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An Evaluation of Contemporary Community Preservation Education in the U.S. and Recommendations for Strengthening Practices

Alyssa Margaret Lozupone
University of Pennsylvania

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An Evaluation of Contemporary Community Preservation Education in the U.S. and Recommendations for Strengthening Practices

Abstract

Community preservation education is a powerful tool for exciting and empowering the public to become motivators and facilitators of preservation within their communities. Such non-formal education is geared towards a general audience and aims to foster greater knowledge, appreciation and involvement within the public. While community preservation education is embedded within modern preservation theory, policy and practice, it is also considered to be amongst the field's primary weaknesses. Despite such criticism there have been no efforts to critically evaluate current education efforts and identify ways in which they can be improved. This thesis endeavors to instigate such a dialogue. The purpose of the research project was to evaluate the current state of community preservation education in the U.S. The research process included an extensive literature review regarding education and best practices within the preservation, environmental and museum education fields as well as the marketing profession. This information was the lens through which current education programs were evaluated. To gain insight into contemporary education initiatives a survey was disseminated to all local and state public and non-profit preservation organizations. Case studies were also conducted and provided a more in-depth understanding of program development, implementation and execution. Overall, research revealed that there is significant room for improvement in current education efforts. Included in this thesis is a set of recommendations that can be used to inform improvements to overall practice and individual education programs.

Keywords

non-formal preservation education, preservation education, preservation education best practices, public engagement, public's role in historic preservation

Disciplines

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AN EVALUATION OF CONTEMPORARY COMMUNITY PRESERVATION EDUCATION IN THE
U.S. AND RECOMMENDATIONS FOR STRENGTHENING PRACTICES

Alyssa Margaret Lozupone

A THESIS

in

Historic Preservation

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Advisor
Mary Means
Mary Means + Associates

Acting Program Chair
Frank G. Matero
Professor of Architecture

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INTRODUCTION

The modern preservation field in the U.S. can in part be characterized by the idiom “all preservation is local.” This ideal has permeated all aspects of preservation practice including policy, planning and advocacy. At its core, it represents the vital role the public plays in the initiation, execution, and sustainability of historic preservation.

Despite this emphasis on “the local” there is a large degree of public apathy and disengagement regarding preservation. Community advocates, who once marched angrily on city hall or chained themselves to threatened buildings, are now waiting for professionals to identify and protect their cultural resources.¹ This is occurring despite the field’s efforts to engage the public through such means as civic engagement in planning or public review and comment processes. It becomes evident, therefore, that practitioners need to move beyond simply public engagement; they need to excite and empower the public to become motivators and facilitators of preservation within their communities.

Community preservation education emerges as the best strategy for achieving these goals. Such non-formal public education is a proactive outreach approach that aims to foster greater knowledge, appreciation and involvement within the public. While education is embedded in modern preservation history, theory and policy, it is also considered to be amongst the field’s primary weaknesses. Despite these criticisms there have been no efforts to critically evaluate current education efforts and identify ways in which they can be improved.

This thesis endeavors to instigate such a dialogue. The purpose of the research

¹ *A Richer Heritage*, ed. Richard E. Stipe (Raleigh: Historic Preservation Foundation of North Carolina, Inc., 2003), 462.

project was to evaluate the current state of community preservation education in the U.S. and in so doing identify the strengths and weaknesses of contemporary practice. The research outcome is a set of recommendations that can be used to inform improvements to overall practice and individual education programs.

Methodology and Trajectory

The first half of this thesis outlines the historical and theoretical framework necessary for an evaluation of current community preservation education. Chapter one explores the public's role within preservation practice and in doing so frames the motivation and need for public engagement and outreach tools. Chapter two reviews the role of education within preservation policy and theory over time and, using this information, presents a preliminary definition of success. In chapter three, community education theory and practice in related fields is reviewed in order to further understand the role of education as an advocacy tool. Finally, chapter four summarizes best practice guidelines created by the environmental and museum education fields as well as the marketing profession. This information was vital to the analysis of current education programs, especially given the absence of standards from within the preservation field.

The second half of this thesis explores and evaluates current community preservation education practices, taking into consideration the insights gleaned from the aforementioned literature review. In order to gain an understanding of contemporary practices a survey was disseminated to local and state public and non-profit preservation organizations. The survey, summarized in chapter five, provided a general overview of educational efforts and insight into best practices. Case studies were also used to inventory current practices and provided a more detailed understanding of program

development, implementation and evaluation. In chapter five each case study program is described along with its strengths and weaknesses and the best practices it represents.

The final chapter of this thesis draws from the survey and case study analyses, as well as insights gained from the literature review, to summarize the weaknesses of current education efforts and provide recommendations for improving overall practice and individual education programs.

CHAPTER ONE: THE PUBLIC'S ROLE WITHIN HISTORIC PRESERVATION

In order to engage in a responsible discussion and evaluation of current community preservation education initiatives, it is first necessary to understand the context, evolution, and criticisms of the practice. The following two chapters provide this necessary overview. While a variety of sources were used to gain insight into the historical and theoretical underpinnings of public participation and community preservation education, only a few major publications provided the comparisons necessary to explore the evolution of these themes. As these sources are used repeatedly throughout the following chapters, an explanation of each is necessary. Knowledge of the historical context and motivation for each publication is integral to the analysis of their contents.

The first comprehensive evaluation of the modern preservation movement was at the Colonial Williamsburg Seminar on Preservation and Restoration in 1963.² The purpose of the conference was to “review the history of the American preservation movement...to analyze its philosophical basis, examine its present effectiveness, and to discuss ideal ways to shape its future.”³ The conference proceedings were published in *Historic Preservation Today*, which included “a statement of principles and some recommendations for improvements.”⁴

² *Historic Preservation Tomorrow* (Colonial Williamsburg: National Trust for Historic Preservation, 1967), v.

³ *Ibid.*

⁴ *Ibid.*

In 1965 a special committee of the United States Conference of Mayors was organized to study contemporary preservation practices.⁵ The committee looked into present trends in preservation, specifically, what must be done to “rescue, from certain destruction, what remains of our legacy from the past, and how best to do that rescue work.”⁶ The conference summarized their findings and recommendations in *With Heritage So Rich*.⁷ This report led to the passing of the National Historic Preservation Act in 1966.⁸ In the subsequent year, a second conference was held in Williamsburg. The goal of the meeting was to revise the principles and guidelines originally set out at the 1963 meeting, which had changed in light of the recent Preservation Act.⁹

It wasn’t until 1991 that another such conference was held. The National Trust for Historic Preservation collaborated with the National Park Service and the Advisory Council on Historic Preservation to convene the San Francisco committee.¹⁰ The conference “was designed to review past accomplishments and shortcomings of the movement...as well as to chart a new vision for historic preservation...”¹¹ The publication *Past Meets Future* is a summation of the committee’s findings and recommendations.¹²

Following these four national conferences, two major publications were produced that explore the history of the field, contemporary conditions, and future implications.

