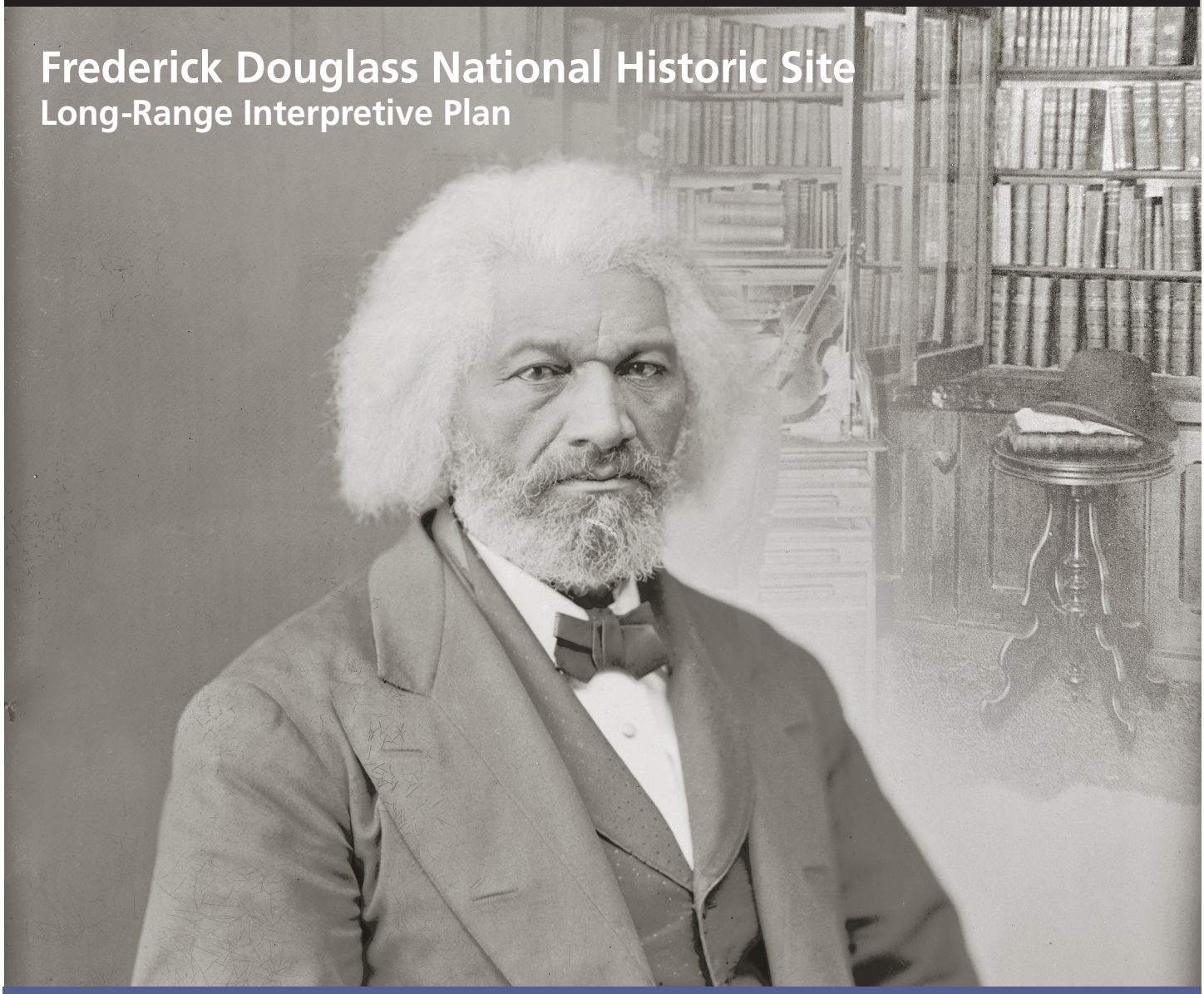
Harpers Ferry Center
National Park Service
U.S. Department of the Interior

Frederick Douglass National Historic Site
Long-Range Interpretive Plan



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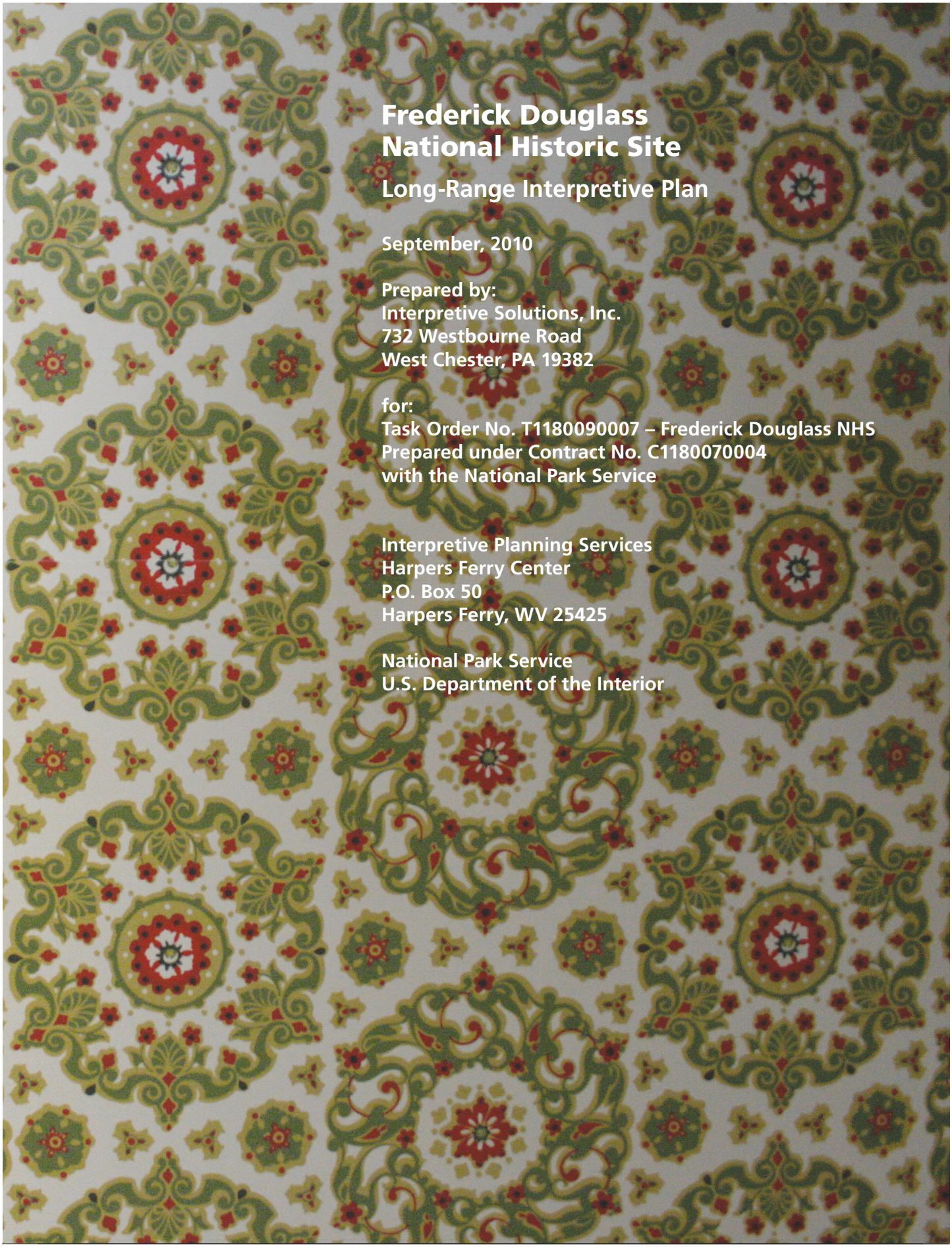

Frederick Douglass National Historic Site

Long-Range Interpretive Plan

September, 2010

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for:
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National Park Service
U.S. Department of the Interior

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Introduction

The Long Range Interpretive Planning process at the Frederick Douglass National Historic Site revealed and reinforced many insights about Frederick Douglass and his vision of a more just nation. Among the greatest of these insights: his story is so important, so multi-faceted, and so relevant to today, that the current facilities at the site are inadequate to tell his story at the rich level it deserves.

In light of the upcoming bicentennial of Douglass' birth in 2018, the plan recommends an important upgrade of site facilities in order to celebrate and do justice to the life story of a great American hero. Several steps have already been taken to enhance the ability of the site to deepen its telling of Douglass' story. Cedar Hill, Douglass' mansion, reopened to the public in April 2007 after a three-year, 2.7 million dollar restoration and rehabilitation project that saw the installation of new climate control, HVAC and fire control systems, restoration of windows and wallpaper, replacement of shutters, and site upgrades. A property across the street from the site has recently been acquired that will extend the ability of the site to provide interpretive services. Development of this new property, along with an expansion and upgrade to the Visitor Center, will not only free new spaces for interpretation, but will allow the site to provide services to the community that reinforce and honor Douglass' own commitment to values like education, self-improvement, civil rights and freedom.

Executive Summary

1. The main story at Frederick Douglass NHS centers on the inspiration and challenge his story still offers us today:

The life and ideals of Frederick Douglass, centered in our nation's 19th-century struggle for civil rights and social justice, continue to challenge and inspire us today.

2. Three primary interpretive themes articulate the main messages:

The Man: Frederick Douglass as one of the nation's most influential African Americans. The story of Frederick Douglass' journey from enslavement to prominence, achieved against overwhelming odds, challenges and inspires us to work untiringly to achieve our own aspirations.

The Place: Cedar Hill. On a hilltop overlooking the District of Columbia, Frederick Douglass' estate, including its extensive collection of original Douglass objects, symbolizes his unparalleled success, and embodies the heights to which the "Sage of Anacostia" rose by the end of his life, inspiring Americans to preserve his home and continue his legacy and providing an unparalleled opportunity to connect with Douglass' life and accomplishments.

The Vision: Frederick Douglass as a great American leader. Frederick Douglass' broad-ranging advocacy for social justice issues including abolition, civil rights and equal education regardless of race or gender helped

to transform a nation struggling to live up to its ideals, and continues to be relevant by challenging and inspiring those who seek freedom and equality today.

3. The site's target audiences include:
- General audience
- Education audience and educators
- Neighbors

4. The site has recently acquired a property across the street from the parking lot, which will expand interpretive opportunities. While the site's themes are intertwined to an extent, the new space will allow room for a particular focus on each theme in a specific area of the site. These are:

- **Visitor Center:** The umbrella theme (Inspiration and Challenge), and Theme 1, The Man and his Journey
- **Cedar Hill:** Theme 2, The Place and its Contents
- **Caretaker's Cottage:** Theme 3, The Vision/the Preservation story (Note: some current offices in the Cottage may be moved to the new building.)
- The Grounds provide a place to contemplate Douglass' impact on the world and his inspiring accomplishments.
- The new building provides much needed office, classroom, curatorial and miscellaneous spaces, as well as community meeting space and room for ongoing children's programs.

5. Interpretive services are provided according to the following principles:
- Use Douglass' own words to tell the story wherever possible.
- Plan for programs within a hierarchy of sophistication, allowing the site to serve a wide range of ages and learning styles.
- Offer a range of interpretive service types so as to address the varying presentation preferences of visitors.
- Employ the tenets of universal design for access to all.
- Interpret the story from multiple points of view; for example, addressing the lives of other African Americans of Douglass' time, or the tension between the black and women's suffrage movements.
- Acknowledge that people will visit the site for many different reasons, from recreational, to educational, to inspirational, and that the site should be prepared to meet a variety of needs.

Courtesy Library of Congress

Foundation for Planning

Comprehensive Interpretive Planning

The National Park Service (NPS) has adopted a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal interpretive services, and education programs. The Comprehensive Interpretive Plan (CIP) is the basic planning document for interpretation and was formally adopted as part of NPS guidelines in 1995. Responsibility for creating the CIP lies with each park's superintendent.

WHAT IS A COMPREHENSIVE INTERPRETIVE PLAN?

