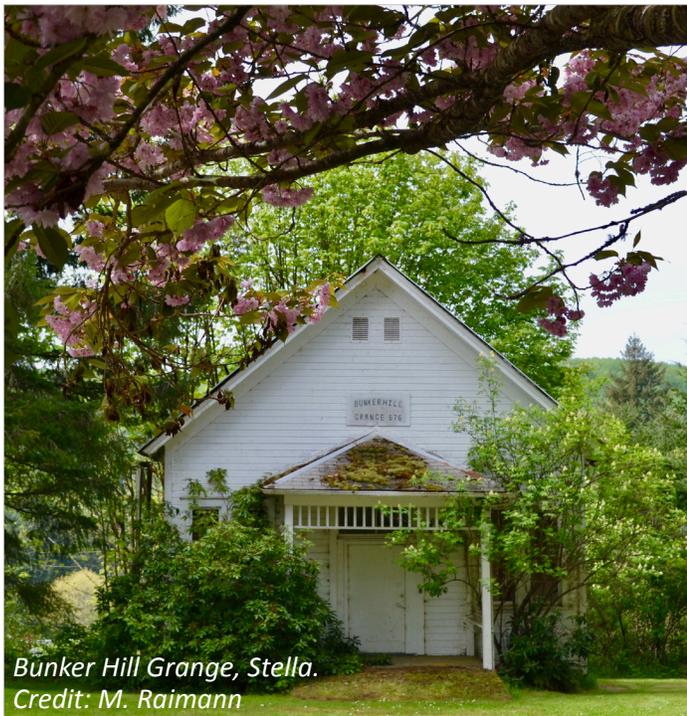


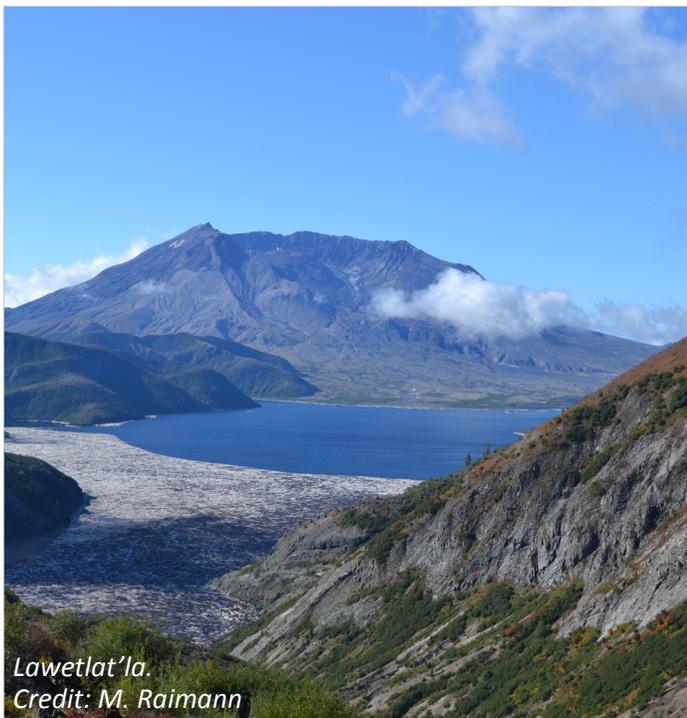
Cowlitz County Heritage Plan



*Bunker Hill Grange, Stella.
Credit: M. Raimann*



*Kalama Family from Nisqually Tribe
Credit: M. Wilson*



*Lawetlat'la.
Credit: M. Raimann*



*Farmer's Co-operative Trading Company farmers outside
Finn Hall near Woodland, 1917.
Courtesy: Cowlitz County Historical Museum*

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June 2018

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ACKNOWLEDGMENTS

Special thanks to:

Nick Fazio, Associate Long-Range Planner, Cowlitz County Washington

The Cowlitz County Historic Preservation Commission Members:

David Brittell, Dr. David Rice, Joel Rupley, Cissy Sanders, Bill Watson,
and Harvey Williamson

Dr. Marisa Zapata and Deborah Stein, Workshop Advisors,
Portland State University

Funding acknowledgment:

This plan has been financed in part with Federal funds from the National Park Service, Department of the Interior administered by the Department of Archaeology and Historic Preservation (DAHP) and Cowlitz County. However, the contents and opinions do not necessarily reflect the views or policies of the Department of the Interior, DAHP, nor does the mention of trade names or commercial products constitute endorsement or recommendation by the Department of the Interior or DAHP.

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FOREWORD

WHP2 is a group of five graduate students from Portland State University (PSU) pursuing Master of Urban and Regional Planning degrees. PSU’s program is unique in that it features a client-centered workshop project in place of a final thesis. For our workshop, we spent January through May of 2018 working with our client—the Cowlitz County Historic Preservation Program—to develop a Heritage Plan (Plan). As a relatively new Certified Local Government, they have chosen to be at the forefront of community-led and community-focused historic preservation. This choice brings its own challenges and opportunities and we have explored how they can best accomplish this work.

Our work focused on understanding the organizational structure, values, and interests of the County in order to provide high-level recommendations. To gain insight over the last five months, we met with the people who best know the histories and heritage of Cowlitz County, and whose passion for the people and history of the County is inspiring in many ways. This Heritage Plan reflects their ideas, stories, and input.

Throughout the Plan, we visually represent heritage with images courtesy of the individuals and organizations we were fortunate to meet with. The included images attempt to move forward and recognize the multi-dimensional heritage of Cowlitz County. We know our work captured only a portion of all the diverse histories and heritage of the people of Cowlitz County; however, we hope all will see themselves reflected in these pages.

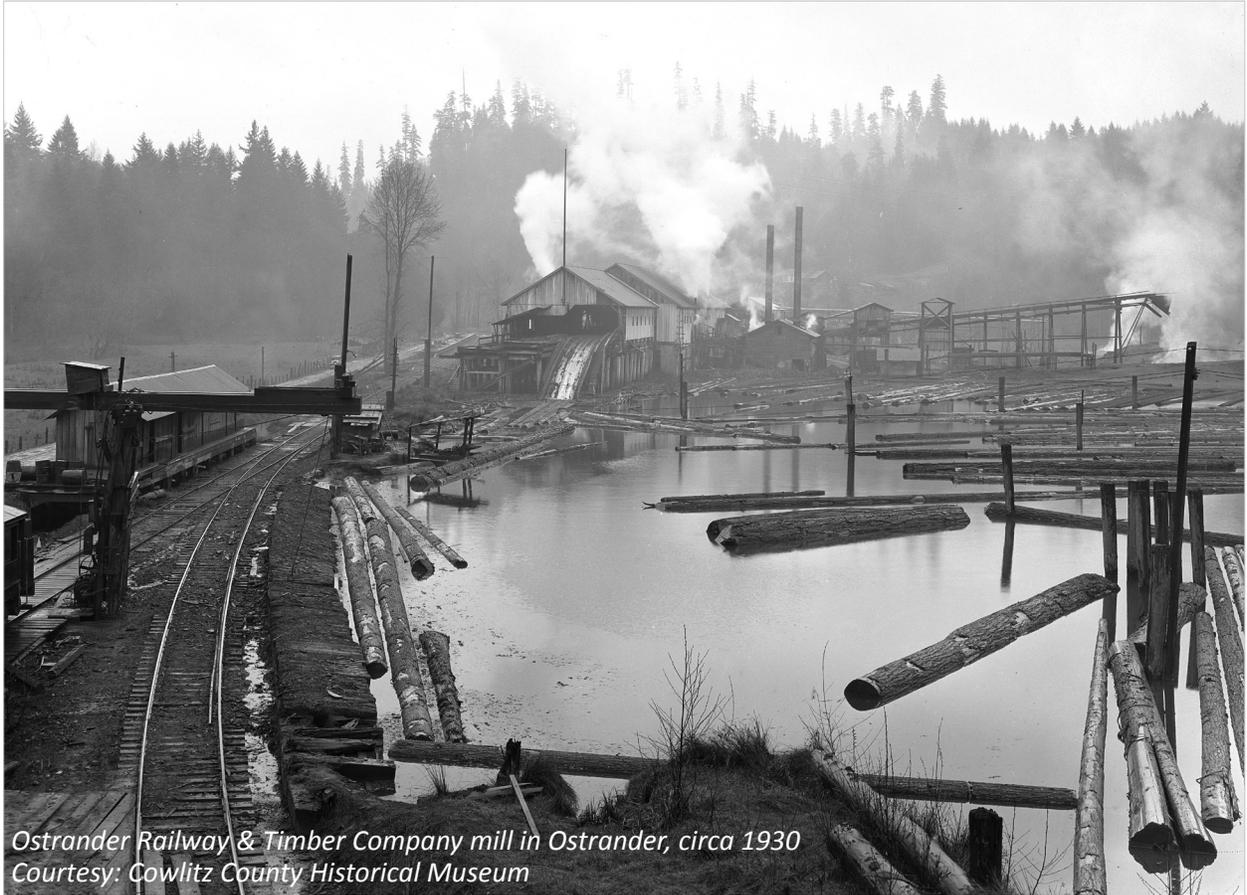
We hope the Plan will be of use to the Cowlitz County Historic Preservation Program, its potential partner stakeholders, the broader community of the County, and all those working in historic preservation, with limited time and resources, who question whether it is possible to create a community-led and community-focused approach to historic preservation. The answer is yes, and this Plan explains how.

- Mary Benedetto
- Daniel Dias
- Donette Miranda
- Margaret Raimann
- Tracy Schreiber

June 2018



*WHP2 at first project presentation at PSU.
Credit: R. Zoeller*



*Ostrander Railway & Timber Company mill in Ostrander, circa 1930
Courtesy: Cowlitz County Historical Museum*



CHAPTER 1

INTRODUCTION

KEY TAKEAWAYS

In Chapter 1 we ask and answer questions on how our approach to historic preservation is different and why this Plan offers something to all readers.

Key takeaways:

- Historic preservation consists of a series of tools and designations, but it offers a lot more.
- Caring about heritage is important because these tools help us strengthen those qualities we most love about places.
- This Plan was completed over five months through in-depth interviews and events with the people of Cowlitz County.
- This Plan is called the Heritage Plan because heritage combines history and identity with place.

The Cowlitz County Historic Preservation Program will create ways for all people to actively use, enjoy, and learn about Cowlitz County's heritage.



*Cowlitz Tribe at Kalama Heritage Festival, Kalama.
Credit: M. Wilson*



*Pioneer Hall, Ryderwood.
Credit: C. Sanders*



WHAT IS HISTORIC PRESERVATION?

In the United States, Congress created historic preservation as a regulatory tool in 1966 with the passage of the National Historic Preservation Act. This act, created in response to mid-century demolitions of historic structures, laid the legal framework for what is now considered historic preservation in the United States.

Briefly, historic preservation is a series of tools and designations:

- Local Inventory
- Local Register
- Certified Local Government
- Historic Preservation Commission
- Special Tax Valuation
- State Register
- National Register
- Historic Tax Credits
- Surveying
- Interpreting

These tools are implemented at the national, state, and local levels. At the national level, the National Park Service maintains the National Register of Historic Places and dispenses historic tax credits. At the state level, the State Historic Preservation Office, which in Washington is the Department of Archeology and Historic Preservation (DAHP), creates the State's preservation plan, distributes grants, maintains the state register, and bestows the Certified Local Government (CLG) status on localities.

To implement and be recognized by DAHP for historic preservation at the local level, a government must be a CLG, which requires the locality to establish a historic preservation program and commission, survey local properties, and establish a local inventory and register.

Terms used in this Plan

Cultural landscape: A geographic area, including cultural and natural resources, associated with a historic event, activity, person, or cultural or artistic values.

Cultural resource: Evidence of past human activity, including archaeological and historic resources. Can be sites, objects, buildings, or remains.

Historic resource: Resource that is specifically part of the built environment, typically meaning a building or structure.

Archaeological resource: Prehistoric or historic resource found on or below the earth's surface, including sites, structures, districts, or objects.

Interpreting: Ways of explaining the importance of a resource that may not be obvious, which could include installing a plaque or sign explaining the history of a building or site.

Inventory: A list of identified resources in an area, which is retained for planning and evaluation purposes.

Registers of Historic Places: A type of inventory at the local, state, or federal level that evaluates and identifies a resource's importance against specified criteria by licensed professionals. By choosing to list a resource in a register, owners can become eligible for special tax valuation or historic tax credits.

Historic tax credits: Tax credits provided to owners for making improvements to buildings listed on the National Register of Historic Places.

Special tax valuation: A classification that reduces taxes for making improvements on historic resources listed on a local register.

Surveying: Systematic identification and documentation of resources in an area.

WHY SHOULD WE ALL CARE ABOUT HISTORIC PRESERVATION AND HERITAGE?

Historic preservation and heritage should matter to everyone, because we all feel attached to at least one place throughout our lives. Whether you are passionate about your hometown or your adopted city, the quiet green of your fourth-generation homestead, or the bustling energy of your city block, we love these places because they mean something to us. These places become a part of our identity and by living there, we become a part of their identity. When you strip away all the fancy terms and definitions, historic preservation is about identifying places that mean something to us, and helping us make sure they can mean something to future people.

The goal is not to keep things from changing or limit them, but to make certain we are acknowledging the past to move forward into the future and allow for all communities—past, present, and yet to come—to see themselves in the future of Cowlitz County. This could mean repurposing industrial buildings into new living or working spaces, transforming abandoned rail corridors into multi-use active trails, acknowledging ancestral names in interpretive signage, or assisting businesses in placemaking to revitalize commercial areas.

One of the more undervalued aspects of historic preservation is its ability to support place-based self-esteem, or helping us be proud of where we are from. It does this by:

- Identifying, protecting, restoring, and adapting sites that have contributed to the past
- Sparking economic development via business initiatives
- Provoking interest in formerly over-looked or under-appreciated areas through educational and interpretive work
- Involving broader groups in conversations around both the past and present
- Building sense of belonging by strengthening identity through recognition of the past; making room for a dialogue of diverse values and cultures that deepens attachment to a place, encourages connection, and resident retention
- Generating a greater sense of place through placemaking activities as varied as design guidelines, renovations, or integrating identity into physical space through interpretation



*Coweeman River, Kelso.
Credit: H. Wilson*

Historic preservation guides us to not demolish the past or let it decay in darkness, but rather shine light upon it, recognize its value, and thoughtfully adapt it for the future. At its core, historic preservation is a series of tools, which can be employed in many ways. You, therefore, can embrace this Plan because you care about a place. And in that place you too can use the ideas, goals, strategies, and tools from this Plan to make innovative and positive change.



HOW DOES THE COMMUNITY DECIDE WHAT IS IMPORTANT?

Historic preservation is about more than world-class architectural masterpieces; it is about all the places that people love. It can be very challenging to show others what we love about a place or to explain what makes it special to us.

How can a person explain on a form that they cherish a farmhouse not because it was originally built 150+ years ago as a one-room log cabin, but because they spent every holiday in that giant kitchen with their extended family traveling from hours away to be together? Is the farmhouse not important because it is not a significant example of an architectural style or key historical moment? It is a significant example of key historical moments in the lives of those that built it, lived in it, visited it, and worked there for over 150 years. Historic preservation must find space for these stories and to treasure what each local community treasures.

In Cowlitz County, we talked to a range of people interested in historic preservation and heritage. Many have countless stories of their family's history in the County—places they lived, what they did for work, and what they did for fun in and around those places. These are people who are so immersed in the County's history that telling these stories is second-nature to them. Other people we talked to found it difficult to see how their experiences mattered in this context. As they talked about their life in the County, they slowly began to realize that their experiences with this place were important to them. The stories shared were not about the architectural features of a building, but rather about how places and events affected their lives and the lasting memories that were created. Each story is equally important to this place.

Historic preservation guides us to not demolish the past or let it decay in darkness, but rather shine light upon it, recognize its value, and thoughtfully adapt it for the future.



*Silver Lake Grange, Toutle.
Credit. M. Raimann*

HOW WAS THIS PLAN MADE?

From January through May 2018, we assisted the Cowlitz County Historic Preservation Program (Program) with the refinement of goals, strategies, and recommendations while evaluating the organizational capacity to carry out desired programs. Our approach was intentionally structured to be flexible and to focus on finding where and how the Program could be most effective given its charges and resources.

Our process unfolded in three phases:

Phase 1 - Background Research and Early Outreach

- Documented work completed to date by the Cowlitz County Historic Preservation Commission (Commission) and how it fit into larger perceptions and trends of historic preservation.
- Conducted research to understand the County history, existing and past planning work, and identify underrepresented populations.
- Held a Commission visioning workshop to identify the “Ideal Program.”

Phase 2 - Public Outreach and Tool Development

- Conducted stakeholder analyses and in-depth interviews.
- Refined the inventory collection process and developed an outreach and collection toolkit.
- Surveyed educators.
- Tested a revised public outreach set-up and other tools; identified audio/video equipment.

Phase 3 - Production and Review

- Assessed community engagement priorities including continued discussions with County staff to understand best use of grant funding.
- Developed recommendations, emphasizing long-term success and collaboration between County staff, Commissioners, and willing partners.

The Heritage Plan is the result of this process, which helped us to understand the priorities of the Commission and community needs related to historic preservation. The Plan is intended to be a living document for the Commission to amend as the Program continues to evolve.





Historic Preservation Program community engagement at the Home, Garden, & Leisure Show, Longview. Credit: D. Miranda



Historic Preservation Program community engagement at the Home, Garden, & Leisure Show, Longview. Credit: D. Miranda

Participated in **4**
Program meetings

Participated in **4**
County tours

Conducted **1**
Commission workshop

Conducted **21**
in-person stakeholder
interviews

Surveyed **190**
educators via email

Attended **1** Heritage
Association of the
Lower Columbia
(HALC) meeting

Attended **6** community
outreach events

Traveled over **3,000**
miles to, from, and all
over Cowlitz County

*Heritage
encompasses
culture—the
shared history and
knowledge of a
group of people.*

WHY IS IT CALLED THE HERITAGE PLAN IF IT IS ABOUT HISTORIC PRESERVATION?

Early in our research, we realized that most people either did not know what historic preservation was or were not aware that it could include components such as education and tourism. As our work progressed, we determined that the term historic preservation was limiting the ability to achieve broader involvement and another term was needed. Thus, over the course of this project we asked those we interviewed what they thought of when they heard the two terms—historic preservation and heritage. Their associations are broadly summarized here.

Historic Preservation

- Built environment: places, institutions
- Maintaining as originally constructed
- Protecting and restoring
- Preserving the visible and tangible
- Decisions on what is worth preserving
- Implies historic, no room for prehistory

Heritage

- Longevity of place
- What happened and what we shared
- Involving culture
- Honoring the past
- Providing for multiple perspectives
- Discussing and learning what is important

As our interviewees noted, the term historic preservation refers to work typically carried out by historic preservation commissions and programs; however, the term is limited in scope, typically referring only to the built environment. Heritage encompasses culture—the shared history and knowledge of a group of people. Heritage therefore acknowledges cultural identity as a part of history and as an influence upon the surrounding cultural landscape. Our use of heritage should not be confused with nostalgia for a lost past, but a facilitation of an active present and future place for history.

Using the term heritage is not to hide the fact that a historic preservation commission and program will carry out historic preservation efforts. We believe this broad work, combining history and identity with the physical landscape, should be the focus of all preservation commissions and programs. This Plan is intended to be used by the Cowlitz County Historic Preservation Program, which includes County staff, the Commission, partner organizations, and anyone interested in learning more about historic preservation and heritage in Cowlitz County. We urge you to not be limited by the term, but to consider the possibilities that can be achieved for heritage, identity, and shared culture with the tools of historic preservation.

We hope the entirety of Cowlitz County will feel invited through this Heritage Plan, to share and see their stories reflected in County publications, events, and other programming. By incorporating the concepts of historic preservation into the broader definition of heritage, physical resources and cultural heritage can both be represented. There are many people and organizations in Cowlitz County that care very deeply about its heritage—heritage of the past, present, and future.





*Buried A-Frame, Kid Valley.
Credit: M. Raimann*



*Columbia River Shipping at Kalama.
Credit: M. Wilson*



*Cloverdale School.
Courtesy: D. Wilson*



*Canoe Regatta at Kalama Heritage Festival.
Credit: N. Johnson*



*Post Office, Toutle.
Credit: D. Miranda*



CHAPTER 2

CONTEXT

KEY TAKEAWAYS

In Chapter 2 we provide context on challenges specific to Cowlitz County and how heritage preservation can address them.

Key takeaways:

- Negative opinion can be improved by involving broader groups in projects.
- Jobs and cost of living concerns can be eased by business investments in heritage related work.
- Community changes can be owned through education programs.
- The Cowlitz County Historic Preservation Program began in 2016 and focuses their work on community-led efforts.
- We suggest 10 goals for the Program, from protecting sites to building partnerships.
- These goals are supportive of other existing County goals and plans.

CHALLENGES AND HERITAGE SOLUTIONS

The work of the Cowlitz County Heritage Preservation Program (Program) and the strategies suggested in this Heritage Plan (Plan) are crafted for, and because of, the unique place of Cowlitz County. To better understand the specific programs and opportunities we suggest, we detail key statistics about the County, how those relate to current challenges, and how heritage work can assist in addressing these challenges. Currently, the County faces challenges related to identity, public perception, the economy, and changing demographics. Heritage work is an opportunity to directly and indirectly address a range of challenges. As the work we suggest is locally focused, it provides opportunities to address these specific local issues.

“The landscape has been home to Indian People since time immemorial. These people are now organized as the Cowlitz and Chinook Tribes; the land has become Cowlitz County.”
–Nathan Reynolds, Cowlitz Tribe



Map of political boundaries of Cowlitz County.
Credit: M. Raimann. Source: Cowlitz County GIS.



PLACE

The area served by the County is large, with distinct communities.

The geographic area of Cowlitz County covers 1,140 square miles, 900 square miles of which are unincorporated and served by the County government. Unincorporated communities include but are not limited to: Yale, Cougar, Ryderwood, Toutle, the Woodland Bottoms, Ariel, Stella, and Willow Grove. Many of these communities are proud of their distinct histories and place identities. Overall, 43 percent of the 105,160 County residents live in unincorporated areas.

Challenge. Lack of identity County-wide and negative opinion of Cowlitz County by its residents, limits organizations’ abilities to engage and make change.

There are places—both geographic and population-based—within the broader County that have a strong and recognized identity; however, there is a need to strengthen identity at a County-wide level. Our engagement efforts confirmed a negative opinion of Cowlitz County by residents. The issue of low place-based self-esteem, or being proud of where you are from, was even referenced in the most recent Strategic Plan as a limiting factor for public involvement. Balancing the current and future population and building a united and inclusive County identity is a key component of broader work on solutions for the County’s residents.

Solution. Heritage work can aid in addressing identity.

Local officials envision a ‘magnetic’ place that people are proud to be from and that attracts residents, tourists, and industry. Addressing challenges to build community identity will help move towards energizing the entire area. Involving broader groups, especially those that have not traditionally been involved in historic preservation, in conversations around both the past and present builds and strengthens sense of identity and belonging. An inclusive community identity makes room for discussion of diverse values and cultures that builds place based-pride, a necessary step for Cowlitz County.

Example. Many in Kalama are not aware of the Hawaiian heritage of its name and residents, just as many in Longview or Kelso are unaware of the Nordic heritage of its founders and residents. Heritage work provides an avenue through which to address the many histories and backgrounds of past and current people in creative, open, and culturally sensitive forums.

Sources: Cowlitz County Resolution 17-127; Cowlitz County Strategic Plan



*Lilac Days, Hulda Klager Lilac Gardens, Woodland.
Credit: D. Miranda*



*Columbia Theatre, Longview.
Credit: M. Wilson*

ECONOMY

Economic reliance on a few industries continues; need for better alignment of education and job training so that residents can attain jobs in industries that are hiring; many residents in the County are cost burdened.

