

**NATIONAL  
TRUST  
FOR  
HISTORIC  
PRESERVATION**

**PARTNERSHIP-IN-SCHOLARSHIP GRANTS  
FOR  
AFRICAN AMERICAN HISTORIC PLACES**

**GUIDELINES**

**April 2009; revised July 2009**

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**STEWARDSHIP OF HISTORIC SITES DEPARTMENT**

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# INTRODUCTION

## PURPOSE

The purpose of the Partnership-in-Scholarship Grants for African American Historic Places (PS Grants) is to:

1. Strengthen the scholarly, technical, and organizational capacities of African American historic places.
2. Increase the quality and effectiveness of the interpretation of African American historic places, particularly related to challenging issues.
3. Raise public awareness of African American historic sites and their place in American history.
4. Enhance academic programs and student experiences in higher education.
5. Build new collaborative partnerships between African American historic sites and colleges and universities.

## HISTORY OF THE PROGRAM

The Partnership-in-Scholarship Grants are part of the African American Historic Places Initiative (AAHPI) of the National Trust for Historic Preservation (NTHP) and is generously supported by the Ford Foundation. AAHPI was launched in 2002 to highlight the significance and importance of African American historic places across the country. Initial efforts focused on assessing the needs of African American historic places and identifying strategies to support collaborations between the preservation community and colleges and universities. From this initial work, NTHP identified two major challenges that African American historic places face nationally:

1. A general lack of visibility for and public awareness of African American historic places
2. The need to enhance education and interpretation programs, particularly those dealing with difficult issues such as race.

In 2007, NTHP began work to enhance the visibility of African American historic places, build capacity of these historic places by increasing access to historic preservation resources, and support reciprocally beneficial educational programming opportunities between historic sites and colleges and universities.

## ELIGIBLE PARTICIPANTS

This grant program only supports projects that are a **collaboration** between two non-profit organizations: an African American historic place **and** an accredited college or university. Preference is given to partnerships that are located within 150 miles of each other to encourage longterm relationships.

**A “place” is eligible to participate if it:**

- is recognized or determined eligible to be recognized as an historic landmark at the local, state, or national level by a government agency, such as the National Register of Historic Places.
- interprets or has the potential to interpret a person, event, or story significant to African American history or culture at a regional or national level. Interpretive significance at the local level must be placed in a regional or national context to be eligible.
- is open to the public on a regular basis at least 50 days annually for educational programs or activities that primarily interpret African American history.
- is owned or operated by a government agency or by a non-profit organization recognized by the Internal Revenue Service under Section 501(c)(3).

National Trust Historic Sites are not eligible to apply.

**A college or university is eligible to participate if it:**

- is currently accredited by a regional and national accrediting agency recognized by the U.S. Secretary of Education
- employs one or more scholars on the teaching or research faculty who:
  - holds an advanced degree (preferably a Ph.D.) in United States history, American studies, African American studies, anthropology, archaeology, or closely related fields in the humanities from an accredited university, and
  - can demonstrate proficiency or advanced knowledge in African American history and culture through:
    - a graduate degree with an emphasis in African American history and culture; or
    - articles or monographs on African American history and culture published through a peer-reviewed process; or
    - a recognized professional body of work (e.g., exhibitions, reports, films, presentations) on African American history and culture.

Elementary and secondary educational institutions are not eligible to apply.

## **ELIGIBLE PROJECTS**

The Partnership-in-Scholarship Grants will award funds to support collaborative projects between institutions of higher education and African American historic places that:

1. enhance cultural programs to help sustain current or attract new audiences at historic sites, or
2. enhance the interpretation of challenging topics at historic sites.

This includes:

- improving public access to African American historical and cultural resources at historic places,

- strengthening teaching and education at colleges and universities through historic places,
- promoting research and original scholarship of a significant theme related to African American history and culture to support joint public programs,
- providing opportunities for lifelong learning through a collaborative program,
- strengthening each institution's humanities programming in order to preserve, enhance, or enjoy significant African American historic places.

Projects that can serve as models that can be easily adapted by other African American historic places are especially encouraged.

### *Collaboration Required*

Applications must be jointly supported by two organizations, with a preference to partnerships that are located within 150 miles of each other to encourage longterm relationships. One must be a non-profit organization that owns or operates an eligible historic place and one must be an accredited college or university with eligible scholars.