The American Mosaic, published in 1987, was a brief history of the American

⁵ *Past Meets Future: Saving America’s Historic Environments*, ed. Antoinette J. Lee (Washington, D.C.: Preservation Press, 1992), 15.

⁶ *With Heritage So Rich* (Washington, D.C.: The Preservation Press, 1983), 20.

⁷ *Past Meets Future*, xi.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid., 10.

¹¹ Ibid.

¹² Ibid.

preservation movement that recounted “not just to the passage of the National Historic Preservation Act, but to earlier times.”¹³ Published most recently was *A Richer Heritage*, which was meant to meet “the need for a new textbook on historic preservation in America.”¹⁴ The publication not only explored preservation history, but also provided a “larger, long-term perspective.”¹⁵

1.1 Grassroots Preservation

While today the preservation field can in part be defined by the idiom, “all preservation is local,” this ideal took time to evolve and mature. At the beginning of the modern preservation movement the field had a narrow scope. Preservation advocates comprised a small segment of society; they were primarily white, upper-middle class individuals.¹⁶ This is reflected in the findings and recommendations of the 1965 United States Conference of Mayors, which made little mention of the public’s role within the preservation framework.

The Williamsburg Conference of 1967, however, went beyond this previous report and “recognized that saving the historic built environment... would be the responsibility of individuals, organizations and government agencies.”¹⁷ When discussing the “groups that are critical to preservation” the committee highlighted “individual citizens, private, corporate and institutional owners, and local groups.”¹⁸ The committee considered these three groups of high priority because “preservation, like charity, should

¹³ *The American Mosaic: Preserving A Nation’s Heritage*, ed. Robert E. Stipe and Antoinette Lee (Washington, D.C.: US/ICOMOS, 1986), 2.

¹⁴ *A Richer Heritage*, vii.

¹⁵ *Ibid.*

¹⁶ *Ibid.*, 452.

¹⁷ *With Heritage So Rich*, 13.

¹⁸ *Historic Preservation Tomorrow*, 2.

begin at home.”¹⁹ In response to the creation of the National Historic Preservation Act, the committee pleaded that the private sector “continue its efforts in the field of private philanthropy and dedicated citizen effort to preserve and protect the vast area of America’s heritage that lies outside the circumscribed area of federal and state aid.”²⁰ They recognized the importance of public involvement and hoped that the increase in federal and state legislation and financial aid would not diminish the public’s role.²¹

The evolution and maturing of this emphasis on “the local” is evident when reviewing more recent histories of the modern preservation movement. What was presented as recommendations in earlier committee reports quickly became an integral theme within a discussion of the field’s guiding values. In recounting a “brief history of the American preservation movement,” *The American Mosaic* highlights the role of the public within the preservation framework.²² Author J. Myrick Howard stated “while state and federal laws provide authorization and financial support” their programs are of little value if “local preservationists fail to rally when needed.”²³ Historic buildings, he argued, are saved locally.²⁴ The reason for this is that “relatively few of America’s historic landmarks are of truly national significance. Most mark people, places and events of essentially local interest.”²⁵

The recognition of the public’s central role within preservation was strongest in the 1992 publication, *Past Meets Future*. One of the committee’s major findings was that

¹⁹ Ibid., 3.

²⁰ *Past Meets Future*, xi.

²¹ Ibid.

²² *The American Mosaic*, 2.

²³ Ibid., 114.

²⁴ Ibid.

²⁵ Ibid.

“grass-roots efforts count.”²⁶ Their recommendations included recognizing that “grass-roots preservationists represent the movement’s front line,” making governmental support systems more accessible, and strengthening “technical and financial assistance to increase input from grass-roots preservationists.”²⁷ Historic preservationist and author Antoinette Lee emphasized these ideals in a recent 2002 article entitled “I am a Preservationist.” In this publication she argued that despite the professionalization of the field, “the backbone of preservation was and remains the many citizen activists and property owners.”²⁸

As has been demonstrated by these publications, grassroots and community involvement has become increasingly important within contemporary preservation philosophy. What few of these publications point out is if this ideal is being nurtured in practice. A few of the more recent publications get closer to addressing this issue and candidly critique the failure of the field to gain the support of the public. In *The American Mosaic*, for example, J. Myrick Howard admitted “the success of historic preservation at the local level...has not always been consistent.”²⁹ In addition, authors Lina Confresi and Rosetta Radtke argue that while there has been “significantly more support for preservation in local government presently than there was twenty years ago...it is still far short of what is needed.”³⁰ Finally, Robert Stipe went as far as to assert that the “decrease in citizen participation and grassroots efforts” is amongst the field’s “intrinsic problems.”³¹ Despite these criticisms and fervent calls to action to increase public

²⁶ *Past Meets Future*, 15.

²⁷ *Ibid.*, 22.

²⁸ Antoinette J. Lee, “I Am a Preservationist,” *Viewpoint: The Friends of 1800*, 2002, <http://www.friendsof1800.org/VIEWPOINT/lee.html>

²⁹ *The American Mosaic*, 114.

³⁰ *A Richer Heritage*, 142.

³¹ *Ibid.*, 458, 462.

involvement within the preservation framework, there are few recommendations for how to do so.

1.2 Public Engagement Strategies

The field's acknowledgment that public support and participation are integral to the success and sustainability of preservation has led to an emphasis on public engagement. Expert-driven approaches have been deemed unsuitable and replaced with community involvement models that incorporate the opinions of the general public.³² The underlying principal is that "judgments about the physical environment are too multifaceted to be settled by technical expertise...[and that] community members have a certain expertise of their own."³³ Citizen participation strategies include public input approaches, which "comply with legal mandates to include the desires of diverse stakeholders," and public engagement approaches, which use "dialogue-based processes that emphasize mutual learning and treat participation as an opportunity for cooperation between stakeholders."³⁴

Despite the strong theoretical underpinnings for these strategies, they still face many critiques. In regards to legal compliance procedures, it has been argued that "because of the diversity of values extant...it is practically impossible to reach an agreement that pleases everyone," and as a result conflict is inevitable.³⁵ In a more

³² Dirk H. R. Spennemann, "Gauging Community Values in Historic Preservation," *CRM Journal* 3, no. 2 (2006): 10.