Currently, top employment by industry in the County includes: 15.1 percent manufacturing, 14.2 percent healthcare, 12.7 percent retail, 8.1 percent education, and 7.1 percent construction. Additionally, jobs in the fast-growing tech, healthcare, and services industries require advanced degrees. Only 16 percent of County residents have completed bachelor's degrees, compared to 33.6 percent statewide and 30.3 percent nationally. As of 2016, the County has an estimated 9.7 percent unemployment rate, as compared to the state average of 6.8 percent and national average of 7.4 percent.

Median household income in Cowlitz County is \$49,127 annually, as compared to a state average of \$62,848 and national average of \$55,322. While this may not seem like a significant difference, the high cost of housing and lack of new homes in Cowlitz County has caused the County to declare a housing emergency, with 81 percent of households cost burdened, meaning they spend more than 30 percent of their income on housing costs. There have been relatively few new residences built in large part due to uncertainty around the economy.

Challenge. Economic challenges dominate local conversations, with no obvious silver bullet fixes.

With declining job numbers in resource-based industry in general, growing and diversifying the economic base of the County is an ongoing concern for County officials.

Our interviews indicated that residents and organizations feel strained and are feeling increased housing cost, infrastructure, workforce, and economic pressures. Even with declining job numbers, the County remains a national leader in forestry, with newer industries growing and shifting the occupational mix. However, with large employers continuing to dominate the County's economic development agenda, an outsized amount of time is spent on attracting "silver bullet" companies. With limited resources, this leaves less capacity for working on smaller or targeted solutions that could begin to untangle the web of underlying economic concerns.

Solution. Heritage preservation can aid in addressing economic development.

Restoring and adapting historic structures and sites creates construction jobs, increases property values through investment, and assists in attracting heritage tourism and associated spending. Growing national interest in ecotourism and outdoor opportunities predict that the same natural resources that have been long exploited could be used for other economic purposes. Identifying, restoring, and adapting sites can generate interest in formerly over-looked or under-appreciated areas. Additionally, enhancing the unique identity of a place makes it more appealing to both businesses and residents, which in turn increases both investment and place-based self-esteem.

Example. Tourism opportunities around Lawetlat'la (Mount St. Helens) are under-coordinated and not strongly marketed. The State Route 503 - Lewis River Corridor could serve as the perfect location to test heritage tourism concepts and a modified Main Street approach in a rural area.

Sources: U.S. Census Bureau 2016 American FactFinder and 2016 American Community Survey





*Longview Bridge, Longview.
Credit: N. Fazio*



*Lilac Days, Hulda Klager Lilac Gardens, Woodland.
Credit: D. Miranda*

PEOPLE

County residents are older and whiter than state and national averages, but there is a growing non-white, K-12 population.

The County median age is 41.7 years old, while the state and national averages are 37.6 and 37.7 years, respectively. The general County population is 15.4 percent non-white, while the state average is 29.6 and national average is 38.0 percent. Of the County non-white percentage, Hispanic/Latinx are 8.4 percent, Asian 1.2 percent, American Indian or Alaska Native 1.0 percent, Black or African American 0.6 percent, Native Hawaiian and Other Pacific Islander 0.3 percent, and other race(s) 4.0 percent. Compared to the general County population, the K-12 population is 20.9 percent non-white.

Challenge. Participants in historic preservation have typically been whiter and older than the population at large.

In a County already skewed as whiter and older than national averages, it is essential that involvement in all organizations, including historic preservation groups, represents not just the present populations, but also the future populations. The Program, as a new program, is right to encourage those who are already interested in heritage to be involved. However, the next step is making sure that different populations, including younger and non-white populations, are welcome and understand the relevance of this work. With a growing non-white population, enlarging the scope of history to make room for multiple identities is not just important for heritage, but is also a gateway for supporting broader County success.

Solution. Heritage preservation can aid in addressing and acknowledging demographic changes.

Nationally, historic preservation does not have a consistent track record for diverse involvement. However, this does not mean that the Program should not reach out to more diverse and younger populations through educational initiatives. Understanding and dispersing information about how people, places, and events have contributed to the history of the County can provide opportunities to partner and add to local education, while generating support and engagement in heritage efforts. Through education, a robust partner network can be identified and coordinated as there is a strong desire within the County to support youth.

Example. Washington History Day is a flexible program that provides an ideal framework to teach research, writing, critical thinking, and presentation skills. Students choose a historical topic related to the annual theme, and then conduct primary and secondary research through libraries, archives, museums, conducting oral history interviews, and visiting historic sites. Project types include papers, exhibits, performances, documentaries, and websites.

Sources: Office of Superintendent of Public Instruction 2016 Washington State Report Card; PeaceHealth St. John Medical Center 2016-2019 Community Health Needs Assessment and Implementation Plan





Market at Kalama Heritage Festival, Kalama.
Credit: M. Wilson



Dancing and music at the Kalama Heritage Festival, Kalama.
Credit: M. Wilson

HISTORIC PRESERVATION IN COWLITZ COUNTY

In 2016, the Cowlitz County government became a Certified Local Government (CLG), establishing the Program and Historic Preservation Commission (Commission), and adding historic preservation into County code through Ordinance 16-089. In addition to setting up the Program and offering the traditional property tax incentives, the ordinance also includes grassroots directives. The Program is to “actively engage interested citizens to describe and document historical/cultural attributes of historic resources identified on the Cowlitz County Historic Inventory.”

The Commission collects information about historic sites, and strives to “participate in, promote and conduct public information, educational and interpretive programs” and liaise with other entities as needed to further preservation objectives.

These directives contain a stronger desire for engagement with the community than often seen in historic preservation. To operationalize their charges, the Program has been working on an informal work plan with three components: a historic inventory and register effort, a heritage tourism component, and a school partnership program.

While the current Program charges and informal priorities are in line with the forward looking community-led and community-focused approaches that many of those involved in historic preservation are advocating for, most programs have not yet caught up to making those ideas a reality. In many of our informational and stakeholder interviews, there was a division between what people expected a historic preservation program to be working on and what the Program is currently working on. However, what the Program is working on is where the field is headed, and we present the following ten broad goals to provide strategic direction to all programs, events, and partnerships the Program develops in the future.



Community inventory event at Bunker Hill Grange, Stella. Credit: M. Raimann



PROPOSED GOALS OF THE HISTORIC PRESERVATION PROGRAM

The Cowlitz County Historic Preservation Program will:

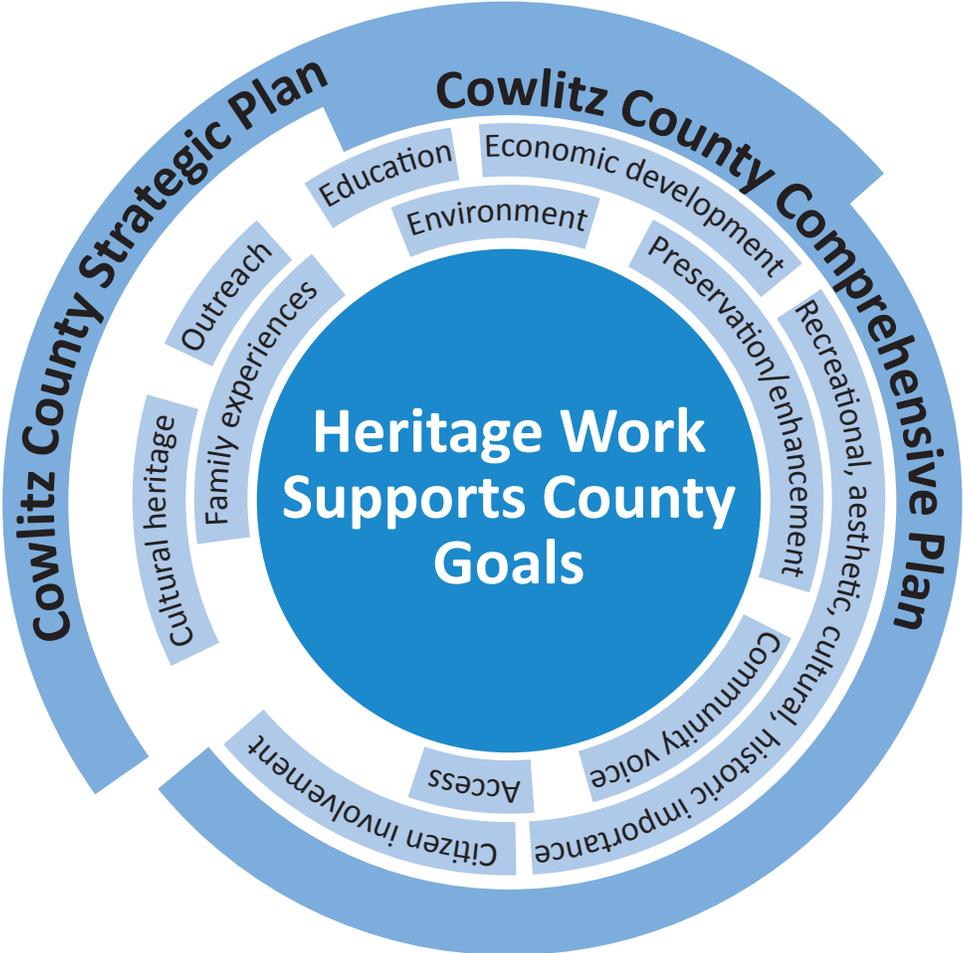
- 1. Advance community priorities in heritage preservation whenever and wherever possible.
- 2. Protect and preserve physical sites and structures.
- 3. Pursue opportunities to combine history and identity with the physical environment of Cowlitz County.
- 4. Inspire sense of place-based pride in youth through educational initiatives at historical sites and on heritage topics.
- 5. Engage, and coordinate as needed, with other organizations in collaborative partnerships.
- 6. Expand understanding and recognition of the County’s diverse past.
- 7. Widen general interest and participation in heritage programs throughout all areas of the County.
- 8. Include the heritage of all people in present work.
- 9. Identify heritage benefits that can be distributed County-wide, including to rural areas.
- 10. Assist the people of Cowlitz County, current and future, in identifying what is unique about Cowlitz County.

SUPPORT FOR BROADER COWLITZ COUNTY PLANS AND POLICIES

This Heritage Plan does not replace the County and Program’s existing plans, values, goals, and policies, but instead provides overarching direction for the Program. The Plan aims to provide consistent goals and strategies, aligning the Program’s effort to be coordinated, effective, and innovative.

The Plan is also informed by existing County plans, such as the Cowlitz County Strategic Plan for 2016-2020 and the Cowlitz County Comprehensive Plan Update 2017. (A full summary of the current policy framework, in which this Plan sits, is provided as Appendix A.) These plans support County heritage and compliment and inform the Program’s efforts. The graphic below shows the County’s other plan values, goals, and policies that can be mutually supportive of heritage goals and desired outcomes.

We specifically point these plans out to show that heritage work is an integral part of achieving many of the broader existing goals being pursued by the County, local governments, non-governmental organizations, and community members. Heritage work is a fundamental component of achieving County goals and enhancing quality of life.



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Columbia Theatre, Longview. Credit: D. Miranda

CHAPTER 3

STRATEGIES

KEY TAKEAWAYS

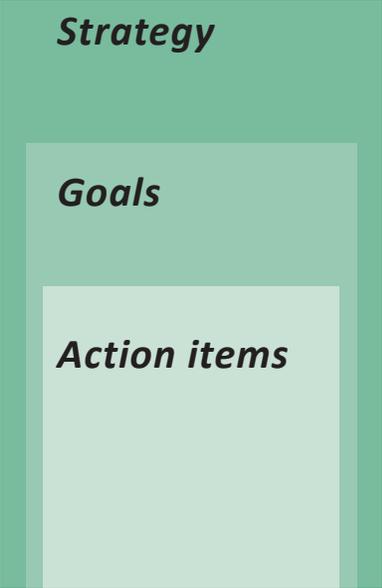
In Chapter 3 we provide strategies and actions for success, explaining how to transform ideas into action.

Key takeaways:

- Becoming historic preservation experts will help the Program serve the community.
- Heritage is history tied to place and all programs should show this.
- Involving underrepresented communities is key to long-term success.
- With limited resources, it is critical to be smart about programming.
- Economic programs have great potential, but will take time, and should be led by other groups.



STRATEGIES FOR SUCCESS



To operationalize the proposed ten goals for the Cowlitz County Historic Preservation Program (Program), we recommend five strategies. In this section we explain the strategies, describe how they connect and support the broad goals, and provide implementable actions to move them forward.

These strategies suggest where to focus future work. They incorporate the existing work plan priorities, including the historic inventory and register effort, heritage tourism component, and school partnership program. However, these priorities are fused into the new strategies and paired with suggested programs, tools, partners, and detailed action items.

We recommend only five strategies to accomplish ten goals because our Heritage Plan (Plan) is as carefully calibrated to existing resources as possible. With limited staff support, five voting Commissioners, and no guaranteed budget, we suggest flexible strategies with both short and long-term impacts.

Recommended Strategies:

1. Become experts in historic preservation and familiar with traditional and nontraditional tools, funding, and placemaking practices.
2. Emphasize the connection of heritage to place.
3. Build long-term partnerships, especially with groups not typically involved in historic preservation.
4. Pursue work that adds to a growing base of knowledge that can be used for multiple types of programming around specific themes.
5. Support long-range (multi-year), complex (multi-stakeholder) initiatives based upon strategic investments in heritage-related economic revitalization projects.

ROLES AND TERMS

Roles

The following role descriptions explain suggested key responsibilities to carry out the Plan’s strategies and actions. We suggest that County staff own the strategies, with each of the five voting Commissioners adopting a strategy and playing a sponsoring role. However, staff, Commissioners, or even an outside volunteer could ultimately be a strategy sponsor. More detail on these specific roles is provided in each strategy section, with a general overview of suggested roles here.

County staff are the permanent owners of strategic direction, setting broad program direction. They support the Program, assist with meetings, conduct resource reviews, offer legal guidance, and can help apply for funding.

Commissioners adopt and sponsor the strategies of the Heritage Plan, assisting staff in moving forward with initiatives by providing the supporting work (volunteer) hours. They are a source of expertise, advice, and suggestions for applicants, stakeholders, and partners.

Partners are crucial to the success of the strategies, programs, and events and are key to broadening the scope and relevance of the work of the Heritage Plan and Program.

Terms used in this Plan

Goal: Specified targets or desired outcomes.

Partners: People or organizations that one works with and supports, which could share programming, resources, audiences, or funding. One can be a lead partner or the support partner in any partnership.

Programs: Initiatives, opportunities, or work with anticipated recurring involvement. Created to reach multiple goals and audiences.

Sponsor: Person who is responsible for assisting in carrying out or overseeing the implementation of a strategy.

Stakeholders: People or organizations with interest or influence in a program or who may be affected by a program.

Strategy: Guideline for action.

Tools: Required items for success of a strategy or program.



Bunker Hill Grange, Stella. Credit: T. Schreiber



STRATEGY 1

Become experts in historic preservation and familiar with traditional and nontraditional tools, funding, and placemaking practices.

The Program should be knowledgeable on the various incentives that can be utilized to preserve historic resources. Being able to provide thoughtful and informed responses to requests, and provide support for those looking to develop, restore, or preserve resources, is instrumental to building the long-term respect and understanding of the role of historic preservation in the community.

Sponsor role:

Historic Preservation Expert

This person wants to know everything about the tools of historic preservation. They do not want to just understand existing programs, but to find new and creative ways to apply those programs for unique success in Cowlitz County.

Potential partners:

Washington Trust for Historic Places, Department of Archeology and Historic Preservation (DAHP), Longview Historic Preservation Commission, National Association of Preservation Commissions, local historical societies

Supports goals:

Goal 1 - Advance community priorities in heritage preservation whenever and wherever possible.

Goal 2 - Protect and preserve physical sites and structures.

Actions:

1A - Use Cowlitz County reconnaissance survey and associated inventory as a resource for programming and engagement

1B - Advertise benefits of Cowlitz County Historic Register to community

1C - Emphasize importance of the local priorities when developing and updating Reconnaissance survey and inventories

Program ideas:

Community-led resource identification days for reconnaissance survey collection, historic home renovation workshops, creation of videos or materials explaining legal benefits of historic preservation

Tools to use:

Public Outreach Toolkit, Survey123 App, Reconnaissance Survey

STRATEGY 1

ACTION ITEMS

1A - Use Cowlitz County reconnaissance survey and associated inventory as a resource for programming and engagement

Events and programming that are relevant to the broader Heritage Program should be built around culturally significant elements and associated resources. However, if resources have not been identified, it is challenging to use them for this purpose. With this in mind, it is recommended that the Program continue annual work on its reconnaissance survey list and inventory. Additionally, efforts are encouraged to focus on resources that can be utilized for later programming and educational efforts. Identifying resources associated with particular community partner projects, or to call out for interpretive work, would be beneficial in broadening community understanding of existing resources and opportunities for heritage programming.

1B - Advertise benefits of Cowlitz County Historic Register to community

Owners must provide consent to list items on the Cowlitz County Historic Register (CCHR), and while there is no necessity to add items to the CCHR, owners can receive the Special Tax Valuation in exchange for rehabilitating and committing to preserve the building. At present, this relationship is not well promoted and should be explained and advertised to community members, as well as the associated considerations and limitations of being listed.

1C - Emphasize importance of the local priorities when developing and updating reconnaissance survey and inventories

In working with the survey and inventory, it is important to continually reemphasize the importance of local over the State and National Inventory and Register standards. The Program emphasis should be on the approval of the diversity of peoples of this place, rather than approval on state and national levels.

Additional detailed implementation points for these actions are provided in the Implementation Table in Appendix B.

The identification and collection of information regarding sites of historical or cultural interest is important to the Program, but also as a basis for future work with a variety of stakeholders.



STRATEGY 1

REFERENCE MATERIAL

Inventory and register

The inventory and register are the building blocks of historic preservation, and by extension, heritage programming. From a general perspective, the State Inventory serves as a statewide database of recorded cultural and historic resources found within the State's present boundaries. This inventory of resources considered significant to the state is housed at DAHP's offices in Olympia and is accessible online through its WISAARD database.

The National Register of Historic Places (NRHP), maintained by the National Park Service, is the official list of the Nation's historic places. Nominations for consideration to the NRHP requires specific skills and licensure, and also evaluation against NRHP criteria, determining what is worthy of national-level recognition. These standards have little relation to what may be important at the local level, however.

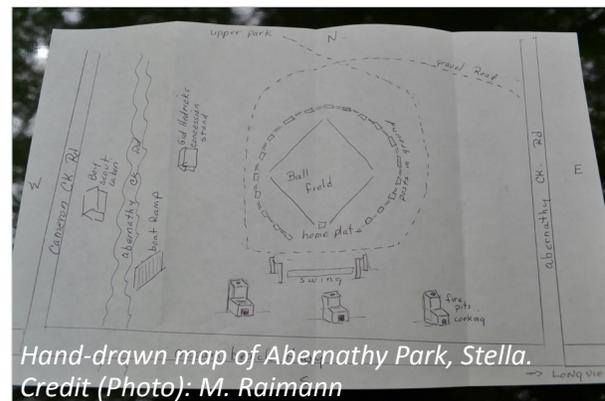
The CCHR is a document serving as the official register of historic structures and places in Cowlitz County. It was adopted in 2017, and currently includes only seven sites, six of which are owned by governmental entities. The local inventory in Cowlitz County is created from community-led surveys of local resources. This ongoing community-led survey work is called the reconnaissance survey, which identifies the general distribution, location, and nature of cultural resources. The identification and collection of information regarding sites of historical or cultural interest is important to the Program, but also as a basis for future work with a variety of stakeholders. As part of this heritage planning effort, the reconnaissance-level survey list was updated throughout our work. The resource inputs identified as of May 30, 2018 are attached as Appendix C.

Tools

As part of this Plan, we created and provided tools to aid in the collection of items for the reconnaissance level survey. These tools can be utilized as part of formal programs, events, or by interested individuals. The tools are a Public Outreach Toolkit (Appendix D), revised hardcopy and electronic Resource Survey Form (Appendix E), and a Survey123 Digital Resource Submission Form, which can be used on computers, or on mobile devices (both with or without a cellular network connection) to collect and submit information on a given resource. The Survey123 tool is our preferred choice for resource submission as it is easy to use, has the ability to add specific location information and attach photos to submissions, and drastically reduces time spent on inventory work as compared to transcribing handwritten resource forms. A guide on how to use the Survey123 application is included in Appendix F. Additional information on Survey123 and a longer recommendation on how to create a public facing map using Survey123 data is provided in Appendix G.

Funding

Specific detailed information about historic preservation funding sources for renovations and programming are provided in Appendix H.



Hand-drawn map of Abernathy Park, Stella.
Credit (Photo): M. Raimann



*Laughlin Round Barn on National Register of Historic Places, Castle Rock.
Credit: T. Schreiber*



STRATEGY 2

Emphasize the connection of heritage to place.

The Program's historic preservation and community engagement charges are unique within the County and should be used to continually connect heritage to place. Finding new and innovative ways to actively advocate for this connection, and emphasizing it throughout all programming and with all partners, is essential.

Sponsor role:

Heritage Champion

This person is continually looking for ways to showcase what makes Cowlitz County unique. They will act as a support in assisting partners with tying histories and stories to places and act as lead partner in developing unique programming, emphasizing the cultural landscape.

Potential partners:

Heritage Association of the Lower Columbia (HALC), Cowlitz County Historical Museum, youth membership organizations, school districts, teachers, Lower Columbia College

Supports goals:

Goal 3 - Pursue opportunities to combine history and identity with the physical environment of Cowlitz County.

Goal 4 - Inspire sense of place-based pride in youth through educational initiatives at historical sites and on heritage topics.

Action Items related to existing informal work plan:

2A - Develop a heritage education program in coordination with identified partners, exploring a variety of ways to assist educators

2B - Encourage heritage education beyond the classroom

Program ideas:

Creating tours, educational programs, assisting other groups with integrating historic sites and place-based work into existing programs, videos or interactive material connecting Cowlitz County heritage to place

Tools to use:

Youth Heritage Education Survey Results, Public-facing Inventory "Story" Map, Themes List, Reconnaissance Survey, Stakeholder Analysis

STRATEGY 2

ACTION ITEMS

2A - Develop a heritage education program in coordination with identified partners, exploring a variety of ways to assist educators

The Program's heritage education effort would generate more validity by co-developing its program content with educators and students. We offer a few possible solutions, one being the creation of a Youth Heritage Steering Committee to guide program content and identify resource gaps. The Steering Committee could potentially include a Commissioner, educators, and representatives of non-profit and youth membership organizations, such as the Girl Scouts.

Another option is for the Program to work directly with middle and high school students, through educators, to develop heritage education materials and projects, which could generate youth interest through greater ownership of the projects. It is essential that the Program work with partners to ensure that materials and projects developed are relevant to existing curricula, use innovative methods, and inspire youth to be engaged and participate in their heritage. Additionally, the content should be place-based, and adapted for use on a rotational, thematic basis. To assist educators and heritage education, a variety of funding sources should be explored, as funding and time capacity were identified as the greatest challenges for participation.

2B - Encourage heritage education beyond the classroom

A variety of heritage education related programs are already occurring outside of the school system and with partners that have expressed interest in collaborating. The Girl Scouts, for example, offer community, family, and leadership-focused projects and badges. Partnering with organizations such as Arts of the Mountain, Mount St. Helens Institute, Weyerhaeuser Forest Learning Center, and U.S. Forest Service, would offer opportunities for field trip destinations related to Cowlitz County's ecological history and heritage.

Additionally, the Port of Kalama offers an interpretive center to learn about the County's industrial heritage, as well as Native American and Hawaiian heritage. Connecting heritage to place means the heritage of all of the people of this place. Building these relationships and programming will help to facilitate inclusion and ensure that appropriate outreach and education is provided for all members of the community.

