth camps	3	1, 2, 3, 4	\$0-\$10k
Purchase a mobile planetarium	3	1, 2, 3, 4, 5	\$50k-\$150k

Community Outreach			
Project Names and Task Titles	Priority	Goal	Cost
Continue building relationships w. Native American Govts	1	1, 3	\$10k-\$50k
Expand partnerships with local Hispanic/Latin American groups	1	1, 2, 3, 5	\$0-\$10k
Expand cultural festival opportunities	2	1, 2, 3, 5	\$0-\$10k
Connect to large military community	2	1, 3, 5	\$0-\$10k

Volunteer Program			
Project Names and Task Titles	Priority	Goal	Cost
Request a formal review from the regional office	1	2, 3, 7	\$0-\$10k
Establish a PSAR program	1	2, 3, 5	\$0-\$10k
Expand the interpretive role of uniformed volunteers	2	1, 2, 3, 5, 7	\$0-\$10k



**Relevance, Diversity and Inclusion**

Project Names and Task Titles	Priority	Goal	Cost
Expand perspectives in new exhibits and media	1	1, 2, 3	\$0-\$10k
Partner with diversity institutions for outdoor recreation activities	1	1, 2, 3, 5	\$0-\$10k
Work with region for accessibility review of trails and exhibits	1	6	\$0-\$10k
Incorporate multisensory, all-abilities experiences in trails	1	6	\$50k-\$150k
Enroll design staff in Eppley Accessibility Program	2	6	\$0-\$10k
Hire Spanish fluent staff for live programs and media design	2	2, 3	\$0-\$10k
Leverage special hiring authorities to hire diverse IEV staff	2	2, 3	\$0-\$10k
Conduct content analysis and diverse media criteria	3	1, 2, 3	\$0-\$10k
Establish Allies for Inclusion program	3	1, 2, 3, 5	\$0-\$10k
Offer time / space for cultural demonstrations by partners	3	1, 2, 3, 5	\$0-\$10k
Review the Foundation Document to be more inclusive	3	1, 3	\$0-\$10k

**Business and Administration**

Project Names and Task Titles	Priority	Goal	Cost
Load Exhibit in FMSS	1	1, 2, 3, 4	\$0-\$10k
Perform Content Analysis	1	1, 2, 4	\$0-\$10k
Install Audio Showers	1	1, 2, 3, 4	\$10k-\$50k
Develop Inclusivity Metric Guidelines	1	1, 2, 4	\$0-\$10k
Update Human History Section (review LRIP)	1	2, 3, 4	\$10k-\$50k
Contract for Exhibit Fabrication	1	1, 2, 4	\$10k-\$50k
Install New Exhibits	2	1, 2, 4	\$10k-\$50k
Contract for Technology Upgrades	2	1, 2, 3, 4	\$50k-\$150k
Install Tech Elements	3	1, 2, 3, 4	\$0-\$10k
Seek Funds for Multi-Purpose Room Remodel	3	1, 2, 3, 4	\$0-\$10k

\*Recurring



# Theme Matrix

The Theme Matrix is a tool that captures many, though not all, of the park’s key stories, and shows how they are aligned with the park’s interpretive themes, methods for delivery, and sources for further research. The theme matrix is a tool that will assist interpreters as they develop program themes, programs, and interpretive media. The theme matrix is not exhaustive, nor is it meant to be prescriptive. Interpreters must work closely with their supervisors to develop programs and program themes that align with park interpretive themes and management priorities.

Figure 6.2 Theme Matrix Tables

**Theme: Today, a relatively undeveloped natural landscape evokes the experiences of the Spanish soldiers charged with keeping a vigilant watch in a remote, but key, post of the Spanish Empire.**

**Relevant Essential Questions**

- How should a nation define and defend its borders?
- How does learning a new perspective shape our opinions and behaviors?
- What parallels can we find between nature and history at Fort Matanzas?