In general, the National Trust encourages collaborations in which:

- The project fits within each partner's strategic plan
- The partners recognize they need each other to succeed
- Communication is open and partners are able to discuss both successes and failures
- Networks and linkages work at many levels and cannot be ended on a whim
- The partners respect each other and work towards mutual trust.

For best practices on collaborations, see "Collaborative Advantage: The Art of Alliances" by Rosabeth Moss Kanter (*Harvard Business Review*, July-August 1994).

### *Examples of Eligible Projects*

- Convening an interdisciplinary team of historians and interpretive specialists to work with site staff to evaluate public programs, identify humanities themes for interpretation, develop strategies for interpreting difficult subjects, and outline short-term goals and objectives.
- Retaining a consulting historian or interpretive specialist, once themes are developed, to draft a background paper on each of the site's major interpretive themes. These papers could be used in guide training, to guide public programming, or prepare pre-visit materials for teachers.
- Creating an internship for a graduate student to undertake a specific research project at an historic site that results in a public exhibit, lecture, or Web presentation.
- Assessing the Site's research materials in consultation with scholars and determine priorities for making them more accessible to scholars and students through the Internet.
- Developing and testing a cell-phone tour of the Site's neighborhood in consultation with scholars, with an emphasis on interpreting the place in a regional or national context.

- Supporting a community event on topics relevant to the Site’s interpretation.
- Developing a program for a fourth grade field trip that incorporates current scholarship and the school district’s standards of learning.
- Offering a Saturday morning workshop series for families that encourages participants to examine an historical event or person from different perspectives.
- Presenting a lecture or publication by a scholar on a humanities topic related to the site.

### *Priority Projects*

Top priority will be given to proposals that significantly advance the goals of NTHP’s strategic plan in the following areas:

#### **1. Building the Preservation Movement**

Historic preservation enhances the quality of life in America because our heritage helps connect us to one another over time and space. More and more people are embracing the preservation ethic in America, but there is an absence of a powerful and impassioned preservation movement and a deep and lifelong commitment to historic preservation in Americans of all ages. Preservation should be a “must have” tool for successful revitalization of neighborhoods and main streets in rural, suburban, and urban communities across the nation. Possible projects could demonstrate the importance of historic preservation; highlight preservation work at the site or in the region; involve the public in a preservation project; train key staff members in historic preservation in order to develop public programs; or produce scholarly research to aid in the preservation of the site or region. Actual “bricks and mortar” preservation projects are not eligible for funding. Project proposals should clearly identify the historic preservation message and the intended response or action of participants (e.g., provide an email address for an e-newsletter, participate in an oral history project, share their historic family photographs online, identify similar resources in the community).

#### **2. Engaging a Million People**

Over the next five years, the National Trust for Historic Preservation will engage at least one million constituents in preservation, redefining how individuals, organizations, and groups connect to NTHP and the greater preservation movement. People across the nation need to know the many ways that preservation touches their everyday lives. Using the visitor’s or customer’s perspective, NTHP will seek ways to exponentially increase the numbers of people who recognize preservation in their lives and who are galvanized to protect, revitalize, and reuse America’s irreplaceable treasures. In addition to traditional methods of attracting visitors and providing educational programs, we must develop new strategies that include a customer-driven approach designed to attract individuals through their specific interest areas, such as homeowners, travelers, educators, developers and others. Possible projects could provide interactive activities that thoughtfully engage the public; involve scholars in the evaluation or assessment of existing programs to better meet the needs and interests of current or potential audiences; conduct professional research on current or potential audiences to better understand their needs and interests;

present a large number of people with a high quality educational program; or improve the quality of an existing program that reaches a large number of people. While the possible formats might include a publication, lecture series, workshops, reading and discussion groups, and exhibitions, NTHP encourages applicants to creatively combine these formats or use non-traditional ways to engage audiences. Projects are also welcome that take advantage of CD-ROMs, the Internet, or other digital formats designed to reach target audiences. Project proposals should include measurable objectives to evaluate the audience's experience.

### **3. Heritage Education.**

Just as deliberate educational activities have had a lasting impact upon the preservation movement, so the National Trust for Historic Preservation calls for educational efforts to instill a deep and lifelong commitment to preservation in Americans of all ages. Although "heritage education" has many definitions, for this grant program it is a project that is based on the study of a building, site, or place (rather than documents or textbooks); is regional or local in focus (although often tied to national themes); incorporates multiple disciplines in the humanities and social sciences (such as archaeology, history, and geography); and often use interactive and participatory approaches that encourage observation and discussion (not just lectures, readings, or other didactic methods). Project proposals should clearly incorporate at least three of these four elements of heritage education. "Heritage education" is often associated with programs focused exclusively on children or students, however, audiences of all ages will be considered. Project proposals should clearly identify the target audience and include measurable objectives to evaluate success.