Additional detailed implementation points for these actions are provided in the Implementation Table in Appendix B.

Potential funding sources are provided in Appendix H.



STRATEGY 2

REFERENCE MATERIAL

Youth Heritage Education Survey results

We sent the Youth Heritage Education Survey to 190 educators. The survey results revealed that K-12 educators are interested in participating with the Program to incorporate heritage education materials, projects, field trips, and History Day into their curricula. The key takeaways are summarized below, with full survey results provided in Appendix I:

Topics of greatest interest for classroom materials:

- Indian treaties
- Early immigrants
- Cultural art
- Early settlers
- Government and civics

Useful classroom materials:

- Heritage/history videos
- Teaching material about local historic places, people, events
- Guest speaker biographies
- One-page overviews
- Classroom activity templates

Heritage could be supported in the following types of projects:

- Technology projects
- Community service
- Family stories
- Photography

Some examples of existing projects that could be adapted for a Cowlitz County heritage education program include: the Odyssey Program K12 thematic units of “Families at Home” and “Communities at Home” reflecting on local family and community, as well as ancestry; the “Explore Ellensburg” Morgan Middle School program, which includes three parts (past, present, future) of Ellensburg historic architecture, historic people, what the community currently has to offer, how students can be involved, and what the future holds for the community; and the Wahkiakum High School art, 3D architecture, oral history video, and music heritage projects.

Tools

The Cowlitz County reconnaissance survey remains a crucial starting point for documenting and being able to convey to partners what resources may be interesting and appropriate for place-based programming (Appendix C). Additionally, continuing to build out this information using the Survey123 submitted items to create a public-facing “story map” remains a goal worthy of pursuing. A story map is a means to accomplish broader education and engagement goals in assisting groups with connecting heritage to place (more detail in Appendix G). These two tools can assist in more specifically conveying to others the site locations and possibilities of which they may not be fully aware. These tools can also be used for educational opportunities, tours, and a variety of other programming.



*Kalama Heritage Festival, Kalama.
Credit: M. Wilson*



*Sediment Dam Trailhead, North Fork Toutle River.
Credit: D. Miranda.*



STRATEGY 3

Build long-term partnerships, especially with groups not typically involved in historic preservation.

The Program should ensure all community voices are heard, specifically considering the interest and power related to heritage. Engaging with underrepresented groups (or those not typically in historic preservation/heritage) should be considered a top priority—not just as a one-time event, but as an ongoing investment in long-term partnerships.

Sponsor role:

Cultural Partnerships Lead

This person understands that relationships and partnerships will not be developed overnight, and has the humility, interest, ability, and availability to connect with people unlike themselves. They will work to create new avenues to explore diverse histories.

Potential partners:

Tribes, Pacific Ohana Foundation, Lower Columbia CAP, other groups focused on diverse cultural and socioeconomic populations

Supports goals:

Goal 5 - Engage, and coordinate as needed, with other organizations in collaborative partnerships.

Goal 6 - Expand understanding and recognition of the County's diverse past.

Action Items related to existing informal work plan:

3A - Promote and reinforce aspects of all cultures as a means of increasing awareness and appreciation for Cowlitz County heritage

3B - Coordinate with organizations currently implementing educational heritage programs to assist in widening their scope

Program ideas:

Co-develop any and all programming with partners

Tools to use:

Stakeholder Analysis, Interview List, Cultural Competency Training

STRATEGY 3 ACTION ITEMS

3A - Promote and reinforce aspects of all cultures as a means of increasing awareness and appreciation for Cowlitz County heritage

Creating successful relationships is a challenge and requires listening, accommodating other’s agendas and/or timelines, and teaching and sharing of skills and information. It also requires constant evaluation and awareness to determine when a relationship needs adjustment for the better of the long-term goals. To meet the Program’s goal to “expand understanding and recognition of the County’s diverse past,” while recognizing limitations, the Program would benefit from developing relationships and working at an in-depth, community level with the following groups: Cowlitz Tribe, Chinook Indian Nation, Lelooska Foundation, Pacific Ohana Foundation, and other cultural service providers. Tribes and other underrepresented groups should be co-reviewers of inventory items and representative committees should convene for place-naming and traditional acknowledgment. These activities offer the opportunity for multiple histories to be represented and are a way to convey more complete information and provide a more inclusive narrative about each place.

3B - Coordinate with organizations currently implementing educational heritage programs to assist in widening their scope

The Program’s goal of increasing opportunities to educate the County youth about heritage would benefit from coordination and partnership with a wider range of partners including educational institutions, government agencies, membership organizations, and cultural service providers in the County that may be able to contribute particular resources, skills, or process support. Expanding collaborators would more effectively and comprehensively identify, develop, and promote diverse heritage education initiatives for students in the classroom, as well engage students through educational experiences beyond the classroom.

Additional detailed implementation points for these actions are provided in the Implementation Table in Appendix B.

Potential funding sources are provided in Appendix H.



*Kalama Totem.
Credit: N. Johnson*



*Kalama Heritage Festival.
Credit: N. Johnson*



STRATEGY 3

REFERENCE MATERIAL

Partnerships

A key strategy for the Program will be to leverage partnerships to develop effective programs that reach a wider range of the community.

How to identify potential partners

During this planning process, we developed a list of potential stakeholders and used a power/interest method to analyze each stakeholder's level of power and interest in working with the Program. A full description of the stakeholder analysis is provided in Appendix J. In future evaluations of potential stakeholders, the Program should consider the following questions:

- Who is already doing this work? (in the context of looking for partners for a new program, for example)
- Who is working with underrepresented community members? Do their goals or mission align with our work?
- Does the partner have capacity to lead programs or are they better suited to support programs?
- What is the partner's relative power (their ability to influence the project) and their relative interest (why they would they want to take part)?

Building partnerships is an iterative process that involves consistent and reliable connections with stakeholders and eventual partners to gain trust. The strongest partnerships will help to meet the mutual goals of all organizations involved. Good partnerships develop a defined relationship with clear boundaries and expectations in ongoing collaborative work.

Partners may require additional assistance to understand the various possibilities and perspectives from which one can approach heritage. To help the Program and its partners think outside the box, results of the Commission brainstorming workshop (Appendix K) and the results of continued discussions through our stakeholder interviews as a list of themes (Appendix L) are provided as tools. There was no shortage of ideas for heritage programming shared with us and these tools can be used to generate discussion with potential partners.

Participants

Participants in most historic preservation programs have traditionally been older, white, educated, and wealthy. In this context, other populations may not see applicability in participating in historic preservation/heritage activities. Barriers can include but are not limited to perception, time, and day-to-day priorities. In order to reach these constituencies, thoughtful and thorough outreach must be considered and additional efforts must be made in building relationships.

STRATEGY 3

REFERENCE MATERIAL

Underrepresented communities

Underrepresented groups in heritage programming include anyone whose history may not have been fully told. These groups were likely excluded from prior processes due to racism, classism, or other factors. History has not always been documented accurately regarding the affected groups, and may not align with how groups share or process their own history. These peoples have likely been misrepresented in past accounts or had their story removed, not publicly documented or acknowledged. The process of working with underrepresented groups may uncover and require the telling of uncomfortable past. However, different perspectives are essential to understand the history of a community. How can one feel welcome if their past and ancestors' contributions have never been recognized?

Most importantly, one cannot tell the stories of groups for them, but must involve those groups so they can have the platform to tell their own stories, in their own way. We recommend that the Program incorporate cultural competency training, to build awareness, knowledge, and skills in developing relationships. Following training, the Program should arrange simple coffee meetings and shared meals with potential partners to gauge interest and opportunity. It takes time and effort to build true partnerships that generate genuine, long-term engagement, similar to building a good friendship.

Cultural awareness is particularly important in developing education programs, which is a focus of the Program's informal work plan. Senate Bill 5433 mandates that in partnership with the local tribe, all Washington State K-12 "common schools" develop and teach "Since Time Immemorial," a culturally-responsive curriculum that reflects local tribal history, culture, and government. Therefore, the Program should not develop Native American-related education materials.

Capacity building

An important note from many of our interviewees is the necessity for capacity-building work when engaging with groups. There are many community groups that may want to be involved, but as they are volunteer-run, lack the internal capacity or ability to engage at a programmatic level. An early step in any partnership, particularly with a new group that has never previously been involved, is to identify each group's strengths and capacity and meet them wherever they are. For a listing of all of our interviewees, see the Interview List in Appendix M.

The strongest partnerships will help to meet mutual goals of all organizations involved, as well as develop a defined relationship with clear boundaries and expectations in ongoing collaborative work.



STRATEGY 4

Pursue work that adds to a growing base of knowledge that can be used for multiple types of programming around specific themes.

As the County is a new Certified Local Government, the Program needs to build knowledge of histories and resources within the County and should pursue this work intentionally. Identifying common themes (see reference materials) around which to organize programming can help facilitate a community identity and provide new avenues for engagement with a greater diversity of populations and partners.

Sponsor role:

Programming Genius

Part party-planner, part historian, part navigator, this person has impeccable follow-through. They understand audiences, what motivates people to be involved, and can assist and guide all other leads with developing programming to widen interest and relevance of the Program.

Potential partners:

Every new theme should provide opportunities to work with new partners

Supports goals:

Goal 7 - Widen general interest and participation in heritage programs throughout all areas of the County.

Goal 8 - Include the heritage of all people in present work.

Action Items related to existing informal work plan:

4A - Support the creation of heritage events, County history days, and other community celebrations in which heritage is featured

4B - Focus programming and educational opportunities to build upon inventory work and engage new partners

Program ideas:

Create educational materials, add inventory items, gather oral histories, organize a tour, host youth events all around new themes—be creative!

Tools to use:

Cowlitz County Heritage Plan Event Criteria Worksheet, Themes List, Stakeholder Analysis

STRATEGY 4 ACTION ITEMS

4A - Support the creation of heritage events, County history days, and other community celebrations in which heritage is featured

In partnership with other organizations as appropriate, planning strategic events would provide opportunities to engage and educate the community about its history and celebrate heritage. Supporting the adaptation and incorporation of Cowlitz History Day into K-12 school curricula and planning a community event to exhibit the student projects achieves multiple goals. We recommend that the Program partner with cultural organizations to support cultural heritage events, such as working with the Pacific Ohana Foundation and Port of Kalama on the Kalama Heritage Festival, which is a celebration of Hawaiian and Native American heritage in the County.

4B - Focus programming and educational opportunities to build upon inventory work and engage new partners

Use inventory work as a base that can be used for developing new programming. For example surveying logging sites for the inventory, then using that information as the basis for a tour, educational materials, and interpretive signage geared towards tourism. In this way, new types of partners, programming, and tools can be deployed to expand the breadth and depth of knowledge and involvement in the Program. Use these topics to be bold in connecting heritage preservation to this place and helping to show and remind its people why it is unique in this present moment. Talking about places in context of the people and elements that shaped their existence, provides new avenues for engagement with a greater diversity of populations and partner organizations that may not have previously considered their relationship or interest in historic preservation.

Additional detailed implementation points for these actions are provided in the Implementation Table in Appendix B.

Potential funding sources are provided in Appendix H.



Commissioner Visioning Workshop. Credit: T. Schreiber

Spend time and invest in setting up recurring, successful programs so that in future years, greater audiences can be reached.



STRATEGY 4

REFERENCE MATERIAL

Themes

Themes are concepts that have the ability to link communities; they are a quality people share and can be applied to a variety of perspectives and cultures. While we assembled the thematic ideas generated during the Commission workshop and themes list from our process (Appendix L), we are confident even more can be created. Themes are broad, for example “Changing Landscape.” Use this approach to discuss how the landscape has changed through flooding, farming, logging, the eruption of Lawetlat’la (Mount St. Helens), and what that all means today for the places in the County.

Programming

There is no shortage of ideas for heritage programming. As we discovered, there were more ideas for programs and themes than there is County staff and Commissioner time. To that end, the Cowlitz County Heritage Plan Event Criteria Worksheet (Appendix N) provides a series of questions for the Program to answer when evaluating a potential new program. The criteria are organized in simple categories: What, Who, Why, When, and How. The Criteria Worksheet is another tool we are offering to assist the Program in evaluating their many good ideas. With such limited County staff time and the Commissioners all being volunteers, the necessity of choosing programs and events that can reach multiple goals is imperative and using this worksheet will assist in evaluating program ideas.

We also specifically call out the creation of recurring programs that can repeat under new themes as a way to generate ongoing interest, but also reduce annual workload. Spend time and invest in setting up recurring, successful programs so that in future years, greater audiences can be reached. Many programs require less effort once they are successfully in place and greater energy can then be focused on new programs or efforts. The heritage education program is a key example.

We recommend themes be used as tools in facilitating both active and passive heritage-related programs and educational elements. For example:

Innovation

Industry throughout the County is an accessible starting topic area to apply innovation.

Generations

The County has been home to Native people since time immemorial and to some families of European descent for generations; for other families, they are just beginning their story in Cowlitz County.

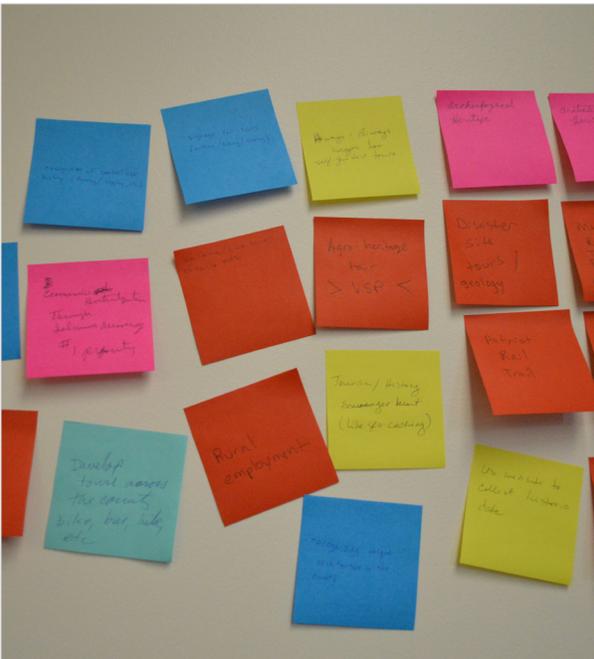
Persistence

Diverse topic areas lend themselves to discussing persistence and the overcoming of challenges from various agricultural, ecological, cultural, and economic circumstances.

More themes are detailed in Appendix L.



*Sasquatch statue, Kid Valley.
Credit: M. Raimann*



*Historic Preservation Program workshop exercise.
Credit: T. Schreiber*



STRATEGY 5

Support long-range (multi-year), complex (multi-stakeholder) initiatives based upon strategic investments in heritage-related economic revitalization projects.

Developing community identity, sense of place, and memorable experiences provides connection to heritage. The Program can play a unique role in assisting economic development actors with enhancing sense of place by understanding and incorporating heritage.

Sponsor role:

Heritage Development Advisor

This person understands and can explain the value of the intersection of heritage and economic development, placing community goals and context within broader efforts to add value and sense of place.

Potential partners:

CEDC, County, local governments, chambers of commerce, business associations, associations of tourism operators, ports, Cowlitz-Wahkiakum Council of Governments, WSDOT, WDFW, Pathways 2020, Cowlitz on the Move

Supports goals:

Goal 9 - Identify heritage benefits that can be distributed County-wide, including to rural areas.

Goal 10 - Assist the people of Cowlitz County, current and future, in identifying what is unique about Cowlitz County.

Action Items related to existing informal work plan:

5A - Promote and support revitalization of historic downtown and Rural Main Street designations where applicable

5B - Identify and advocate for tourism programs and events celebrating the broad and diverse heritage of Cowlitz County

5C - Support the development of corridors and experiential opportunities

Program ideas:

Provide support to partner efforts

Tools to use:

Wider education about intersection of economic development and heritage, Stakeholder Analysis, Interviewee List

STRATEGY 5 ACTION ITEMS

5A - Promote and support revitalization of historic downtown and Rural Main Street designations where applicable

While the Main Street Program is widely touted as an economic development success for historic preservation, challenges to utilizing it in Cowlitz County include that the majority of intact historic Main Streets are in incorporated areas, requiring an Intergovernmental Agreement as an early step. The more rural, unincorporated areas of the County lack the required design elements to participate in the Main Street Program, although the business and development strategies can be adapted and paired with some of the following tourism and experiential opportunities.

5B - Identify and advocate for tourism programs and events celebrating the broad and diverse heritage of Cowlitz County

Spirit Lake Highway/Lawetlat'la Corridor

Support better linkages between the multiple facilities and organizations along the Lawetlat'la corridor. Encourage supportive lodging and other tourism related services and amenities along this corridor. Opportunities to further celebrate this history and heritage of this unique geology could provide significant economic infusions into the area.

Waterways and Fisheries

Pursuing lodging, especially heritage-based lodging such as the Kalama Harbor Lodge, will reinforce the celebration and preservation of heritage and further support the tourism industry associated with commercial and sport fishing.

Agriculture and Industry

Farm and forestry have played a major role in County history and heritage. Existing and new events celebrating the agricultural history, such as Lilac Days, should be supported by the Program. Similarly, programs and events celebrating the history of the timber industry, such as the existing Forestry Learning Center, or new events such as Lumberjack Days should be supported.

5C - Support the development of corridors and experiential opportunities

Multiple opportunities exist throughout the County to utilize historical road, trail, rail, or other transportation corridors to encourage recreational activities and connect various areas and historical resources. Monuments and interactive stops could be stationed along such trail corridors providing information on and celebrating various aspects of Cowlitz County's heritage and history. By providing historic context and interpretive features to these trails, the connection between environment and heritage can be made more explicit.

Additional detailed implementation points for these actions are provided in the Implementation Table in Appendix B.

Potential funding sources are provided in Appendix H.



STRATEGY 5

REFERENCE MATERIAL

Economic development programs for heritage

Cowlitz County and the Program have substantial opportunities to utilize aspects of its heritage and history to inform programs and partnerships that benefit economic development. Growing knowledge of existing programs, such as the much touted Main Street Program, will help the Program act as knowledgeable advisor to outside groups. The intersection of heritage and tourism is a growing and increasingly lucrative intersection that we advocate for the County pursuing, and the Program supporting. With approximately 300,000 people coming into and through Cowlitz County per year to visit Lawetlat'la (Mount St. Helens) alone, there is tremendous opportunity to realize and capture economic benefits through tourism, as discussed in the previous action items. Cowlitz County also has a strong and rich agricultural and industrial heritage, a natural bounty of waterways, and recreational opportunities abound.

Main Street Program

The Washington State Main Street Program can assist with preserving the historic built environment in many of the urbanized areas of the County. The Main Street Program assists communities in revitalizing the economy, appearance, and attractiveness of downtown commercial areas, while also allowing localities to preserve and celebrate the structures, history, and heritage of these areas.

Waterways & Recreation

Tribal nations existed in harmony with the waterways, the commercialized fishing industry reaped economic benefits, and sport fishers have long enjoyed this part of the County's heritage.

Fishing and outdoor recreational activities at areas such as Lake Merwin and the numerous rivers throughout the County provide residents and visitors immense opportunities for recreation and support for related businesses. New trails and facilities should consider corridors such as the Patriot Rail trail, old logging rail lines, and traditional bike routes. A backpacking/hiking trail that meanders through the Spirit Lake Highway Corridor or the State Route 503 - Lewis River Corridor could also provide recreational opportunities for residents to enjoy the County and experience some of its history and geography, as well as create a tourist draw, bringing economic development and benefits to these areas through tourism.

Celebrating the numerous waterways and associated salmon runs and historical fisheries could serve to enhance the environment and ecosystems of the salmon, as well as provide economic boosts from the commercial and sport fishing industries, while also providing Cowlitz residents recreational opportunities.

An example of a recreational program that can integrate heritage elements with recreation would be something similar to the King County Rails to Trails program. This program utilizes former railroad track corridors and removes the rails and turns these areas into trails. In King County, the current efforts will result in over 16 miles of new trails connecting the communities of Renton, Bellevue, Kirkland, Redmond and Woodinville. The new trail corridor provides users different experiences of natural areas and connecting centers of community. A similar approach could be undertaken utilizing old rail corridors and roads to connect various areas of Cowlitz County.



Fire Mountain Grill, Toutle. Credit: M. Benedetto



Toutle Diner, Toutle. Credit: M. Benedetto



ONE YEAR ACTION PLAN SUMMARY

We recognize that the amount of information contained in this Plan and its appendices is a lot to consider and put into action. While we have provided a detailed first-year Staff Action Plan in Appendix O, here we reiterate some key points to begin:

Use the inventory as a base for all work.

- Plan inventory events (3-4 per year) combining use of the digital Survey123 collection tool with broader educational components, tours, etc.
- Implement procedures for organizing and monitoring the success of community-led inventory work.

Let the community lead, but show them the way.

- Plan a purposeful event each year bringing together heritage groups from across the County to connect, share, educate, and discuss.
- Remember that you should not plan events for groups, but with groups.

Build relationships with communities that have not been traditionally represented in historic preservation or heritage.

Find sponsors and partners for key strategies and actions including educational and economic initiatives. This work is too challenging and resource consuming for the Program to effectively do alone.

- Attend CEDC committees and talk to businesses that could be affiliated with heritage tourism.
- Work with educational co-developers on historic and heritage curricula.
- Find various community groups (not history affiliated) that want to co-organize and plan one or two events.
- Remember that developing lasting partnerships and programs takes time and concentrated effort.

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AFTERWORD

During the development of this plan, we often asked people to talk about places in the County that meant a lot to them—places from their childhood or their favorite place. Without fail, when describing these places, or showing us pictures, or drawing us a map, they would light up. With a half-smile or full grin on their face, they were full of joy about a place that meant something to them, a place that mattered. While most of these places would not qualify as architectural resources, or cultural landscapes, we learned enormously about the architecture and landscape of the people and places of Cowlitz County. We grew to appreciate it.

Without appreciation, there likely is no preservation. It can be challenging to show others what one values and loves about a place. But recognition of heritage and preservation of resources is essential for Cowlitz County because these conversations, projects, and sites contribute to the County's character. With recognized challenges in negative public perception and identity, using heritage to build and enhance place-based self-esteem is, as of yet, an untapped tool. Use it.

What we have recommended in this Heritage Plan is to organize the elements of the Program's previous informal work plan under new strategies providing greater direction and clarity to the work, roles, and long-term goals. Think creatively, act, support, teach, listen, partner, and be unafraid to reach beyond the typical circle to shine light on the diversity of histories contained in the heritage of the County. Advance community priorities in heritage preservation whenever and wherever possible.



Kalama Waterfront at Sunset, Kalama. Credit: M. Wilson



Appendix A

Policy Framework

Existing Cowlitz County plans and the values, goals, and policies that relate to the Heritage Plan are summarized in the following sections by current Cowlitz County plan documents.

Cowlitz County Strategic Plan 2016-2020

The County Strategic plan provides an overview of economic driving forces, trends, and challenges; shares accomplishments that have been achieved over the past several years; and establishes initiative priorities.

The Strategic Plan contains the following values and goals that can be applied to the Commission's heritage efforts:

GUIDING VALUES OF THE PLAN:

- Creating job opportunities by encouraging responsible economic growth
- Respecting the environment and cultural heritage of Cowlitz County
- Considering the impact of policy decisions on social determinants of health (jobs, housing, education, and family experiences)

ECONOMIC DEVELOPMENT GOALS:

- Maintain support for tourism activities, local workforce training and education programs

PUBLIC MISPERCEPTIONS ABOUT BUILDING & PLANNING GOALS:

- Increase the Department's public outreach and education
- Maintain consistent usage of social media, department blog, speaker's bureau, open house and staff consultations

Cowlitz County Comprehensive Plan 2017 Update

The Comprehensive Plan guides policy decisions related to the physical, social, and economic growth of the County. The Plan provides a framework for decision-making for future growth and development over a 20-year period. The Comprehensive Plan provides direction through a framework of goals and policies that the County will use to improve citizen's quality of life, leverage the community's assets, and promote Cowlitz County as a safe, attractive and prosperous place to live, work and play now and into the coming decades.