The CIP process helps parks make choices. It provides guidance to park staff by clarifying objectives, identifying audiences, and recommending the best mix of media and personal services to use to convey park themes.

Although the CIP as defined in Director's Order No. 6 is composed of specific elements, good planning is customized to meet each park's needs and situation. The CIP is not a recipe. Rather, it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPS have three components: the Long Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).

WHAT IS A LONG RANGE INTERPRETIVE PLAN?

The heart of the CIP is the Long Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (5-10 year) interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals.

THE ANNUAL IMPLEMENTATION PLAN AND INTERPRETIVE DATABASE.

The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating a series of these AIPs that implement the actions outlined in the LRIP simplifies the park's annual planning process. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories that document the process of developing the LRIP.

THE PLANNING PROCESS.

Planning workshops in October 2009 and January 2010 were attended by stakeholders, National Capital East officials, and park staff. A public meeting on January 13 sought input from the site's neighbors. Please see the Appendix for a complete list of participants.

A foundation document that articulated site significance, themes, management goals, stakeholder issues and concerns, and target audiences was circulated to stakeholders for their comments in November 2009. The Team Draft, including both foundational elements and recommendations for the interpretive program, was circulated in March of 2010, and the final Long Range Interpretive Plan was approved in August 2010.

Site Background

The Frederick Douglass National Historic Site (FRDO) is a memorial to one of the most influential Americans of the nineteenth century. As a political activist, orator, and editor, Frederick Douglass played an important role in the struggle to overthrow slavery. After the Civil War, he held a series of presidential appointments and continued to speak out for women's rights, racial justice and equality for all Americans.

John W. Van Hook was the first owner of the house and property that is now the Frederick Douglass National Historic Site. On May 15, 1854, Van Hook and several partners purchased over 240 acres from Enoch Tucker in the Anacostia community of the District of Columbia with the intent of developing its real estate potential. Construction of the handsome brick house, with its commanding view of Washington, probably began about 1855. The partners had sold half of their 700 lots by midsummer, 1854, and Van Hook's house reflected the financial success of the venture. The builder and architect are unknown.

Due to bankruptcy, the property was sold at public auction to the Freedman's Saving and Trust Company. In 1877, Frederick Douglass purchased the property which he later named

"Cedar Hill". During his time there, he expanded the house and continued to add what were considered modern upgrades to the house over his lifetime. It remained his home until his death in 1895. Douglass' second wife, Helen Pitts, realizing the significance of Douglass' accomplishments, dedicated herself to the task of preserving his home intact as a memorial. She organized the Frederick Douglass Memorial and Historical Association, which was chartered in 1900. The National Association of Colored Women's Clubs (NACWC) joined forces in 1916 and the mortgage was paid off sometime between 1918 and 1921. In 1921-22, the NACWC raised funds for restoration of the home and an extensive development of the grounds of the estate. The two organizations administered the Douglass home from 1916 to 1962, when they conveyed the property to the United States.

After extensive restoration, the Frederick Douglass home reopened as a National Park Service site in 1972. The Visitor Center opened to the public in 1982. In 1988, Douglass' home was officially designated as a National Historic Site. Additional renovations to the home were done between 2000 and 2007. The site is administered by National Capital Parks–East (NACE).

Enabling Legislation

On November 6, 1969, Congress approved the Enabling Legislation for Frederick Douglass National Historic Site in Public Law 87-633: 76 Stat. 435:

"The Secretary of the Interior is authorized to designate, for preservation as a part of the park system in the National Capital Region, the former home of Frederick Douglass located at 1411 W Street, Southeast, Washington, District of Columbia and known as 'Cedar Hill' . . .

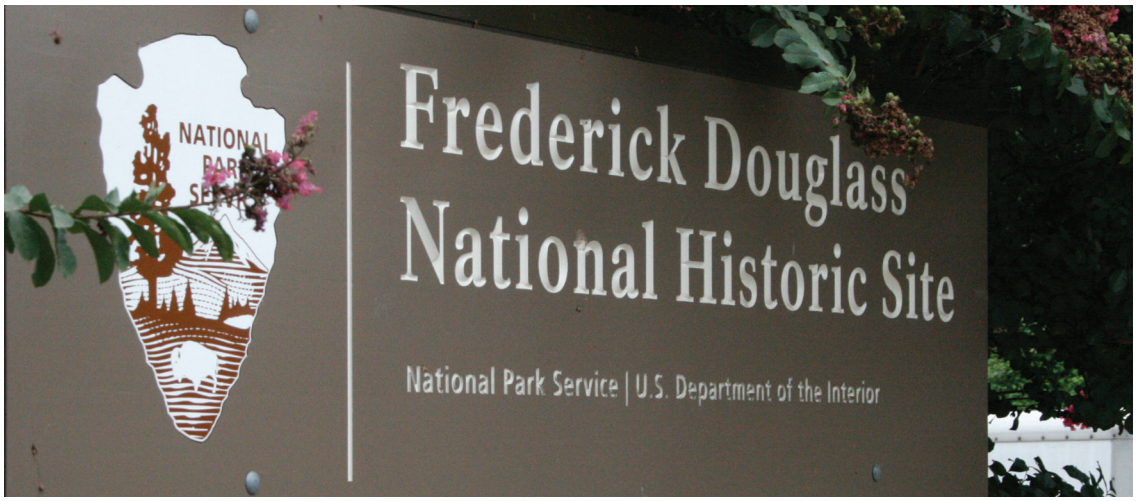
" . . . . and shall be subject to the provisions of the act entitled, 'act to establish a National Park Service and for other purposes,' approved August 25, 1916 (39 Stat. 535), as amended and supplemented and

"The Act entitled "act to provide for the preservation of American sites, buildings, objects, and antiquities of national significance, and for other purposes, August 21, 1935 (49 Stat. 666), as amended.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, 'That section 4 of the act entitled 'An act to provide for the establishment of the Frederick Douglass home as a part of the park system in the National Capital, and for other purposes,' approved September 5, 1962 (76 Stat. 435), is amended to read as follows:

"Sec. 4. There are authorized to be appropriated such sums, but not more than $413,000 as may be needed for the restoration and development of buildings and grounds at Cedar Hill, approved November 6, 1969."

On February 12, 1988, the Secretary of the Interior redesignated the site as the Frederick Douglass National Historic Site. It is one of a group of parks that are designated the National Capital Parks-East.



National Capital Parks–East Vision Statement

National Capital Parks–East is one of the jewels of the National Park System that is managed and promoted by consummate professionals dedicated to conserving resources and providing safe and enjoyable experiences. We strive to inspire this and future generations to recognize, understand, conserve and protect our natural, cultural and recreational resources.

Purpose

Park purpose statements describe why a site was set aside and what specific purposes exist for it. They are derived from legislation, legislative history, public participation, and public rule making. Purpose statements may reflect upon traditional purposes of preservation and enjoyment, the linkages between the management unit and its cultural and natural resources, connections with groups and areas external to the park, and language of the enabling legislation.

The purpose of the Frederick Douglass National Historic Site is to collect, preserve, and interpret the house, the museum collections, and the grounds in accordance with the site's enabling legislation, planning documents, and legal mandates.

Statements of Significance

Park significance statements describe the distinctiveness of the combined resources of a park. The statements can reflect natural, cultural, scientific, recreational, inspirational, and other resources. They embody the power of the place, and describe the stories that can best be told at the site. These statements summarize the essence of the importance of the park's resources to our natural and cultural heritage. Significances may evolve over time as a result of discoveries and updates to knowledge about the place.

The Frederick Douglass National Historic Site is significant because:

- The Cedar Hill estate, along with the rich collection of original Douglass objects, reveals the many facets

of Douglass the man: intellectual, advocate, activist, statesman, ambassador, writer, orator, musician, family man, friend, colleague, farmer, and Victorian gentleman.

- Cedar Hill, with its landscape, home, and rich collection of original Douglass objects that embody the power of the place, challenges and inspires us as a tangible symbol of the social revolution in 19th-century America. That revolution saw Frederick Douglass rise from the status of enslaved to one of the most prominent African Americans of his time.
- Frederick Douglass built and worked with a powerful network of vibrant leaders whose fight for social justice continues to inspire us today. His associates included Susan B. Anthony, Elizabeth Cady Stanton, Harriet Tubman, and Senator Blanche K. Bruce.
- A visit to the Frederick Douglass National Historic Site, a symbol of African American achievement against overwhelming odds, offers visitors of all backgrounds an opportunity for personal inspiration.
- Frederick Douglass' Cedar Hill, in the heart of historic Anacostia, is an icon of American history and serves as both a steadying influence and a catalyst for change in the community.
- Frederick Douglass' significance to American history sparked visionary grassroots preservation efforts, led by the Frederick Douglass Memorial and Historical Association (FDMHA), National Associations of Colored Women's Clubs (NACWC) and the local community to preserve his historic Anacostia home. These groups created one of the first historic sites dedicated to an African American.

Interpretive Themes

Interpretive themes embody the most important ideas or concepts communicated to the public about a park. They convey the significance of the resource, and highlight the links between tangible elements, intangible meanings, and universal concepts that are inherent in the park's resources. The themes connect resources to larger processes, systems, ideas, and values. They define the core content of the educational messages the park offers, and serve as the building blocks upon which interpretive services and educational programs are based.

The primary interpretive themes at Frederick Douglass NHS are embodied within a single, overarching universal concept:

The life and ideals of Frederick Douglass, centered in our nation's 19th- century struggle for civil rights and social justice, continue to challenge and inspire us today.

From that universal theme, three primary interpretive themes emerge: the Man, the Place, and the Vision.

The Man: Frederick Douglass as one of the nation's most influential African Americans.

The story of Frederick Douglass' journey from enslavement to prominence, achieved against overwhelming odds, challenges and inspires us to work untiringly to achieve our own aspirations.

Courtesy Library of Congress

The Place: Cedar Hill.

On a hilltop overlooking the District of Columbia, Frederick Douglass' estate, including its extensive collection of original Douglass objects, symbolizes his unparalleled success and embodies the heights to which the "Sage of Anacostia" rose by the end of his life, inspiring Americans to preserve his home and continue his legacy.

The Vision: Frederick Douglass as a great American leader.

Frederick Douglass' broad-ranging advocacy for social justice issues including abolition, civil rights, and equal education regardless of race or gender helped to transform a nation struggling to live up to its ideals, and continues to be relevant by challenging and inspiring those who seek freedom and equality today.

This thematic framework provides structure for exhibits as well as other interpretive programs. It is recommended that the website entry page for the site be structured according to this powerful framework, as well, which acknowledges Douglass' relevance to today. Each primary interpretive theme embodies an infinite number of stories. Some of these include:

Theme #1 stories centered on "The Man:"

- Douglass' life as intellectual, advocate, activist, statesman, ambassador, writer, orator, musician, family man, friend, colleague, gardener, and Victorian gentleman
- The challenges he struggled to overcome
- His life journey from slave to revered leader, a truly self-made man
- His role in American politics during

the Reconstruction period
- His life as an "everyday," accessible family man, yet a driven, self-motivated challenger, agitator, and fighter
- His life as inspiration to those who struggle to achieve their goals

Theme 2 stories centered on "The Place:"

• Symbolism

a) Cedar Hill and its contents as the perfect vantage point from which to view Douglass' journey: yesterday, today, and tomorrow
b) The skyline, encompassing phases of Douglass' life from slavery in Maryland to office holder in the nation's capital
c) The Growlery: the humble cabin to which Douglass retreated for solace, contrasted with Cedar Hill as a symbol of his life's journey
d) His choice of Cedar Hill as a symbol and message to the world of his fame, achievements and financial success
e) Respected and honored anchor of the Anacostia community

• Inspiration

a) The idea of pilgrimage – coming to this "place" -- Cedar Hill -- for inspiration in our own lives
b) The idea of Cedar Hill as a destination for people of all walks of life
c) A preservation movement led by local residents of the community, as well as prominent national Black organizations that created the nation's first historic site dedicated to an African American

• Victorian life at Cedar Hill

a) The way different rooms highlight

different facets of Douglass' life
b) The history and physical reality of 19th-century D.C.
c) The opportunity to be immersed in the features of Douglass' upscale 19th-century Victorian home, belongings, and lifestyle

• Life in Anacostia

a) Frederick Douglass as a resident of Anacostia: what kind of neighbor was he?
b) The nature of Anacostia in Douglass' day

Theme 3 stories centered on "The Vision:"

- Douglass' causes and ideals, including justice, civil rights, human dignity, abolition, women's and black suffrage,

temperance, anti-lynching, equal education, self-actualization, and determination

- The powerful, internationally influential network of activists that he created as they fought together for freedom, equality, and civil rights, even while balancing sometimes conflicting movements, such as suffrage for women and for blacks
- His continuing inspirational role as 21st century Americans work for equal rights for all.