## **INELIGIBLE PROGRAMS AND EXPENSES**

Not eligible are general operations and indirect expenses (e.g., overhead, maintenance, utilities, insurance); endowment; capital improvements; renovation, restoration, rehabilitation, or construction; acquisition of historic artifacts for collections; preserving or cataloguing collections; purchasing major equipment (over \$500) that can be used in other non-educational projects; fulfilling degree requirements; research not directly related to improving education and interpretation at the site; and fictional works, such as novels or plays, even if they are based on historical subjects. Timing is essential thus grants will not support a completed project or one already in progress, unless it is a distinct phase or specific aspect of the project that has not begun.

## **APPLICATION PROCESS**

### **INVITATION TO APPLY**

The Partnership-in-Scholarship Grant Manager will announce the upcoming grant deadline at least 45 days in advance to provide the eligible participants sufficient time to

prepare an application. The notice will list the number of grants available and the maximum allowable grant.

## TYPES OF GRANTS AND DEADLINES

This grant program offers two types of grants in two different rounds:

### 1. *Demonstration Projects (2009)*

The first year of grants supports model projects that can be easily adapted by other African American historic places. Grants provide funds up to \$15,000; no match required. Four grants will be awarded in 2009. Applications are due September 30, 2009.

### 2. *Project Support (2010)*

The second year of grants supports projects that are modeled in whole or in part on the Demonstration Projects. Grants provide funds up to \$5,000; 1-to-1 match required. Twelve grants will be awarded in 2010. Applications are due April 30, 2010.

### *Deadlines*

Deadlines are based on receipt of application, not postmark. In the event that the deadline falls on a Saturday, Sunday, or nationally recognized holiday, the deadline will be postponed to the next business day. The Partnership-in-Scholarship Grant Manger may change or revise these deadlines at its discretion.

### *Project Start Date*

Projects must start no earlier than 45 days from the application deadline date (i.e., no earlier than June 15 for the April 30 deadline) in order to provide the applicant sufficient time to incorporate recommendations from the National Trust for Historic Preservation and the Partnership-in-Scholarship Grant Committee. Grants cannot support a completed project or one already in progress, unless it is a distinct phase or specific aspect of the project that has not begun.

### *Project End Date*

Projects must end no later than 18 months from the date of the award (e.g., for a grant awarded on June 30, 2009, the project must be completed by December 30, 2010). Requests to extend the project for up to one additional year will be reviewed on a case-by-case basis and must be submitted in writing by the Project Director and approved by the Partnership-in-Scholarship Grant Manager.

## APPLICATION MATERIALS

The entire application packet must not exceed sixteen 8½ x 11” pages and should be submitted in the following order:

- **Application cover sheet** with an original signature (*one page*). A faxed or digitized application is acceptable, however, it must have the signature of the Project Director. The Project Description (Item 9) is a short summary of the project, for example:

*This project will support new research by two scholars on the history of Woodland Farm during its ownership by the Quakers in the 1850s, when they established an experimental farm operated by free black labor. They will each produce a 10-page report for publication and present a guide training workshop and a public lecture for the local community in 2010. This will result in a new exhibit on the Farm's Web site developed by a college intern.*

*The Clinton House Freedom Project will bring together a dozen respected scholars and community leaders to assess newly uncovered documents detailing the history of African Americans in the community and to recommend interpretive approaches to share this information with the public in tours of the house. The project will result in a 10-15 page report of recommendations, a revised training program for guides, a packet of training materials with copies of key historic documents, and supplementary materials for the tour.*