The Comprehensive Plan contains the following principles, goals, and policies that can be applied to the Commission's heritage efforts:

GUIDING PRINCIPLES TO ACHIEVE THE VISION:

- Maintain and strengthen Cowlitz County’s unique qualities by protecting and promoting our historic small communities and rural environment, and at the same time allowing an adequate supply of affordable housing.
- Support a diverse and growing economy through a broad range of economic activities that include well-maintained infrastructure serving traditional employment centers; expanded educational opportunities that provide a well-trained workforce that is beneficial for creating new and retaining current business and tourism.

LAND USE GOALS AND POLICIES:

- Goal LU 4: Encourage economic development.
 - Policy LU 4.1 Ensure economic development needs are supported in all plans and policies
- Goal LU 10: Preserve rural character while respecting the interests of property owners.
- Goal LU 20: Recognize the public benefits of forestlands including environmental, recreational, scenic beauty, habitat protection, and quality of life.
 - Policy LU 20.2 Identify and plan for access to areas of environmental, recreational, aesthetic, and cultural or historic importance.
- Goal PTR 3. Promote community pride by identifying and mapping distinctive areas, sites, structures and objects that have historic, cultural, architectural and archaeological significance.
 - Policy PTR 3.1 Encourage preservation and enhancement of identified distinctive areas, sites, structures and objects of historic, cultural, architectural and archaeological significance.
 - Policy PTR 3.2 Seek compatibility between existing and proposed uses during development review on or adjacent to identified areas, sites, structures and objects of historic, cultural, architectural and archaeological significance.

IMPLEMENTATION GOALS AND POLICIES:

- Goal I 1: Increase citizen involvement by implementing a variety of opportunities and strategies for citizens to participate in government on both a county-wide level and also a smaller, more localized level.
 - Policy I 1.1 Identify existing communities both incorporated and unincorporated within the County, along with any specific cultural or topographical issues that may face them.
 - Policy I 1.2 Create contacts and partnerships with stakeholders in the local community and encourage networking between citizens and the county. Use these connections to receive feedback on county ordinances, policies, and processes.
 - Policy I 1.3 Explore multi-platform methods of notifying citizens of proposed policy decisions, land use regulation amendments, and development applications.

- Policy I 1.4 Ensure adequate opportunities for the community voice to be heard during the establishment or update of land use regulations or policies.
- Goal I 2: Establish educational programs to enable early and ongoing citizen involvement in the development of land use regulations. Make every effort to incorporate those comments into the planning process.
- Policy I 3.5 Recognize historic and cultural resources during adoption of land use ordinances.



Appendix B

Implementation Table

This appendix details action items associated with the Cowlitz County Heritage Plan.

Timing targets were established based upon each action item priority for starting or delivering results to advance the Plan.

- Near-term (N) indicates action items to begin within 3 months to 1 year of Plan approval. These action items advance the reconnaissance survey efforts, are foundational to relationship development and inclusive outreach efforts, or are essential in informing other subsequent action items.
- Medium-term (M) indicates action items to begin within 1 to 3 years from Plan approval. Many of these action items include development of programmatic elements or require higher levels of coordination. Additionally, these items may be contingent upon near-term items being started or completed.
- Long-term (L) indicates action items anticipated to begin within 3 years or more from Plan approval. Many of these action items require established relationships and/or programmatic development and are also reliant upon the success of other action items.
- It is important to note that N, M, or L designation only indicates when the action item should begin. Many action items will require ongoing or multiple stages of action for completion.

A **lead entity** has been identified for each action item along with **partners** that can assist in the implementation of the item. The lead entity was identified by the person or organization in the best position to initiate and lead the effort.

High priority action items are those that are essential foundation elements, which will inform and contribute to the success of subsequent action items and the Program overall. The main considerations for high priority items are that they support community contribution to the reconnaissance survey and inventory, establish necessary relationships, and are based on the Commission's priorities.

As work begins on each of the action items, this table should be revisited to ensure that the action item description is specific enough to meet its objective and that the partners and priority are accurate.

#	Action Item	Timing	Lead Entity	Partners	High Priority
STRATEGY 1: BECOME EXPERTS IN HISTORIC PRESERVATION AND FAMILIAR WITH TRADITIONAL AND NONTRADITIONAL TOOLS, FUNDING, AND PLACEMAKING PRACTICES.					
1A	<i>Use Cowlitz County reconnaissance survey and associated inventory as a resource for programming and engagement</i>				
1A.1	Establish procedures on how to receive inputs for the reconnaissance survey, how to process and check for duplication, and how to make the survey items viable and available to the public. A consultant or additional expertise may be needed to complete the data fields associated with each entry such as candidacy for the National Register, Approximate Date of Construction, and Location.	N	County Staff	Commission, Consultants	X
1A.2	Inform stakeholders and the public of the availability of the Survey123 tool.	N	County Staff	Commission, Historic Preservation Groups, County Staff	X
1A.3	Encourage stakeholder use of the Survey123 web application, such as by engaging organized historic preservation groups, schools, and the broader public to submit sites, buildings, and other historic or heritage elements.	N	County Staff	Commission, Historic Preservation Groups, Historical Museum, Community Heritage Groups	X
1A.4	Ensure staffing or intern ability to verify entries from the community-sourced survey items into the local inventory and register.	N	County Staff	Commission, Interns, Consultants	X

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#	Action Item	Timing	Lead Entity	Partners	High Priority
1A.5	Create a public facing digital story map that provides locations and information on items included within the various inventories/registers, but especially associated with the reconnaissance survey.	N	County Staff	Commission, Consultants	X
1B	<i>Advertise benefits of Cowlitz County Historic Register to community</i>				
1B.1	During community survey events, provide educational documents such as fliers or brochures about the benefits of listing on local register.	M	County Staff, Commission	Historic Preservation Groups, County Staff, Educators	
1C	<i>Emphasize importance of the local priorities when developing and updating reconnaissance survey and inventories</i>				
1C.1	Create local preservation standards for specifically local criteria.	M	County Staff	Commission, Consultants	X
1C.2	Continue community-led survey work by asking what that community wants to be included as historic resources.	M	County Staff	Commission, Historic Preservation Groups, Historical Museum, Community Heritage Groups	X
1C.3	Focus local efforts on what is important to people of Cowlitz County, with less emphasis on state or national standards.	M	County Staff, Commission	Historic Preservation Groups, Local Communities, DAHP	X
1C.4	Biannually evaluate entries to the inventory to determine interest for inclusion in the Cowlitz Register, State Inventory, and National Register.	M	County Staff	Commission, Consultants	X
STRATEGY 2: EMPHASIZE THE CONNECTION OF HERITAGE TO PLACE.					
2A	<i>Develop a heritage education program in coordination with identified partners, exploring a variety of ways to assist educators</i>				

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#	Action Item	Timing	Lead Entity	Partners	High Priority
2A.1	Identify cultural resource and technical experts to assist in program and activity development.	N	County Staff, Commission	Schools, Educators, Cultural Resource Experts, Technical Experts	X
2A.2	Develop a Youth Heritage Steering Committee with champion teachers that have interest and availability, and other interested and applicable organization representatives, to learn about existing education programs that could be adapted to incorporate heritage; identify or develop new educational programs, events, and activities; and identify resource needs.	N	County Staff, Commission	Educators, Cowlitz Tribe, Historical Museum, Girl Scouts	X
2A.3	Create case study highlights of heritage education best practice examples, including those efforts that involve collaboration with other partners.	N	Youth Heritage Steering Committee	Schools, Commission, Consultants	X
2A.4	Identify a speaker's bureau to make classroom presentations on historic preservation and heritage related topics and develop speaker biographies.	M	Youth Heritage Steering Committee	County Staff, Commission, Educators, Cultural Resource Experts, Technical Experts	
2A.5	Identify relevant history- and heritage-based videos and podcasts.	M	Youth Heritage Steering Committee	County Staff, Commission, Schools, Educators, Cultural Resource Experts, Technical Experts	
2A.6	Identify and develop history or heritage classroom	M	Youth	County Staff,	

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#	Action Item	Timing	Lead Entity	Partners	High Priority
	activity and lesson plan templates (such as the Odyssey Program K12 thematic units of “Families at Home” and “Communities at Home” reflecting on local family and community, as well as ancestry; Explore Ellensburg program; or Wahkiakum High School art, 3D architecture, oral history video, and music heritage projects).		Heritage Steering Committee	Commission, Schools, Educators, Cultural Resource Experts, Technical Experts	
2A.7	Encourage student competitions and prizes that feature historic resource or heritage themes.	M	Schools	County Staff, Commission, Educators, Cultural Resource Experts, Technical Experts	
2A.8	Identify or develop family story, family tree, genealogy, or memory projects.	M	Youth Heritage Steering Committee	County Staff, Commission, Schools, Educators, Cultural Resource Experts, Technical Experts, Historic Preservation Groups	
2A.9	Identify and develop technology projects (such as photography, video documentary creation, oral history recordings, and historic resource inventory collection), and related education materials, informational sessions, and hands-on demonstrations.	M	Youth Heritage Steering Committee	County Staff, Commission, Schools, Educators, Cultural Resource Experts, Technical Experts, Historical Museum	
	Expand opportunities for the County’s youth to	M	Youth	County Staff,	

Appendix B

#	Action Item	Timing	Lead Entity	Partners	High Priority
2A.10	develop awareness of historic and cultural resource stewardship by increasing educational and volunteer opportunities, such as volunteering with local historic/heritage groups or interning with County Planning staff.		Heritage Steering Committee	Commission, Schools, Educators, Cultural Resource Experts, Technical Experts	
2A.11	Utilize community service requirements to engage high school students in heritage education initiatives.	M	Youth Heritage Steering Committee	County Staff, Commission, Educators, Cultural Resource Experts, Technical Experts	
2A.12	Support participation with the Youth Heritage Project.	M	Youth Heritage Steering Committee	County Staff, Commission, Washington Trust for Historic Preservation	
2A.13	Create partnerships with historic preservation, anthropology, history, education, drama, and art departments at LCC to coordinate higher education heritage programming.	M	County Staff, Commission	LCC	
2B	<i>Encourage heritage education beyond the classroom</i>				
2B.1	Work with Girl Scouts to identify existing, and develop new, heritage related outreach, activities, and events.	M	County Staff, Commission	Girl Scouts	
2B.2	Work with partners to develop coordinated field trips and educational opportunities and tours.	M	Youth Heritage Steering Committee	County Staff, Commission, Arts of the Mountain, Mount St. Helens Institute, Forest Learning Center, USFS,	

#	Action Item	Timing	Lead Entity	Partners	High Priority
				Port of Kalama, WSDOT, County Staff	
STRATEGY 3: BUILD LONG-TERM PARTNERSHIPS, ESPECIALLY WITH GROUPS NOT TYPICALLY INVOLVED IN HISTORIC PRESERVATION.					
3A	<i>Promote and reinforce aspects of all cultures as a means of increasing awareness and appreciation for Cowlitz County heritage</i>				
3A.1	Attend cultural awareness training.	N	County Staff, Commission	Consultant, Cultural Education Program	X
3A.2	Approach the tribes and other underrepresented groups requesting that they co-review the reconnaissance survey items to gain any additional information and their perspective for inclusion within the survey database. This assures fully complete information and allows for multiple histories for a given item, place, or resource.	M	County Staff	Tribes, Underrepresented Communities, Commission	X
3A.3	Cultivate relationships with tribal entities, churches, cultural organizations, and service programs, such as the Ethnic Support Council, Lower Columbia CAP, and Youth and Family Link, to capture the depth and breadth of Cowlitz County heritage.	L	County Staff	Tribes, Religious Groups, Cultural Organizations, Lower Columbia CAP, Ethnic Support Council, Youth and Family Link, Commission	X
3B	<i>Coordinate with organizations currently implementing educational heritage programs to assist in widening their scope</i>				
3B.1	Attend the HALC meetings to connect to potential partners and gain information about existing historic preservation and heritage-related programs, events,	N	HALC	County Staff, Commission, Historical Museum	X

#	Action Item	Timing	Lead Entity	Partners	High Priority
	and activities.				
3B.2	Identify potential partners including membership programs, such as 4-H and Granges.	M	County Staff, Commission	Commission, Membership Programs	
STRATEGY 4: PURSUE WORK THAT ADDS TO A GROWING BASE OF KNOWLEDGE THAT CAN BE USED FOR MULTIPLE TYPES OF PROGRAMMING AROUND SPECIFIC THEMES.					
4A	<i>Support the creation of heritage events, County history days, and other community celebrations in which heritage is featured</i>				
4A.1	Use themes to inform historic/heritage preservation and education efforts.	M	County Staff, Commission	County Staff, Cowlitz County Museum, Schools	X
4A.2	Identify and track historic preservation and heritage groups, programs, and events countywide to aide in coordination and support of efforts.	N	County Staff, Commission	Local Organizations, Historic Preservation Groups, Schools, Historical Museum, Commission	X
4A.3	Organizing a County History Day, utilizing the existing statewide and national event.	M	County Staff, Commission	HALC, Cowlitz County Museum, County Staff, Washington State Historical Society	X
4A.4	Plan strategic events to engage and educate the community about historic resources and heritage. These programs might include outreach events, education program presentations (such as <i>From Page to Stage</i> or <i>I am Clark County</i>), or themed speaker series.	M	County Staff, Commission	Schools, Educators, Cultural Resource Experts, Columbia Theatres, County Staff	
4B	<i>Focus programming and educational opportunities to build upon inventory work and engage new partners</i>				

#	Action Item	Timing	Lead Entity	Partners	High Priority
4B.1	Create educational materials, add inventory items, gather oral histories, organize tours, and host youth events all around a thematic piece as a way to focus work.	M	County Staff, Commission	All	X
STRATEGY 5: SUPPORT LONG-RANGE (MULTI-YEAR), COMPLEX (MULTI-STAKEHOLDER) INITIATIVES BASED UPON STRATEGIC INVESTMENTS IN HERITAGE-RELATED ECONOMIC REVITALIZATION PROJECTS.					
5A	<i>Promote and support revitalization of historic downtown areas and Rural Main Street designations where applicable</i>				
5A.1	Focus on defining zones of opportunity that have the right characteristics for generating main street economic benefits.	M	County Staff	Local Communities, Chambers of Commerce, Historic Preservation Organizations, Commission	
5A.2	Pursue Main Street Programs in smaller urbanized areas.	L	County Staff	Commission, Local communities, DAHP	
5B	<i>Identify and advocate for tourism programs and events celebrating the broad and diverse heritage of Cowlitz County</i>				
5B.1	Coordinate tourism efforts along the Spirit Lake Highway corridor and Lawetlat'la	L	Chambers of Commerce	County Staff, Commission, Forest Learning Center, Mount St. Helens Institute, Johnston Ridge Observatory, Arts of the Mountain, Science Learning Center, USFS, Weyerhaeuser	
5B.2	Encourage lodging along key tourism corridors and to	L	Chambers of	Cowlitz County Tourism,	

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#	Action Item	Timing	Lead Entity	Partners	High Priority
	support local events and fishing.		Commerce	Local Organizations, Cowlitz County Staff	
5B.3	Support the delivery and operation of boat ramps on a variety of waterways.	L	County Staff	Commission, Chambers of Commerce	
5B.4	Pursue events similar to Lilac days and Lumberjack Days to celebrate Cowlitz’s agricultural and forestry heritage.	M	County Staff, Commission	Chambers of Commerce, Local Organizations, County Staff	X
5C	<i>Support the development of corridors and experiential opportunities</i>				
5C.1	Create heritage fishing events which could include salmon feed (could integrate tribal methods of cooking salmon), fishing tournaments, and fisheries restoration programs.	L	County Staff, Commission	Tribes, Chambers of Commerce, Local Organizations, Washington Department of Fish and Wildlife, County Staff	
5C.2	Create and utilize tours based upon thematic elements to educate the community on and increase awareness of Cowlitz’s heritage.	L	County Tourism Organizations	Schools, Educators, Local Organizations, Historical Museum, County Staff, Commission	



Appendix C

Reconnaissance Survey Inputs

The following list includes all reconnaissance survey items submitted by the public to the Program and WHP2 between January 15, 2018 and May 30, 2018.

It includes:

- Resources suggested at public events to Nick Fazio (Associate Long-Range Planner for Cowlitz County) by the community.
- Resources identified to the WHP2 team by members of the community.
- Additional community submissions to WHP2 members during our tours of Cowlitz County and subsequent public events.

This reconnaissance survey list demonstrates the beginning of efforts by the community to identify what sites, buildings, objects, cultural landscapes, and districts are of importance to them and local history. This list is snapshot in time of a living document. The reconnaissance survey list is not the full inventory and does not include all of the fields in the full inventory. At the close of our project, June 11, 2018, this list and maintenance of it was returned to the Cowlitz County Building and Planning staff and the Historic Preservation Program.

Appendix C

Resource Name	Resource Type (Structure, Heritage Site, Event, Archaeological, Geological)	Location Description	Community
1910 Church	Religious Structure	Vicinity of Ross Rd., Fishpond Rd., and Old Hwy. 99	Carrolls/Mt. Pleasant
Abernathy and Clark Sawmill	Mill	Off Hwy. 4 in Oak Point	Stella/West County
Adam Catlin House	Residential Structure	Kelso	Kelso
Berwind-Purcell House	Residential Structure	Longview	Longview
Big Four Furniture Building	Commercial Structure	Longview	Longview
Black Walnut Tree	Landscape/Geology	Vicinity of Lakeside Industries on Tennant Way	Longview
Cabin	Camp/Homestead Site	6 miles up Abernathy Rd.	Stella/West County
Cabin at Merrill Lake	Camp/Homestead Site	Merrill Lake	Cougar/Lewis River Valley
Cemetery	Cemetery	Green Mtn. Rd.	Kalama
Columbia Theatre	Theatre	Longview	Longview
Finn Hall	Community Structure	Vicinity of Butte Hill Rd. East of Woodland	Woodland
First Christian Church	Religious Structure	Longview	Longview
Hulda Klager Lilac Gardens	Landscape/Geology	Woodland	Woodland
Huntington Family Homesteads and Bequest	Homestead and Residential Structures	Southern Residential Neighborhoods in Castle Rock	Castle Rock
J. D. Tennant House	Residential Structure	Longview	Longview
Jim Creek Bridge	Bridge	Woodland	Woodland
Lake Sacajawea Park	Landscape/Geology	Longview	Longview
Laughlin Round Barn	Agricultural Building	Near Castle Rock	Castle Rock
Lawetla'la (Mt. St. Helens)	Landscape/Geology	Near Cougar	Cougar/Lewis River Valley
Longview Bridge	Bridge	Longview	Longview
Longview Civic Center Historic District	Historic District	Longview	Longview
Longview Community Church	Religious Structure	Longview	Longview
Longview Community Church - St. Helen's	Religious Structure	Longview	Longview

Appendix C

Resource Name	Resource Type (Structure, Heritage Site, Event, Archaeological, Geological)	Location Description	Community
Addition			
Longview Community Store	Commercial Structure	Longview	Longview
Longview Homesteads Project - 1930s Housing Tract	Neighborhood	34th, 36th, and 38th Aves. Between Oak St. and Pennsylvania St.	West Longview
Longview Women's Clubhouse	Community Structure	Longview	Longview
Mehaffey Family Homestead	Camp/Homestead Site	Pigeon Springs	Kalama
Modrow Bridge	Bridge	Kalama	Kalama
Mills Building	Commercial Structure	Longview	Longview
Mt. Pleasant Cemetery	Cemetery	Mount Pleasant	Mount Pleasant
Monticello Town Site	Settlement	In vicinity of Tennant Way	Longview
Nat Smith House	Residential Structure	Kelso	Kelso
Nutty Narrows Bridge	Bridge	Longview	Longview
Old Ball Park	Sports Facility	Off of Ballpark Dr.	Ostrander
Original Triangle Mall Remains - Signagee and Rite-Aide Building	Commercial Structure/Signage	Triangle Mall	Longview
Pacific Telephone and Telegraph Building	Commercial Structure	Longview	Longview
Pounder Building	Commercial Structure	Longview	Longview
Pioneer Hall	Community Structure	Ryderwood	Ryderwood
Pre-1900's Victorian House	Residential Structure	Pacific Way	West Longview
R.A. Long Statue	Monument	Infront of Longview Public Library	Longview
Robert Alexander Long High School	Educational Structure	Longview	Longview
Schumann Building	Commercial Structure	Longview	Longview
Sevier and Weed Building	Commercial Structure	Longview	Longview
Sievers Homestead	Camp/Homestead Site	Off of Hazel Dell Rd.	Delameter Rd./West Side Hwy./Olequa
Stella Blacksmith Shop	Commercial Structure	Off Hwy. 4	Stella/West County

Appendix C

Resource Name	Resource Type (Structure, Heritage Site, Event, Archaeological, Geological)	Location Description	Community
Strawberry Fields	Landscape/Geology	Mt. Pleasant Rd.	Carrolls/Mt. Pleasant
Two Room Hospital	Hospital/Clinic	Top of Stella Dr.	Stella/West County
Tyni Building	Commercial Structure	Longview	Longview
U.S. Post Office - Longview Main	Government Structure	Longview	Longview
U.S. Post Office Building - Kelso Main	Government Structure	Kelso	Kelso
Washington Gas and Electric Building	Commercial Structure	Corner of Fourteenth Ave and Broadway	Longview
Water Treatment Plant	Utility Structure	Vicinity of Redpath St.	Kelso
Wheat Fields	Landscape/Geology	Mt. Pleasant Rd.	Carrolls/Mt. Pleasant
Willard Building	Commercial Structure	Longview	Longview
Wisconsin Camp	Camp/Homestead Site	5 miles up Abernathy Rd.	Stella/West County
WWII Concrete Arsenal	Military Structure	South of Kalama near Todd Rd.	Kalama
Yale Bridge	Bridge	Lewis River Crossing State Route 503	Yale



Appendix D

Public Outreach Toolkit

Public outreach is a critical element in advancing the goals of the Cowlitz Heritage Plan. The following tools should be considered for use at various types of public events to attract the public's interest to the efforts of the Cowlitz County Historic Preservation Commission and the Cowlitz Heritage Plan.

Map Station and Survey Forms

The County has begun the process of establishing a reconnaissance level inventory of historically and culturally significant places, structures and items throughout the County. Utilizing the map and magnets—icons representing different types of potential survey inventory items—in conjunction with the resource inventory forms should be a key tool used during most public outreach efforts. These two tools combined can lead to the establishment of a very extensive survey database, as well as allow citizens who engage in the exercise the ability to contribute to the Heritage Plan efforts in an interactive manner.



Cowlitz County Home, Garden & Leisure Show, May 19, 2018

Magnet identifiers placed on the map by members of the public should be numbered to correlate with a completed inventory form. This will allow staff and commissioners to enter in the inputs into the database after the event.

Jenga

The Jenga game can be used to gain the interest of public at large public events, especially where the sole focus of the event is not on elements associated with the Heritage Preservation Plan elements. The adding of Cowlitz County facts and items of interest will increase the intrigue and engagement of the Jenga game, while also raising awareness of historical and heritage elements. An additional way to add interest to the Jenga game could be to include an “instant winner” tag on a couple of random blocks. If a member of the



Cowlitz County Home, Garden & Leisure Show, May 19, 2018

public selects one of these blocks, then they could be provided with a prize (postcard of historical Cowlitz places, free coupon to the County Historical Museum or Stella Museum, etc.).