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<b>I Was Here Stories.</b> Select soldier stories from the many generations and nations who occupied Fort Matanzas and personalize their experience. Highlight common soldier experience that transcends time ... for example, soldier perceptions of Florida throughout time, the universal feelings of loneliness and duty that often conflict within the same person, soldier opinions on food, high-ranking officials, and the politics of the day.		<ul style="list-style-type: none"> <li>▪ Officer's logs and letters</li> <li>▪ Historical Society collection from University of Florida</li> <li>▪ Enlisted letters and writings</li> </ul>
<b>Empirical Wars.</b> Talk about tensions between the French and Spanish and the colonial campaign that led to the removal of French claims on Florida.	Jean Ribault	
<b>Soldier for a Day.</b> Establish opportunities for hands-on learning and meaning making by encouraging visitors to don historically accurate clothing, participate in drills, or perform other soldiering tasks.		

**Theme: Fort Matanzas is the only remaining component of the outer perimeter defense of the oldest European settlement in the United States.**

**Relevant Essential Questions**

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How should a nation define and defend its borders?

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<b>Constructing Fort Matanzas.</b> Explain the British threat and decisions leading up to building the stone fort at Matanzas (as opposed to wooden watchtowers found elsewhere around St. Augustine.) Explain the importance of coquina; its uniqueness, and special qualities that made it ideal for building a fortification. Talk about the people who built the fort.	<ul style="list-style-type: none"> <li>▪ Manuel de Montiano</li> <li>▪ Pedro Menéndez Márquez</li> <li>▪ People who built the fort</li> </ul>	<ul style="list-style-type: none"> <li>▪ Officer's logs and letters</li> <li>▪ Historical Society collection from University of Florida</li> <li>▪ British military records</li> <li>▪ Expense records and reports</li> </ul>
<b>Pirates and the Forts of St. Augustine.</b> These are the origin stories of the Castillo and Fort Matanzas. Pirates and their attacks on Spanish treasure fleets explain the necessity of St. Augustine’s robust, multi-layered defensive military system. Pirates were the original non-state actors and these stories can be tied to modern connections with terrorism, piracy, and government efforts to deter similar threats today.	<ul style="list-style-type: none"> <li>▪ Sir Francis Drake</li> <li>▪ Robert Searle</li> <li>▪ Nicholas Grammont</li> <li>▪ Abraham Brac</li> <li>▪ Jeremia Canoe</li> <li>▪ George Younge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paul E. Hoffman, <i>The Spanish Crown and the Defense of the Caribbean</i></li> <li>▪ Mark G. Hanna, <i>Pirates Nest and the Rise of the British Empire</i></li> <li>▪ Joyce Elizabeth Harman, <i>Trade and Privateering in Spanish Florida</i></li> <li>▪ Timothy R. Walton, <i>The Spanish Treasure Fleets</i></li> <li>▪ Benerson Little, <i>The Sea Rover's Practice</i></li> <li>▪ Benerson Little, <i>The Buccaneer's Realm</i></li> <li>▪ Kris E. Lane, <i>Pillaging the Empire</i></li> <li>▪ Angus Konstam, <i>The Great Expedition: Sir Francis Drake on the Spanish Main</i></li> </ul>
<b>The People of the 1740s.</b> The 1740s is the representative time period for Fort Matanzas living history, but who were these people and what was their lineage? Much research has been done to individuate specific people from the time.		<ul style="list-style-type: none"> <li>▪ Luis Arana and Albert Manucy</li> <li>▪ <a href="https://www.nps.gov/CASA">The Spanish Soldier</a> (nps.gov/CASA)</li> <li>▪ <a href="https://www.nps.gov/CASA">Where Did They Come From?</a> (nps.gov/CASA)</li> <li>▪ People portrayed in Casta Paintings</li> </ul>



**Theme: Fort Matanzas National Monument provides an authentic place for personal reflection on the beginnings of St. Augustine, the colonization of the Americas, and the lasting contributions of Hispanic people to our society.**