Courtesy Library of Congress

Management Goals

These goals describe management's intent in offering interpretive and educational programs and services. They are based on NPS' Five Tenets Centennial Challenge.

Goal #1: Agency-wide: Stewardship. At FRDO: Develop stewards who will fight for preservation of the house, its contents, and grounds. Ensure that the landscape is protected from zoning changes; make sure zoning laws protect the site. Create and maintain a vibrant volunteer program (VIP).

Goal #2: Agency-wide: Environmental leadership. At FRDO: New construction will be on the leading edge of sound environmental practices. Ensure that interpretive programs include these leading edge environmental programs and practices.

Goal #3: Agency-wide: Recreational experience. At FRDO: Bring back the sense of play. Have programs that reflect Frederick Douglass' interest in physical health and recreation. Look for ways to connect the FRDO site to bike trails and pedestrian pathways.

Goal #4: Agency-wide: Education. At FRDO: Develop outreach programs. Evaluate how well staff is supported and trained in presenting educational programs. Use current and emerging technology to broaden the impact of educational programming.

Goal #5: Agency-wide: Professional excellence (partnerships and philanthropy). At FRDO: partner with sister parks, international partners, Sites of Conscience.

Additional goals to be addressed specifically by the Long Range Interpretive Plan include:

- Shape interpretive program in light of Cedar Hill's recent renovation
- Create development plan for new property across the street from parking lot
- Address the need for classroom/programming space
- Address most appropriate use for the "cottage"
- Upgrade Visitor Center exhibits
- Review effectiveness of the film
- Address site wayfinding issues
- Evaluate the visitor experience, especially the challenge of interpretation for visitors who are unable to take the guided tour of Cedar Hill due to capacity issues (15 people maximum per tour)
- Evaluate opportunities for outreach
- Ensure that LRIP process results in elements needed for interpretive component of the upcoming reaccreditation assessment by the American Association of Museums
- Reinforce Douglass's significance, not just to African-American history, but to American history
- Look ahead to the commemoration of the upcoming Bicentennial of Douglass' birth (in 2018)

Target Audiences

The basis for categorizing audiences for the interpretation and education program lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, and others.

Target audiences at Frederick Douglass Historic Site include:

- **General audiences**
  - **Onsite**
  - **Offsite (website and distance learning)**
- **Educational groups and educators**
- **Neighbors**

The general audience includes family groups; family reunions; church groups, including both youth and seniors; African-American fraternities and sororities, both out-of-town and local; retirees; NPS Passport holders; recreational visitors; international visitors; and historians, among others.

The educational audience consists of school groups, including third grade from D.C. district; middle and high school; and some college classes. High school classes are mainly from the local district, except in the spring, when high schools from all over the country visit during their spring trips to D.C. Additional education-oriented audiences include charter schools; day camps (older children, not tots); Civil War Teacher Fellows; and local teachers (the D.C. district curriculum coordinator promotes FRDO).

Currently, the site's neighbors mainly attend during special events. Additional programs may bring more interest in the site throughout the nearby community.

Desired Visitor Experiences

Statements of desired visitor experiences describe how the park's interpretation and education program facilitates intellectual, inspirational, emotional, and physical experiences for visitors. These statements describe what visitors to the park would like to learn, feel, do, or experience when visiting the park (either in person or remotely).

All visitors are seeking something of value for themselves. The visitor defines what that value is for him/herself. Visitor experience goals describe what experiences and opportunities should be available to the average visitor on an average day, whether or not the visitor chooses to experience them.

Three different levels of visitor experience must be addressed.

1. THE VISITORS' BILL OF RIGHTS: these are experiences a visitor should expect in every park (common to all parks). They include the opportunity to make intellectual, emotional, and/or spiritual connections to the site's resources; to be respected; to be able to get information easily; and to be safe.

2. WHAT DO VISITORS SEEK THAT IS SPECIFIC TO THIS PARK?

3. WHAT DO SPECIFIC AUDIENCES PARTICULARLY SEEK FROM THIS PARK?
Audience segments at FRDO include:

- **General audience.** They need universally accessible programs and services.
- **Educational groups.** They need curriculum-based programs and services.
- **Repeat visitors from the neighboring community.** They need special programs to keep them coming back. They need to feel a connection to the site and to Frederick Douglass.
- **Educators.** They need curriculum support and "train the trainer" programming.

Experiences are categorized in four different ways. Each of these categories must be considered when developing visitor experience goals.

1. COGNITIVE OR INTELLECTUAL GOALS that involve *knowledge* and allow people to *think* and *learn*

2. EMOTIONAL OR INSPIRATIONAL GOALS that involve *attitudes and values* and allow people to *feel*

3. ACTION-ORIENTED GOALS that involve *activity* and allow people to *do* and *participate*

4. EXPERIENTIAL OR SENSORY GOALS that involve *the senses* and allow people to *immerse themselves in the experience*

The group developed the following visitor experience objectives for the general audience:

COGNITIVE

- Visitors want to learn about family and home life at Cedar Hill.
- Visitors want to learn about one of the nation's most charismatic leaders.
- Visitors want to learn about some of the life experiences of Frederick Douglass that helped shape who he was.

EMOTIONAL

- Visitors want to make a connection by walking where Frederick Douglass walked.
- Visitors want to leave their cares at the bottom of the hill, as they ascend to the front door.
- Visitors want to empower themselves and continue their own betterment after witnessing what Frederick Douglass overcame.
- Visitors want to feel a personal connection between their own personal struggles and those of Frederick Douglass, and to realize their own ability to triumph and be inspired.
- Visitors want to be inspired by Douglass' journey.

ACTION-ORIENTED

- Visitors want to walk through Douglass' house.
- Visitors want to sit on the porch in a rocking chair.
- Visitors want to volunteer and carry on Frederick Douglass' legacy.
- Visitors want to have hands-on experiences.
- Visitors want to write their own personal ideals like Douglass and share them with others.

EXPERIENTIAL

- Visitors want to see the actual items that belonged to Frederick Douglass.
- Visitors want to hear the words of Douglass in a compelling format.
- Visitors want to trek the hallways that Douglass walked, experiencing the dichotomy between the plush surroundings he earned and the spartan existence he overcame to get there.
- Visitors want to see the view of Washington, D.C., from the front porch.
- Visitors want to view some of the landmarks that Douglass saw when he lived at Cedar Hill.

Issues and Influences Affecting Interpretation

This section includes long-range service-wide initiatives, influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education. Collectively, it reflects the perspectives of NPS upper management, FRDO staff members, and the site's group of stakeholders.

ISSUES

- Geography: the physical, as well as the geography of the mind. Anacostia is difficult to reach from D.C./ northern Virginia/Maryland except by car. Public transit is complex from downtown Washington, requiring three different buses.
- Anacostia is perceived as an unsafe neighborhood.
- Access to the site is available via cab, however, cabs may not be available at the site for the return trip.
- There is a need for improved public relations re: the location; e.g., it is becoming more walkable.
- There is a need for more walk-around tours on site, especially when visitors cannot access the house.
- There is a need for better wayfinding signage on site and for guiding visitors to the site from all directions.
- There is a need to build strategic capacity through better use of technology and resources.
- There is a need to upgrade the website. A staff member should have dedicated time set aside for this purpose.
- There is a need to expand the footprint of the Visitor Center to create more useable spaces.
- A new glass atrium would bring in natural light and completely transform the entrance area and the patio, which is currently a waste of space.
- There is a need to mitigate the Visitor Center's uninviting, bunker-like appearance.
- Accessibility to all visitors needs to be improved through universal design concepts, removing all barriers to communication.
- There is a need to bring resources to audiences who cannot access all or parts of the site, using both high and low-tech solutions.
- There is a need for language-free interpretation that relies on tactile elements and pictures for access by ESL and cognitively disabled individuals.
- There is a need for curriculum-based programs, perhaps through collaboration with other sites, Junior Ranger, etc. These programs would compete well for funding.
- There is a need for a volunteer program that would enhance visitor access to FRDO resources.
- There is a need to raise FRDO's profile within NPS management. The site is a jewel among parks.
- There is a need to engage youth in meaningful ways. For example, different generations respond to different media.
- There is a need for a very strong, comprehensive training program for anyone who works at the site and does programming.
- There is a need for baseline data on who does/does not visit the site, addressing both physical and virtual visitation.
- There is a need for ongoing evaluation of programming.
- There is a need to get the local community more involved in the site.

CONCERNS

- The site is more than its remarkable collection of objects. Visitors should have access to the larger, meaningful stories present there.
- The elements of Frederick Douglass' stories that have contemporary relevance should be emphasized.

- The site should interpret Douglass' whole life, not just certain aspects. For example, he led the fight against lynching.
- The Visitor Center film is out-dated.
- Do not enhance marketing efforts without building capacity first.
- The site cannot do everything. Prioritize, analyze relative costs, and develop strategic capacity that will allow more to be accomplished.
- The LRIP must be a functional tool for delivering effective interpretive services.

OPPORTUNITIES.

The LRIP opens opportunities:

- For audiences to realize that Frederick Douglass is not only a great Aftrican American, but a great American.
- To enhance site visibility by inviting the President to come for a visit.
- To offer neighborhood literacy programs in Douglass' honor.
- To use the site's incredible collection of original Douglass objects in innovative ways, encouraging visitor access to the objects.
- To allow exploration of the collection through Please Touch reproductions and replicas.
- To connect Douglass' story with those of other famous Americans in the D.C. area (ex.: Lincoln, Clara Barton, etc.).
- To explore opportunities that encourage audiences to create their own interpretive content.
- To connect with other sites that interpret the slavery, Civil War and reconstruction to create a Washington-based cooperative consortium.
- To conduct focus groups with children to determine their tastes and desires.
- To reach out to the neighborhood children, if spaces and resources can be made available.
- To conduct focus groups with commercial guided tour managers, in order to determine how to serve them better.
- To welcome and enhance the visits of people with cognitive disabilities.
- To engage the public through social media.
- To publicize the site via NACE's Twitter account.(DCParksEastNPS).

The Setting

The Frederick Douglas National Historic Site is located in the historic Anacostia area of the District of Columbia, at 14th and W Streets. The Frederick Douglas home, also known as Cedar Hill, overlooks a view of downtown Washington, D.C. It is one of a group of parks that comprise the NPS unit National Capital Parks-East.

The house was extensively renovated for the first time since it opened to the public as a National Park Service site in 1972. This $2.7 million project, which began in March 2004 and concluded in January 2007, included HVAC system replacement; design and installation of an environmental monitoring system; window repair; shutter replacement; completion of paint and wallpaper study; the purchase and installation of new reproduction historic wallpaper; exterior painting, window rehabilitation and roof replacement on the caretaker's cottage; mold remediation; painting of the interior and exterior of the Douglass home; design and installation of a fire protection system; rehabilitation of the park road and parking lot; replacement of underground drainage pipes; and assessment of the entire Douglass book collection and conservation of a portion of that collection. A paint analysis June 2004 led the NPS to change the exterior color from white to the dark beige that appeared beginning in 1892-93, the last color that Frederick Douglass painted his house before his death in 1895. The house is now interpreted to the year of his death.

