



1. The user can view the data in a grid view.
 2. The user can view the data in a calendar view.
 3. The user can view the data in a list view.
 4. The user can view the data in a map view.
 5. The user can view the data in a table view.
 6. The user can view the data in a chart view.
 7. The user can view the data in a dashboard view.
 8. The user can view the data in a report view.
 9. The user can view the data in a summary view.
 10. The user can view the data in a detailed view.



A horizontal panel for Tuesday with a light blue background. It contains a grid of 10 cards. The first card is a large white card with a 2x2 grid. The next five cards are smaller, each with a calendar view and a data visualization. The last card is a vertical white card with two columns.



A horizontal panel for Wednesday with a light purple background. It contains a grid of 10 cards. The first card is a large white card with a 2x2 grid. The next five cards are smaller, each with a calendar view and a data visualization. The last card is a vertical white card with two columns.



A horizontal panel for Thursday with a light green background. It contains a grid of 10 cards. The first card is a large white card with a 2x2 grid and a photo of a crowd. The next five cards are smaller, each with a calendar view and a data visualization. The last card is a vertical white card with two columns.



Reimagine training for Special Park Use permitting by setting evaluative objectives we can measure and use to design a learner-centered experience that proactively addresses employee needs and performance gaps for improved permit processing and issuance.

"A measure we already use will increase / decrease number % by date as people in a specific group DO something."

Remember Our Learners!



Iola

Experienced Park Manager

50 yr-old female
Lives in Jacksonville, FL
Master's degree in education

Motto: "Do it right the first time."

Role & Aspirations

- GS-14 Park Superintendent
- 10+ years in park management
- Wants to be a GS 15 Superintendent at DEWA

Motivations & Comfort Zones

- Motivated to ensure all legal requirements are met and provide professional development to team.
- Comfortable with law and policy.
- Very open, friendly and comfortable with people.

Access/Barriers to Working & Learning

- Comfortable using technology and learning through webinars/reading.
- Has little time to attend webinars and read (in meetings or pulled by Regional Directorate goals/priorities).

Current Experience & Comfort with Topic

- Familiar with many SPU concepts but looking to refine knowledge.
- Interested in complex topics like rights-of-way and compliance.
- Has advanced questions about policy interpretation and legal nuances.
- Seeks clarity on applying regulations in specific contexts.

Learning Goals:

- Update outdated practices (e.g., realizing park's compendium is invalid)
- Identify recent policy changes and their implications
- Improve processes for compliance, cost recovery, administrative records



Harold

The Multi-hat Ranger

40 yr-old, non-binary
Lives in Moab, UT
Bachelor's Degree in Radio,
Television, Film

Motto: "It don't mean a thing if it ain't got that swing!"

Role & Aspirations

- 3-5 years in the NPS as a GS-05 Interpretation park ranger
- SPU is a collateral duty

Motivations & Comfort Zones

- Enjoys the creativity and is comfortable with researching, developing, and presenting interpretive info
- Not comfortable with legalities and policy

Access/Barriers to Working & Learning

- Very inexperienced with technology, becomes frustrated
- Assigned permits as a collateral duty, but didn't want the responsibility
- Excellent customer service skills
- Balances SPU responsibilities with other park duties
- Seeks efficient ways to manage SPU workload
- Asks questions about prioritization and time management

Current Experience & Comfort with Topic

- Uncomfortable with topic
- Interested in practical tips and best practices

Learning Goals:

- Learn how to streamline permit processes
- Determine which aspects of SPUs require the most attention
- Improve skills in writing clear permit conditions
- Figure out how to balance SPU duties with other responsibilities



Florine

Newbie SPU Coordinator

25 yr-old female
Lives in Bar Harbor, ME
Master's degree in history

Motto: "Live. Love. Learn."

Role & Aspirations

- Started 3 months ago as GS-09 SPU Coordinator at Acadia National Park
- Unclear about career goals but super excited to grow with NPS

Motivations & Comfort Zones

- Motivated to have fun at work and to help people.
- Not always comfortable talking with "management"

Access/Barriers to Working & Learning

- Overwhelmed by the amount of new information and unfamiliar acronyms
- Lacks reliable internet connection
- Eager to learn but sometimes struggles to connect all the concepts
- Asks basic questions about permit processes and terminology
- Appreciates hands-on exercises and real-world examples

Current Experience & Comfort with Topic

- Lacks any experience with SPU process, terminology, and practices
- Enthusiastic to learn, but not fully aware of impacts that incorrectly processed permits can have

Learning Goals:

- Recall and apply a step-by-step process for evaluating applications and issuing permits
- Remember how to properly fill out forms like the 10-114.
- Distinguish between different types of permits (SUPs, CUAs, etc.)
- Build confidence in handling various permit scenarios
- Develop confidence discussing permits with public and management

Roll Call

* Participating virtually *

To check-in: click and drag a sticky over, note your location (or hometown) and your favorite morning drink