³³ Carol M. Rose, "Preservation and Community: New Directions in the Law of Historic Preservation," *Stanford Law Review* 33, no. 3 (1981): 519.

³⁴ Kirsten M. Leong, John F. Forester and Daniel J. Decker, "Moving Public Participation Beyond Compliance," *The George Wright Forum* 26, no. 3 (2009): 2.

³⁵ Leong, Forester and Decker, "Moving Public Participation," 3.

critical analysis one author described public input approaches, as “invite-inform-ignore” strategies in which there are clear winners and losers.³⁶

On the other hand, as author Carol Rose stated, “much preservation litigation and many delays in the destruction of older structures have been possible only because of the proliferation of procedural devices around which neighborhood and local groups can organize.”³⁷ Through these channels, it is the citizen groups whom inevitably “bring threats of destruction” to the attention of state and federal agencies.³⁸ Still, many of these calls to action come in the form of “eleventh-hour designations.”³⁹ As Rose describes, this precedent implies that “neighborhood citizens were oblivious to the historic significance of the old county courthouse, Greek Revival and Richardsonian Romanesque main street storefronts, or ancient shrines until they had exhausted all other means of avoiding the inroads of government projects in their neighborhoods.”⁴⁰ Perhaps such “eleventh-hour designations” could be avoided if the public was more cognizant of how to protect their local heritage. While compliance procedures are the legal mechanism through which properties are saved, increased public education would strengthen the community’s ability to articulate the importance of the threatened site and advocate for the appropriate protection.

Over the last few decades, tools to “engage the public in neighborhood-scale preservation work” have also increased.⁴¹ These strategies are intended to “close the gaps

³⁶ Ibid., 4.

³⁷ Rose, “Preservation and Community,” 491.

³⁸ Ibid., 532.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Randall Mason and Lindsey Allen, *Community Character Methods: Research Report* (Philadelphia, 2011), 2.

between ‘expert’ professional knowledge...and desires of citizens.”⁴² As Dr. Randall Mason described, “community engagement can be focused on individuals or groups of varying size; held in formal or informal settings; be more or less scripted; consist of one-time events or serial engagement and can center on written work, face-to-face interaction, graphic representations – or some combination.”⁴³

While “whether to pursue greater community engagement is not an issue,” there are still many critiques of the strategy.⁴⁴ Citizen participation in planning is criticized for being “perfunctory and shallow” without “any meaningful impact on the decisions made.”⁴⁵ Author Dirk H.R. Spennmann elaborated on this by arguing that while community-driven approaches to resource identification are “infinitely more inclusive than mere expert-driven studies, they do not go far enough.”⁴⁶ He argued that community participation strategies within planning are “still limited to identified stakeholder groups as well as self-appointed preservation advocates,” and that there is a significant “silent majority” still not being consulted.⁴⁷ It is important to note professionals have not failed to include the public at large, but rather “the silent majority, for whatever reason, has decided not to participate.”⁴⁸ This apathy and disengagement, Spennmann argued, “will eventually lead to claims that historic preservation, as it is being carried out today, is no longer congruent with the interests of this silent majority.”⁴⁹ Increased public education can, in theory, remedy this apathy. Communicating to the public the value of preservation

⁴² Ibid., 2.

⁴³ Ibid.

⁴⁴ Ibid., 4.

⁴⁵ Ibid., 5.

⁴⁶ Spennemann, “Gauging Community Values,” 11.

⁴⁷ Ibid.

⁴⁸ Ibid., 12.

⁴⁹ Ibid.

and helping them see the potential of their local heritage would encourage the “silent majority” to become more involved in planning processes.

Overall, experts should work to “inform and empower the public.”⁵⁰ While public participation strategies empower communities, failure to also inform the public will limit the potential of these methods. The critiques of both procedural compliance and participatory planning prove that the field has not yet mastered the methods of public engagement and that increased community education could have a positive effect on improving the efficacy of the strategies.

⁵⁰ *Capturing the Public Value of Heritage: Proceedings of the London Conference* (Swindon: English Heritage, 2006), 13.

CHAPTER TWO: EDUCATION WITHIN HISTORIC PRESERVATION

2.1 Historical and Theoretical Framework for Education

The role of education within the historic preservation framework was not fully realized at the start of the modern movement. This is evident by the very little emphasis it received within the 1965 publication *With Heritage So Rich*. The report emphasized that it was the private sector's role to carry out in public education and made no recommendations as to the ways in which the federal infrastructure could engage in education. Furthermore, the committee critiqued contemporary educational initiatives, stating that the National Trust for Historic Preservation's education program was "notable but limited."⁵¹ Their suggested remedy included increased federal financial aid to "assist private interest and activity in the preservation field for educational purposes" and the establishment of an Advisory Council on Historic Preservation that would be responsible for the "encouragement, in cooperation with appropriate private organizations, of public interest and participation in historic preservation."⁵² These recommendations further relegated the responsibility of public education to the private sector and minimized the federal government's responsibility. In doing so, the committee diminished the importance of education within the preservation framework.

The second Williamsburg Conference made education a priority, perhaps in reaction to the oversight of the previous report. The conference attendees recognized that there were "two facets of education that needed investigation: the training of

⁵¹ *With Heritage So Rich*, 193.

⁵² *Ibid.*

professionals...and the vital cultivation of public acceptance of preservation.”⁵³ Their report asserted that “preservationists should use all means of communication open to them that will reach, and hopefully influence, the widest possible audience.”⁵⁴

While an improvement upon *With Heritage So Rich*, the discussion of education at the conference was still limited. The committee focused on education as a way to garner political support. For example, they argued that “the success or failure of a bill proposing the establishment of a historic district may depend upon a small number of votes, cast by men and women who have no real understanding of the nature of the proposal.”⁵⁵ This narrow focus is a failure to acknowledge the fundamental role of the public within the preservation framework. Public involvement is not emphasized simply to garner political support. Grassroots efforts are necessary to initiate and sustain preservation, and to ensure that historic resources remain a true reflection of the heritage and values of contemporary society.

The conference also failed to acknowledge the broad range of educational opportunities that exist. It focused solely on the dissemination of technical information for historic homeowners. The conference attendees argued that, “there are many who would benefit from general guidance in this field...[and] all need to know something of the cost, practicability and limitations of restoration work.”⁵⁶ Such a narrow educational agenda excludes additional topics of importance such as local history, policy and advocacy.

⁵³ Ibid., 13.