- **Partner Organization Profiles** (*two pages*). A one-page description of each Partner Organization to demonstrate their organizational capacity, ability to complete the project, and appropriateness as a partner for the project.
- **The Project Narrative** provides the overview of the project (*one page*). The narrative should clearly define the final product(s) (e.g., booklet, lecture series, audiotour, research report) and have measurable outcomes (e.g., number of pages, number of participants, number of tour stops, dates of completion). Please remember that the application will be reviewed by persons who may not be familiar with the site or partners, but have a professional knowledge of American history and historic site interpretation. Along with a description of the project, therefore, the narrative should include a brief description of the site; demonstrate institution's ability to manage and complete the project; and discuss the appropriateness of the project for its intended audience.
- **Project Elements** address the major areas of historic site interpretation and project strategy (*three pages*). We encourage that applications succinctly address each topic in the space provided, however, for complex issues or a detailed discussion, you may attach up to a total of four additional pages per application.
- **Attachments:**
  - **Project Budget** (*one page*). A list of estimated expenses for the project with sufficient detail to understand if the expenses are eligible for grant funds. Avoid vague terms such as "materials," "equipment," or "consultants." It is strongly recommended that applicants obtain written cost estimates for the specific project rather than relying on previous experience or informal conversations with vendors or consultants to ensure the budget is as accurate and reasonable as possible. You may use the form provided or create an identical form (please do not alter the order and layout—the budget form is used to quickly identify eligible expenses as well as provide comparison to other applications).
  - **Statement of qualifications** of team members or consultants (*two pages maximum*). A list of each key staff person and consultant/contractor with his/her name, title, and affiliation with a short paragraph describing his/her qualifications and contributions to the project. It is essential for all planning grants that the project team be comprehensive, including scholars and other appropriate program experts (i.e., curators, educators, and designers for exhibition projects). Outside consultants or contractors are not required on projects funded by a Partnership-in-

Scholarship Grant, however, they are strongly recommended in situations that involve professional expertise or diverse perspectives not available through site staff.

- **Supporting documents** to demonstrate the feasibility and appropriateness of the project (*four pages maximum*). The application form may be insufficient to describe your project or applicants may wish to include a consultant's evaluation, a workplan or timeline, audience demographics, photographs, a bibliography, an excerpt of a strategic plan, a conceptual exhibit plan, or a story board. These should *not* substitute for the application (in other words, do not simply state "see attached" in the application form and attach a four-page proposal). Because the application form is distributed digitally to the Grant Committee, materials should be 8½ x 11 inches and capable of scanning in black-and-white (e.g., avoid bound booklets, color images).
- **Letter of support** from each Partner Organization (*one page each*) demonstrating their commitment to the project.
- **Digital photographs** of the site (*two to three images; 150-600 Kb each; may be submitted separately*). We recommend a general view from the street or the visitor's perspective, the primary historic resource (e.g., house or church), and any significant object, place, or element described in the application so that the Grant Committee can better understand the site and the proposed project.

Application forms are available and their use is strongly recommended. Sites may submit applications without using a form, however, this may result in inadvertently omitting key information and disqualification. If submitting in an alternative format, please organize the information in the order above. All applications must include a completed cover sheet with the application form.

Please remember that the application is reproduced in black-and-white for distribution to the Grant Committee, thus the use of color to communicate key information is not recommended. Materials that exceed the sixteen-page total or the 8½ x 11" size restriction may be disqualified, cropped, or eliminated.

## APPLICATION SUBMISSION

Only application per partnership may be submitted per grant round, and organizations holding a current Partnership-in-Scholarship Grant are not eligible to apply. Applications cannot be accepted before the announcement of an upcoming grant application deadline. Applications cannot be queued or given advance priority at any time.

### *Send applications to*

Max A. van Balgooy  
Partnership-in-Scholarship Grant Program  
National Trust for Historic Preservation  
1785 Massachusetts Avenue, NW  
Washington, DC 20036

or fax to (202) 588-6232  
or email to max\_vanbalgooy@nthp.org

## **APPLICATION REVIEW**

The Partnership-in-Scholarship Grant Manager reviews each application for accuracy and completeness, then prepares a brief written analysis and recommendation for each request. At least fifteen days prior to the Grant Committee meeting (or telephone conference call), the Grant Manager forwards the applications to Committee members for their review. The Committee votes on each application and determines the grant amount. The Committee has the authority to award worthy projects that may deviate from established guidelines but nonetheless properly address interpretive or educational needs.