The FRDO web site provides driving directions from downtown Washington, DC via I-295 and I-495/95. Typical brown historic site signs are evident once drivers leave the interstate, but the closer one drives to the site, the fewer are the signs. Adequate parking is available immediately next to the Visitor Center.

The site is also accessible via public transit, by taking the Metro and buses. A bus stops directly in front of the Frederick Douglas home, about a block from the Visitor Center, where the visitor experience begins.

The Anacostia neighborhood is in transition. At one time, it may not have been considered safe for visitors, but this is changing. Incidents that threaten visitor safety occur infrequently. The site faces a challenge in communicating to the general public that they will have a safe and enjoyable experience when they visit.

Information and Orientation

Visitors can access information about directions, tours, ticketing, hours of operation, facilities, and programming on the Frederick Douglas National Historic Site website (ww.nps.gov/frdo). The website explains the tour format, which includes guided tours of the house and self-guided tours of the grounds, and invites visitors to purchase tickets online or over the phone. It also cautions visitors about the 85 steps and long ramp leading from the Visitor Center up to the house.

The website features a number of historical images related to Douglass' life, as well as a "virtual tour," which is really an online museum exhibit. It provides a listing of Social Studies curriculum standards for Maryland, Virginia, New York and the District of Columbia, highlighting connections to the Frederick Douglass site, and promoting the annual Douglass Oratorical Contest, in which elementary, junior high and senior high students compete by memorizing and presenting one of Douglass' speeches.

Site personnel indicate that arriving visitors are frequently confused about how to access the site. Visitors often bypass the Visitor Center and climb the steps to the house, only to be sent back to the Visitor Center for ticketing. This is no wonder! The Visitor Center is an off-putting concrete bunker-like structure set into the hillside. Three-dimensional letters bolted to the concrete wall spell out "Frederick Douglass Home Visitor Information Center," and indicate National Park Service jurisdiction, but do nothing to make visitors feel welcome, or to orient them as to their next move. The stairs to the right that lead up the hill to the house are by far the most dominant feature of the entrance plaza, so climbing them seems to the visitor like the correct choice.

The bare concrete wall of the Visitor Center is stained with streaks of rust from the railing that runs along the top. The double door entrance of black, opaque glass is tucked into the corner, and a paper sign in a plastic sheet protector taped to the glass indicates that only one door is

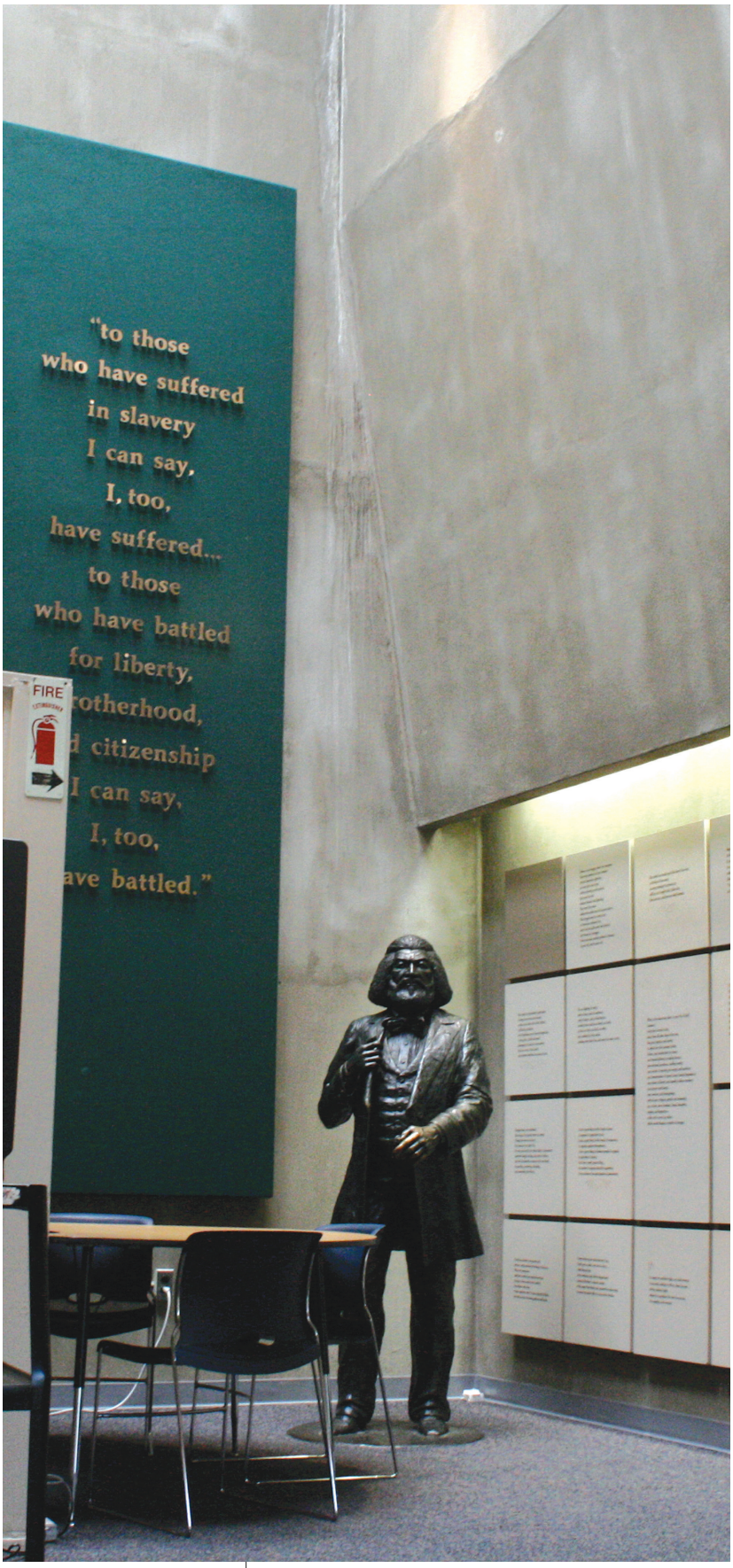
working. Nothing about the entrance plaza signals that the visitor is welcome and expected. It looks like a space designed for defense rather than invitation.

The entrance – and the visitor's ability to orient to the site – could be improved with very little investment. The doors should be replaced with transparent glass, so visitors can see inside the well-lit building and recognize that it is both staffed and organized for reception. Lighting should be improved. Most important, a colorful, community-designed mural or silk-screened banners honoring Frederick Douglass on the concrete wall facing the parking lot would not only enliven the entrance plaza and make it more welcoming, but could also involve the neighborhood in honoring its most famous resident.

Envision how great that would look:

Inside the Visitor Center, visitors may pick up their reserved tickets or request tickets for tours on a first-come, first-served basis. They can watch the 17-minute Fighter for Freedom orientation film (captioned for deaf and hard of hearing visitors); view a limited number of exhibits in this very small space; browse the well-stocked bookstore; and request a brochure for the self-guided walking tour of the grounds.

Reservations are required for groups of 10 or more. There is a 60-person maximum on all group tours; a group of that size is split into smaller groups for a safer, more comfortable fit as they tour the historic house. The price for visitors who make reservations is $1.50, but if space is available, the site accommodates walk-in guests, who are not charged a fee. Three group tours are scheduled per day and an additional



group tour is added in the summer for Tourmobile groups. They are available to school groups as well as general visitors. Unfortunately, many visitors, unaware that reservations for the group tour are advisable, arrive to find the guided tours fully booked. These visitors are not able to access the house, and they miss out on the excellent ranger-led tours. While they can still walk the grounds with the self-guiding brochure, and see the film and the Visitor Center exhibits, they do not receive the full benefit of the interpretive message.

The Audience

The site has been receiving an average of about 36,000 visitors per year for the last decade. Visitation in 2009 was 43,483. Visitation is highest in July, but the spring months are also strong, due in part to school groups. A detailed visitor study has not been conducted at the site since 1992.

The Interpretive Experience

Depending upon whether visitors are able to take the guided tour of the house, their visit to the site varies drastically. Ideally, they have called ahead to reserve spots for one of the scheduled tours offered daily. Arriving at the Visitor Center, they view the orientation film and a small number of exhibits on Frederick Douglass' life. The film, while well done for its time, has become outdated, with production values that no longer meet current standards. The exhibit space is very small, with outmoded exhibits

installed nearly 30 years ago. There is no space for changing exhibits that could highlight objects from the site's extensive collection, which is housed offsite at NCR's Museum Resource Center. The bookstore offers a good selection of Douglass-related material for adults and children as well as items related to African American history and culture.

The trek to the house where the tour begins is a steep one: 85 steps, or the option of walking a long ramp. But wheelchair users can take a longer inclined sidewalk that starts from the parking lot and circles around to the house from the back. The Visitor Center, grounds and first floor of the historic home are handicapped accessible; a binder of images of second floor features is available for those unable to climb the stairs.

Visitors are asked to gather on the front porch of Cedar Hill to begin their tour. The rangers who guide the tours are adept at adapting tour content to the specific interests of the group. Since most of the objects in the house belonged to Douglass when he lived in the house, visitors are treated to an authentic look at his life and times. Each room allows tour guides to focus on a different aspect of Douglass' life: the East parlor for his distinguished circle of visitors and his influence on the nation and the world, the West Parlor for his wide array of talents, his study for his influential writings, the kitchen for his insistence on the latest conveniences, and the second floor bedrooms with their focus on his family, especially the grandchildren who frequented Cedar Hill. With the tour complete, visitors are free

to walk the grounds and enjoy the spectacular view of Washington, D.C., featuring the U.S. Capitol Building and the Washington Monument.

Personnel

The staffing plan for the site includes a site manager, three full-time GS-025-05 to 09 Rangers, a curator, three Park Guides and a few Student Temporary employees. In addition the site will gain a half-time administrative assistant who will be shared with Fort Dupont. Currently the site is not fully staffed, but recruitment is underway to fill vacancies.

Interpretive Facilities and Resources

The site suffers from a lack of program space. The only program space currently available is the auditorium in the Visitor Center. When this space is in use for programs, the orientation film cannot be made available to other visitors.

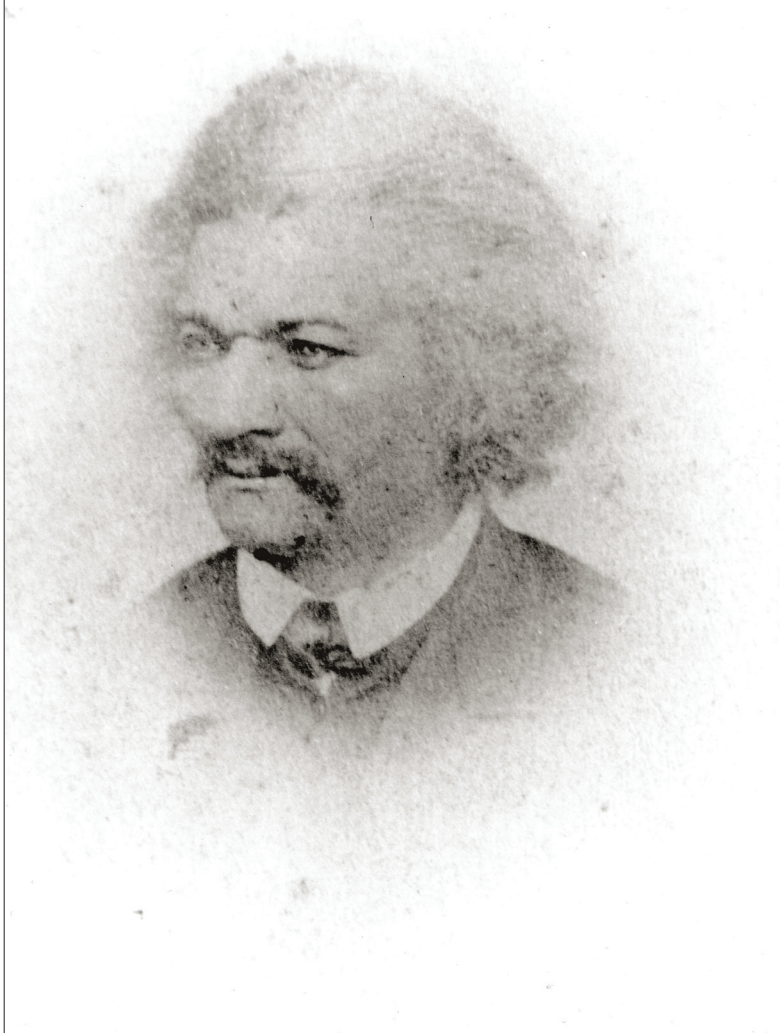
Offices for site personnel are located in a small cottage located directly behind Cedar Hill. The space is cramped and inadequate for the number of people stationed there. The cottage is not original to Douglass' time. It was built in 1928 to serve as a residence for a caretaker. In December 2009, the site acquired