⁵⁴ *Historic Preservation Tomorrow*, 34.

⁵⁵ Ibid.

⁵⁶ Ibid., 33.

In 1967, the National Trust addressed the topic of education directly through the organization of the Committee on Professional and Public Education for Historic Preservation.⁵⁷ The committee's findings, published in the Whitehill Report, included a statement of purpose for the National Trust's professional and public education activities.⁵⁸ The report's guiding principle was the acknowledgment that "the future of historic preservation in the United States rests largely on the ability of historic preservationists to communicate with and educate the public in their cause."⁵⁹ Their overall recommendation was that the National Trust, in order to accomplish its objectives, "must not rely only in certain clear-cut instances of direct action. It must, more often, assume the role of catalyst, to which public education is essential."⁶⁰

The committee considered the field to be in a "crisis" and producing "meaningless" educational initiatives. They criticized contemporary efforts for attracting those "who are already converted," or as only achieving "superficial results."⁶¹ The Report recommended that the Trust focus on "reasoned dissemination through every channel that is available" including "well-established magazines and journals that, in their normal distribution, reach a wide audience."⁶² Despite a critical evaluation of the current state of education and the future of the tool, the Whitehill Report was limited in its focus on the National Trust and emphasis on the dissemination of technical information for historic homeowners.

⁵⁷ "The Whitehill Report on Professional and Public Education for Historic Preservation," National Trust for Historic Preservation, 1968, <http://ptn.org/whitehill-2.htm>.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ "The Whitehill Report on Professional and Public Education for Historic Preservation," National Trust for Historic Preservation, 1968, <http://ptn.org/whitehill-2.htm>.

⁶¹ Ibid.

⁶² Ibid.

A more holistic view of education matured only with time. The report of the 1991 San Francisco conference, *Past Meets Future*, acknowledged the field's previous failures to address public education initiatives. The report asserted that while there has been "phenomenal growth" in the education of future professionals, there is still "not enough for children and their parents."⁶³ The committee recognized that in order to be sustainable, preservationists needed to reach out and appeal to a wider audience. As such, the committee recommended an audience that went beyond simply historic homeowners and highlighted the need to enhance the "public education of children, adults, decision makers, and investors."⁶⁴ Additionally, the report recognized that there was a need to have greater diversity in the topics presented if preservation was to be made relevant to the public. The report recommended that the field "gather and shape [its] success stories and contributions and present to people a clear, consistent message that shows how preservation is relevant to their lives."⁶⁵ This included educating the public on "the latest advances in preservation techniques, resources, and opportunities."⁶⁶

A Richer Heritage took a more critical look at the state of education. The authors reaffirmed the theoretical need for education and found a more intimate connection between theory and practice. They stated, "...in the increasing number of communities where preservation does enjoy a high degree of acceptance, somewhere in the equation one will find the influence of an educational program."⁶⁷ While based in the theoretical arguments for public education, the validity of this statement is in question. There

⁶³ *Past Meets Future*, 19.

⁶⁴ *Ibid.*

⁶⁵ *Ibid.*, 20.

⁶⁶ *Ibid.*

⁶⁷ *A Richer Heritage*, 145.

remains no evidence to prove a direct connection between education and improved preservation environments in local communities.

The failure of the preservation profession to look critically at the role and efficacy of education is evidenced by the few written critiques that exist. J. Myrick Howard stated, “if there is a glaring weakness in the preservation movement as a whole in the United States, it lies in the area of public education.”⁶⁸ Robert Stipe also pinpointed specific aspects of current educational practices that are failing. He argued that most educational materials are geared towards other preservationists and that this “sort of preaching to the choir” is ineffective. He used “most endangered” lists as the example, arguing that these publications “speak to preservationists, [and] leave little in the way of a lasting impression on the larger public.”⁶⁹ Overall, he argued that the field’s “most visible efforts tend to be sporadic and crisis-oriented.”⁷⁰

Stipe is one of the only authors that made suggestions for ways to improve educational efforts. His most insightful suggestion was that the practitioners find a way to “reach a much larger audience.”⁷¹ In support of this he argued, “preservation should be ready for prime-time, network television.”⁷² While this suggestion is somewhat extreme, it does hammer home the point that preservation needs to be made accessible and understandable to a broad audience.

Stipe’s observations of the failure of the field to educate the public made him question if there “should there be an attempt to raise historic preservation to a higher

⁶⁸ *The American Mosaic*, 140.

⁶⁹ *A Richer Heritage*, 478.

⁷⁰ *Ibid.*

⁷¹ *Ibid.*, 479.

⁷² *Ibid.*

level of public consciousness.”⁷³ He challenged the reader and argued that if there should be, then “how?”⁷⁴ Questioning “how” it can be done is recognition that the field, in his mind, has not been fully successful in educating the public and garnering widespread support.

What remains absent in these critiques and recommendations is a clear definition of what successful education is, and a structured evaluation of what makes an initiative effective. In fact, Stipe admits that there has been “no reliable data on the effectiveness of the various state and local preservation educational programs.”⁷⁵ This oversight forces the reader to question whether practice is meeting theory, and if not, how theory can be more effectively executed to cultivate the results it dictates.

2.2 Who is Responsible for Education?

A study of the history and evolution of community education within the preservation field has demonstrated that it remains undefined as to what agency, at what level, should be responsible for carrying out educational initiatives.

The findings of the Special Committee on Historic Preservation in 1965 emphasized that it was the private sector’s role, not the federal’s role, to execute education. Their recommendations included increasing “federal financial aid to and through the National Trust...for educational purposes.”⁷⁶ Similarly, in 1967 the Whitehill Report focused solely on the National Trust’s responsibility to educate the public.

⁷³ Ibid., 486.

⁷⁴ Ibid.

⁷⁵ Ibid., 479

⁷⁶ *With Heritage So Rich*, 193.

It has also been stressed that State Historic Preservation Offices assume some responsibility for educating the public. The National Historic Preservation Act delineated education as one of the primary responsibilities of SHPOs. As a result, “States increasingly took on the role of...help[ing] citizens understand and preserv[ing] the historic places in which they lived and worked” through public information and education.⁷⁷ Currently, however, State Offices are struggling “to maintain their public education programs in the face of their legal responsibilities...”⁷⁸

Many sources argue that it is local non-profit preservation organizations that should be most directly responsible for community education efforts. In reflecting on the history of the modern preservation movement, author Elizabeth A. Lyon stated that local preservation organizations and historic societies have always been “the mainstay of community preservation activities,” with their major contribution being to build public awareness and conduct a variety of education programs and conferences.⁷⁹ Similarly, author Lyn Waskiewicz of *The Georgia Historical Quarterly* stated that the “state office can only be as effective as the local community allows it to be” and without participation by local organizations, “many opportunities available for preservation programs may be missed.”⁸⁰

None of these sources argue for one agency over another, which implies that all levels of public and private organizations should take partial responsibility. But the question becomes, is this yet another theoretical justification or a practical

⁷⁷ *The American Mosaic*, 101.