Inventory Application Demo

Public events can provide a great opportunity to educate the public about the inventory web application. Using a computer and a tablet, County staff and Commissioners can inform the public about the application, demonstrate how to use the application and also assist installing the application on members of the public's cell phones or tablets for their use. The use of this application can augment the use of maps and survey forms at public events, especially for younger members of the public and those who are more technologically capable. Lastly, it is also important to inform the public that the data collected through their use of the application will contribute to the County's reconnaissance survey database.



Cowlitz County Home, Garden & Leisure Show, May 19, 2018

Appendix E

Cowlitz County Historic Resource Survey Form

Return To/Questions: Nick Fazio | Assistant Long Range Planner

207 4th Ave. N., Kelso | FazioN@co.cowlitz.wa.us | 360-577-3052 x6664

Resource Name/s: _____

Location (address, parcel number or location description):

Historical/Heritage Resource Type (please check all that apply):

- | | |
|--|---|
| <input type="radio"/> Residential Structure | <input type="radio"/> Landscape/Geologic Feature/Monument |
| <input type="radio"/> Religious Structure | <input type="radio"/> Cemetery |
| <input type="radio"/> Commercial Structure | <input type="radio"/> Theatre |
| <input type="radio"/> Government Structure | <input type="radio"/> Bridge |
| <input type="radio"/> Community/Recreational Structure | <input type="radio"/> Historic District |
| <input type="radio"/> Camp/Homestead | <input type="radio"/> Early Settlement Area |

Year Built (approximate if known): _____

Current Use (if known): _____

Historic Use (if known): _____

Physical Description (describe buildings, site features, etc):

Appendix E

Brief Historical Summary (describe the importance of this resource to Cowlitz's heritage and history):

Submitter Information

(Information will only be used if County follow up or additional information is needed)

Name: _____ Date: _____

Phone: _____ Email: _____

Appendix F

Cowlitz County Historic Resource Survey - Survey123 Online Application Guide

The purpose of this guide is to provide instructions on how to download the online version of the [Cowlitz County Historic Resource Survey](#). This version of the survey is an alternative option to filling out a paper inventory form, with the goal of reaching a larger number of users throughout the County and encouraging community involvement in historic resource identification.

How to Download the Survey

1. Open the survey on your phone, computer, or other internet-enabled device using this link:
<https://arcg.is/0vfyD0>
2. The following screen will appear and you will have the option to open the survey in a **browser** on your device or on the **Survey123 app** (*recommended for offline use on smartphones with a network connection*).
3. If you do not have the app downloaded, click the link to download the Survey123 app in your device's app store. If you are filling out the survey on your computer, you do not need the app. Simply use the browser format.

Note: Do not log into or register for an account to fill out the survey. The log in option on the Survey123 app is only for administrators of the app.

Example screen to choose either browser or app option:



How to Fill Out and Submit the Survey

BROWSER FORM INSTRUCTIONS

1. Though only a few fields are required for submission, fill out the form in the browser as completely as possible.
2. If you wish to save the form and return later, you will need to use the Survey123 app instead of the browser method (see Survey123 app instructions below).
3. To set the location of the site, either use the GPS location question, or manually enter the location description and/or address in subsequent questions.
4. The GPS location can either be the location of your device (if you are filling out the form at the site), or you can pan to the correct location on the map and place the “pin” there. Once the pin is hovering over the correct location, move on to the next question.

GPS Location

Place the approximate location of this site on the map. Note: many phones will only allow this feature to function when the user has access to a network connection. If you do not have a strong network connection, please fill out the location information or address in the fields below.

[Set Location](#)

5. This survey only allows for up to two photo submissions of the site. Upload each photo separately.

Resource Photo (1)

Upload a photo of the site, current, or historical

[Click here to upload image file. \(<10MB\)](#)

Resource Photo (2)

Upload another photo of the site, if desired.

[Click here to upload image file. \(<10MB\)](#)

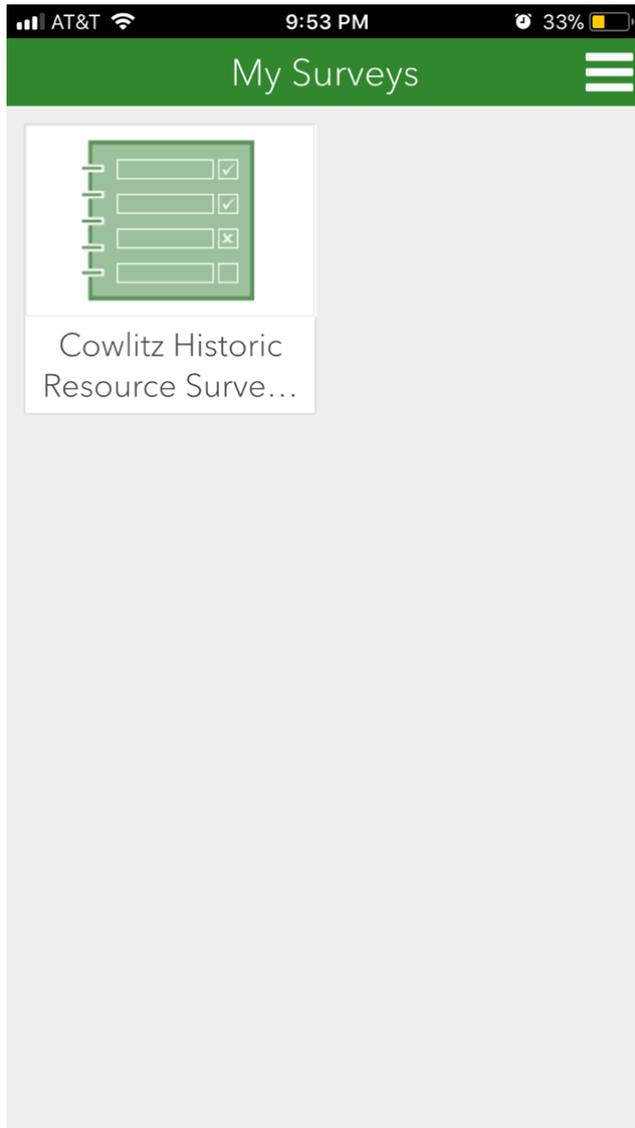
6. When you have filled out the form about the site to the best of your knowledge, submit the survey. The data will be added to a central database for the County to review.

Appendix F

SURVEY123 APP INSTRUCTIONS

The Survey123 app is free and available on iOS or Android devices. **You do not need to log in to any accounts to open the survey.**

1. When you open the app, the survey should show up in the main menu of the app after you click on the link once.



Appendix F

2. Click on the survey icon and select “Collect” to start a new survey form.



Appendix F

3. At a minimum, enter the required information about the site, as denoted by the red asterisk. Also, enter as much information as available in the optional questions.

AT&T 9:54 PM 33%

Cowlitz Historic Resource Survey Form

Resource Name *
Enter the formal or informal name for this site. If unknown, enter key description words.

Resource Type *
Enter the type of resource that best describes this site.

Agricultural Building

Location Description *
Provide a description of the location of site.

✓

Appendix F

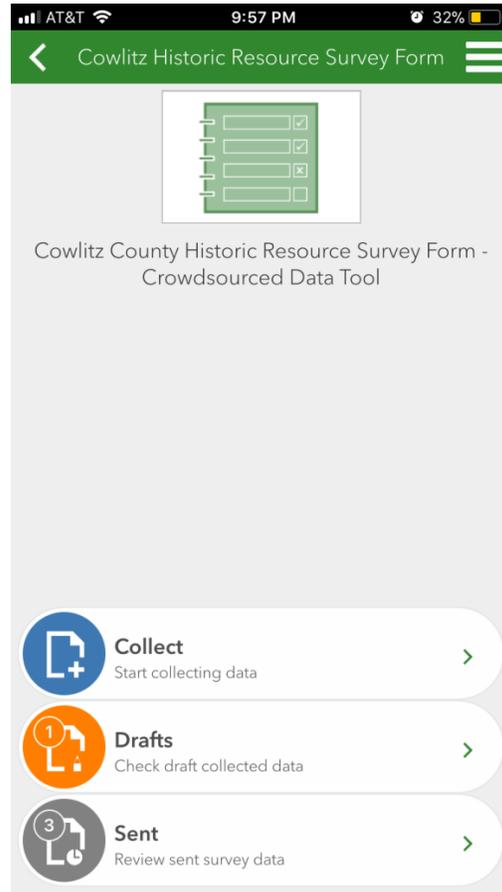
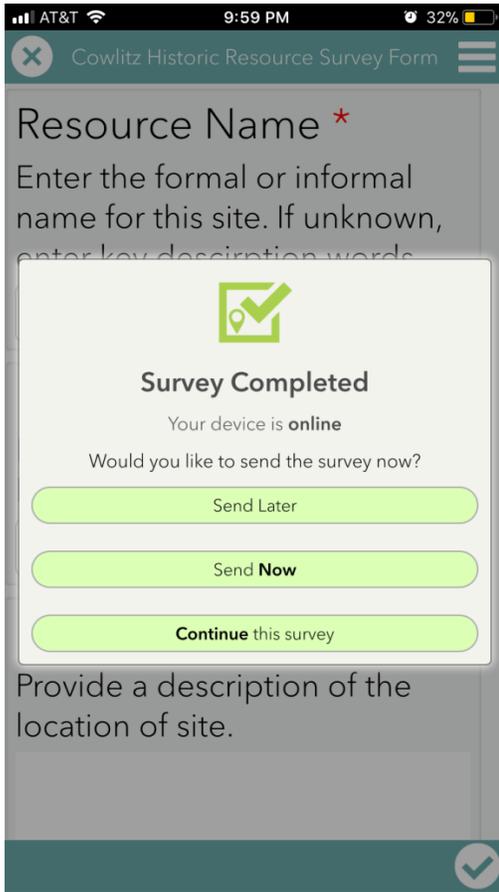
4. If you wish to attach photos, upload them individually. Up to two photos are allowed in this survey form. Additional photos may be submitted separately to the County, if desired. Either upload photos through the camera application or photo gallery, by clicking on the folder icon, if you already captured the photo.
5. If your device has a network connection, you can use the “location” feature to set your GPS location and capture the location of the site. Alternatively, you can pan to the proper location on the map. You can also skip this field and use the location description and address fields.

The screenshot shows the main survey form interface. At the top, the status bar displays AT&T, 9:56 PM, and 32% battery. The app title is "Cowlitz Historic Resource Survey Form". Below the title, there are three input fields: "Upload photos of the site, current or historical" with camera and gallery icons; "GPS Location" with a map preview showing coordinates 46°9'N 122°54'W and a red location pin; and "Other comments" with a red asterisk indicating a required field. A green checkmark icon is visible at the bottom right of the form.

The screenshot shows the "GPS Location" map interface. At the top, the status bar displays AT&T, 9:55 PM, and 32% battery. The title is "GPS Location" with a back arrow and a menu icon. Below the title, the instruction reads "Place the approximate location of this site on the map." The main area is a map of Kelso, WA, with a red location pin. The map shows streets like Pacific Way, Industrial Way, and Kelso Dr, and landmarks like Longview Heights and Carrolls. A coordinate box at the bottom displays "46°8'38.543"N" and "122°54'0.372"W". A green checkmark icon is visible at the bottom right.

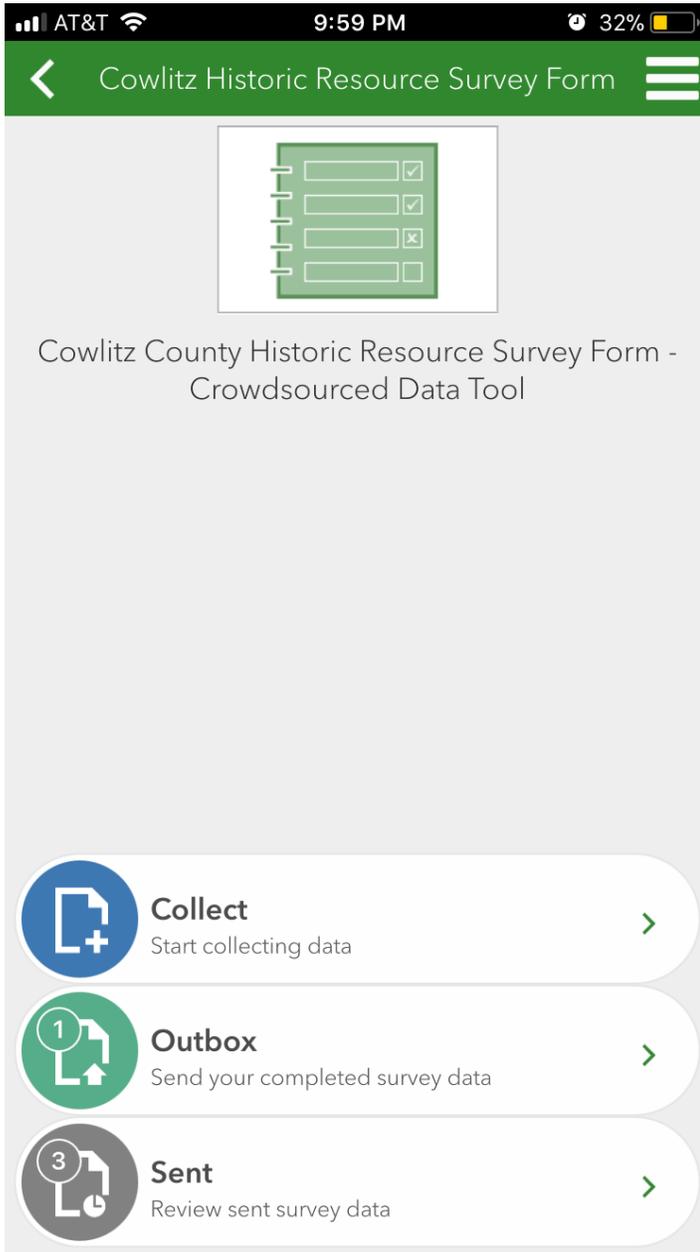
Appendix F

- To complete the survey, select the check mark in the lower right-hand corner of the survey app. You will have the option to Send Later, Send Now, or Continue the Survey. Send Later will allow you to save or discard the survey. If you are offline, the Send Now option will send the survey to the Outbox and will send when your device has access to an internet connection again.



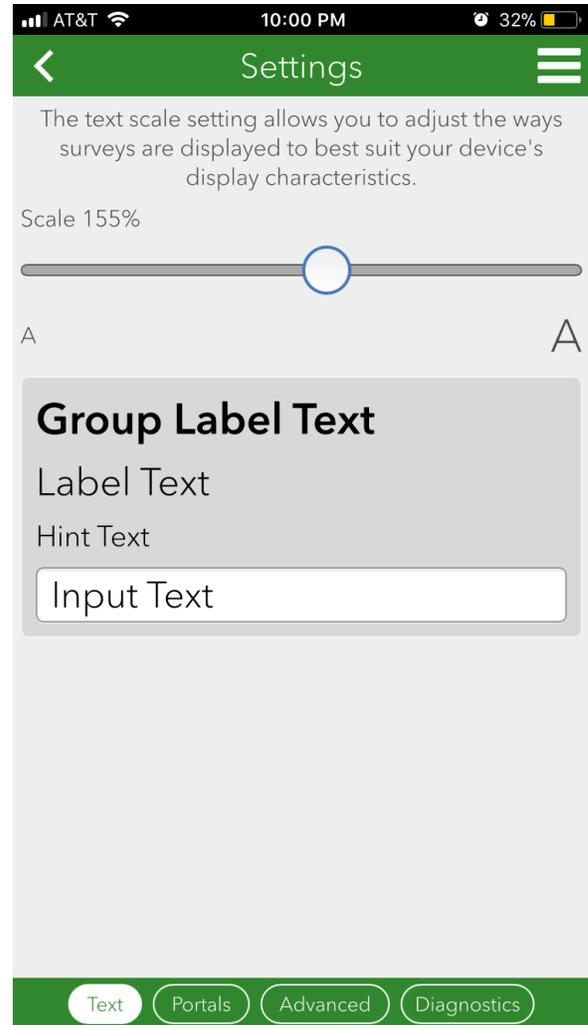
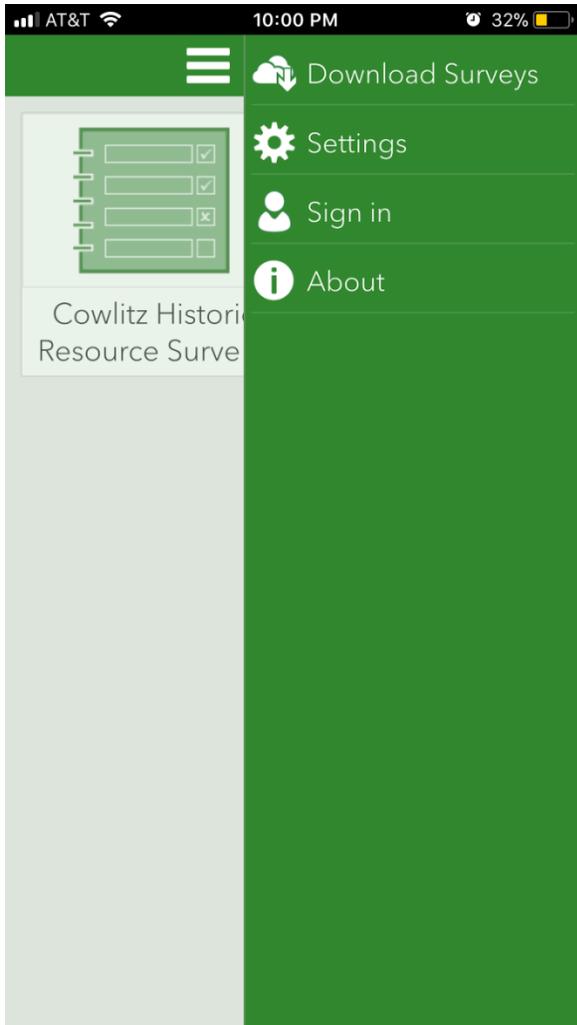
Appendix F

7. After submitting the survey, you can view your submissions by opening the “Sent” folder that appears on the main screen of the survey.



Appendix F

8. To make the text in the app larger or smaller to accommodate your device, navigate to the button in the upper right-hand corner. Press "Settings." This should bring you to a new page that shows a sliding scale to resize the text in the app.





Appendix G

Suggestions for Utilizing Survey123 Data for Public-Facing Map

Survey123 is an application available through the ESRI ArcGIS Online platform. With an ArcGIS license, users have access to a number of applications that allow for various web mapping visualizations. Survey123 gathers the input created by community members, and the administrator of the survey can curate this data to share in a public-facing web map.

We recommend that the Cowlitz County Historic Preservation Program (part of the Building and Planning Department) work with the County's Geographic Information Systems (GIS) Department to maintain the Survey123 data, and develop and update a public-facing web map for community members to explore online and learn more about places in the County. We have outlined the recommended process in this document; however, County staff should update this protocol as these platforms evolve, with specific roles and tasks for staff in each department. (Note: A separate user manual for the Survey123 application is provided in Appendix F.)

Survey123 Entry Review

The Cowlitz Historic Resource Survey is set up to collect geographic location data, though the user may not choose to use this feature, or their network connection may not allow them to place an accurate point. As community members submit entries through the app, County staff (ideally the designated Historic Preservation staff from the Building and Planning Department, with assistance from the GIS department) should check the entries for locational accuracy. They can move the location of the point as necessary, based on other locational information provided in the survey entry or through on-the-ground research. County staff should use their best judgement in spending time on these tasks.

The main purpose of allowing County staff to moderate the entries before posting to a public-facing web map is to filter for duplicate and content-appropriate entries. Content-appropriate entries are filled out to the best of the user's ability and contain content that aligns with the Historic Preservation Program goals.

The data in the Survey123 form is stored in a feature layer in ArcGIS Online. This layer can be added to a web map or exported as a spreadsheet. The Building and Planning Department should work with the GIS Department to determine the best method for reviewing entries, depending on staff access to ArcGIS accounts. Review could be done either through internal sharing of a web map or exporting a spreadsheet for Building and Planning staff to review, then returning to GIS staff to join to a modified feature layer.

Once a County staff person reviews the entries, they can update the public-facing web map, as described below.

Public-Facing Map Options and Proposed Process

Once the entries are approved, the feature layer is ready to display in a public-facing web map. This can be as simple as including a link from the Historic Preservation Program page to an ArcGIS Online web map that shows the entries, symbolized by resource type.

Depending on GIS staff capacity, Building and Planning staff can also use these entries as a starting point for a Story Map, focused on a specific area. Alternatively, future grant funding for the Historic Preservation Program could focus on partnering with GIS professionals to support schools or other youth organizations in developing public-facing web map or story map interfaces, using information they collect through the Survey123 application or photos and stories collected in the community.

Ultimately, this process will require Building and Planning staff to provide review of Survey123 entries and general guidance of the public-facing elements of a web map or other map-based product. The GIS staff will help the Building and Planning Department store and update the data through ArcGIS Online. Both departments will need regular communication so that the web map is regularly updated, as community members submit items for review. The Building and Planning staff may also consider hiring an intern with GIS skills to help monitor this process.

Other Crowdsourced Mapping Options

Beyond Survey123, there are countless ways to crowdsource information from community members. Survey123 provides the ability to easily gather this information, while also allowing review of entries before releasing them through a public platform. It also works within a platform (ArcGIS Online) that the County already has access to. However, another crowdsourcing option worth further exploration is Story Maps Crowdsourcing (an example from the National Park Service can be viewed [here](#)). This tool allows community members to share photos and stories of place, and still allows County staff to review entries before posting to the public.

The Historic Preservation Program should continue to be receptive to new platforms, keeping in mind the accessibility, ease of use, and compatibility or integration with available technology at the County. Building and Planning staff should seek the help of the GIS department when necessary.



Appendix H

Program Funding Sources

Funding for the Program itself or any specific projects/programs can come from the following sources:

Source	Stability/Recurrence	Currently Used?	Other Considerations
DAHP grants for Historic Preservation	Applied for and disbursed on an annual basis	Yes	No guarantee to receive a grant every year. Must itemize grant for purposes.
Locality General Budget Funds	Disbursed on an annual basis	No	Dependent upon general funds and support, unlikely to receive.
RCW 36.22.170 - Surcharge for Preservation of Historical Documents	Stable funding stream, dependent upon fluctuation in document fees	No	This is the most stable source of funds most Commissions use to fund their activities.
IGA Funds	Given annually for oversight of historic resources	No	If the Program were to manage the historic resources of incorporated areas, such as Castle Rock, it would likely receive additional funding or support.
DAHP Grants (Other)	No stability, program or site specific	No	DAHP has offered specific funding for community specific grants. Typically need to have program, site, and actions clearly identified.
WA State Historic Society - Capital Projects Grants	Apply for and disbursed on a biannual basis	No	Must be a capital project (building, buying, restoring) and all funds must be spent in 2

Source	Stability/Recurrence	Currently Used?	Other Considerations
			years. Each grant \$1 must be matched with \$2.
National Trust for Historic Preservation Grants	Tend to be project specific	No	The project would need to be nationally competitive.
Other grants from local, state, and national organizations	Applications and disbursements vary	No	Dependent upon project.
Partner Organization Joint Funding	No stability, program specific	No	Dependent upon partner and situation.

Funding for historic structure renovation or for specific resources can come from these sources:

Source	Application & Disbursement	Considerations
Historic Tax Credits	Apply to National Park Service on a per project basis	Upcoming changes to tax law may change usability - 20% tax credit to remain.
Special Valuation Program - Local Tax Incentive	Need to list property on local register OR national register AND submit application to assessor during/after rehabilitation	Provides tax breaks for improvements. If listed on local register, local review required.
Historic Preservation Easements	Property owner places restrictions on future uses of site	A historic property owner who donates an easement, restricting future use, may be eligible for tax benefits.
DAHP grants for Barns, Cemeteries, Courthouses	Apply on a per project basis	Grant application cycles and competitiveness of project.