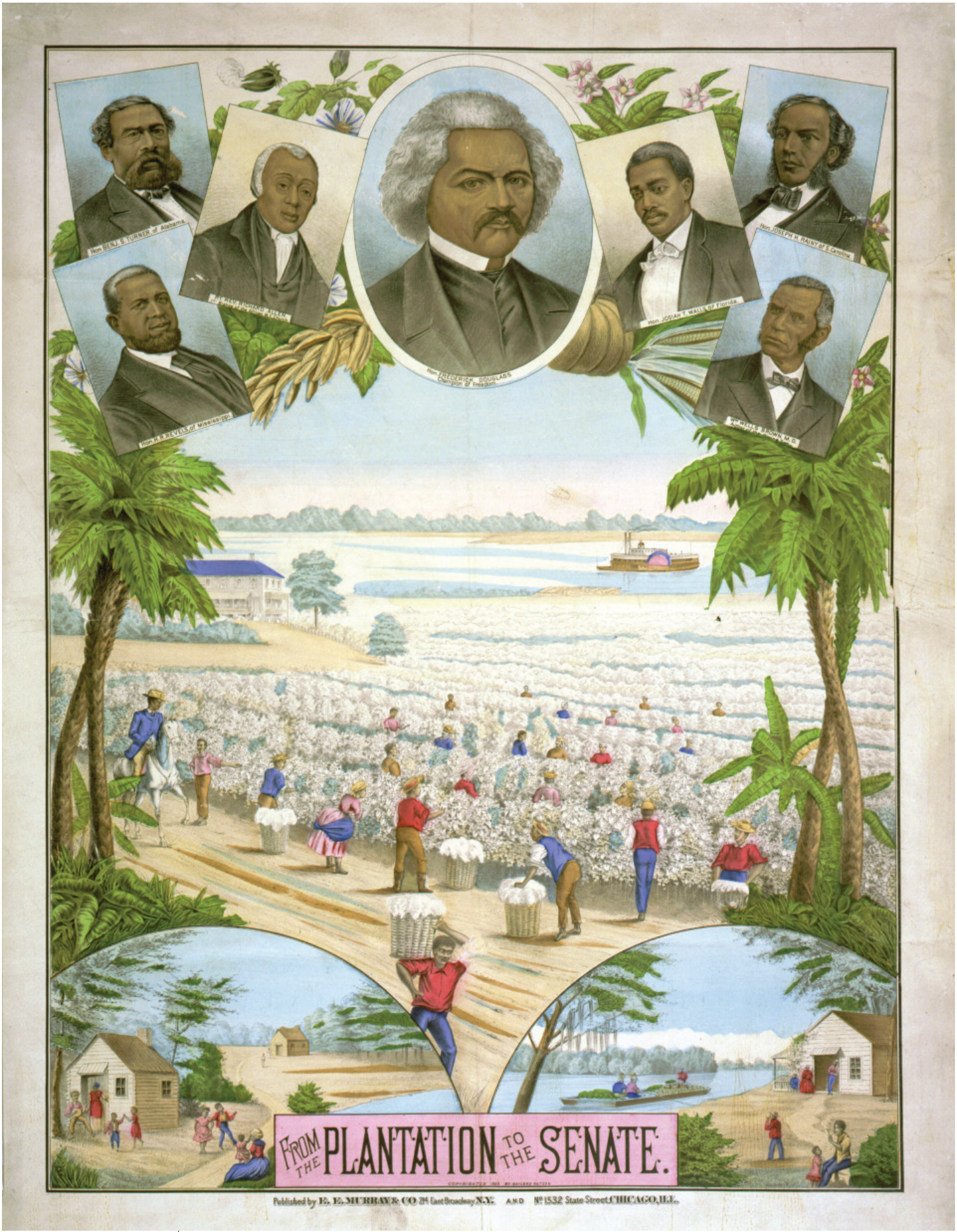
a property directly across the street from the parking lot. This residential building may hold promise, either as program space, or for offices, freeing up the cottage for programs or additional exhibits.

Partnerships

Since 2008, the site has partnered with Ford's Theatre, Tudor Place Historic House and President Lincoln's Cottage to form the Civil War Washington Teacher Fellows consortium. The informal group offers two five-day teacher seminars each summer. The seminars are intended to help improve understanding and appreciation for Civil War Washington, while teaching educators innovative methods to use in the classroom when teaching about the Civil War. In September 2009, the group also collaborated with a few other NPS and independent historic sites to offer a teacher preview evening for teachers from the D.C. metro area. Over 100 teachers attended. This partnership continues to improve and is in the process of seeking a sustainable funding source.

The site has also partnered with the Anacostia Museum, which started a pilot shuttle program to bring visitors from the mall area downtown to Southeast Washington. The shuttle stopped multiple times on weekend days at the Air & Space Museum, Anacostia Metro, Anacostia Museum and Frederick Douglass NHS. In addition both sites have partnered on programming for special events.





Courtesy Library of Congress

Recommendations

Introduction

The recommendations in this plan are based on a strongly demonstrated need for more space to tell Frederick Douglass' compelling story. His life, lived during a dramatic and revolutionary period in American history upon which he had unparalleled influence, continues to inspire and challenge the citizens of today. His story is one of strength in the face of adversity, of unrelenting pursuit of American ideals, and of the cause of equal rights and justice. The recommendations strengthen the site's ability not only to tell his story, but to emphasize the relevance of his life and ideals to those who work toward those same causes today.

Program Principles

The following set of principles will guide the development of interpretive services at the Frederick Douglass National Historic Site:

- Use Douglass' own words to tell the story wherever possible.
- Plan for programs within a hierarchy of sophistication, allowing the site to serve a wide range of ages and learning styles.
- Offer a range of interpretive service types so as to address the varying presentation preferences of visitors.
- Employ the tenets of universal design for access to all.
- Interpret the story from multiple points of view; for example, addressing the lives of other African Americans of Douglass' time, or the tension between the black and women's suffrage movements.
- Acknowledge that people will visit the site for many different reasons, from recreational, to educational, to inspirational, and that the site should be prepared to meet a variety of needs.

Recommendations are related to 1) general audiences who visit the site in person or on line, and 2) visiting school groups and their teachers. Additional recommendations are related to community outreach opportunities.

Programmatic Recommendations for General Audiences

Centering the themes. Recommendations for interpretive services for visitors to Frederick Douglass National Historic Site are centered in five different locations: 1) the Visitor Center, 2) Cedar Hill, 3) the Caretaker's Cottage, 4) the recently-acquired property across the street, and 5) the grounds of the historic site. Recommendations are also presented for the site's website, which already includes a well-designed and informative virtual museum exhibit. In addition, special events are recommended, both ongoing, and in conjunction with the upcoming Douglass bicentennial. And in response to community feedback during planning, the Anacostia story will be highlighted when space becomes available to do so.

Each of the three primary interpretive themes is of equal value in telling the Frederick Douglass story. Because Cedar Hill represents the period in

Douglass' life when he had achieved success and celebrity, interpretation at the site in the past has largely been focused on those times. However, the planning group realized that Douglass' journey from slavery to influence seemed all the more remarkable the more one understands of the circumstances from which he arose. Therefore, it is recommended that the site put more emphasis on the early stages of Douglass' life, and his journey out of slavery (Theme 1, the Man). Each of the themes – the Man, the Place, and the Vision – should be centered in a different location on site in order to focus adequate attention on each.

Specifically:

- The Visitor Center introduces Douglass' story (the overarching universal theme of challenge and inspiration), but focuses on Theme 1, The Man: his life's journey from slavery to prominent activist.
- Cedar Hill is the perfect location to interpret Theme 2, The Place and its Contents. Each room of the house helps develop the story of Douglass and his achievements.
- The Caretaker's Cottage currently serves as staff offices. With a new building constructed on the recently acquired property across the street, some offices could be moved there, freeing up space in the Cottage for interpretation of Theme 3, The Vision, and other stories.

VISITOR CENTER. The size of the Visitor Center is inadequate to meet site needs. It must serve the following purposes:

- Ticketing and reception
- Visitor amenities: bathrooms and water
- Book store
- Introduce Frederick Douglass overarching universal theme
- Interpret Theme 1, Douglass the man and his life journey from slavery to prominence
- Temporary exhibit spaces.
- Orientation film
- Access to hands-on activities
- Access to interactive digital media

The plan recommends expanding the Visitor Center in a neighborhood-appropriate manner so as to adequately serve the interpretive needs of visitors.

CEDAR HILL. Cedar Hill tells the story of Frederick Douglass' success as one of the most influential leaders of his time. Each room –porch, parlors, office, kitchen, upstairs bedrooms – reveals a different aspect of his life.

The biggest challenge in interpreting Cedar Hill is that each tour can

accommodate only 15 people at the most. Two tours can run simultaneously if they coordinate by moving through different parts of the house. Especially in summer, the number of visitors who want to tour the house often exceeds the available slots. Visitors who cannot take the tour are invited to view the film and enjoy the exhibits in the Visitor Center, and then walk the grounds around the house using a self-guiding walking tour brochure. The following strategies will help to mitigate this difficult challenge:

- Update the walking tour brochure to incorporate more information and period photographs, as well as an interpretation of the historic vista, especially the visible features that are related to Douglass' life story.
- Develop 4-5 new waysides on the grounds to add to visitors' experience of the home's exterior. These include:
    - A fence-mounted sign on W Street near 14th. This would serve sidewalk passers-by as well as visitors.
    - New signage interpreting the Growlery (to replace existing signage)
    - In addition, the site will explore the possibility of creating signage that incorporates the few rare photographs of Douglass at Cedar Hill, located from the point of view of the photographer of each image. Installation of this signage will require compliance review.
- During busy times, make a firm commitment, and allocate staff to accommodate as many people as possible by adding tours and moving visitors through efficiently.
- For big events, interpreters may be stationed at set locations within the house. Visitors move from room to room, rather than following a single tour guide.
- Station a ranger on the front porch of Cedar Hill to talk with people. Allow them to offer a quick walk-through of the first floor only, when possible.
- When conditions permit, a second ranger may be assigned to rove the grounds and talk to people about Douglass and the site.
- Refer people who are waiting for their tour to the online museum on the Frederick Douglass website. The online museum – and other interactive programs – should be made available in the Visitor Center via a touch screen device.

CARETAKER'S COTTAGE. The cottage currently houses staff offices, a copy machine, and staff kitchen. Under this plan, half its spaces are dedicated to exhibits, and half to offices or

research and curatorial spaces. An accessible entrance is created at the back entrance.

The Cottage provides the perfect place to discuss Douglass' vision for America, his many causes, his network of influential associates, and the preservation movements, led by local residents, the Frederick Douglass Memorial and Historical Association (FDMHA), and the National Association of Colored Women's Clubs (NACWC), that saved Cedar Hill for prosperity. The FDMHA is an organization dedicated to preserving Douglass's home and to disseminating knowledge of African-American history. It was founded in 1900 by Douglass' widow Helen.

The Cottage may eventually also provide an opportunity to interpret the Anacostia community, the story of Cedar Hill's various renovations (including the controversial "White House" decision), and the caretakers who looked after the site before the NPS acquired the site. This story includes the initial resistance to the preservation of the site, as well as the original design and construction of the house, which ironically was built in part by slave labor.