⁷⁸ *A Richer Heritage*, 115.

⁷⁹ *The American Mosaic*, 104.

⁸⁰ Lyn Waskiewicz, “The Role of the Historical Society in Historic Preservation,” *The Georgia Historical Quarterly* 63, no. 1 (1979): 67.

recommendation? It cannot be asserted that one type of organization is better suited for carrying out community educational initiatives, but this does not mean that such an answer does not exist.

2.3 A Common Goal for Education

While education is a core value within the preservation framework, the field has not articulated a common goal for community preservation education; it has not identified for practitioners what an “educated” public knows and how they act differently. Doing so is an essential first step for strengthening community preservation education practice. A common goal would provide practitioners with a standard by which they could evaluate programs, engage in professional dialogue and create guidelines for best practices. Below is a preliminary definition of success. It draws from the values articulated in literature on the history, theory and current practice of community preservation education.

Education, first and foremost, should increase the public’s awareness, appreciation and knowledge of historic resources. It should emphasize the value of both local and national resources and the threats to their survival. At the same time, education should also cultivate a public that is more aware of historic preservation practices and its benefits, and as a result become more supportive of the field’s initiatives.

In addition, education should motivate and empower the public to initiate and take ownership of preservation in their communities. It should provide the public with the knowledge and skills necessary to identify and take proactive steps towards preserving their community’s historic resources. These “steps” may include anything from improved and increased historic homeowner maintenance to local district nominations. Overall, education should instill in the public a strong sense of stewardship. As a result, historic

resources and historic preservation should become a staple in a community's plan for the future.

CHAPTER THREE: EDUCATION WITHIN RELATED FIELDS

The following chapter explores education theory and practice in fields related to historic preservation. The chosen disciplines have been selected because the goals of their educational initiatives align with those articulated by the preservation field. Exploring community education in related fields aids in a better understanding of the role of education as a form of advocacy and provides context for an evaluation of current preservation education practices.

3.1 Heritage Education

In large part, the theoretical emphasis on education in the preservation field has manifested itself in the form of heritage education. Heritage education, as defined by the National Trust for Historic Preservation, is “an approach to teaching and learning about history and culture...[that] identifies, documents, analyzes, and interprets historic places...”⁸¹ Its goals are to “nurture a preservation ethic in the learner” and increase citizen involvement in preservation decision making.⁸²

While heritage education, by definition, is intended to foster widespread public awareness, the majority of efforts have been geared towards collaborating with school curriculum and engaging young children. The National Trust’s Heritage-Education Center states that its mission is to “strengthen and deepen the public’s knowledge and understanding of its history and culture and to foster appreciation and stewardship of its heritage...” but admits that its first priority is working within the framework of

⁸¹ Kathleen Hunter, “A Commitment to Education: Designing a Heritage Education center for the National Trust: A Final Report,” *NTHP Forum Journal* 6, no. 1 (1992): 3.

⁸² *Ibid.*

elementary and secondary education.⁸³ Professionals have unnecessarily, and to the field's detriment, isolated the different facets of heritage education; the goals of formal heritage education programs are no different than those of the community preservation education programs.

Author Max A. van Balgooy criticized heritage education efforts for being limited to a narrow audience, arguing that such education should be for children and adults alike.⁸⁴ Van Balgooy argued, "if education informs and transforms, then it should be one of the strongest arrows in our quiver to build and expand the preservation movement."⁸⁵ There is much that can be learned from the heritage education framework and used to improve community preservation education practices. Van Balgooy, for example, suggested that practitioners consider education efforts to be part of a larger curriculum and that doing so would "ensure that every part relates to and advances the overall mission" and clear goals, tactics, and measures of success are define.⁸⁶

Even in regards to heritage education in public schools a direct connection cannot be drawn between education and historic preservation. As author Kathleen Hunter states, "the border between knowledge and future action is always an uncertain one, and the behavior of students who have participated in a heritage curriculum is no exception."⁸⁷ Hunter claimed that, "in the short history of heritage education...enough evidence exists...to suggest that even a cursory acquaintance with historic environments has an

⁸³ Ibid., 4.

⁸⁴ Max A. van Balgooy, "Heritage Education and Historic Preservation: Partners or Acquaintances?" *NTHP Forum Journal* 19, no. 1 (2004): 5.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Hunter, "A Commitment to Education," 7.

impact on students' attitudes toward their surroundings.”⁸⁸ This begs the question then, why only concentrate heritage education efforts on school children? If there have been proven positive results within the school environment, then the strategies used should be evaluated and applied to education for the general public.

3.2 Archeology Education

The archeology field's motivation for pursuing education is similar to that of historic preservation. As author Jeanne M. Moe outlined, “widespread public perceptions of archaeology reflect a lack of information and a misunderstanding of basic archaeological concepts.”⁸⁹ It has been argued that, “the public can be fickle” and significant archeological resources are threatened by the lack of public funding and attention within the academic field.⁹⁰ In response to these threats the field is working to “improve public understanding...and strengthen public attitudes about the importance of preserving archeological resources.”⁹¹ Within the past two decades “‘public outreach’ has become a growing...component of archeological inquiry.”⁹²

Despite increased efforts, public outreach has been critiqued for remaining a “buzzword that everyone talks about but few really know how to do.”⁹³ Brian Fagan of the Society for American Archeology stated that public outreach, “like all buzzwords, has generated a blizzard of spontaneous activity, and much of which can be best described as

⁸⁸ Ibid.

⁸⁹ *Cultural Resource Management in Contemporary Society: Perspectives on Managing and Presenting the Past*, ed. Francis P. McManamon and Alf Hatton (London: Routledge, 2000), 277.

⁹⁰ *The SAA Archaeological Record: Special Issue on Public Outreach* 2, no. 2 (2002): 2.

⁹¹ *Cultural Resource Management*, 277.

⁹² *SAA Archaeological Record*, 2.