**Relevant Essential Questions**

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>Spanish Law and Colonial Society.</b> Explore the laws of the Indies which governed how colonies would be established and run, which buildings would be included in the colonies, how relationships with Native Americans would be established etc. Discuss the Spanish caste system, Spanish system of slavery/conscripted labor, religion, and the implications of on Castilians born in Florida, Native Americans, and Africans.</p>	<ul style="list-style-type: none"> <li>▪ Francisco Menendez</li> <li>▪ Pedro Menendez</li> <li>▪ Governors</li> <li>▪ Soldiers</li> <li>▪ People who built the Fort</li> <li>▪ Early citizens of St. Augustine</li> </ul>	<ul style="list-style-type: none"> <li>▪ Amy Turner Bushnell, <i>Situado and Sabana: Spain's Support System for the Presidio and Mission Provinces of Florida</i></li> <li>▪ <i>Spanish Pathways in Florida, 1492-1992</i></li> <li>▪ <i>Clash Between Cultures: Spanish East Florida, 1784-1821</i></li> <li>▪ Johnathan D. Steigman, <i>La Florida del Inca and the Struggle of Social Equality in Colonial Spanish America</i></li> <li>▪ Magali M. Carrera, <i>Imagining Identity in new Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings</i></li> <li>▪ Other works on Casta Paintings</li> </ul>
<p><b>Religiosity in St. Augustine.</b> Discuss the religious motivations for various people coming to and living in and around St. Augustine. Explain the philosophy of Manifest Destiny and the Spanish mission system in context of imperial expansion. Also explore African and Native American religions and customs and how they interacted with Spanish beliefs.</p>	<ul style="list-style-type: none"> <li>▪ Father Lopez</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tribal Consultation</li> </ul>

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>The Free Black Militia of St. Augustine.</b> Share the story of America's first Black General and the importance of his militia in defending both southern and northern routes to St. Augustine. Connect to the greater context of Spanish views on race, class, and slavery and how they differed from those of the English. Continue to partner with Fort Mose to share visitation.</p>	<ul style="list-style-type: none"> <li>▪ Georges Biassou</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jane Landers</li> <li>▪ Haitian Revolution Records (from Haiti)</li> </ul>
<p><b>The Florida Purchase Treaty</b></p>	<ul style="list-style-type: none"> <li>▪ Gov. Jose Maria Copinger</li> <li>▪ Col. Robert Butler</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adams-Onís Treaty</li> <li>▪ Luis R. Arana, <i>The Transfer of East Florida</i>, El Escribano vol. 8, July 1971</li> <li>▪ L. David Norris, <i>The Squeeze: Spain Cedes Florida to the United States</i> (in <i>Clash Between Cultures: Spanish East Florida</i>)</li> <li>▪ Clarence Edward Carter, <i>The Territorial Papers of the United States, Vol. XXII</i></li> <li>▪ "I Wish to Come Home Once More," (letters of Nathaniel Sherburn), El Escribano vol. 15</li> <li>▪ Alejandro J. Gomez-del-Moral, <i>Florida Fallen: The Cuban Negro Militia and the Loss of Spanish East Florida</i></li> </ul>
<p><b>Spanish Leyenda Negra (The Black Legend of the Spanish Empire).</b> Discuss different perspectives on Spanish colonialism as well as the intentional and unintentional effects of propaganda from rival European Empires. Explore historical memory and the ways historians (mostly protestant, non-Spanish) portrayed the history of Spanish occupation of the Americas and how it shapes our world understanding today.</p>	<ul style="list-style-type: none"> <li>▪ Emilia Pardo Bazán</li> <li>▪ Julian Juderias</li> </ul>	<ul style="list-style-type: none"> <li>▪ William S. Maltby, <i>The Black Legend in England</i></li> <li>▪ Maria DeGuzman, <i>Spain's Long Shadow</i></li> </ul>

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>Life of the Ladinós.</b> Hispanicized Africans held many roles in the life, labor, and society of La Florida. Share the roles of men and women and mobility in the Spanish castas system through cédulas de gracia (certificate to cleanse the blood).</p>	<ul style="list-style-type: none"> <li>King Charles III of Spain</li> <li>Juan Garrido</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">NPS Ethnography: African American Heritage &amp; Ethnography</a></li> </ul>
<p><b>Florida Involvement in the Civil War.</b></p> <ul style="list-style-type: none"> <li>Talk about the roots of the Civil War and factors contributing to it from Floridian perspective.</li> <li>Highlight the history of blockades and blockade running during the Civil War in and around the Castillo and Fort Matanzas.</li> <li>Talk about Freedom Seekers and the Freedom trail. The original Underground Railroad ran south as Freedom Seekers sought to escape the English system of Chattel Slavery.</li> <li>Continue to collaborate and partner with Fort Mose by whetting the appetite and sending visitors to visit Fort Mose to get the whole story.</li> </ul>	<ul style="list-style-type: none"> <li>Francisco Menéndez and Ana María de Escobar.</li> <li>Soldiers assigned to Fort Mose (part of outer defense system).</li> <li>Lincolntonville community formed in St. Augustine around 1862, "Community of Contrabands"</li> </ul>	<ul style="list-style-type: none"> <li>Jane Landers</li> <li>Officer's logs and other source documents</li> <li>Library collection at St. Augustine Historical Society</li> </ul>
<p><b>Spanish Founding of the U.S. and Legacy on American Culture.</b> Share the story of how St. Augustine was founded many years before Jamestown. Explore the lasting contributions of Spanish-colonial music, language, food, agriculture, art, and culture on modern society. How did the blend of Spanish culture and Indigenous and African customs contribute to what is now known as Latin American culture?</p>		<ul style="list-style-type: none"> <li>Embassy of Spain website: <a href="#">SpainInTheUSA.org</a></li> <li>Works by Dr. Kathleen Deagan</li> </ul>