### *Selection Criteria*

The individual applications are reviewed according to the following criteria:

- **Intellectual Content:** Does the project deal with significant humanities themes or challenging issues? Is the intellectual approach broadly conceived, based on sound scholarship, and include multiple perspectives?
- **Audience Interest and Reach:** Does the project meet the needs and interests of the intended audience and would it expand the public's understanding of African American history and culture? Will the project draw in and engage audiences effectively? Will the project enhance the audience's understanding of and appreciation for African American historic places?
- **Format:** Are the program formats appropriate to the ideas, themes, and audience? Is it possible to evaluate its effectiveness in interpreting the place's significance to a target audience?
- **Resources:** Have the appropriate materials and resources been clearly identified? Are they the right ones for the project and are they available?
- **Project Team:** Does the team have the necessary expertise, interpretive experience, and technical skills? Are both partners effectively involved?
- **Workplan:** Is the plan of work realistic and efficient?
- **Timeline:** Can the project be completed in a timely manner?
- **Budget:** Are the project's costs realistic, appropriate, and reasonable? Does the project leverage other sources of support and funding?
- **Sustainability:** Does the project fulfill long-range or strategic plans? Have the organizations completed previous projects successfully? Will the project have an impact beyond the project's completion? What is the likelihood that the partnership will continue?
- **Priority:** Does the project address the issues identified as priorities? Can it be easily adapted by other organizations?

The applications as a group are reviewed according to the following criteria to ensure diversity:

- Geographic location
- Historical period

- Interpretive theme

## AWARDS

Awards will be announced within 45 days of the application deadline. The Grant Manager will prepare an agreement for each grantee confirming the successful award, funding amount, grant ending date, as well as any special conditions.

## FUNDING, ACKNOWLEDGEMENT, AND REPORTING

### PAYMENTS

#### *Reimbursement*

Grants are funded on a reimbursement basis, that is, **grant funds are released only upon completion of the project and after all project expenses have been incurred.** Upon completion of the entire project, grantees submit an itemized financial reporting of actual expenses with a request for reimbursement. Payments are made payable only to institutions and not to individuals.

All requests for payment must be submitted on the Final Report Form, which must be signed by the Project Director and authorized representatives of the Partner organizations.

Payments are made provided that all work has been completed in accordance with the grant agreement and to the satisfaction of the National Trust for Historic Preservation. All funds must be expended in the manner, time, and place as described in the application and letter of award. Any changes must be requested in writing and approved in advance by the Partnership-in-Scholarship Grant Manager.

The Project Director submits a Final Report to the Partnership-in-Scholarship Grant Manager, supported by proof of the expense in the form of a paid invoice, cancelled check, or other suitable accounting record. After review, approval, and processing, the NTHP will issue payment to the designated institution. Payments typically requires four-six weeks for processing. If you require payment by a specific date (such as the end of a fiscal year), notify the Partnership-in-Scholarship Grant Manager and submit the Final Report no less than six weeks in advance.

#### *Accounting Procedures*

Grantees must follow generally accepted accounting principles and procedures to manage grant funds. NTHP may request additional documentation for audit and the Project Director should retain the financial records for at least 3 years following final payment by NTHP.

### ACKNOWLEDGEMENT

All programs and projects, whether funded in part or in whole by the Partnership-in-

Scholarship Fund, shall be acknowledged as being supported by the “Ford Foundation” and the “National Trust for Historic Preservation”.

Acknowledgements should be placed in an appropriate location of a publication or be announced during an appropriate time of a public program, of course, depending upon the type of activity. Recognition should be comparable to gifts received from other similar donors (e.g., a \$5000 Partnership-in-Scholarship Fund grant should list NTHP and the Ford Foundation with other donors who have given \$5000). Below are some examples:

- A credit line or logo in *all* printed, graphic, or multi-media products resulting from grant support.
- Recognition in exhibitions, kiosks, home pages, or other kinds of display.
- Acknowledgement in publicity (such as invitations, announcements, flyers, mailings, posters) for programs supported through grant funds.
- Inclusion in the list of donors in reports about fund-raising campaigns of which the grant was a part.
- Mention at the beginning of any program event, lecture, presentation, or other public gathering resulting from grant support.

Grant recipients are urged to find other ways to acknowledge grant support.

When it is specifically requested by Ford Foundation or NTHP, the material shall also include the following statement: “The opinions, findings, and conclusions or recommendations expressed in this [publication/program/exhibition] are those of the author[s] and do not necessarily reflect the views of the National Trust for Historic Preservation or the Ford Foundation.”

## **FINAL REPORT AND PROJECT COMPLETION**

At the completion of the project, the applicant should submit a written evaluation with the final funding request on a Final Report Form, along with any appropriate documentation (e.g., photographs, attendance reports, participant evaluations, reports, publications). Institutions are ineligible for future funding from any source at the National Trust for Historic Preservation if final reports are not completed. See also *Payments*.