⁹³ Ibid.

busywork.”⁹⁴ He critiqued current practices for reaching only a limited audience and for being “generally pretty ineffective.”⁹⁵ Overall Fagan argued that the archeology field is “simply not doing enough to fill what is a legitimate demand for up-to-date, accurate, and stimulating summaries of our work aimed at the widest possible audience.”⁹⁶

The archeology field has recognized that the challenges of education are substantial, that “the tasks of delivering basic archaeological information to an entire nation and influencing the attitudes of an entire population are enormous.”⁹⁷ Practitioners have begun to question whether “programme recipients understand archaeological concepts, [if] attitudes about archaeology and the protection of archaeological resources [have] changed because of education, and [if the field] has increased site preservation through education?”⁹⁸

Despite asking these very crucial questions, little evaluation of current educational initiatives has taken place within the archeology field. Author Jeanne M. Moe outlined how difficult evaluating public outreach efforts can be. Moe wrote, “The objective of archaeological education is to teach people ‘not to do’ something, i.e. not to damage sites or steal artifacts. It is difficult to measure ‘not doing’ something in behavioral terms or as learning outcomes.”⁹⁹ Still the author argued that some level of evaluation could be conducted by measuring the frequency at which different educational programs are used and the changes in student’s learning and attitudes.¹⁰⁰

⁹⁴ Ibid., 5.

⁹⁵ Ibid.

⁹⁶ Ibid.

⁹⁷ *Cultural Resource Management*, 279.

⁹⁸ Ibid., 281.

⁹⁹ Ibid.

¹⁰⁰ Ibid.

The archeology field appears to be one step ahead of historic preservation in critically examining the efficacy of public outreach and education initiatives. While still without concrete answers, the field has begun to put theory in the hot seat. As Jeanne M. Moe stated, “the ultimate goal of archaeological education is straightforward: protection of our fragile and irreplaceable archaeological resources through public education. Simple, yes, but the task immediately raises a series of questions.”¹⁰¹ These questions include; “What are the core archeological principles that we want to teach? Who are the publics, what do they know, what do they need, and how do we effectively communicate the message?”¹⁰² Literature pertaining to education within the historic preservation framework has failed to bring such crucial questions to the forefront. This thesis will be a critical look at these issues and how to initiate the dialogue necessary to answer these questions.

3.3 Environmental Education

The goals of environmental education are also very similar to those of community preservation education. The ultimate objective of the practice is to cultivate an environmentally responsible, or “environmentally literate” citizen. This “ideal citizen” would be aware and sensitive of the environment and the problems it currently faces, motivated to participate in environmental improvement and protection, and possess the skills necessary to identify and solve environmental problems.¹⁰³ Overall, the field recognizes that “many of today’s environmental challenges are complex and intractable,

¹⁰¹ Ibid., 277.

¹⁰² Daniel Haas, “Education and Public Outreach in Federal Programs,” *CRM Journal* 18, no. 3: 2.

¹⁰³ Harold R. Hungerford and Trudi L. Volk, “Changing Learner Behavior through Environmental Education,” *Journal of environmental education* 21, no. 3 (1990): 258.

and they cannot be solved by government regulations alone.”¹⁰⁴ Instead, the issues require “a citizenry that is informed and environmentally literate – and willing to translate its knowledge into action.”¹⁰⁵

The goals of environmental education are supported by international charters such as *The Belgrade Charter* and the Tbilisi Declaration, policies such as the National Environmental Act, and agencies such as the Office of Environmental Education. Such integration of education into the field’s guiding documents and legal framework demonstrates that it is not a “buzzword” as it is in preservation and archeology. The environmental field has taken substantial steps to ensure that education practice meets theory.

The environmental field has also conducted a number of studies to assess the effectiveness of environmental education. The results overall have proved that education can alter behavior and cultivate an “environmentally literate” public. Authors Harold R. Hungerford and Trudi L. Volk, for example, state that “the research is very clear on the matter, citizenship behavior can be developed through environmental education.”¹⁰⁶ Similarly, the authors of *New Tools for Environmental Protection* state that environmental education has resulted in “statistically significant positive differences in responsible environmental behavior.”¹⁰⁷ In addition, author Bhawani Venkataraman states that “well-designed environmental education programs can lead to the desired

¹⁰⁴ *Setting the Standard, Measuring Results, Celebrating Successes: A Report to Congress on the Status of Environmental Education in the United States* (The National Environmental Education Advisory Council, 2005), 13.

¹⁰⁵ *Ibid.*

¹⁰⁶ Hungerford and Volk, “Changing Learner Behavior,” 267.

¹⁰⁷ *New Tools for Environmental Protection*, ed. Thomas Dietz and Paul C. Stern (Washington, D.C.: National Academy Press, 2002), 153.

outcomes articulated in *The Belgrade Charter*. ”¹⁰⁸ Most recently the North American Association for Environment Education stated that “since the passage of the National Environmental Education Act...environmental education has proven to be a viable force for promoting environmental and health protection, economic prosperity, learner achievement, and community engagement.”¹⁰⁹

These studies and testaments provide confirmation that education can be a powerful form of advocacy. As authors Hungerford and Volk argue, “the strategies are known. The tools are available. The challenge lies in a willingness to do things differently than we have in the past.”¹¹⁰ Preservation practitioners should take example from the environmental field, which has demonstrated diligence and dedication in the pursuit of community education. What the environmental field defines as best practices will be discussed in the following chapter and will be used later in this thesis to evaluate and provide recommendations for improving current community preservation education practices.

¹⁰⁸ Bhawani Venkataraman, “Why Environmental Education?” *Environment: Science and Policy for Sustainable Development* 50, no. 5 (2008): 9.

¹⁰⁹ *Setting the Standard*, 8.

¹¹⁰ Hungerford and Volk, “Changing Learner Behavior,” 267.

CHAPTER FOUR: STANDARDS FOR EDUCATION

While the preservation field supports community preservation education, it has not critically assessed the efficacy of current programs on strengthening preservation in communities. This thesis endeavors to initiate such an evaluation of contemporary practices. In order to do this, there must be a standard established against which current programs can be assessed. The following chapter seeks to create this standard. It summarizes the guidelines and recommendations, laid out by the preservation, environmental, museum and marketing fields, for developing and implementing high-quality education programs.

4.1 Preservation Education

The preservation field has not defined best practices for community preservation education. Described below are the few publications from within the field that offer suggestions for how to develop and implement education programs. In 2002 the National Trust for Historic Preservation published a report entitled *Rebuilding Community: A Best Practices Toolkit for Historic Preservation and Redevelopment*. The goal of the publication was to “provide leaders with alternatives to demolition.”¹¹¹ It included recommendations for everything from public policy to adaptive reuse.¹¹² Only one of the case studies in the publication addressed community preservation education. The example provided was the Guide to Historic Housing Rehabilitation initiated by the Pioneer Valley Planning Commission in Massachusetts.¹¹³ The Guide was intended to

¹¹¹ *Rebuilding Community: Best Practices Toolkit for Historic Preservation and Redevelopment* (Washington, D.C.: The National Trust for Historic Preservation, 2002), 6.