**Theme: The survival of many plant and animal species, some found nowhere else in the world, relies upon the ecosystems protected by Fort Matanzas National Monument and its responsible visitors.**

**Relevant Essential Questions**

- What parallels can we find between nature and history at Fort Matanzas?
- Why is it important not to disturb local ecosystems?
- Why is it important for governments around the world to protect historic sites in the face of climate change?

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>Climate Change.</b> Located on the Florida coast, Fort Matanzas is particularly vulnerable to sea-level rise and other effects of climate change. At Fort Matanzas, visitors can learn what causes climate change, what are the effects on man and nature, what can be done about it, and what we can learn from people of the past (especially Native Americans) to live in harmony with nature and reduce the effects of man-made climate change. Climate change at Fort Matanzas has been extensively studied and reports on the effects of global warming on everything from visitation to bird migration are available from the NPS DataStore. This is a great opportunity to make climate change real and tangible for NPS visitors. The Seminole Tribe of Florida (STOF) is interested in collaborating on static media, web content, and other public facing communication related to climate change. Be sure to consult with them and other Native American partners on these topics.</p>		<ul style="list-style-type: none"> <li><i>Castillo de San Marcos and Fort Matanzas National Monument Climate Action Plan</i></li> <li>NPS DataStore</li> <li>STOF Tribal Historic Preservation Offices (THPO)</li> <li>STOF Climate Resiliency Office (Heritage and Environment Resources Office)</li> <li>STOF Environmental Resource Management Department</li> </ul>
<p><b>Responsible Recreation.</b> Share tips on protecting the plants and animals at Fort Matanzas and staying safe while recreating through the Preventative Search and Rescue (PSAR) program, outdoor skills camps, enhanced roves, outdoor exhibits. Share perspectives of Timucuan, Calusa, and Apalachee descendants on the importance of protecting these ecosystems. Use the Bark Ranger Program to teach pets (and their owners) about responsible recreation and ways they can help care for Florida wildlife.</p>		<ul style="list-style-type: none"> <li><a href="#">Recreate Responsibly</a> (nps.gov)</li> </ul>
<p><b>Unique Animals and Ecosystems.</b> Provide interpretation on the endemic, indigenous, and endangered animals found in the park, the ecosystems that support them, and humans' role in preserving them. Also discuss threats such as invasive species, mangrove migration, rock pigeons, tropical spiceries migration, sea level rise, storm surge, and erosion.</p>		



**Theme: The coastal environment surrounding Fort Matanzas is reminiscent of the landscape known by Native Americans who were hunting and fishing these lands and waters for centuries before Europeans were even aware of its existence.**