## **CHANGES IN THE PROJECT**

In the course of implementing the project, changes may occur in staffing, expenses, or scope of work. It is strongly recommended that these changes be approved in writing by the Partnership-in-Scholarship Grant Manager as soon as possible to avoid a rejection of payment. Because grants are awarded on a competitive basis, a significant change can alter the project sufficiently that it would not have been awarded a grant. A change of key project staff or consultants, a five percent difference in actual and budgeted expenses, or a five percent difference in the measurable outcomes, and other similar circumstances should be reviewed and approved by the Grant Manager.

## **GRANT EXTENSION**

All projects should be completed within eighteen months of the award. Requests to extend the project for up to one additional year will be reviewed on a case-by-case basis and must be submitted in writing by the Project Director and approved by the Partnership-in-Scholarship Grant Manager.

## **PUBLICITY AND COPYRIGHT**

The grantee may copyright any work that is subject to copyright and was developed, or for which ownership was purchased, under the grant. However, in order to improve educational and interpretive programming at other African American Historic Places and in the preservation community, the NTHP reserves a royalty-free nonexclusive and irrevocable right to reproduce, publish, or use a work produced with a Partnership-in-Scholarship Grant, and to also authorize others to do so for educational and informational purposes. Successful projects may be selected for publication or presentation to serve as models for the field. NTHP also encourages grant recipients and contractors publicize the results of projects, when appropriate.

## **FUND MANAGEMENT**

### **PARTNERSHIP-IN-SCHOLARSHIP GRANT MANAGER**

The Manager of the Partnership-in-Scholarship Fund is the Director of Interpretation and Education of the NTHP. The Manager's responsibilities include coordinating and managing all aspects of the Partnership-in-Scholarship Fund, including accepting and reviewing applications; providing guidance to applicants; disbursing funds in cooperation with the Administrative Director; recommending Grant Committee members to the Vice President, Stewardship of Historic Sites; recommending priority projects and selection criteria; revising the PS Fund's policies and guidelines in consultation with the Grant Committee; and ensuring projects meet the policies and guidelines of the Partnership-in-Scholarship Fund.

### **PARTNERSHIP-IN-SCHOLARSHIP GRANT COMMITTEE**

The Grant Committee is an interdisciplinary committee consisting of five members responsible for reviewing Partnership-in-Scholarship Grant applications, awarding funds, and establishing review criteria. One member shall be the Vice President, Stewardship of Historic Sites. One member shall be the Director of Interpretation and Education, Stewardship of Historic Sites. Three members shall be humanities scholars or interpretive specialists who are familiar with historic site interpretation or have a broad knowledge of African American history. At least two members shall not be employees of the National Trust for Historic Preservation.

Appointed committee members serve one-year terms, not to exceed three consecutive terms. Members are appointed by the Vice President upon the recommendation of the Director of Interpretation and Education. Members receive no compensation for their

service and serve at the discretion of the Vice President.

## **FREQUENTLY ASKED QUESTIONS**

### **DO I NEED TO INVOLVE SCHOLARS AT A UNIVERSITY?**

Yes. Scholarship is fundamental to good content—indeed, the public expects that historic sites provide trustworthy, reliable information—but time and funding for expert consultation is rare and usually assigned a low priority. This grant program provides an unusual opportunity to involve academic scholars and professional experts as a resource for conducting research, assessments, and evaluations as well as giving public lectures and providing staff training. The grant program requires the use of scholars, that is, professionals with advanced degrees (beyond bachelor's) in United States history, American studies, African American studies, anthropology, or archaeology. The scholars selected must be appropriate to the project, thus applications that propose a political historian to conduct research on the site's architecture or a professor specializing in German literature advising on slavery will need to demonstrate that this particular scholar is qualified to conduct the work and that their participation is essential.

### **DO I NEED TO INVOLVE AN HISTORIC PLACE?**

Yes. Historic places, including buildings and landscapes, are a virtually untapped resource for understanding and interpreting African American history and culture. More people visit historic places annually than attend universities and consider them to be more trustworthy and reliable than movies, books, or even college professors because of their authenticity and their use of multiple perspectives in interpretation. This grant program provides an unusual opportunity to use these historic resources for conducting innovative research and providing new perspectives as well as enriching learning in the classroom and providing students with broader experiences. The grant program requires the use of African American historic places, that is, sites are associated with a person or event or can interpret a thesis that is significant to African American history and culture. The place selected must be appropriate to the project, thus applications that propose an ante-bellum plantation to interpret the life of a 20<sup>th</sup> century African American artist or an African Methodist Episcopal church to discuss school segregation will need to demonstrate that this particular place is significant to this topic and that its inclusion is essential.