¹¹² *Ibid.*

¹¹³ *Ibid.*, 22.

demonstrate to the community that rehabilitation is not a complicated and difficult process.¹¹⁴ The Trust considered the initiative a success because it generated greater preservation awareness and increased historic homeowner pride.¹¹⁵ The factors that contributed to the Guide's success were its "brief and jargon-free" language, its thorough technical explanations, and its use of a "positive, reassuring tone."¹¹⁶

The National Alliance of Preservation Commissions (NAPC) also provides recommendations for improving public outreach. The NAPC engages in a dialogue about best practices piecemeal throughout multiple publications of its newsletter. The suggestions are intended for local historic commissions specifically, but they can be used to inform educational programs conducted by other organizations as well.

Within these publications the NAPC articulates a number of program development recommendations. They include forming partnerships with the public, private and non-profit sectors of the local community and developing a media campaign that "highlights the benefits of historic preservation."¹¹⁷ In addition, the NAPC proposes that local historic resources act as the primary education and outreach tools.¹¹⁸ A number of newsletters also offer suggestions for program content. These recommendations include educating the public on the procedural aspects of historic preservation, the economic incentives for doing preservation work, proper preservation techniques, and the relationship between preservation and "maintaining a healthy environment and reducing

¹¹⁴ Ibid.

¹¹⁵ Ibid.

¹¹⁶ Ibid., 23.

¹¹⁷ "Public Education and Advocacy," *The Alliance Review* (July/August 2004): 10; "Education and Outreach," *The Alliance Review* (July/August 2007): 8.

¹¹⁸ "Education and Outreach," 8.

sprawl.”¹¹⁹ In addition, the NAPC emphasizes the creation of education and public outreach plans. In a 2007 article it was asserted that while many local commissions include outreach and education as a goal within their larger strategic plans, “it is frequently the part of the plan that is least implemented.”¹²⁰ The author suggests that the creation of a “formal, stand alone outreach and education plan” would help the respective organization works towards pursuing the education component of their mission.¹²¹

In 2011 the National Trust conducted a study that revealed there is a significant national population that is “untapped” and “critical to the future of preservation.”¹²² This group is composed of community members that regularly engage in multiple preservation-related activities such as volunteering, attending town meetings, or signing petitions, but whom do not yet consider themselves preservationists.¹²³ In response to this finding the Trust published a report that offers recommendations for how practitioners can raise greater awareness and increase participation amongst these “local preservationists.”¹²⁴ While the report was not dedicated to community preservation education, it can be used in part to guide current initiatives.

The Trust’s first recommendation was to “offer local preservationists experiences.”¹²⁵ They describe creative programs that strive to appeal to niche interests and create memorable audience experiences. Examples include travel guides and themed itineraries to provide different perspectives on a historic tour or “shutterbug events” for

¹¹⁹ Ibid.

¹²⁰ Ibid., 5.

¹²¹ Ibid.

¹²² *Field Guide to Local Preservationists* (Washington, D.C.: The National Trust for Historic Preservation, 2011), 3.

¹²³ Ibid.

¹²⁴ Ibid., 22.

¹²⁵ Ibid.

photographers to get behind-the-scenes shots.¹²⁶ The Trust also recommended creating programs that provide local preservationists opportunities to make connections.¹²⁷ Some specific examples include setting up “neighborhood festivals to create a sense of place among neighbors,” or creating “digital places for people...to share their memories of historic places.”¹²⁸ The final recommendation proposed by the Trust was to offer local preservationists “ways to save places.”¹²⁹ This includes providing toolkits to help organize local advocacy groups, or creating online petitions that would allow local preservationists to become directly involved in saving historic sites.¹³⁰

The abovementioned publications are the only sources from within the preservation field that address community education best practices. While the suggestions can be applied to current practice they are by no means exhaustive or applicable to all programs. The three sets of recommendations are brief, unrelated, and not based on program evaluations or proven efficacy. This is not to say that the suggestions are not valid, but they do represent the absence of a coordinated effort within the field to research and present professionals with a common goal, guidelines for success, or inventory of best practices.

Due to the essential absence of comprehensive standards within the preservation field, this thesis draws from the guidelines and recommendations of related fields in order to evaluate the current state of community preservation education. The remainder of this chapter is a summary of what related fields define as effective education and the factors

¹²⁶ Ibid.

¹²⁷ Ibid., 23.

¹²⁸ Ibid.

¹²⁹ Ibid., 24.

¹³⁰ Ibid.

that make programs successful. This information will be the lens through which contemporary community preservation education programs are evaluated and will serve as the basis for recommendations.

4.2 Environmental Education

4.2.1 Variables that Effect Behavior

Within the environmental field there have been substantial efforts to define what environmental education is, its desired outcomes, and the factors that contribute to its success. These efforts have included understanding those variables that lead to environmentally responsible behavior.¹³¹ According to the “model of environmental behavior,” the first variable to affect behavior is the cognitive variable. Research has demonstrated that “individuals with greater knowledge of environmental issues” and the appropriate course of actions to remedy the issues are more likely to engage in responsible environmental behaviors.¹³² This variable is the prerequisite to environmentally responsible behavior because “before any individual can intentionally act on a particular environmental problem, that individual must be cognizant of the existence of the problem.”¹³³

In addition to knowledge, individuals must also possess the desire to act. One’s desire to act is affected “by a host of personality factors.”¹³⁴ These factors include one’s attitude toward the environment; those with a positive attitude about the environment are

¹³¹ Hungerford and Volk, “Changing Learner Behavior,” 260.

¹³² Jody M. Hines, Harold R. Hungerford and Audrey N. Tomera, “Analysis and Synthesis of Research on Responsible Environmental Behavior: A Meta-Analysis,” *The Journal of Environmental Education* 18, no. 2 (1987): 3.

¹³³ *Ibid.*, 7.