**Relevant Essential Questions**

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>The Original Inhabitants of St. Augustine.</b> Discuss the vast and complex society of Indigenous people who lived in Florida at the time the Spanish arrived, as well as their ancestors and living descendants. Explain their lifeways and encourage visitors to learn from and apply lessons on sustainable living, technology, and history. Explore the two-way nature of the Columbian Exchange and the various Native American foods and technologies that Europeans benefited from as well as the good and bad goods and customs that Europeans brought to the Americas.</p>		<ul style="list-style-type: none"> <li>▪ Dr. Keith Ashley</li> <li>▪ Dr. Denise Bossy</li> <li>▪ John H. Hann</li> <li>▪ Tribal Consultation</li> <li>▪ Timucuan Ecological and Historical Preserve</li> <li>▪ John E. Worth, <i>The Timucuan Chiefdoms of Spanish Florida</i>, Volumes 1 and 2</li> </ul>
<p><b>Native American Perspectives.</b> Invite today's Native American artists to exhibit their work. Create space for cultural festivals, ceremonies, and demonstrations so culturally associated Tribes can tell their story, their way.</p>		
<p><b>Timucuan Technology.</b> Interpret the technological advancements of the Timucuan people in architecture, sustainable housing, pyrotechnology, transportation, communication, exploration, aquaculture, agriculture, and medicine.</p>	<ul style="list-style-type: none"> <li>▪ Shell Ring Builders</li> <li>▪ Farmers</li> <li>▪ Construction workers</li> <li>▪ Crafts people</li> <li>▪ Canoe Builders</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Oyster Farming</a> article</li> <li>▪ Canoe carvers Ben Yahola, Pedro Zepeda, John Brown</li> <li>▪ Alejandra Dubcovsky, <i>Informed Power: Communication in the Early American South</i></li> </ul>

Topics, Programs, and Story Concepts	People Who Represent These Stories	Sources for Additional Research
<p><b>Timucuan Culture.</b> Interpret arts, politics, government, games and toys, music, food, traditions and festivals, language and multi-lingual skill, family structure and childrearing, and gender roles among the Timucuan People and their descendants.</p>	<ul style="list-style-type: none"> <li>▪ Timucuan Women</li> <li>▪ Saturiwa</li> <li>▪ Athore</li> <li>▪ Outina</li> <li>▪ Holata Don Manuel</li> <li>▪ Cacique Doña Maria Melendez</li> <li>▪ Berdaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Works by Aaron Broadwell</li> <li>▪ Timucuan language lessons and soundbites are available on-line, Dr. Bossy can help direct research in this area.</li> </ul>
<p><b>Unbroken Bloodlines.</b> Correct the terminal language used by interpreters and historians in the past describing the Timucuan as "extinct". Highlight the resilience and ingenuity of the Timucuan People as they fought colonization, sought new homes and alliances, persevered and created a legacy of history, culture, and living descendants. Explain the cultural aspects of people that are so much more than language and interpret prejudices and biases in old scholarship that classified Indigenous people as segregated groups with limited characteristics and timelines. Discuss Oconee People, the rise of the Creek Confederacy, Seminole Nation of Oklahoma, Seminole Tribe of Florida, and Yamassee Nation.</p>		<ul style="list-style-type: none"> <li>▪ Turner Hunt</li> <li>▪ David Scheidecker</li> <li>▪ Dr. Denise Bossy</li> <li>▪ Florida Historical Quarterly July 1949, Volume 28, 1, page 1-27</li> <li>▪ Consultation</li> <li>▪ Oral History</li> <li>▪ Mark F. Boyd, <i>Diego Pena's Expediting to Apalachee and Apalachicola in 1716</i></li> <li>▪ John Swanton</li> </ul>





## Methodology



This plan was developed by the Interpretation, Education, Volunteers, and Partnerships staff of Interior Region 2. The planning process consisted of planning workshops and meetings which were conducted in six phases over a nine-month period. Phase 1 was conducted in-person, all other phases were conducted remotely using digital meeting platforms. The park's culturally associated Native American Tribes were consulted during two phases of the planning process (Phase 1 and Phase 5). Other stakeholders were consulted during Phase 1. Management representatives from all divisions of the park were included in the planning process, as were park interpretive staff (field, supervisory, and management) and regional staff. An extensive database was compiled and used to develop this report including statistics on visitation, tourism trends, volunteer data, economic benefits, reports on interpretation use and satisfaction, and market research including area demographics, community profiles, and consumer preferences. This database was provided to the park as part of its implementation toolkit. Together, the Long-Range Interpretive Plan, Implementation Plan, and Database fulfill the requirements of a Comprehensive Interpretive Plan as defined in Director's Order #6.