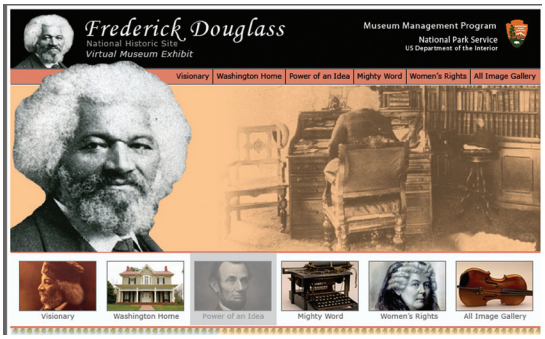
NEW PROPERTY. The property across the street consists of an early 20th-century frame house surrounded by a yard. A number of potential uses for this property have been identified. The strategy is to tear down the existing building and build a new, two-story-plus-basement neighborhood-appropriate building to house additional services. These potentially include:

- The site's archives
- Research space
- Collection storage
- Curatorial space
- Classrooms
- Meeting room
- Volunteer space
- Staff offices
- Staff kitchen and bathrooms
- Equipment storage

GROUNDS. The estate features plantings and many trees that date from Douglass' time. Strategies to improve interpretation of the grounds include:

- Install waysides that show Douglass at Cedar Hill (see above).
- Create landscaping based on historical models, rather than the existing garden to the north of the parking lot. Plant gardens that would have been typical of Douglass' time, and recruit community members to help care for them.
- Develop the Growlery and its surroundings as a place for visitors to reflect on Frederick Douglass

and share what they have learned during their visit.



WEBSITE. The site's online museum is very effective. Additional features to be considered include:

- More information on more collection objects
- Photographs and other images associated with Douglass and the site
- Link to research resources, both at the site and at other institutions (see Research at Frederick Douglas NHS, below)

SPECIAL EVENTS. The site already offers a number of special events throughout the year. Many additional events will be centered on the 2018 bicentennial celebration. These will include:

- A multi-site conference tied with a live feed of scholars from a variety of institutions that celebrate Douglass' life and achievements
- Talks by speakers involved in civil rights causes today

ANACOSTIA. Community members suggested that the site enhance its interpretation of the Anacostia neighborhood in partnership with neighborhood organizations, including the Anacostia Museum and Anacostia Art Gallery. Some suggestions:

- Enhance interpretation of "Douglass' Anacostia."
- Create a lecture series on Anacostia's history.
- Sponsor an oral history project to collect accounts of long-time Anacostia residents. Link to the African American Heritage Trail Database.

- Confer with the Anacostia Museum regarding the possibility of "recycling" their recent exhibit on Anacostia to create a small interpretive exhibit at the Frederick Douglass site.
- Partner with Ward 8 History Heritage Council to do joint programming related to community history.

Recommendations: Theme 1, *Frederick Douglas the Man & his journey* | General Audience

These interpretive services are centered in the Visitor Center.

1. Install colorful banners on the Visitor Center's façade introducing the themes The Man, The Place, and The Vision.

2. Redo the site orientation film.

3. Create a permanent Visitor Center exhibit focused on Theme 1 (in expanded building). Exhibit elements include:

- Opportunities for visitors to contribute their own content inspired by Douglass' life story (audio, video, or written on paper or computer).
- "Mini-videos" that focus on different phases of Douglass' life, planned as intimate experiences to be explored by just a few visitors at a time. The same content could be provided via the website.
- A computer interactive map/ timeline, a geographical virtual tour encompassing Douglass' life, with layers of information about the places and events he experienced and how he impacted and was influenced by them. The same content could be provided via the website.
    - Alternate: a physical map with flip doors that reveal information about places and events in Douglass' life.
- Reconstruct the façade and/or interior of Douglass' grandmother's cabin to show Douglass' extremely humble origins (potential immersive environment).
- Incorporate Douglass' powerful, terrible descriptions of his life as a slave.
- Incorporate large-scale imagery and Douglass quotes throughout.
- Incorporate original Douglass objects from the collection.
- Incorporate rare family photos from later years.
- Incorporate music and ambient sound typical of the various phases of Douglass' life.
- Salvage wood from the ancient oak on the estate that is to be taken down in fall of 2010.
    - From a cross section of the trunk, create a Frederick Douglass timeline
    - Use salvaged lumber to create a reproduction of Douglass' desk.
- Douglass quotes and images on vertical banners filling the "air space" of the building.

4. Create temporary visitor center interpretive services (prior to building expansion).

- Smart board touch screen provides access to online museum and collection catalog.

5. Create a touch table for the Visitor Center, with reproduction objects such as typical slave clothing, a

stereo-optican with images, etc., that would illustrate features of Douglass' journey from slavery to influence.

6. Create visitor center signage regarding FRDO as first historic site dedicated to African American, and third NPS African American history site.

Recommendations: Theme 2, *Cedar Hill the Place and Its Contents* | General Audience

These interpretive services are centered in the house and estate.

THE HOUSE:
Continue to research and develop new programs. Potential topics include:

- Cedar Hill architectural features
- Historic accounts of prominent or noteworthy visitors to Cedar Hill
- Comparison of modern conveniences with those of Cedar Hill
- Reconstruction period and Douglass' role in it
- Lecture series/guest speakers

THE GROUNDS:
1. Update and enlarge walking tour brochure to incorporate Douglass photographs and interpretation of view of Washington skyline compared with historic view.

2. Occasional roving ranger program on the grounds uses a telescope to interpret the skyline and Douglass' connection to various features of it.

3. Create a historic landscape plan that recreates plantings more in line with what they were in Douglass' time. Incorporate quotes from Douglass and Booker T. Washington about

the garden, trees and plants. Mark ancient trees as "Witness Trees."
4. Develop, design and install three wayside exhibits:
- Fence-mounted interpretive sign at W and 14th Street corner
- Replacement signage for Growlery
- New signage interpreting former location of outbuildings (stable, outhouse, etc.)

5. Create a space for reflection in and near the Growlery, featuring Douglass quotes, that allows visitors to contemplate Douglass' life and share their thoughts about him.
6. Utilize the sites 80-90 pressed plants, all of which were found pressed in books in Douglass' library, as basis of programs on the site's landscape and plants on the ground.

Recommendations: Theme 3, *The Vision* | General Audience

Except for web-based interpretation, these services will be centered in the Caretaker's Cottage when space becomes available.

1. Create web content dedicated to exploring Douglass' many causes and his network of powerful activists, with virtual settings and visitor-controlled role-playing elements (users can create an avatar and join in a virtual conversation with Douglass' colleagues as they sit around his dining room table). Incorporate audio of famous Douglass speeches read by actors and video reenactments with links to more information. Link to other NPS sites; include images and layered information. Also available via touch screen in Visitor Center or Caretaker's Cottage.

2. Enhance the current website with additional Douglass quotes.

3. Create a new exhibit that features:
- Opportunities for visitor-contributed commentary
- Audio: Douglass quotes read by celebrities, by "ordinary people," by child orators, and perhaps by the visitors themselves
- Interpretation of Douglass' causes and the movements he was involved in
- Interpretation of Reconstruction period and Douglass' role; D.C. politics
- Cedar Hill design and architecture
- Story of the preservation of Cedar Hill
- Temporary exhibits featuring Douglass' various causes and movements

Programmatic Recommendations for Education Groups and Educators

There is a need to create curriculum-based programs for the site that support pre- and post-visit activities and community outreach. To this end, a ranger will be assigned to work toward a program that:

- Develops the site's capability for national and international outreach through distance learning and virtual tour technologies.
- Develops (in phases) specific age-appropriate curriculum-based programs for elementary, middle and high school students that include pre- and post-visit materials.
  - Phase 1: High school centered on 11th grade (history and speech classes)

    - Phase 2: Grades 7-8
    - Phase 3: Grades 4-5
- Creates traveling trunks for classroom, library and other uses.
- Enlivens the interpretation of Cedar Hill through the use of hands-on activities, role-playing, historic crafts and games, etc.
- Confers with each teacher regarding specific requirements prior to each class visit.
- Develops site capability to accommodate large groups of school children by dividing them into smaller groups and providing simultaneous activities for each:
    - See the film
    - Tour the house
    - A self-directed activity (NOTE: Classroom space needed for this activity)
    - A ranger-directed program (Space needed for this activity also, which could take place on the Cedar Hill porch or grounds in good weather)

Potential school programs for all ages include:

- Porch programs re: vista of city, historic photos: compare and contrast (self-directed)
- Literacy program based on how Douglass learned to read
- A program that addresses the challenges of slavery based on African American history activity book
- Interactive computer activities that can be accessed in the classroom
- Ranger-guided tours on site
- Ranger talk in school
- Hands-on activities with reproduction collection objects (example: doing laundry in Douglass' day; learning about Douglass and his times)
- Victorian era social conventions (role-playing): male, female, visitors, servants
- Write a letter to Douglass from a period character (or from yourself)
- Operate a printing press by hand to reproduce Douglass' North Star newspaper
- Plant or work in the historic garden
- Create a comic book that tells Douglass' life story

Potential programs for high school students include:

- Issue-based role playing; for example, women's rights, abolition
- Oratory and speech programs

Potential programs for middle school students include:

- Oratory and speech programs
- Program based on visitors to Cedar Hill
- Create a puppet show depicting episodes of Douglass' life

Potential programs for elementary school students include:

- Program based on creating calling cards for visiting Cedar Hill
- Scavenger hunt for facts about Douglass
- Crafts/drawing, creating something based on Douglass' period
- Wear a beard and hat like Douglass'
- Role play with Douglass family hand puppets
- Play croquet or other period games; play period parlor games on the porch

Programmatic Recommendations for Community Outreach

There is a need to strengthen the site's ties with the local community. Relationships with the surrounding community have been positive, but a great deal more could be done to reinforce them. The path to community engagement will come through connections and personal contact. Some ideas:

- Find new ways to communicate with local residents via a newsletter, and an email list. The latter could be managed by a Friends group.
- Build a community-centered volunteer program for ongoing Douglass-related activities at the site and in the community.
    - Write descriptions for each potential volunteer position: docents, special event support, special projects, etc.
- Approach Anacostia High School for possible volunteers who need to complete their 100 hours of community service. They could volunteer for Community Day, tutor younger children, or work on special projects.
    - Develop an intern program for mentoring promising high school students.
    - Sponsor an NPS career day to inform students about possible careers in public interpretation.
- Get to know area churches. Invite congregations to Frederick Douglass Day, and publicize the possibility of visits to the site by church-sponsored after school and Scout programs.
    - Emphasize the fact that the site is also available for exercise and recreation (mainly walking).
- Invite guest speakers. Solicit ideas for speakers from site neighbors during Community Day.
- Continue to develop interpretive content on the Douglass website.

INTERPRETING ANACOSTIA. Community members have indicated an interest in the site providing more interpretation of the Anacostia neighborhood. In association with other Anacostia organizations (example: Anacostia Museum, Anacostia Art Gallery), this might include:

- Emphasize interpretation of Historic Anacostia, emphasizing Douglass' period of residence. Methods might include:
    - Introduce guided or self-guided interpretive walking or bike tours of Anacostia. GPS-driven bike tours are already being offered in the area. Opportunities exist to create bike tours that work as a scavenger hunt (locating facts along the route, for example) or other games, whether maps or a geo-caching model is used. They could extend all the way from Fort Dupont to the site, with its great view and water for participants.
- Begin a StoryCorps program to present programs and capture people's Anacostia stories.
- Sponsor an "Anacostia Family Tree" program in conjunction with Community Day, during which family histories could be researched and recorded.
    - Participants could share family photographs, record oral histo-

ries or fill out forms recording their family history in Anacostia.

- Create an exhibit on "Douglass' Anacostia:" historic and present day, addressing Douglass as neighbor and including quotes, oral histories, etc.
- Lecture series on historic Anacostia, including geology and natural history
- Create a web-based virtual tour of Anacostia.