Appendix I

Youth Heritage Education Survey Results

Survey Population

To garner a more complete understanding of educators' interest and obstacles in working with the Program, a survey of 190 educators was undertaken via email. Teachers were selected from each of the six school districts within the County: Castle Rock, Kalama, Kelso, Longview, Toutle Lake, and Woodland. Surveys were sent to fourth and fifth grade teachers; middle and high school social studies, history, and art teachers; and principals.

The survey had a 16 percent response rate (190 invitations, 32 completed responses), with respondents from all districts.

Recommendations

- Teachers need to see the applicability to their curriculum
- Focus on younger age groups, as opposed to high school teachers & students
- Technology Projects were the highest rated way heritage could be incorporated into school educational activities
- Teachers need one to three months to work with the Program on heritage education efforts
- Primary challenges to working with the Program on heritage education efforts include time capacity and funding
- National History day and related state history day is an existing opportunity to connect Cowlitz heritage to the yearly history day theme

Respondent Highlights

TOPICS OF GREATEST INTEREST FOR CLASSROOM MATERIALS:

- Early immigrants (10 percent)
- Early settlers (8 percent)
- Gov't and civics (8 percent)
- Indian treaties* (10.76 percent)

*We recommend materials related to treaties to not be pursued by the Commission. Treaties between Tribes and the Federal government are more appropriately taught through representatives of signing parties, particularly, through the signing Tribes, which may or may not be applicable to local Tribes' in the Cowlitz area.

HERITAGE COULD BE SUPPORTED IN THE FOLLOWING TYPES OF PROJECTS:

- Technology projects (23 percent)
- Community Service (13 percent)
- Family Stories (13 percent)

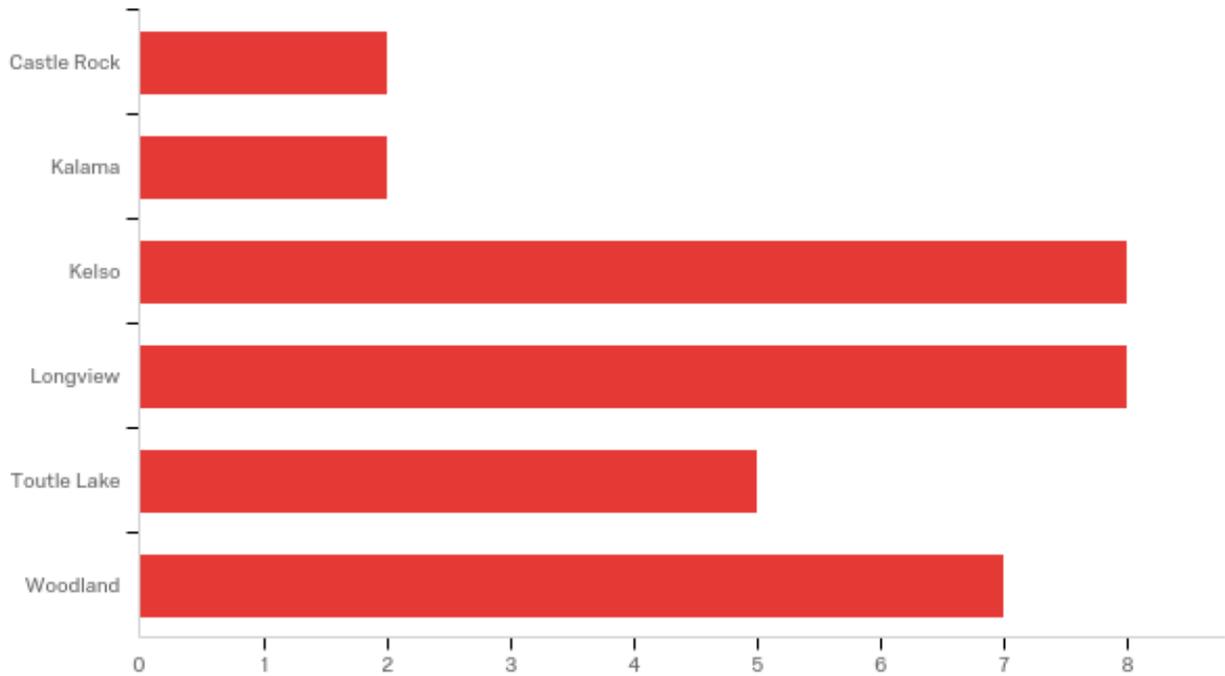
We recommend that project opportunities are developed specifically related to technology and community service and shared with school districts. There is opportunity to give student projects life outside the classroom with potential for Commission contests, presentations, and yearly awards through the County.

USEFUL CLASSROOM MATERIALS:

- Heritage/history videos (16.5 percent)
- Teaching material about local places, people, events (15.8 percent)
- Guest speaker list (12 percent)
- One-page overviews (11 percent)
- Classroom activity templates (11 percent)

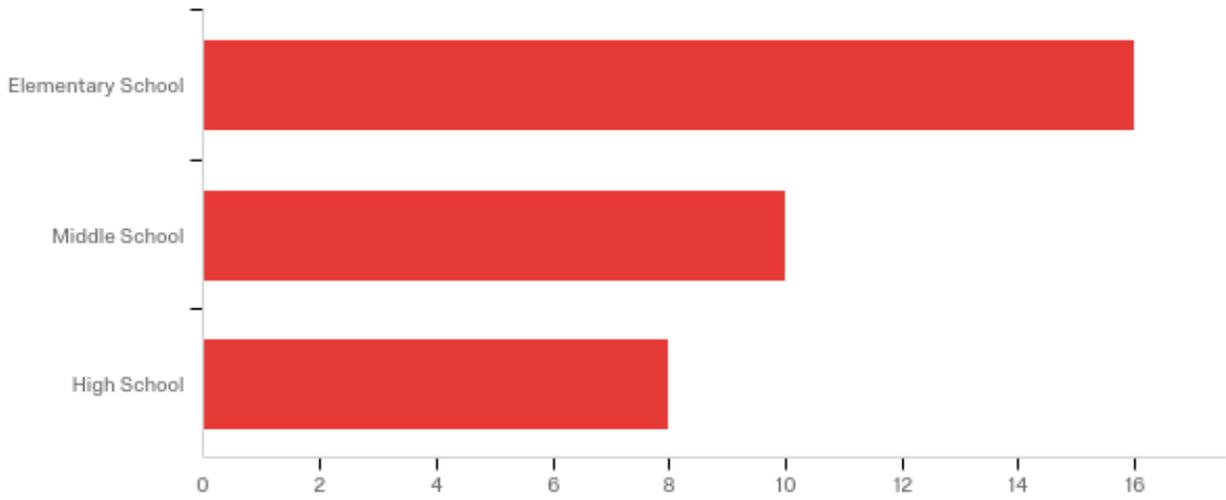
Youth Heritage Education Survey Complete Results

Q1 - What school district do you teach in?



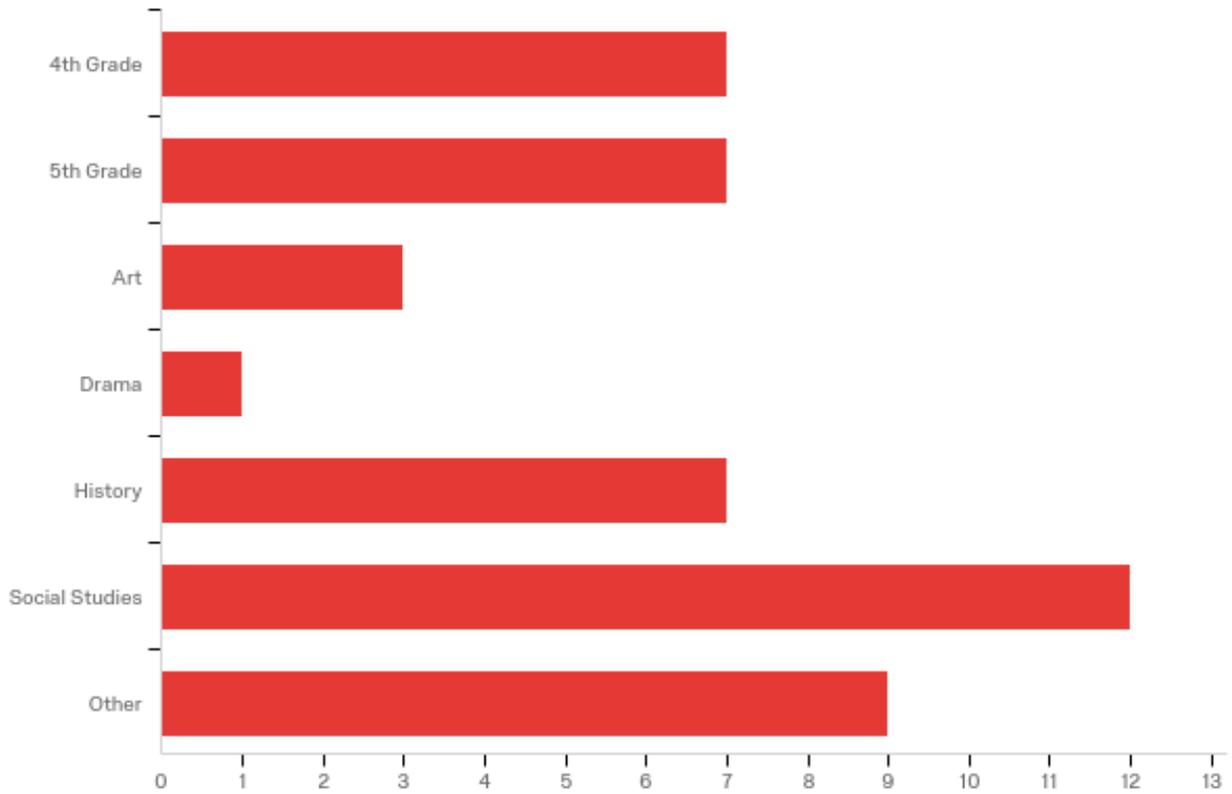
#	Answer	%	Count
1	Castle Rock	6.25%	2
2	Kalama	6.25%	2
3	Kelso	25.00%	8
4	Longview	25.00%	8
5	Toutle Lake	15.63%	5
6	Woodland	21.88%	7
	Total	100%	32

Q2 - What school level do you teach? (check all that apply)



#	Answer	%	Count
1	Elementary School	47.06%	16
2	Middle School	29.41%	10
3	High School	23.53%	8
	Total	100%	34

Q3 - What grade or subject do you teach? (check all that apply)



#	Answer	%	Count
1	4th Grade	15.22%	7
2	5th Grade	15.22%	7
3	Art	6.52%	3
4	Drama	2.17%	1
5	History	15.22%	7
6	Social Studies	26.09%	12
7	Other	19.57%	9
	Total	100%	46

Q3_7_TEXT - Other

Other – Text

Library Media

English

general ed

Language Arts

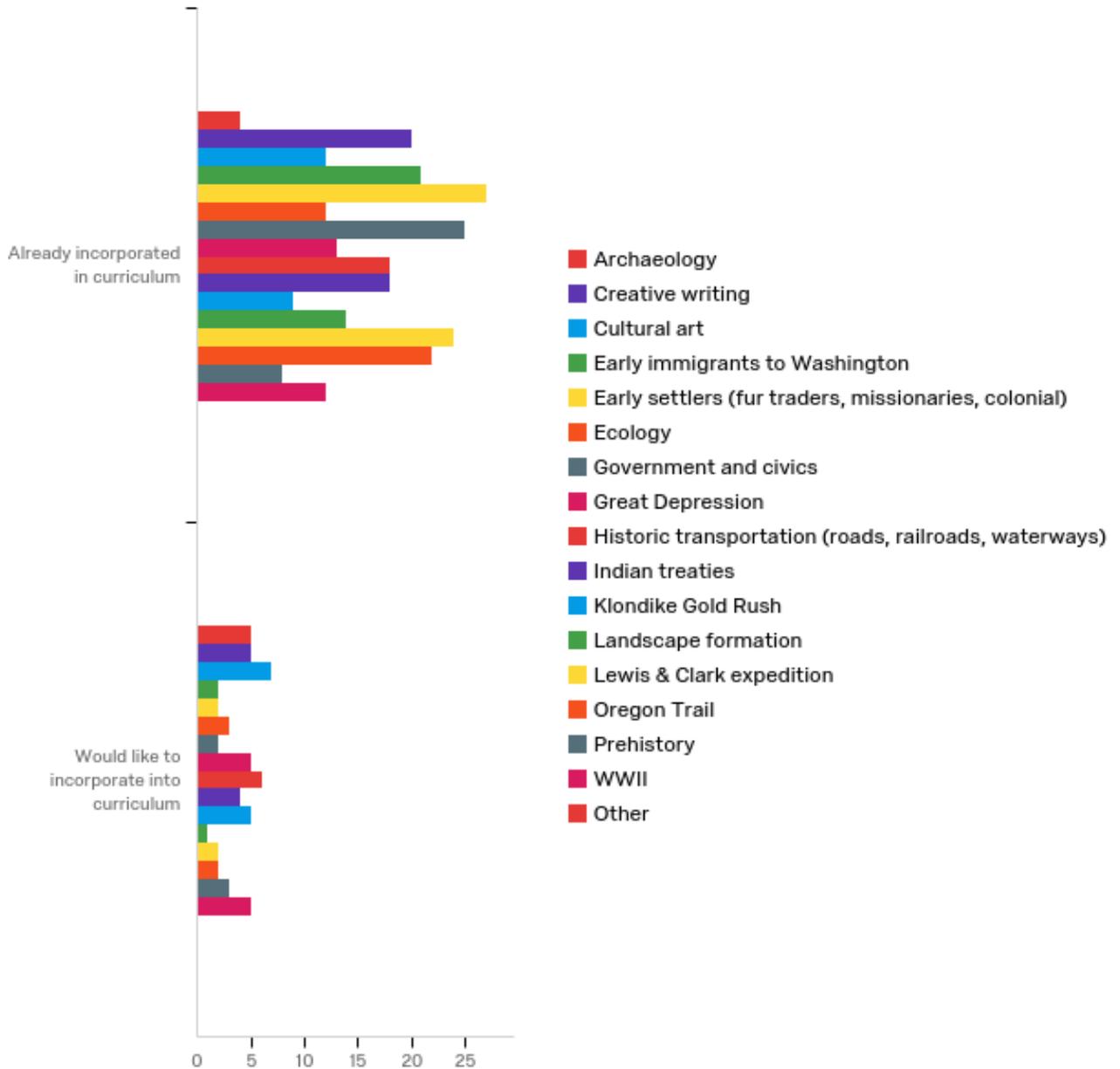
English

Government

Admin

Spanish

Q4 - Which of the following topics are already incorporated in your curriculum or would like to incorporate into you curriculum? (check all that apply)



#	Question	Already incorporated in curriculum	Would like to incorporate into curriculum	Total
1	Archaeology	44.44% 4	55.56% 5	9
2	Creative writing	80.00% 20	20.00% 5	25

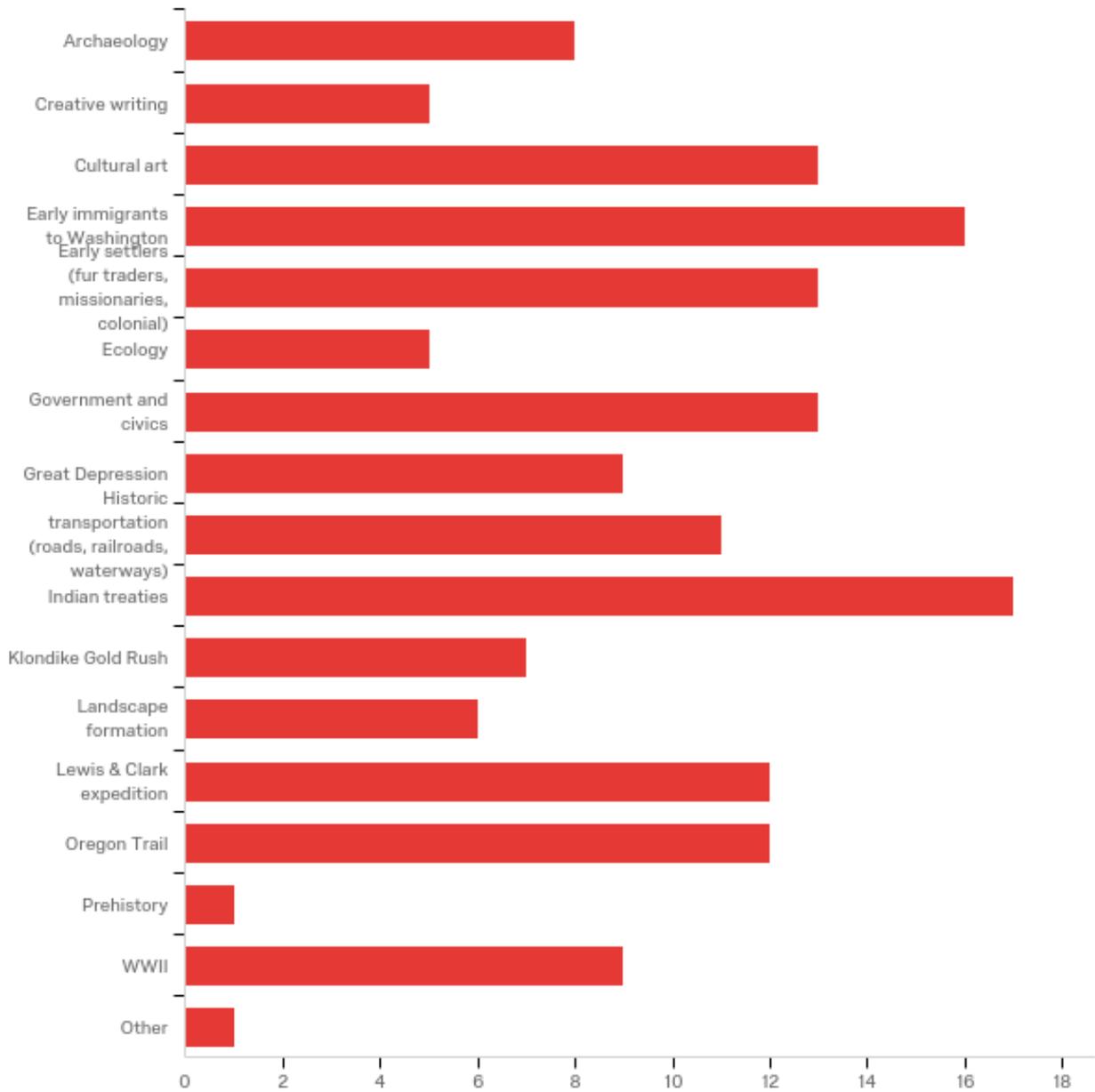
Appendix I

3	Cultural art	63.16%	12	36.84%	7	19
4	Early immigrants to Washington	91.30%	21	8.70%	2	23
5	Early settlers (fur traders, missionaries, colonial)	93.10%	27	6.90%	2	29
6	Ecology	80.00%	12	20.00%	3	15
7	Government and civics	92.59%	25	7.41%	2	27
8	Great Depression	72.22%	13	27.78%	5	18
9	Historic transportation (roads, railroads, waterways)	75.00%	18	25.00%	6	24
10	Indian treaties	81.82%	18	18.18%	4	22
11	Klondike Gold Rush	64.29%	9	35.71%	5	14
12	Landscape formation	93.33%	14	6.67%	1	15
13	Lewis & Clark expedition	92.31%	24	7.69%	2	26
14	Oregon Trail	91.67%	22	8.33%	2	24
15	Prehistory	72.73%	8	27.27%	3	11
16	WWII	70.59%	12	29.41%	5	17
17	Other	0.00%	0	0.00%	0	0

Other

Other – Text

**Q5 - For which of the following topics would you be interested in the Historic Preservation Commission providing support, materials, activities, or events?
(check all that apply)**

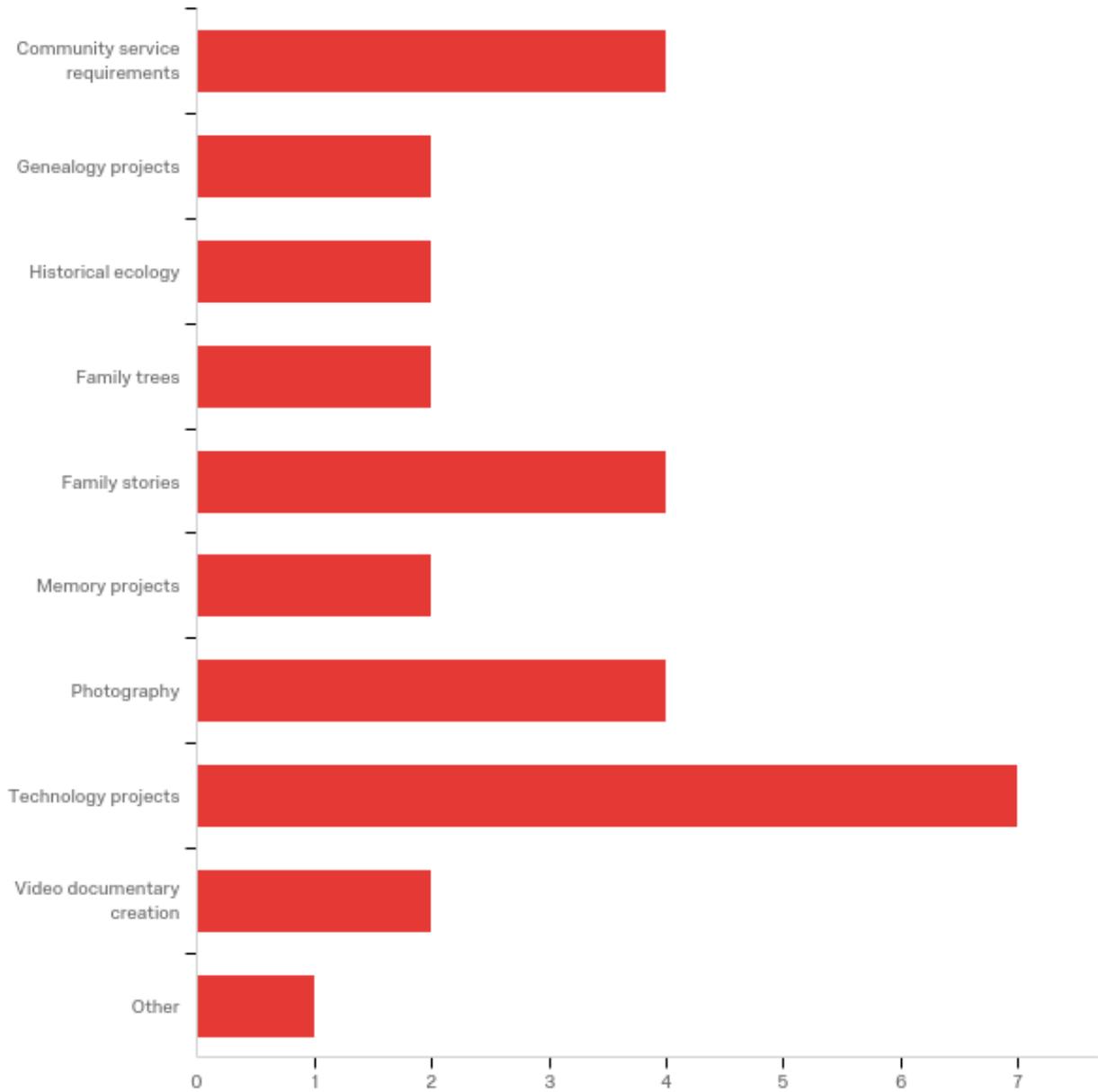


#	Answer	%	Count
1	Archaeology	5.06%	8
2	Creative writing	3.16%	5
3	Cultural art	8.23%	13
4	Early immigrants to Washington	10.13%	16
5	Early settlers (fur traders, missionaries, colonial)	8.23%	13
6	Ecology	3.16%	5
7	Government and civics	8.23%	13
8	Great Depression	5.70%	9
9	Historic transportation (roads, railroads, waterways)	6.96%	11
10	Indian treaties	10.76%	17
11	Klondike Gold Rush	4.43%	7
12	Landscape formation	3.80%	6
13	Lewis & Clark expedition	7.59%	12
14	Oregon Trail	7.59%	12
15	Prehistory	0.63%	1
16	WWII	5.70%	9
17	Other	0.63%	1
	Total	100%	158