### **WHO SHOULD BE THE PROJECT DIRECTOR?**

The project director should be closely associated with one of the Partner organizations and have the skills, time, and resources to successfully manage the project, including submission of the final report; is respected by both Partners and not considered biased towards one or the other; and can ensure the Partners are completing their responsibilities in a timely and appropriate manner. No matter who is selected as the Project Director, however, the responsibility to complete the project successfully ultimately lies with the Partner organizations.

## **CAN I SUBMIT MORE THAN ONE APPLICATION?**

No.

## **DOES THE GRANT REQUIRE A MATCH?**

It depends. There is no matching requirement for the demonstration grants awarded in 2009. There is a 1:1 matching requirement for support grants awarded in 2010. In either case, many applicants prefer to show the site's contribution to the project, such as staff salaries, in a separate column in the budget page to demonstrate that the project's revenues and expenses are reasonable and that the project's entire costs have been considered.

## **CAN THESE FUNDS BE USED TO MATCH GRANTS FROM OTHER SOURCES, SUCH AS THE NATIONAL ENDOWMENT FOR THE HUMANITIES?**

Yes, except that it cannot be used to match other grants from the Ford Foundation or the National Trust for Historic Preservation. We encourage organizations to use the matching requirement to expand their fundraising efforts and challenge donors to support the project.

## **COULD YOU MAKE THE APPLICATION FORM SIMPLER AND EASIER?**

Yes but it could give you or another applicant an unfair advantage. We have found that the variety of projects proposed in similar grant programs range so broadly in format and complexity (from creating an interpretive plan to conducting architectural research and publishing a booklet to developing a school programs with an interactive Web site) that it is difficult for the Grant Committee to easily make comparisons between projects without a standardized application form. Secondly, a shorter or simpler form can prevent sufficient discussion of a complex yet worthwhile project (on the other hand, some project proposals include more than the maximum number of pages, which we do NOT recommend). Finally, some applicants have little experience with grant writing, thus the form provides a framework for planning a project and building a case for support for a worthy project.

For small simple projects, the descriptions in the application form can be brief or left blank and noted as "not applicable". Don't feel that an adequate description requires that the entire space be filled—quality, not quantity, is more important.

Regardless of the project, please use the application form. It captures basic information needed to process and review your project.

## **HOW CAN I IMPROVE MY APPLICATION?**

In the review process, committee members rank each application and often all agree on the applications that fall at the top and bottom—those in the middle are most subject to debate. Those at the top are well written, clearly define the "deliverables" (the ultimate products), demonstrate sufficient planning to ensure success (process, costs, resources),

and often can be sustained after grant funds have expired and have a long-lasting impact that can serve as a model for others. Entrepreneurial projects are often supported, but only for those applicants who have a demonstrated ability in tackling new or risky ventures. Applications ranked at the bottom are typically poorly written and conceived, more due to a lack of time than a lack of talent. Given the competition, one-time projects with little impact, can't be sustained beyond the grant period, or are not integral to fulfilling the Partners' or NTHP's strategic plans are often ranked lower. Attempts to overcome these weaknesses through fancy graphics, letters of support, follow-up phone calls, or florid language rarely succeed. If you would like to discuss project ideas or strategies to strengthen an application, please contact the Grant Manager.

### **HOW DO I OBTAIN MY GRANT FUNDS?**

Funds are paid on a reimbursement basis only and can be requested at the conclusion of the project with the submission of the final report. See *Payments* for more details.

### **FOR ADDITIONAL INFORMATION**

If you are interested in applying or have a project idea that you'd like to discuss to determine its eligibility, please contact Max A. van Balgooy, Partnership-in-Scholarship Fund Manager at (202) 588-6242 or [max\\_vanbalgooy@nthp.org](mailto:max_vanbalgooy@nthp.org). Guidelines and application forms are available in PDF format on the NTHP Web site at [PreservationNation.org](http://PreservationNation.org), the NTHS Web site at [HistoricSites.WordPress.org](http://HistoricSites.WordPress.org), or from any NTHP Regional Office.