NEIGHBORHOOD CHILDREN.
The Frederick Douglass site serves as a regular afterschool haven for about a dozen children from the immediate community, usually 4th to 6th graders and their younger siblings. The children stop in to watch the film, do their homework, and chat with site personnel. Parents apparently know where the children are, as they occasionally call the site to ask them to come home. Possibilities for expanding opportunities for this small, but potentially growing group include:

- Create once per week book clubs and/or Community Junior Ranger programs that are advertised, supervised and coordinated by staff members, and limited in group size.
  - Engage parents by requiring a formal registration process.
  - Topics could be history or green spaces.
  - Stage an end-of-year event with awards and a potluck supper.
- Partner with the local library to providing programming where appropriate.
- Create a continuing volunteer program in which school children could volunteer to help others with their homework or perform other worthy tasks, like passing out programs or serving as greeters at public events.
- The property across the street would be ideal for this function.

Interpretive Matrix

The following matrix presents a summary of the themes and the proposed locations where they would be presented throughout the site.

LOCATION	THEME 1: THE MAN	THEME 2: THE PLACE	THEME 3: THE VISION
VISITOR CENTER			
Outside entrance	X	X	X
Current exh. space	X		X
Center space	X	X	

LOCATION	THEME 1: THE MAN	THEME 2: THE PLACE	THEME 3: THE VISION
VISITOR CENTER CONTINUED			
Auditorium	X (especially temporary exhibits)	X (especially temporary exhibits)	X (especially temporary exhibits)
Bathrooms		X (chamber pot, outhouse)	
Vertical air space	X	X	X
Bookstore	X	X	X
Front desk	X	X	
Parkg lot approach	X	X (wayfinding)	
Wall along parkg lot	X		X
GROUNDS			
Parking lot (wayfinding)	X	X	X
Retaining wall (mural)	X	X	X
Stairs to house			
From V.C	X (metaphor for FD journey)		
From street		X	
From sidewalk (wayside sign)	X	X	X
Porch	X	X	X
Back of the lot (contemplative space)		X	X
View of city	X	X	X
House exterior	X	X	X
Driveway/carriage path		X	
Access path			X
Historic garden	X	X	
Trees	X	X	
14th St. Side	Not really accessible	Not really accessible	Not really accessible
GROWLERY			
Exterior			X
Interior	X		X

LOCATION	THEME 1: THE MAN	THEME 2: THE PLACE	THEME 3: THE VISION
HOUSE			
Front rooms			
Public parlor		X	X
Family parlor	X	X	X
Back rooms (kitchen, laundry, etc.)	X	X	
Upstairs	X	X	
FD Bedroom	X	X	
Please touch bedroom (replicas)		X	
CARETAKER'S HOUSE			
Exhibit space	X	X	
NEW BUILDING			
Offices			
Classrooms	X	X	X
Storage		X	
Curatorial		X	
INTERNET			
Website	X	X	X
Social media	X	X	X
COMMUNITY			
Walking tours	X	X	
PARTNERS			
Schools	X	X	X
Libraries	X	X	X
Museums	X	X	X
Anacostia Museum		X	
PRINT			
Publications	X	X	X

Building Interpretive Infrastructure

Several needs have been identified to strengthen the ability of site personnel to provide interpretive services. These include:

- Commit to digitizing the site's extensive image collection, making images available for interpretation and publication. Xerox copies of the photographs only are available at this time. This may require a dedicated SCA or intern for a period of a few months. Only about 20% of the images have currently been scanned – about 100-150 photographs.
  - Images should be scanned as high resolution tiff files as well as low-resolution jpgs.
  - The collection includes a number of glass plate negatives. The site should seek the advice of NPS' Harpers Ferry Center before beginning to scan these delicate artifacts.
  - There is a need for a good scanner on site to carry out this project.
  - Develop a protocol, posted to the site's website, for rights and reproduction of the images by others.
- Create a list or image file of all scanned photographs for easy access by interpreters.
- There is a need for more accessible and more complete information about the objects in the collection. About 250 objects are included in the site's online museum exhibit, but there are many more artifacts for which detailed information is not readily accessible.
  - For the immediate future, a binder for each of Cedar Hill's room's objects will be created that includes more detailed information about each piece.
  - In the future, consider supplying this information via a handheld digital device (for example, like a Kindle book reader).
  - Using the NPS web catalog, document what a good record looks like, complete with images, and use that to set the standard at FRDO.
  - Create access for interpreters and visitors alike to the Federal government's Automated National Catalog, which provides detailed information about the site's collection objects. This will be invaluable for training new interpreters, as well as for established interpreters who are developing new programs.
- Create an ongoing finding aid for interpreters that provides information about the content of the collection and the staff library. Among other resources, the collection includes copies of Douglass' newspaper the North Star, his papers and those of others, clippings he saved, his library, and a personal diary.
- Create an interpretive data base, accessible to all interpreters, that provides an index to existing research and scholarship on Frederick Douglass, whether based at the site or elsewhere. Include materials housed at the Library of Congress and Howard University's Moorland-Spingarn Research Center, among others. This initiative may require the efforts of an archivist intern.

- There is a need to complete a visitor study that was begun by the University of Idaho Park Studies Unit, but never completed. The study will need to be done by the University of Idaho with assistance from NPS staff. An all-NACE study done recently was not specifically helpful to the Douglass site.
- Create a list of equipment that would facilitate interpretation. These items may include:
  - A video camera for recording and preserving a record of site events.
  - A means to provide music as part of the interpretation of the site at the house and in the Visitor Center, and on the website. Potential interpretive uses of music as interpretation include;
    - Onsite performances could be recorded
    - Music of Douglass' time created from music books and sheet music in his collection
    - Music box music
    - Musical compositions for violin that Douglass may have played.
  - A system of texting or walkie-talkies between Visitor Center and Cedar Hill staff for better communication about incoming tour groups, etc.
- Create more opportunities for professional development. These may include:
  - Systematize access to the site's resources (see above for details).
  - Create opportunities for formal training for interpreters and trainers. This may include online classes provided through NPS, Indiana University's Eppley Institute for Parks and Public Lands online training, coaching by supervisors, and participation in professional certification programs.
- Consider partnering with other NACE sites to provide a day-long training session with trainers from NPS' Harpers Ferry Center.
- Facilitate interpreters' connection with an understanding of the wider world of NPS.
- Consider participation in the Smithsonian docent training program.
- Connect with the D.C. area Historic House Consortium.
  - In particular, training of seasonal interpreters must be improved, providing career development opportunities that will strengthen their chances of permanent employment.
  - Provide opportunities for interpreters to visit other historic sites to observe innovative ways they interpret their subject matter.
  - Provide opportunities for interpreters to work with a variety of audiences.
  - When budget permits, facilitate interpreters' attendance at national conferences like the National Association for Interpretation annual regional and national workshops.
- Seek out young professionals – a "new generation" of NPS interpreters – who will more readily connect with younger visitors.
- There is a need for more systematic

feedback to evaluate and strengthen interpretive services.

Evaluation

The evaluation plan establishes assessment strategies that will indicate whether interpretive services are as effective as they could be. It identifies areas in need of improvement, saves money by focusing resources on programs proved to be effective, and presents visitors with the best possible interpretive experiences.

In addition to evaluating existing services, evaluation should be a part of every step involved in developing interpretive services. It shapes the program during the following three specific stages of development:

- **Front end evaluation** occurs before development even begins. Evaluators aim to discover what potential audiences actually know – and what they would like to know – about a specific topic.
- **Formative evaluation** occurs during development. Potential audience members provide feedback on program and service prototypes, mockups, and dry runs.
- **Summative or remedial evaluation** occurs after the program or service is in place. The goal is to identify elements that work and those that need improvement.

PROGRAM EVALUATION. Program evaluation is a type of remedial evaluation. It is different from a performance audit, which is conducted by a supervisor to determine an individual's proficiency. Program evaluation simply seeks to determine if the program is achieving its stated goals. It seeks to answer specific questions and to guide program adjustments.

EVALUATION TECHNIQUES AND STRATEGIES. The following is a brief summary of selected approaches.

Evaluation can be direct (audience interacts with evaluator) or indirect (visitors' actions and responses are tracked without their knowledge). Qualitative measures assess the depth and effectiveness of the experience (perhaps by interviewing respondents), while quantitative approaches produce measurable results (determining, for example, what percentage of visitors surveyed were able to describe the significance of the site or region).

Since it is impossible to evaluate each visitor's experience, evaluators must rely on well-designed sampling (surveying a specific number) of visitors to represent the whole. In order to be valid, sampling techniques must be random and representative of the whole spectrum of visitors. For example, every tenth person who enters the visitor center is asked to respond to a survey – not just the visitors who look the friendliest.

Informal evaluation can also be revealing. For example, interpreters conduct informal evaluation during every visitor contact to gain a general impression of program effectiveness. While the results of the conversations are not scientific, they still play a role in assessing interpretive services.

Federal agencies are constrained as to how they may evaluate their services. A formal study requires special

authorization. Many techniques are available that do not require prior approval.

PLANNING FOR EVALUATION. A robust evaluation plan should be incorporated into the interpretive plan. Schedule it as an ongoing activity in the annual implementation plan. Evaluation accomplishes the following:

- Provides a balanced view of program effectiveness
- Utilizes feedback that has been gathered systematically (not just anecdotally)
- Gathers empirical evidence of strong and weak areas of a program or service
- Fuels opportunities to improve effectiveness

Evaluation requires planning, time and staffing to complete. Consider using college interns and/or volunteers to conduct evaluation at less cost.

Need for a Friends Group

Community support for forming a Friends Group was articulated at a public meeting held at the site on the evening of January 13. A Friend's Group would allow the site to have a fund-raising arm that could financially support educational programs and outreach programs to the community as well as support other special programming at the site. Hiring actors to portray Douglass, musical performances, stage productions, speakers honorariums, etc, are all novel means to introduce the community to Frederick Douglass but are often outside of the scope of the site's budget or can only be done on a limited basis. With a Friend's Group to raise money, these means could be a more regular part of programming at the site. Additionally, the Park Service cannot pay for advertising for programs and special events. Therefore the site must rely on free announcements in community papers or on the radio that are generated via press releases or distribution of fliers. A Friend's Group could also be an integral part of marketing events at the site.

The site is developing a volunteer group and has solicited community involvement in planning the site's annual family day event. Once the site has established a core group that assists the site on a regular basis, there is likely to be more momentum for organizing the group further to establish a "friends" organization. At present, there are individuals who have expressed an interest in creating an organization to assist the site.

Research at Frederick Douglass NHS

In recent years, the site has increasingly become a center for scholarship and research on Frederick Douglass, rather than simply an educational institution. If this trend is to continue, a shift in resources, including adding an onsite archivist, will be necessary in the future. Once resources are well organized (see above strategies under "Building Interpretive Infrastructure"), the site will reach out to Douglass-associated parks and partners, such as the Frederick Douglass Memorial and Historical Association (FDMHA) and link FRDO resources with those

of partner sites. Website links would include finding aids for partner resources with link-backs available to researchers and onsite visitors.

Examples of potential resource information might include a complete list of the books in Douglass' private library, including his marginalia and other personally-inscribed notes. Papers including deeds, manumission, "safe passage" letters, etc. This material will be invaluable when used to create new interpretive programs.

Accessibility

The site abounds with accessibility challenges. The climb to Cedar Hill from the Visitor Center involves either 85 steps, or a long, steep sidewalk. Once at the house, visitors must step up onto the porch. Only the first floor of the interior is accessible, as there is no elevator to the upper floors. The Caretaker's House does have one entrance that could be made accessible. Other suggested improvements include:

- Improved lighting in Visitor Center
- Automatic door opener for improved Visitor Center accessibility
- A small bus or even a golf cart to be used to transport mobility-challenged visitors up to the mansion (this would require a garage in which to shelter the vehicle)
- Liaison with the NACE accessibility coordinator for guidance
- Emphasize on the website and to callers that they may request a sign language interpreter if needed (with two week's notice)
- Use universal design concepts throughout

Timeline for Implementation

The following time line recommends a ten-year plan for implementing elements of the LRIP through the Douglass Bicentennial Birthday in 2018 and beyond. It focuses in the early part of the plan on high impact/low cost interpretive services, but each year also includes steps toward implementing programs that will require advance planning and new sources of support. The plan calls for development of new spaces across the street on the recently acquired property, which will provide a "home" for the site while the Visitor Center is under renovation. These projects are contingent upon receiving adequate funding. The list does not include programs, either personal services or media-based, that are already in place as of this writing; for these, please see the list entitled "Ongoing Programs" that follows the timeline.