# Acknowledgments

The following people contributed to this plan:

## Representatives from Culturally Associated Tribes

- Fred Mosqueda, Cheyenne and Arapaho Tribes of Oklahoma
- Norene Starr, Cheyenne and Arapaho Tribes of Oklahoma
- Martina Minthorn, Comanche Nation
- Michael Darrow, Fort Sill Apache Tribe of Oklahoma
- Kassie Dawsey, Coshatta Tribe of Louisiana
- Holly Houghten, Mescalero Apache Tribe
- Emman Spain, Muscogee (Creek) Nation
- LeeAnne Wendt, Muscogee (Creek) Nation
- RaeLynn Butler, Muscogee (Creek) Nation
- Robin Soweka, Jr., Muscogee (Creek) Nation
- Turner Hunt, Muscogee (Creek) Nation
- Domonique deBeaubien, Seminole Tribe of Florida
- James Patrick, Seminole Tribe of Florida
- Ben Yahola, Seminole Nation of Oklahoma

## Stakeholders

- Julie Courtney, City of St. Augustine
- Melissa Wissel, City of St. Augustine
- Cindy Stavely, Colonial/Pirate Museum
- Michael Weitz, COO Latin Community Services, Inc.
- Erika Weitz, COO Latin Community Services Inc.
- Ashley Shortal, Eastern National

- Barbara Blonder, Flagler College
- Kelly Enright, Flagler College, Public History
- Alison Simpson, Florida National Guard
- Emily Jane Murry, Florida Public Archaeology Network
- Sarah Miller, Florida Public Archaeology Network
- Bill Ward, Florida School for the Deaf and Blind
- Bill Tyjewski, Fort Mose Historical Society
- Jane Mahoney, Fort Mose Historical Society
- Leslee Keys, Historian
- Bob Alvarez, Historic Florida Militia
- Ria Alvarez, Historic Florida Militia
- Gayle Phillips, Lincolnvile Museum
- Kimberlyn Elliott, Lincolnvile Museum
- Kelly Carlson, Old Town Trolley
- Charles Tingley, St. Augustine Historical Society
- Roger Smith, St. Augustine Historical Society
- Cecile Nusbaum, St. Johns County Chamber of Commerce
- Christina Parrish Stone, St. Johns County Cultural Council
- Beth Maycumber, St. Johns County Libraries
- Kelly Ussia, St. Johns County Parks and Recreation
- Lacle Rudin, St. Johns County School District
- Lura Wynn, St. Johns County School District
- Ed Poppel, University of Florida
- Laura Marion, University of Florida
- Linda Dixon, University of Florida
- Richard Goldman, VCB

## National Park Service

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- Luis Cabrera, Park Guide, Castillo de San Marcos National Monument
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- Robert Holmes, Park Guide, Castillo de San Marcos National Monument
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- James Crutchfield, Supervisory Exhibit Specialist, Castillo de San Marcos and Fort Matanzas National Monuments
- Randy Effert, Administrative Officer, Castillo de San Marcos and Fort Matanzas National Monuments
- Christopher Leverett, Park Ranger and Black Powder Program Coordinator, Castillo de San Marcos and Fort Matanzas National Monuments
- Jill Leverett, Park Ranger and Volunteer Program Coordinator, Castillo de San Marcos and Fort Matanzas National Monuments
- Steven J. Roberts, Director of Interpretation, Education, and Visitor Services, Castillo de San Marcos and Fort Matanzas National Monuments
- Amy Vela, Education Specialist, Castillo de San Marcos and Fort Matanzas National Monuments
- Anthony Vela, Chief Ranger, Castillo de San Marcos and Fort Matanzas National Monuments
- Gordon J. Wilson, Superintendent, Castillo de San Marcos and Fort Matanzas National Monuments
- Paul Bohnenkamper, Ferry Operator, Fort Matanzas National Monument
- Paul Randolph, Ferry Operator, Fort Matanzas National Monument
- Andrew Rich, Site Supervisor, Fort Matanzas National Monument
- Steve Schildwachter, Park Guide, Fort Matanzas National Monument
- Griselle Vargas Linares, Park Ranger, Fort Matanzas National Monument
- Amanda Hammond, Interpretive Planner, Southeast Region
- Deanda Johnson, Civil Rights Historian, Southeast Region
- Stephanie Metzler, Exhibits & Publications Specialist, Southeast Region
- Corinne Fenner, Program Manager, Interpretation, Education and Visitor Services, Timucuan Ecological and Historic Preserve
- Ted Johnson, Community Engagement Specialist, Timucuan Ecological and Historic Preserve



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