Q5_17_TEXT - Other

Other – Text

Q6 - Do you have existing classroom assignments that the Historic Preservation Commission could support to incorporate heritage? (check all that apply)



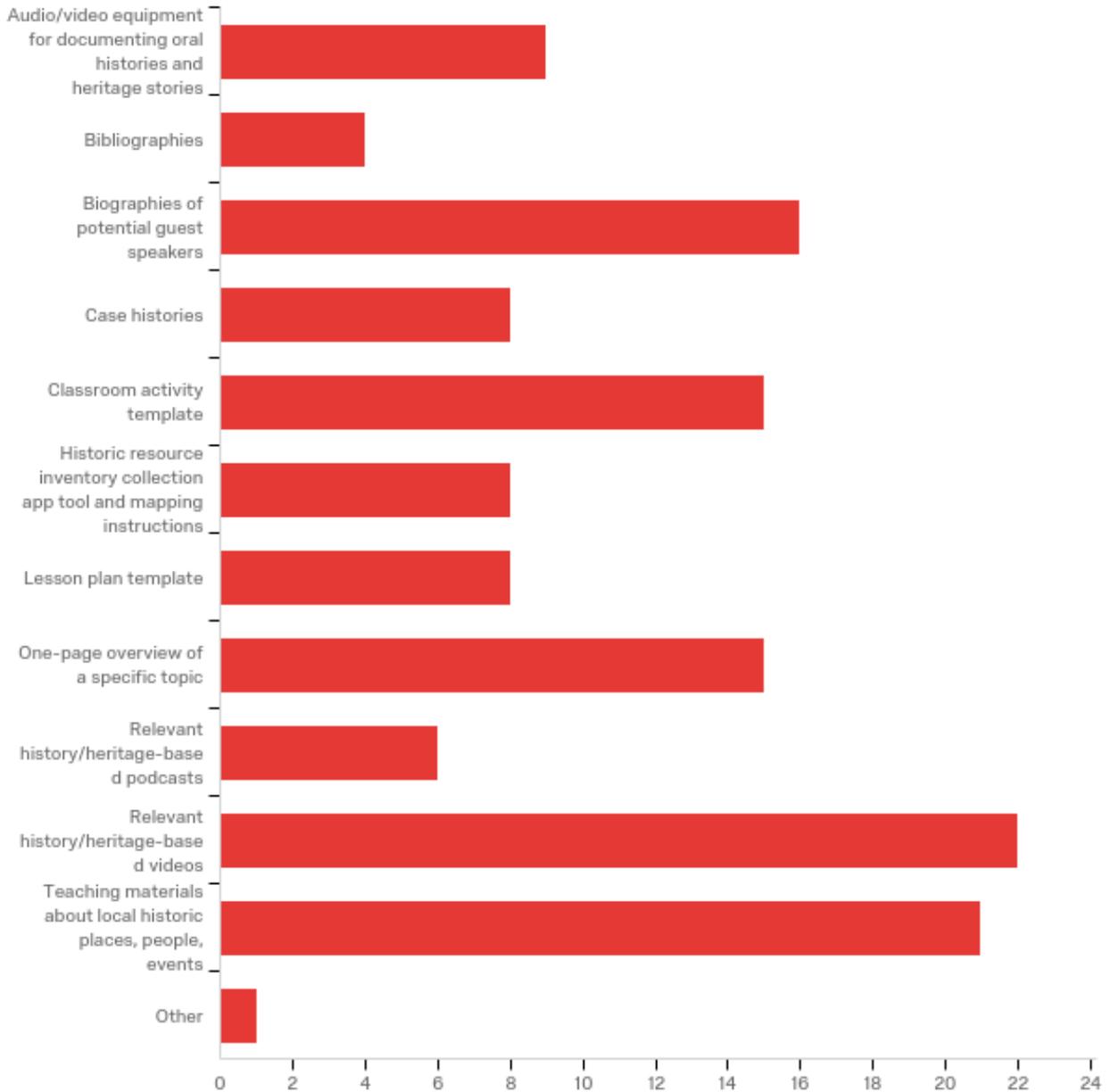
#	Answer	%	Count
1	Community service requirements	13.33%	4
2	Genealogy projects	6.67%	2
3	Historical ecology	6.67%	2

4	Family trees	6.67%	2
5	Family stories	13.33%	4
6	Memory projects	6.67%	2
7	Photography	13.33%	4
8	Technology projects	23.33%	7
9	Video documentary creation	6.67%	2
10	Other	3.33%	1
	Total	100%	30

Other

Other - Text

Q7 - What materials could the Historic Preservation Commission provide that would be useful to you for incorporating historic preservation or heritage into your classroom? (check all that apply)

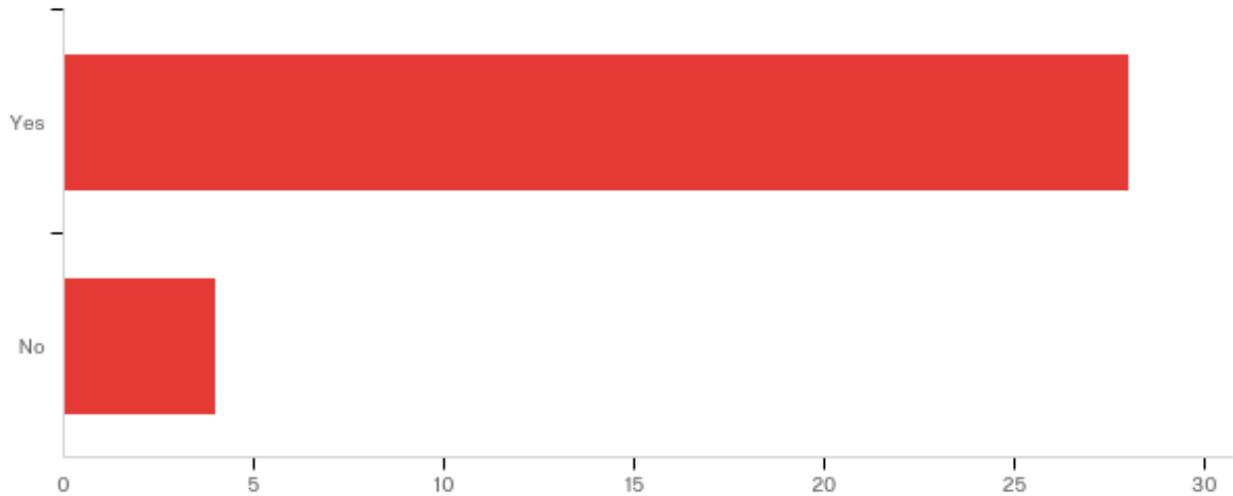


#	Answer	%	Count
1	Audio/video equipment for documenting oral histories and heritage stories	6.77%	9
2	Bibliographies	3.01%	4
3	Biographies of potential guest speakers	12.03%	16
4	Case histories	6.02%	8
5	Classroom activity template	11.28%	15
6	Historic resource inventory collection app tool and mapping instructions	6.02%	8
7	Lesson plan template	6.02%	8
8	One-page overview of a specific topic	11.28%	15
9	Relevant history/heritage-based podcasts	4.51%	6
10	Relevant history/heritage-based videos	16.54%	22
11	Teaching materials about local historic places, people, events	15.79%	21
12	Other	0.75%	1
	Total	100%	133

Other

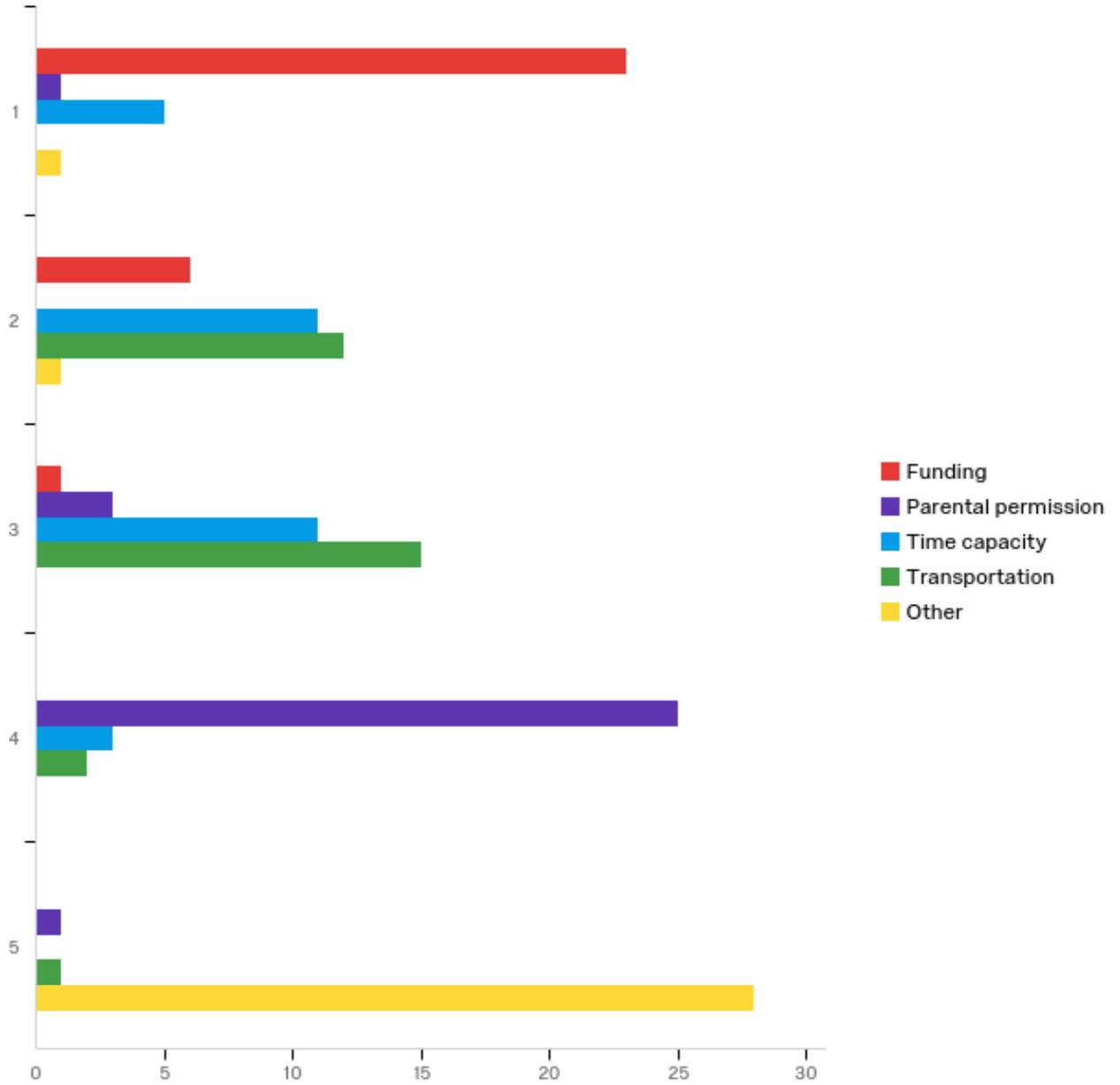
Other - Text

Q8 - If there was an opportunity to bring your class to a historic site or heritage event, would you be interested in participating in this type of field trip?



#	Answer	%	Count
1	Yes	87.50%	28
2	No	12.50%	4
	Total	100%	32

Q9 - Please rank field trip challenges. (1 represents the greatest challenge, drag choices into the correct order)



#	Question	1	2	3	4	5	Total
1	Funding	76.67 %	20.00 %	3.33%	0.00%	0.00%	30
2	Parental permission	3.33%	0.00%	10.00 %	83.33 %	3.33%	30

3	Time capacity	16.67 %	5	36.67 %	1 1	36.67 %	1 1	10.00 %	3	0.00%	0	30
4	Transportation	0.00%	0	40.00 %	1 2	50.00 %	1 5	6.67%	2	3.33%	1	30
5	Other	3.33%	1	3.33%	1	0.00%	0	0.00%	0	93.33 %	2 8	30

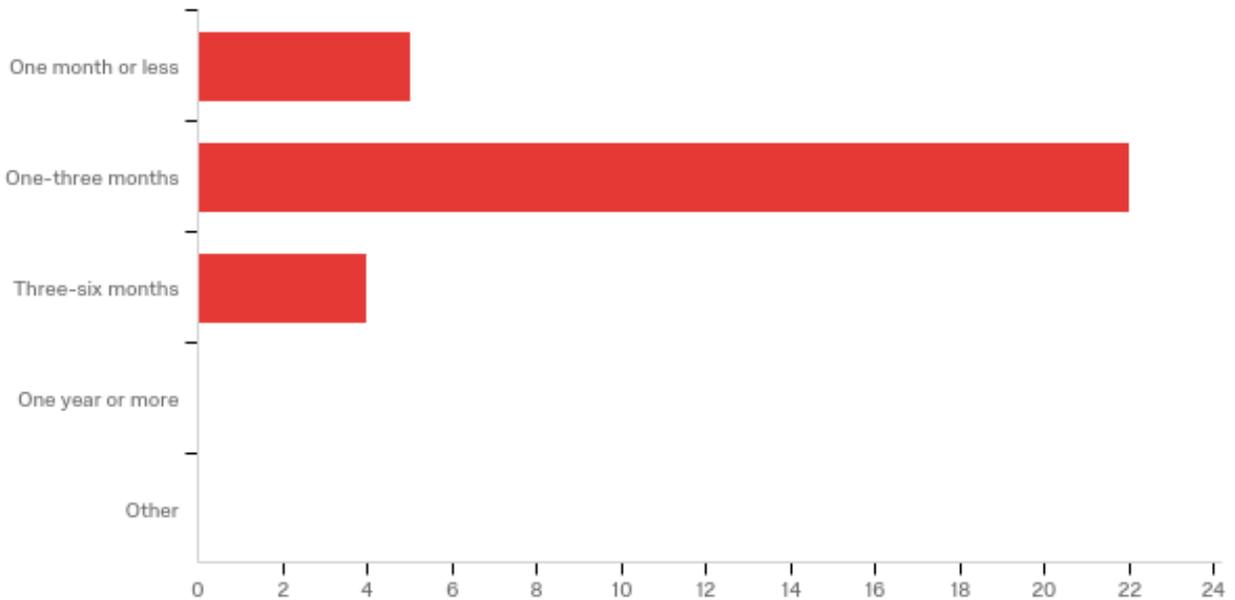
Other

Other - Text

behaviors

Alternative school setting- no concrete course times

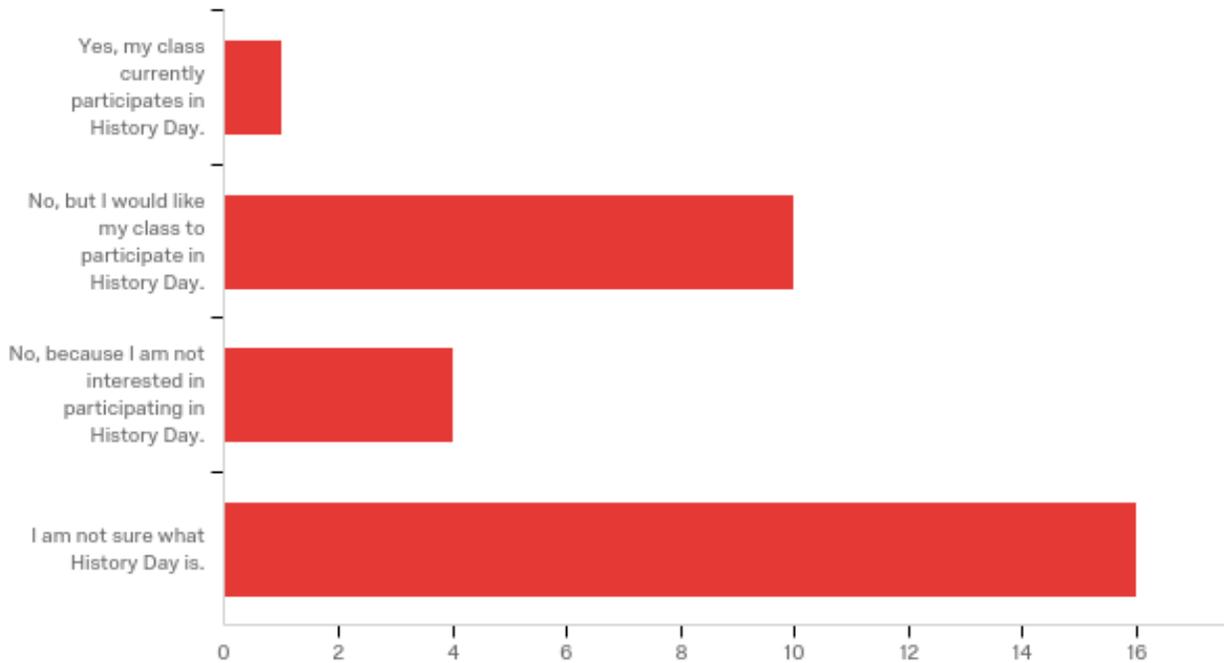
Q10 - How much lead time would you need to prepare for a collaborative activity (e.g., guest speaker, heritage activity or event, or field trip) with a partner such as the Historic Preservation Commission? (check one)



#	Answer	%	Count
1	One month or less	16.13%	5
2	One-three months	70.97%	22
3	Three-six months	12.90%	4
4	One year or more	0.00%	0
5	Other	0.00%	0
	Total	100%	31

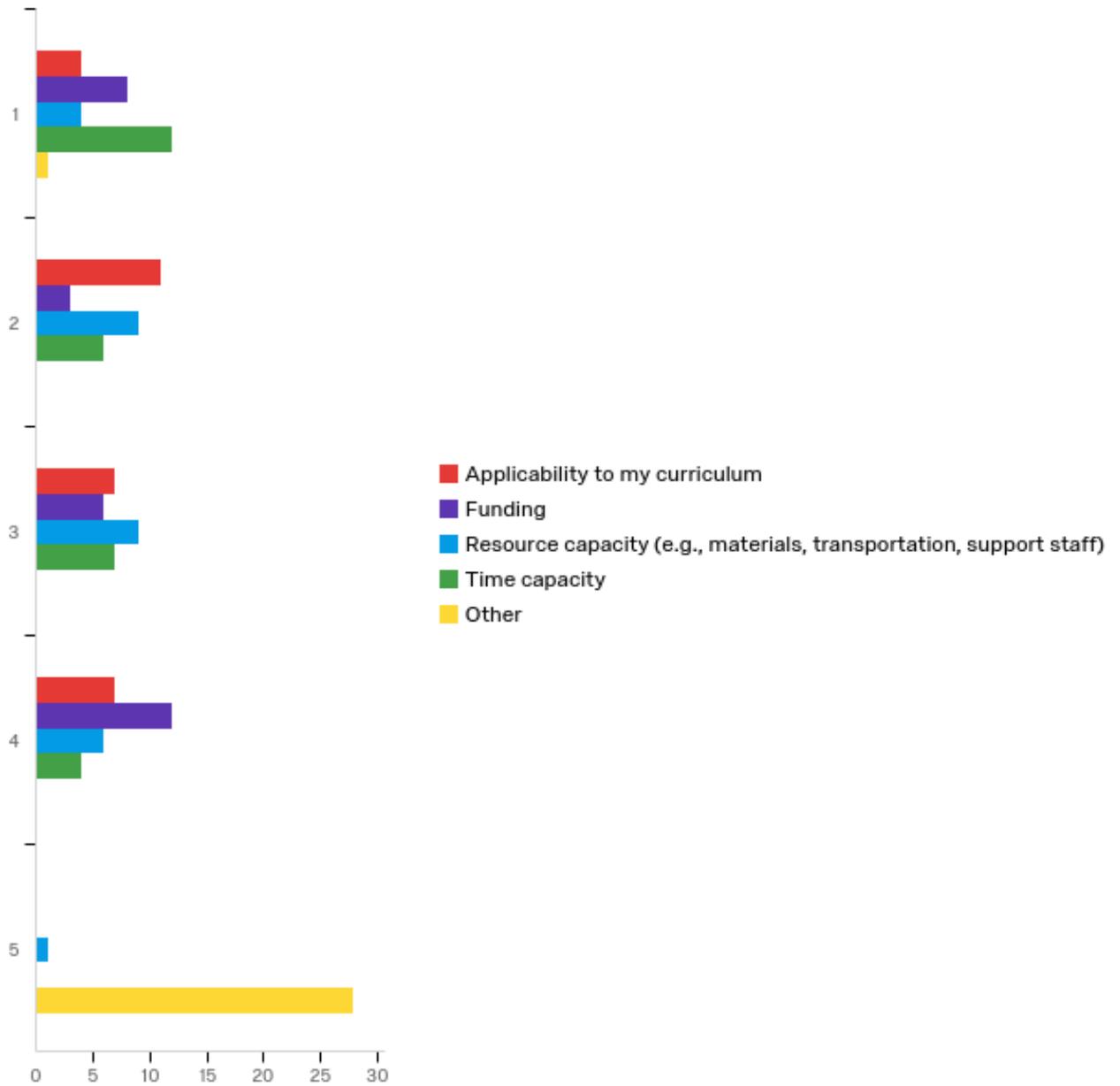
Other
Other - Text

**Q11 - Does your class participate in History Day? (check one) For information on History Day, copy and past this link into your internet browser:
<http://www.washingtonhistory.org/education/historyday/>**



#	Answer	%	Count
1	Yes, my class currently participates in History Day.	3.23%	1
2	No, but I would like my class to participate in History Day.	32.26%	10
3	No, because I am not interested in participating in History Day.	12.90%	4
4	I am not sure what History Day is.	51.61%	16
	Total	100%	31

Q12 - Please rank the greatest barriers to participation in the Historic Preservation Commission’s heritage education effort. (1 represents the greatest barrier, drag choices into the correct order)



Appendix I

#	Question	1	2	3	4	5	Total
1	Applicability to my curriculum	13.79 % 4	37.93 % 1	24.14 % 7	24.14 % 7	0.00% 0	29
2	Funding	27.59 % 8	10.34 % 3	20.69 % 6	41.38 % 12	0.00% 0	29
3	Resource capacity (e.g., materials, transportation, support staff)	13.79 % 4	31.03 % 9	31.03 % 9	20.69 % 6	3.45% 1	29
4	Time capacity	41.38 % 12	20.69 % 6	24.14 % 7	13.79 % 4	0.00% 0	29
5	Other	3.45% 1	0.00% 0	0.00% 0	0.00% 0	96.55 % 28	29

Q12_5_TEXT - Other

Other - Text

I am one year from retirement. Not enough time

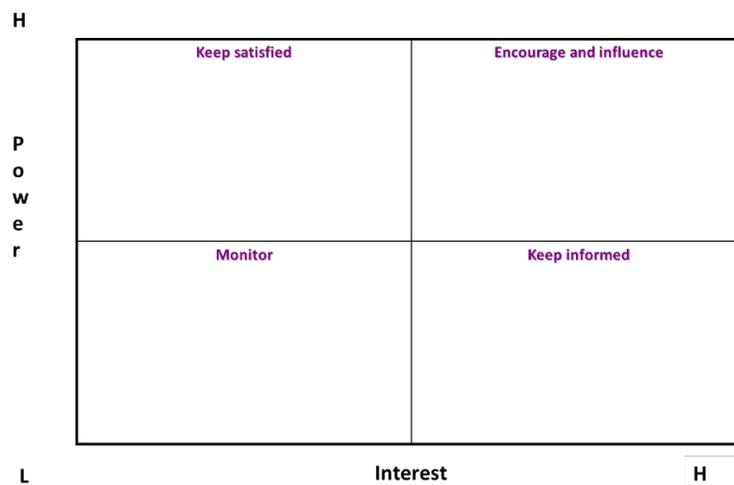


Appendix J

Stakeholder Analysis

In order to better understand those organizations who could have a stake in historic preservation in Cowlitz County, we (WHP2) completed a preliminary stakeholder analysis. First, a list of potential stakeholders in historic preservation and in Cowlitz County were compiled by doing basic internet research. As we discerned there were many stakeholders with interest in historic preservation but not in Cowlitz County, or in Cowlitz County but not historic preservation, two interest/power analyses were completed.