YEAR ONE	
NEW CONSTRUCTION	Seek funding for construction of new bldg & VC; Explore avail of A&E monies; Compliance issues for both
THEME 1: THE MAN	Create object touch table in VC; confer with HFC re: new intro film; price, design & install banners at VC entrance.
THEME 2: THE PLACE	Research cost of new walking tour brochure; decide on approach to funding; Increased ranger presence at CH; Smart bd access to online museum in VC; review of landscape study; Preserve lumber from the oak.
THEME 3: THE VISION	New roof on Growlery; plan details of "reflective" space; Add FD quotes to website & elsewhere
EDUCATION GROUPS	Purchase equipment for distance lrng/virtual tours; develop distance lrng/virtual tours; Assign 1 ranger to school & community outreach; Phase 1 curric dev.
COMMUNITY OUTREACH	Develop volunteer program; seek volunteer to coordinate the program; Connect with neighborhood churches; Begin 1/wk after school program; Explore partnership w/local library.
INTERP INFRASTRUC./ ACCESSIBILITY	Summer intern to develop book of object records for each room; records also go on website catalog (summer of 2010 & 2011); acquire scanner; Create finding aid for archives; Improve auditorium lighting as multi-use space; Web link to rights & repros info; acquire 2-way radio for CH-VC communications; request funding to digitize Feragaso collection; submit PMIS request for automatic VC door opener; confer w NACE-NCR accessibility coord.
EVALUATION	Informal Evaluation initiated to find out who is using Smartboard in the Visitor Center and how they are using it Front end evaluation with local educators to find out what they would be interested in before site begins curriculum development and outreach so site understands how best to serve audience

Timeline for Implementation continued

	YEAR TWO	YEAR THREE
NEW CONSTRUCTION	Design for both buildings; Reviews & approvals	Demolition; begin construction of new bldg
THEME 1: THE MAN	Explore technology to provide ambient sounds in CH; Explore digital technology for interactive timeline/map Develop content for interactive timeline/map; Seek funding for new intro film	If viable, seek funding for ambient sound in CH & interactive timeline/map; Develop treatment for new intro film
THEME 2: THE PLACE	If funding avail, research, write, design & print new walking tour brochure; Seek funding for 3 wayside signs; create implemen-tation plan for new landscaping (depending on construction); Cost estimate for reconstructed desk fr. Oak; seek funds	If funding avail, develop, design & install 3 new waysides. Build reconstructed desk from oak
THEME 3: THE VISION	Begin presentation of distance lrng/virtual tours; Phase 1 curric development	
EDUCATION GROUPS	Develop site newsletter (email)	Phase 1 curric development
COMMUNITY OUTREACH	Summer intern to scan & create digital catalog of photographs; Create web-based research data base	Continue to develop
INTERP INFRASTRUC./ ACCESSIBILITY	New/Existing	Summer intern: internet catalog; Begin digitizing Feragaso; Research accessibility transport options;
EVALUATION	Develop evaluation methodology for assessing distance learning programs/ "virtudal field trip" Field test new walking tour brochure in draft form before final is printed Involve teachers in curriculum development and evaluating lessons that are being developed.	

	YEAR FOUR	YEAR FIVE
NEW CONSTRUCTION	Construction of new bldg completed	Expansion of VC begins; site operates out of new building
THEME 1: THE MAN	Install ambient sound in CH; Create interactive timeline/map; Production of new intro film (to be shown in new bldg)	Planning for Bicentenntial;Planning for new VC & cottage exhibits
THEME 2: THE PLACE		Planning for Bicentennial
THEME 3: THE VISION		Planning for Bicentennial
EDUCATION GROUPS	Phase 2 curric development	Phase 2 curric development
COMMUNITY OUTREACH	Continue to develop	Continue to develop
INTERP INFRASTRUC./ ACCESSIBILITY	Summer intern: internet catalog; Develop virtual tour of CH 2nd floor; Acquire accessibility transport vehicle	Summer intern: internet catalog
EVALUATION	Summative Evaluation of interactive timeline/map	Incorporate Front End Evaluation into planning for new VC exhibits

Timeline for Implementation continued

	YEAR SIX	YEAR SEVEN
NEW CONSTRUCTION	VC expansion completed; Contract for exhibit development, design & fabrication. Site operates out of new building	New exhibit installed; resumes operation out of VC
THEME 1: THE MAN	Planning for Bicentennial	Planning for Bicentennial
THEME 2: THE PLACE	Planning for Bicentennial	Planning for Bicentennial
THEME 3: THE VISION	Planning for Bicentennial	Planning for Bicentennial; Develop "causes & activism" section of website
EDUCATION GROUPS	Phase 2 curric development	PPhase 3 curric development
COMMUNITY OUTREACH	Continue to develop	Continue to develop
INTERP INFRASTRUC./ ACCESSIBILITY	Summer intern: internet catalog	Summer intern: internet catalog
EVALUATION		

	YEAR EIGHT	YEAR NINE	YEAR TEN
NEW CONSTRUCTION	Celebrate FD	Move some functions out of cottage to new building	Develop & install new cottage exhibits
THEME 1: THE MAN	Celebrate FD		
THEME 2: THE PLACE	Celebrate FD		
THEME 3: THE VISION	Celebrate FD		
EDUCATION GROUPS	Phase 3 curric development	PPhase 3 curric development	
COMMUNITY OUTREACH	Continue to develop	Continue to develop	Continue to develop
INTERP INFRASTRUC./ ACCESSIBILITY	Summer intern: internet catalog	Summer intern: internet catalog	Summer intern: internet catalog
EVALUATION			Front End Evaluation for Cottage Exhibits

Ongoing Programs

PERSONAL SERVICES	MUSIC	WEBSITE	TEACHING TRAINING
Ranger-guided tours of Cedar Hill	Live music, free concerts, especially violin solos	Online museum	Civil War Washington Teacher Fellows (in partnership w/ others)
Living history presentations (1st person interpretation)	Partner with area children's music schools	Virtual tour of Cedar Hill	
Informal ranger information/ roving interpretation			
Guest speakers/ lecturers			
Junior Ranger Program			
Demonstrations (ice cream churning, croquet lessons, craft programs, etc…)			

INTERPRETIVE PROGRAMS BY MEDIUM: The following time line indicates program development sorted by media. It focuses in the early part of the plan on high impact/low cost media, but each year also includes steps toward implementing programs that will require advance planning and new sources of support. The list does not include media that are already in place as of this writing.

	YEAR ONE	YEAR TWO	YEAR THREE
EXHIBITS	Create object touch table in VC. Price, design & install banners at VC entrance. Plan details of "reflective" space (Growlery)	Cost estimate for reconstructed desk fr. oak; seek funds; Open Growlery as reflective space; Explore technology to provide ambient sounds in CH	Seek funding for ambient sound in CH; Build reconstructed desk from oak
WEBSITE/ DIGITAL	Smart board access to online museum in VC; Add FD quotes to website; 1st phase collection records added to website catalog (summer of 2010 & 2011); Create web link to rights & repros info; Request funding to digitize Feragaso collection	Explore digital technology for interactive timeline/map; Develop content for interactive timeline/map; Summer intern to scan & create digital catalog of photos; Create web-based research data base	Seek funding for interactive timeline/ map; Summer intern: internet catalog; Begin digitizing Feragaso collection
PRINT MEDIA	Research cost of new walking tour brochure; decide on approach to funding	If funding avail, research, write, design & print new walking tour brochure	NA
OTHER MEDIA	Confer with HFC re: new intro film; Purchase equipment for distance lrng/virtual tours; develop distance lrng/virtual tours; Develop site newsletter (email)	Seek funding for new intro film; Begin presentation of distance lrng/ virtual tours	Develop treatment for new intro film
ACCESSIBILITY	Submit PMIS request for automatic VC door opener; Cnfer w NACE-NCR accessibility coord.	NA	Research accessibility transport options
WAYSIDES	NA	Seek funding for 3 wayside signs	Develop, design & install 3 new waysides

	YEAR FOUR	YEAR FIVE	YEAR SIX
EXHIBITS	Install ambient sound in CH	Planning for new VC & cottage exhibits	Contract for exhibit development, design & fabrication for expanded VC
WEBSITE/ DIGITAL	Create interactive timeline/map; Summer intern: internet catalog; Develop virtual tour of CH 2nd floor	Summer intern: internet catalog	Summer intern: internet catalog
PRINT MEDIA	NA	NA	NA
OTHER MEDIA	Production of new intro film	NA	NA
ACCESSIBILITY	Acquire accessibility transport vehicle	NA	NA
WAYSIDES	NA	NA	NA

Interpretive Programs by Medium continued

	YEAR SEVEN	YEAR EIGHT
EXHIBITS	New exhibit installed in VC	NA
WEBSITE/ DIGITAL	Develop "causes & activism" section of website; Summer intern: internet catalog	Summer intern: internet catalog
PRINT MEDIA	NA	NA
OTHER MEDIA	NA	NA
ACCESSIBILITY	NA	NA
WAYSIDES	NA	NA

	YEAR NINE	YEAR TEN
EXHIBITS	NA	Develop & install new cottage exhibits
WEBSITE/ DIGITAL	Summer intern: internet catalog	Summer intern: internet catalog
PRINT MEDIA	NA	NA
OTHER MEDIA	NA	NA
ACCESSIBILITY	NA	NA
WAYSIDES	NA	NA

Appendix

The Planning Team

NAME	ROLE/POSITION	STATUS
Julie Kutruff	Site Mgr FRDO	Core
Paul Gross	Ranger FRDO	Core
Braden Paynter	Ranger FRDO	Core
Ka'mal McClarin	Ranger FRDO	Core
Noelle Trent	Ranger FRDO	Core
Kevin Barry	Ranger Fort Dupont	Core
Shoshi Weiss	Ranger FRDO	Staff
Padraic Benson	Ranger FRDO	Staff
Lauren Prosek	Ranger FRDO	Staff
Alex Romero	Supt NACE	Stakeholder
Cathy Ingram	Curator FRDO	Core
Kirsten Talken-Spalding	NPS	Core
Sue Hansen	Interp Chief NCR	Core
Lori James Spillman	Ed Specialist NACE	Core
Laura Illige	Ed Specialist NCR	Stakeholder
Joan Bachrach	NPS On-line museums	Stakeholder
Trudy Kelley	Curator NCR	Core
Jeff Reardon	Ranger Fort Dupont	Staff
Frank Feragaso	Former NPS Historian	Stakeholder
Dr Carol Stapp	GWU Museum Education	Stakeholder
Emily Hall	Volunteer FRDO	Stakeholder
Callie Hawkins	Ed Director Lincoln Cottage	Stakeholder
Talia Mosconi	Ed specialist Tudor Place	Stakeholder
Sarah Jencks	Ed Director Ford's Theater Society	Stakeholder
Dr. Averette Parker	FDMHA	Stakeholder
Vivian Smith	FDMHA	Stakeholder
Peggy Scherbaum	NPS Harpers Ferry Center COR	Core
Ann Clausen	Interpretive Solutions	Core
Vid Mednis	Interpretive Solutions	Core
Valana McMickens	Volunteer/ Intern FRDO	Stakeholder
FRDO - Frederick Douglass NHS		
NCR = National Capital Region		
FDMHA= Frederick Douglass Memorial and Historical Association		
NACE = National Capital Parks-East (unit of NPS that FRDO belongs to)		