WASO	SPU Coordinators	Training Cadre Instructors	SPU Advisors / SMEs	Additional Interested Parties
<p>Corinne Fenner WASO L&D (S1MA) Training Manager, Visitor & Resource Protection</p>		<p>Josh Boisvert Concessions Management Specialist, MOHA</p> <p>coffee - black</p>	<p>* Jay Calhoun* Chief, Division of Regulations, Jurisdiction, and Special Park Uses</p>	<p>Charles Cuvelier Associate Director, Visitor & Resource Protection</p>
<p>*Melynda Fitt* WASO L&D (S1MA) Project Manager / Instructional Designer</p> <p>Water. All the water.</p>	<p>Emily Hillenbrand Recreation Fee Specialist, NCR</p> <p>---</p>	<p>John Mahoney Chief of Commercial Services, SHEN</p> <p>coffee</p>	<p>Jeremy Doerriberger SOL</p>	<p>Michael Michener Deputy Associate Director, Visitor & Resource Protection</p>
<p>Heather Groen WASO L&D (S1MA) Training Specialist, WRP</p>	<p>Clarissa Vigil Ranger Activities Specialist, IMR</p> <p>Coffee</p>	<p>* Sean McCabe* Healthy Specialist, NER</p> <p>Coffee</p>	<p>Kim Fondren SOL</p>	<p>John Leonard Chief</p>
<p>Mollie McCormick WASO L&D (S1MA) Instructional Designer, WRP</p> <p>HOT BUSH TEA</p>	<p>Izander Rodriguez Regional Law Enforcement Specialist, NER</p> <p>---</p>	<p>* Noemi Robinson* SPU Chief, GOGA</p> <p>flat white w/ heavy cream</p>	<p>* David Jacob * EQO</p>	<p>Ed Peterman Deputy Ethics Counselor</p>
<p>Matt Micale SPU Program Analyst (Acting)</p> <p>Diet Mtn Dew</p>	<p>Therese Picard Branch Chief of LE and EMS, NER</p> <p>Coffee</p>	<p>Jordan Spaak WASO NISS</p> <p>coffee</p>		<p>Alma Ripps Chief of Policy</p>



TUESDAY



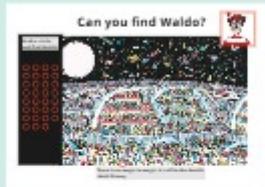
Five sets of puzzle solutions for Tuesday. Each set includes a grid with a list of words and a corresponding 2x2 grid of colored sticky notes.

WEDNESDAY



Five sets of puzzle solutions for Wednesday. Each set includes a grid with a list of words and a corresponding 2x2 grid of colored sticky notes.

THURSDAY



Five sets of puzzle solutions for Thursday. Each set includes a grid with a list of words and a corresponding 2x2 grid of colored sticky notes.



GROUP AGREEMENT

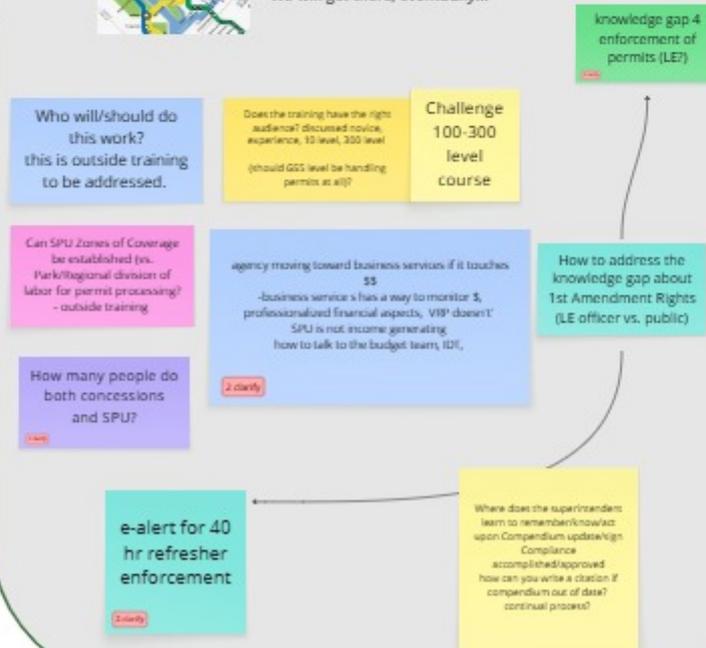
We agree to....

- Awareness of when people are speaking, and be respectful
- Remember our virtual colleagues
- Recognize we are not all going to agree and disagreeing is okay
- We will be open to new approaches
- We will listen when others talk
- We will share air time
- We will be present, will minimize distractions
- We will assume the good intentions of others
- Critique ideas, not people, focus on constructive feedback



METRO STOP

We will get there, eventually...



Identified NON-Training Interventions

What is it?

Noemi: "as broken as the employee resource group was - I want something like it back - I'd love to have a Teams channel of active SPU writers or urban park SPU writers or others with similar overlaps; sometimes questions don't even need to go to the regional level - they just need a sounding board / reminder of stuff they once knew"

How might it be fixed?

Create Teams channel(s) and designate someone to "mind the shop" to make sure questions are answered or folks are connected with resources.

Memos go out directing parks to contact Maggie instead of Regional Coordinators

Some folks aren't the best about responding to inquiries from parks-they'll respond to Maggie, so people go to Maggie for help.

RM 53 out of date

Some folks are frequent flyers because they believe they are right and SMEs/Regions are wrong.

At some point, park Superintendent and supervisor is notified of the repeated issues and the liability risk.