In an interest/power analysis, a stakeholder's interest in the subject topic is plotted on the X axis (horizontal) while their influence or power on the topic is plotted on the Y axis (vertical).



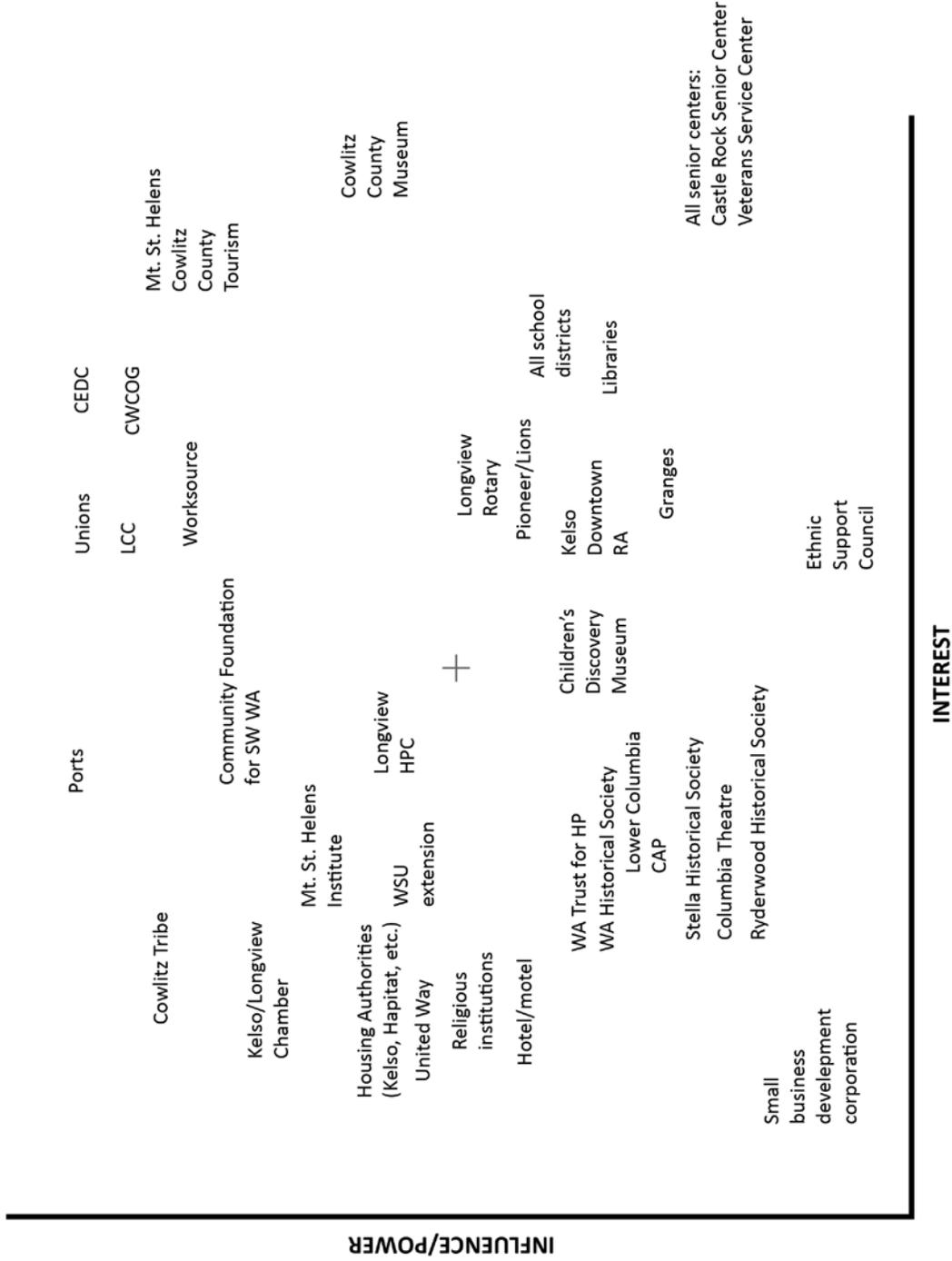
Source: Marisa Zapata

This divides the stakeholders into four quadrants: going clockwise, (1) upper left quadrant are those with low interest in the topic but high influence, these people are those that the group will want to “keep satisfied” by meeting their needs, even though they have low overall interest in the topic; (2) upper right quadrant are those with high interest and high influence on the topic, these are those the group will want to “encourage” and engage with as they are those who are most invested and most powerful; (3) bottom right quadrant are those with high interest in the topic, but low influence over it, these are those the group will want to “keep informed” as they are invested in the topic, but do not have much influence, and can be used as key volunteer groups or via other involvement generating consideration of their interest in the topic; (4) the bottom left quadrant are those with low interest and low influence on the topic, these people should be minimally interacted with in general, or “monitored” to see if and when

they may have more interest in the topic, and approached strategically to move them from low to higher interest.

The interest/power charts documenting the results of our stakeholder analyses are on the subsequent pages. The first shows stakeholders' perceived interest/power in historic preservation while the second documented perceived interest/power in Cowlitz County. These analyses served as a starting point for WHP2's interview processes. These analyses were also reviewed with the Cowlitz County Historic Preservation Commissioners during the workshop held on 3/1/18. Additional stakeholders were identified, and interest/power alignments were adjusted based on their feedback. A full list of stakeholders is included after the two charts, including our original list and all additional stakeholders that were suggested to us throughout our process.

Analysis of Interest/Power in Cowlitz County



Stakeholder List

All School Districts	Kelso Downtown RA
All Senior Centers	Libraries
Association of Realtors	Lower Columbia CAP
CC Public Works	Lower Columbia College
CCHPC	Mount St. Helens Institute
CEDC	NorPac
Chambers - Kelso/Longview/Woodland	Pacific Ohana Foundation
Children's Discovery Museum	Other Timber Companies
Columbia Theater	Pioneer/Lions Clubs
Community Foundation for SW Washington	Ports
Construction Council	Religious Institutions
County Building & Planning	Rotaries/Granges
Cowlitz County Board of Commissioners	Small Business Dev Corp
Cowlitz County Museum	Stella/Ryderwood Historical Societies
Cowlitz County Tourism	Tribes
CWCOG	Unions
DAHP	Veterans Service Center
Ethnic Support Council	WA Dept of Ecology
Genealogy Societies	WA Dept of Natural Resources
Girls Scouts or other youth membership orgs	WA Historical Society
HALC	WA Trust for HP
Hotel/Motel	Weyerhaeuser
Housing Authorities	Worksource
Incorporated Cities that Cowlitz County could IGA with	WSU Extension



Appendix K

Commission Workshop Results

On March 1, 2018, the WHP2 team comprised of Margaret Raimann, Tracy Schreiber, Donette Miranda and Dan Dias engaged the Cowlitz County Historic Preservation Commission (Commission) in a work session regarding the Cowlitz County Heritage Plan. Commission Members present included Chair Joel Rupley, Deputy Chair Harvey Williamson, Cissy Sanders, and Bill Watson. The primary purpose of the work session was to increase WHP2's understanding of what the Cowlitz County community, and the Commission, values and seeks to protect and maintain of their heritage. This focus included physical places, structures, objects, historical context and cultural values. The work session also sought to discuss and receive input and direction from the Commission on ideas for tools for implementation and recommendations to support and expand the Historic and Heritage preservation program.

Three specific efforts occurred during the work session. The first was a "Memory of Place" exercise, where each commissioner was asked to provide their definitions for historic preservation and heritage. A discussion was had, with each commissioner asked to tell of a significant cultural or historical memory, place or item. Key themes discussed included the natural environment, cultural progress over many decades, transportation, and feeding curiosity through engaging many generations, and groups within the community.

The second agenda item consisted of the group conducting a brainstorming exercise regarding what is contained in an ideal historic and heritage preservation program. Commissioners and county staff were asked to provide post-it notes with primary program elements, functions, and themes. Once the post-its were received they were grouped into common categories or topics. 57 inputs were received consisting of four primary categories. The four categories from the work session were: overarching plan and program themes, active experience program elements, passive experience and educational program elements, and operational/logistical program elements. The WHP2 team reorganized these inputs after the work session and upon further review and redefined the categories into: vision, ecology, economic development, education, physical, process, tool, and transportation for the purposes of informing the final work product.

The final work session exercise consisted of the Commission reviewing and providing input on the matrix of identified possible stakeholders that was prepared by the WHP2 team. Input included adding stakeholders whom the Commission felt were important to be included in the planning effort, and then also providing input regarding each of the entity's power and interest

in the project. The Commission provided valuable insight and corrections to the stakeholder graph which will better inform future project efforts undertaken by WHP2.

Key overall themes and input delivered from the work session included the desire of the Commission to provide a plan for Cowlitz County as a whole, not just individual pieces for individual places. There was also great consistency in the plan being interconnected with the many components of Cowlitz County and the broad history and heritage it shares. A strong desire to have education and informational opportunities to the public, and especially to younger and future generations, was repeatedly conveyed throughout each of the exercises. Finally, in the brainstorming and the stakeholder exercises it was conveyed that the inclusion of industry and utilizing the areas heritage and history should be pursued to deliver an economic benefit and opportunity to the community.



Commission Workshop, Credit WHP2



Appendix L

Themes List

Over the course of our work many program ideas, histories, and existing projects were shared with us. The evaluation of potential programs began with a Commission brainstorming workshop and continued as a topic throughout our stakeholder interviews. There is no shortage of ideas for heritage programming and some of the topic ideas included:

Ecology

Landscape formation, Riverbank or dike history, Mount St. Helens

Economic Development

Tourism, main street, salmon, industrial

Historical Topics

Early immigrants, Early settlers, Great Depressions, Klondike Gold Rush, Lewis & Clark, Oregon Trail, WWII

Education

Youth-led programming, Existing Curriculum

Physical resources

Logging history, architectural uniqueness

Planning process

Intergovernmental agreements (IGA), advocacy, work as experts, government and civics

Transportation

Multi-modal tours and corridor routes

The challenge of heritage programming and topic ideas is actualizing them in such a way that a variety of organizations, causes, populations, and individuals find connection, value and applicability. Themes are concepts that have the ability to link communities. They are a quality, aspiration, or attribute people share and are able to be applied to a variety of perspectives and cultures. Identifying common themes can help facilitate a community identity.

We recommend themes be used as tools in facilitating both active and passive heritage-related programs and educational elements. Themes can be applied to specific topics, as discussed in the table above as areas for a focus to build upon for future programming. Examples of potential themes include:

- **Early European Settlement** How did European people and other populations come to be in Cowlitz County? What attracted them? Who were they? Industry, agriculture, recreation, natural corridors could all be explored under this theme.
- **Changing Landscape** The eruption of Mount Saint Helens and subsequent recovery effort is an iconic example of the changing landscape in the County, with wide-ranging

effects on all communities. Looking to the future, the theme of a changing landscapes can be easily applied to ecological impacts and adaptive use of County resources.

- **Connectivity** The County is robust with various linkages – waterways, railways, etc. We have frequently heard about how one place wouldn't exist without the other. Focusing on connectivity could also anchor the County to farther reaching geographies and people, acknowledging stories of groups who shaped the County, and may not be present, yet whose histories were changed because of it.
- **Innovation** Industry throughout the County is an accessible starting topic area to apply innovation. Other County attributes also encouraged innovation, through planned communities and changing economies, for example.
- **Generations** The County has been home to Native people since time immemorial and to some families of European descent for generations; for other families, they are just beginning their story in Cowlitz County. Focusing on generations is a way to weave pasts into the present and chart the path for the future of the County.
- **Persistence** The topic areas all lend themselves to the theme of persistence. Each topic area is dependent on persistence and the overcoming of challenges from various agricultural, ecological, cultural, and economic circumstances that resulted in its existences. The Patriot rail trail for example, or the logging industry.
- **Opportunity** People of European descent came to Cowlitz County for opportunity. From natural resources to industry and jobs, Cowlitz County has attracted various populations and industry to make or maintain their homes, families, and livelihoods.



Appendix M

Interview List

Name	Organization	Interview Date 2018	Interviewed by
Bill Watson	Cowlitz County Historical Museum, CCHPC Member	2/17	Margaret & Mary
Katy Barber	PSU	2/20	Donette & Tracy
Bill Greer	Ryderwood Historical Society	2/22	Margaret & Tracy
Cissy Sanders	Ryderwood Historical Society, CCHPC Member	2/22	Margaret & Tracy
Joseph Govednik	Cowlitz County Historical Museum	2/22	Margaret & Tracy
Brandon Spencer-Hartle	City of Portland	2/26	Dan & Mary
Caity Ewers	City of Portland	2/26	Dan & Mary
Gian Paul Morelli	Columbia Theater	2/27	Donette & Tracy
Harvey Williamson	Stella Historical Society, CCHPC Member	3/1	Workshop - Dan, Donette, Margaret, & Tracy
David Brittell	CCHPC Member	3/1	Workshop - Dan, Donette, Margaret, & Tracy
Joel Rupley	CCHPC Member	3/1	Workshop - Dan, Donette, Margaret, & Tracy
Chris Moore	WA Trust for Historic Places	3/2	Donette & Tracy

Jim Buckley	University of Oregon Historic Preservation Program	3/2	Margaret & Mary
Eric Eisemann	E2 Land Use	3/8	Donette, Margaret, & Mary
Emily Swett	Woodland Middle School Teacher	3/26	Donette & Tracy
Robin Uhlenkott	Woodland Middle School Teacher	3/26	Donette & Tracy
Mary McBride	Girl Scouts of Western Washington	3/27	Donette & Tracy
Montana Maichel	Girl Scouts of Western Washington	3/27	Donette & Tracy
Rae Davenport	Girl Scouts of Western Washington	3/27	Donette & Tracy
Adam Trimble	Longview Historic Preservation Commission	3/28	Mary & Tracy
Bill Reade	Ethnic Support Council	3/28	Mary & Tracy
Ilona Kerby	Lower Columbia CAP & Pathways 2020	3/28	Mary & Tracy
Lindsey Cope	CEDC	3/28	Mary & Tracy
Melissa Taylor	Lower Columbia CAP	3/28	Mary & Tracy
Nathan Reynolds	Cowlitz Tribe	4/2	Donette & Tracy
Jacqui Kamp	Clark County Community Planning	4/10	Mary & Tracy
Sharon Lumbantobing	Clark County Community Planning	4/10	Mary & Tracy
Amy Wilson	USFS	4/13	Dan & Margaret

Bill Marcum Jr.	Kelso-Longview Chamber of Commerce	4/13	Dan & Margaret
Cathy Zylstra Halverson	Mount St. Helens Forest Learning Center	4/13	Dan & Margaret
Kevlyn Hoisington	Arts of the Mountain	4/13	Dan & Margaret
Gloria and Bill Nahalea	Ohana Pacific Foundation	5/4	Donette & Tracy
Mark Wilson	Port of Kalama	5/4	Donette & Tracy

Appendix N

Cowlitz County Heritage Plan Event Criteria Worksheet

Event Name: _____

What:

What is the purpose or goal for the event?
What is the format for the event (examples: Open House, Community Group Event, Tour)?
What is a brief description of the event program?
What will collected info be used for?
What does an ideal outcome contain?
Is HPC leading the program? <input type="checkbox"/> Yes <input type="checkbox"/> No
If HPC is leading the program, please provide a brief reason why.

Who:

Who is target audience of the event (Examples: Historic preservation groups, the broader public, other agencies)?
Has this audience group been previously engaged by HPC efforts? <input type="checkbox"/> Yes <input type="checkbox"/> No
How many commissioners need to attend? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes above, please list who?
Is there a partner(s) for the event? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes above, who is it and why are they a partner, and has there been work with that partner(s) before?

Why:

Which program or plan goals does this effort align with or support?
This event is associated with (circle all that apply): historical building(s) or structure(s), heritage site(s), geological/landscape feature(s), industrial heritage, agricultural heritage, the environment

When:

Event start time:
Event end time:
Is the time of the event convenient for the target audience? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are the event leads and partners able to make this time work? <input type="checkbox"/> Yes <input type="checkbox"/> No

How:

Does the event need funding? <input type="checkbox"/> Yes <input type="checkbox"/> No
Amount of funding needed:
Funding source(s):
Does the HPC and staff have the capacity to conduct event? <input type="checkbox"/> Yes <input type="checkbox"/> No
What materials or equipment may be needed for the event?
Is there adequate preparation time for event or concept? <input type="checkbox"/> Yes <input type="checkbox"/> No



Appendix O

Staff Action Plan

The first-year action plan will be important for advancement of the goals of the Program, as well as its positioning for longer term success. The action items listed below are a subset of the Implementation Table contained in Appendix B and highlight the items that are both near-term and the highest recommended priority, which should therefore begin first.

The highest priority, and nearer term, items support further establishment of the community level reconnaissance survey, advancement of a heritage education program, strengthening of existing relationships, and creation of new relationships. These efforts and programmatic elements can advance numerous action items from the Plan. It is important to keep this mind and coordinate accordingly as the work is strategically carried out moving forward.

The selected action items also provide some additional specifics, such as the number of County staff hours anticipated for the work to be completed and how and what to do to successfully achieve the action item.

Action 1A.1 - Establish procedures on how to receive inputs for the reconnaissance survey, process and check for duplication, and make the survey items viable and available to the public. A consultant or additional expertise may be needed to complete the data fields associated with each entry such as candidacy for the National Register, Approximate Date of Construction, and Location.

- **Who:** County staff should lead this action, building off of the reconnaissance survey form fields and database provided in Appendix C.
- **How:** County staff should establish a formalized procedure for receiving the input from various sources and events and how the inputs will be fact checked, evaluated for duplication, entered into the official inventory database, and considered for the County's register. Procedures should also take into account how staff will administer database management and mapping components.
- **Hours Needed:** Approximately 40 hours initially and then approximately 8 hours per month, depending on the extent of procedures and update needs.

Action 1A.2 and 1A.3 – Inform and encourage stakeholder use of the Survey123 web application, such as by engaging organized historic preservation groups, schools, and the broader public to submit sites, buildings, and other historic or heritage elements.

- Who: County staff should lead this action in partnership with the Commission, historic preservation groups, heritage groups, and the County Museum.
- How: Staff and partners should utilize the Survey123 app guide provided in Appendix F and consider posting the Survey123 app guide to the County's website. Staff should become familiar with the app so as to provide hands on demonstrations and tutorials for downloading and using the app. This effort can also be provided as part of the youth educational efforts.
- Hours Needed: 4-8 hours initially and then intermittently in accordance with public events or education program components.

Action 1A.4 - Ensure staffing or intern ability to verify entries from the community-sourced survey items into the local inventory and register.

- Who: County staff, potentially with the assistance of interns, should lead this action, which builds on the two previous actions.
- How: This action is an important for quality control of community data gathering effort. It will ensure that the items collected as part of the reconnaissance survey are accurately and appropriately filtered prior to their official inclusion in the inventory and register. The quality of the information included in the inventory and register will determine how approachable and usable it will be by the Commission and the community and will also allow the community to see their inputs reflected in the official heritage materials.
- Hours Needed: Approximately 8 hours per month depending upon the number of inputs that need to be validated and added to the inventory database and register.

Action 1A.5 - Create a public facing digital story map that provides locations and information on items included within the various inventories/registers, but especially associated with the reconnaissance survey.

- Who: County staff, potentially with the assistance of interns, should lead this action, which builds upon actions 1A.1 and 1A.4.
- How: Using recommendations and materials provided in the *Public Facing Map Suggestions* (Appendix G) and using ArcGIS, a geographic information and mapping system, County staff can create a map that shows the inventory and register items collected from the community and evaluated by staff. The map can be available digitally on the County's website, allowing community members to see various inventory items, and click on the items to obtain additional information. The map should use the information located in the inventory and register databases and be a visual and ideally

interactive representation of this information. A hard copy of the map could also be developed to be used by the public and during events.

- Hours Needed: 30-40 hours initially and approximately 4 hours per month depending on how the system and map elements will be updated.

Action 2A.1 - Identify cultural resource and technical experts to assist in program and activity development.

- Who: County staff should lead this action, concurrently with Action 3A.1.
- How: County staff should consult with Commission members and other partners to identify potential cultural resource and technical experts to work with the Program.
- Hours Needed: Approximately 8-10 hours for discussions.

Action 2A.2 - Develop a Youth Heritage Steering Committee with champion teachers that have interest and availability, and other interested and applicable organization representatives, to learn about existing education programs that could be adapted to incorporate heritage; identify or develop new educational programs, events, and activities; and identify resource needs.

- Who: County staff should lead this action, utilizing the Interview List in Appendix M and Youth Heritage Education Survey Results in Appendix I.
- How: County staff should identify willing and available partners to meet regularly to identify and develop components heritage education program.
- Hours Needed: Approximately 2 hours per month or 4 hours per quarter for meetings.

Action 2A.3 - Create case study highlights of heritage education best practice examples, including those efforts that involve collaboration with other partners.

- Who: County staff should lead this action, concurrently with Action 2A.2.
- How: In coordination with the Youth Heritage Steering Committee, County staff should begin to identify existing heritage education program, material, and project examples and templates that could be adapted to components of the Cowlitz County heritage education program. These examples and templates should be broad enough that they can be adapted and reused for multiple groups over multiple years.
- Hours Needed: Approximately 4 per month for research, with findings to be discussed at each Youth Heritage Steering Committee meeting.

Action 3A.1 - Attend cultural awareness training.

- Who: County staff and Commission members should attend cultural awareness training, prior to engaging and working with Tribal contacts and other culturally underrepresented groups within the community.

- How: County staff should identify the appropriate cultural awareness training for staff and Commission members to attend.
- Hours Needed: Approximately 6 hours to identify training and 8 hours per attending staff.

Action 3B.1 - Attend the HALC meetings to connect to potential partners and gain information about existing historic preservation and heritage-related programs, events, and activities.

- Who: County staff should attend the HALC meetings.
- How: County staff should regularly attend the HALC meeting to connect with potential partners, coordinate heritage events, and identify skills and resources that could be shared. The information should then be shared with other Commission members during the monthly Commission meeting.
- Hours Needed: Approximately 3 hours per month to attend the meeting.

Action 4A.2, 4A.3, and 4.A4 - Identify and track historic preservation and heritage groups, programs, and events countywide to aide in coordination, support of efforts, and jointly plan an event.

- Who: County staff should identify and coordinate with historic preservation and heritage groups throughout the County and identify a purposeful heritage event to plan in coordination with other groups. The event should support goals and strategies of the Heritage Plan.
- How: County staff will need to keep track of, and communicate with, the various historic preservation and heritage groups to identify and coordinate planned events.
- Hours Needed: Approximately 6-8 hours per month for ongoing communication and approximately 40-60 hours per year for event planning.