

Cottonwood Canyon State Park Education and Interpretive Center
Sub-Committee Discussion Points

PROGRAMING

(General)

- Educate visitors on area's rugged and fragile nature. Highlight that visitors are guests
- Simplify content into categories; add pieces to general themes
- Use seven values (attached).
- Move beyond use; it is necessary to understand the region to value it
- Tie different elements together; explain the interconnections within the region (watershed, farming, and community resources)
- Consider scale (from park to LJD Basin to region)

(Specific)

- Center as repository of local knowledge, a place to collect data on local projects
- Artifacts and stories from locals (outside presenters)
- Teach fire safety, suppression, wildfire management; learn about fire damage, including recent landslides
- Teach survival (personal safety, emergency preparedness)
- Teach visitors about changes to landscape and community (esp. last 40 years)
- Teach relationship and interaction of soil and water, importance of interconnectedness
- Showcase stewardship, changes in land management (SWCD's), improvement of management and stewardship of land (example: wind farms, dry vs. irrigated farming)
- History of restoration from ridge top to ridge top
- Study soil (where did it come from? what grows in it? what do we eat from it?)
- Have farmers put up signs about their crops/soil, practices happening on the riverbank* (Also: Infrastructure)
- Study geology and erosion
- Learn about roles of wheat and cattle industries in the region, nationally, and internationally
- Learn about regional wildlife and impact on the landscape.
- Grow native plants from seed, have sprouts for sale at greenhouse on park site (Also: Facilities)
- Native resources and sites
- Watch night sky – include solar system information and/or an observatory (Also: Facilities)
- Regional hub for teacher education
- Connect to kids' programs (rewards book, Cascade Stream Watch program, Children's Forest)
- Century Farms Program (highlights farms that have been family-owned for over one hundred years) in Gilliam and Sherman Counties
- Teach agriculture in classrooms (grades 5-10)

- Teach water quality (grades K-12) – monitoring stations, animals, aquifers, fish, native plants, identification, chemistry, flooding, erosion
 - Extend existing outdoor school (planting, riparian management, steelhead run(Salmon Watch), wildlife management, wildlife life cycles
 - Expand interest in the outdoors (i.e. geocaching, compass work, fire management, GPS, GIS)
 - Expand involvement with OSU Extension Service
- *Occurring outside of park footprint*

FACILITIES

(General)

- Design to complement and “fit” the landscape
- Multiple numbers of uses: maximize space and match needs
- Design for sustainability and durability

(Specific)

- Grow native plants from seed and have sprouts for sale at greenhouse on park site. (Also: Programming)
- Watch night sky – include solar system information and/or an observatory. (Also: Programming)
- Satellite learning sites in other areas within the park
- Indoor area for visitors to store gear
- Overnight facilities to house and feed students (50-70)
- Research facilities, indoors/outdoors
- Multiple structures housing different learning elements
- Places to input and share data
- Cameras (web connected) to monitor sites
- Gift shop with resource books
- Café
- Communications systems for educational uses and emergencies (Also: Governance)
- Designated walking trails with informational and photo stops
- Integrated learning center (i.e. Hatfield Marine Science Center)
- Audio-visual tools for education (Also: Infrastructure)

INFRASTRUCTURE

(General)

- Economic development as indirect outcome of CCSP; local benefits in people coming for gas and food
- OPRD is interested in assisting in encouraging visitors, including working with Chambers of Commerce – preparing in advance is important
- Link communities to economic opportunities.
- Catalyst projects” show “how it’s done” (Examples of “gateway communities” – Oakridge, Astoria)

(Specific)

- Connect local people to the park (as tour guides, local experts, or service providers)
 - Have farmers put up signs about their crops or soil, or what kinds of practices are happening on the riverbank* (Also: Programming)
 - Audio-visual tools for education (Also: Facilities)
- *Occurring outside of park footprint*

GOVERNANCE

(General)

- How is OPRD going to do “people management” at the park?
- OPRD’s responsibility: to manage the area appropriately (last undeveloped river in the US)
- Design with staff efficiency in mind
- Continue dialogue about protecting designated scenic areas

(Specific)

- BLM RPP (Recreation and Public Purposes) Act land transfer is currently in progress
- Fire management:
 - Possibility of OPRD staff becoming additional emergency management resources in the area
 - Using OPRD-Sherman County agreement as a framework
 - Other funding options and opportunities
- Communications systems for educational uses and emergencies (Also: Facilities)