¹³⁴ *Ibid.*

more likely to engage in responsible environmental behavior.¹³⁵ They also include one's feelings of personal responsibility.¹³⁶ An individual who feels "some degree of personal responsibility toward the environment" is more likely to act in an environmentally sensitive way.¹³⁷ The public's desire to act is also affected by their internal locus of control.¹³⁸ Those with a positive "perception of whether or not he/she has the ability to bring about change through his/her behavior" are more likely to engage in responsible environmental behaviors.¹³⁹ Finally, one's tendency to behave in an environmentally sensitive way is affected by their commitment or intention to act.¹⁴⁰ Those who "express an intention to perform some action related to the environment" are more likely to engage in environmentally responsible behaviors.¹⁴¹

Given the similarity between the goals of environmental education and community preservation education, it follows that those variables that influence environmentally sensitive behavior would also be those that impact an individual's proclivity to participate in preservation. Having knowledge of what influences behavior can help practitioners develop stronger education programs.

4.2.2 Stages of Learning

Subsequent researchers have reorganized these variables and created a simplified model, which outlines three categories that contribute to improved stewardship behavior: entry-level, ownership, and empowerment variables.¹⁴² In this reinterpreted model the

¹³⁵ Ibid., 5.

¹³⁶ Ibid., 7.

¹³⁷ Ibid., 6.

¹³⁸ Ibid., 7.

¹³⁹ Ibid., 5.

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

¹⁴² Hungerford and Volk, "Changing Learner Behavior," 260.

variables “act in more or less of a linear fashion” to cultivate an environmentally sensitive audience.¹⁴³ In current environmental education practice these categories have come to represent different stages of learning that guide program content and development.

Entry-level variables include “a person’s environmental sensitivity and knowledge about ecology.”¹⁴⁴ Without an understanding of the environment, individuals will not progress to the ownership level.¹⁴⁵ At this stage learners should be exposed to “new themes, concepts, and activities in a positive way.”¹⁴⁶ An education program targeted at this stage of learning development should be focused on giving “participants a ‘gee-whiz’ experience that engages them and makes them want more.”¹⁴⁷ Typical entry-level programs in environmental education might include exhibits, demonstrations at fairs, TV shows, or park visits.¹⁴⁸

The second stage in a learner’s development is the ownership level. Ownership variables include a personal connection to the environment, an in-depth understanding of issues, and a personal investment in and identification with an issue.¹⁴⁹ Education programs at this stage should focus on in-depth knowledge of issues, skill development, and critical thinking.¹⁵⁰ It is important to note that skill development does not only include physical activities, but also the cultivation of the mental and verbal skills necessary for appropriate stewardship behavior. Examples of ownership-level education

¹⁴³ Ibid.

¹⁴⁴ *Stewardship Education: Best Practices Planning Guide* (Washington, D.C.: Association of Fish and Wildlife Agencies’ North American Conservation Education Strategy, 2008), 9.

¹⁴⁵ Ibid., 11.

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

¹⁴⁸ Ibid.

¹⁴⁹ Ibid.

¹⁵⁰ Ibid.

include programs targeted at specific topics such as “boater education, fishing clinics” and participatory, hands-on activities such as park day camps.¹⁵¹

The final stage in the progression towards environmentally responsible behavior is the empowerment level. This stage of development should “give people a sense that they can make changes and help resolve important environmental issue.”¹⁵² To cultivate feelings of empowerment programs should “provide active ways for people to be involved,” and “offer opportunities to identify, investigate and address local environmental issues.”¹⁵³ Empowerment-level education programs would include volunteer work, student internships, or advisory groups.¹⁵⁴

This three-tiered model encourages practitioners to view stewardship behavior as the result of a “long-term process of learning.”¹⁵⁵ Education programs, as a result, must be developed to address each stage of learner development and work in conjunction with one another in order to reach the ultimate goal, stewardship.

4.2.3 Program Content

The environmental field has also created a number of resources to guide practitioners in the creation and implementation of community education programs. These publications provide recommendations for program content, program execution and development. One goal of program content is to provide learners with “sufficient ecological knowledge to permit him/her to...make ecologically sound decisions with respect to environment issues.”¹⁵⁶ In addition to such basic knowledge, program content

¹⁵¹ Ibid.

¹⁵² Ibid.

¹⁵³ Ibid.

¹⁵⁴ Ibid., 12.

¹⁵⁵ Ibid., 11.

¹⁵⁶ Hungerford and Volk, “Changing Learner Behavior,” 263.

should make learners aware of the links between today's actions and future consequences, and specifically those individual and collective actions that can contribute to healthy and sustainable living.¹⁵⁷ This includes cultivating learners that have the capabilities to identify, investigate and find solutions to environmental issues.¹⁵⁸ Finally, program content must help individuals develop the skills necessary to take positive environmental action.¹⁵⁹

The most important component of these guidelines is that program content goes beyond simply knowledge of the resource and issue. In order for an educational program to succeed in changing behavior and increasing public participation, learners must also be taught and trained in the actions that will remedy the issues presented.¹⁶⁰ The traditional notion within the field of environmental education is that behavior can be influenced “by making human beings more knowledgeable about the environment and its associated issues.”¹⁶¹ This simple model is not effective in practice however.¹⁶² An exploration of education within preservation theory reveals that the field also falls victim to this assumption.

4.2.4 Program Execution

Program execution is also critical to the success of an educational effort. A key element of program execution is “personalizing the process.”¹⁶³ It is more likely that information will be positively received if communication techniques are individualized

¹⁵⁷ *Best Practices for Environmental Education: Guidelines for Success* (Akron: Environmental Education Council of Ohio, 2000), 17.

¹⁵⁸ Hungerford and Volk, “Changing Learner Behavior,” 263.

¹⁵⁹ *Ibid.*

¹⁶⁰ Hines, Hungerford and Tomera, “Analysis and Synthesis,” 6.

¹⁶¹ Hungerford and Volk, “Changing Learner Behavior,” 258.

¹⁶² *Ibid.*

¹⁶³ *Tools for Environmental Protection*, 341.

and personal.¹⁶⁴ Similarly, an educational program should be cognizant of the social context in which it is taking place. If the program is not “grounded within the particular community and cultural context of the learner, stewardship education will remain abstract...and ultimately irrelevant.”¹⁶⁵ Finally, an effective educational program utilizes “multiple information sources/mechanisms” to reinforce information.¹⁶⁶

4.2.5 Program Development

An education program’s success is also contingent on its initial planning and development. To start, a high-quality education program should respond to “carefully considered needs and issues,” this includes taking into account environmental and community needs, as well as complementing existing programs and materials.¹⁶⁷ Program development must also take into consideration the target audience. The environmental education field categorizes their audiences according to the three learning stages previously discussed. Doing so highlights the different motivations and educational needs of learners, which need to be addressed in order for a program to be successful.

A high-quality education program is also one that is designed according to clearly identified objectives, and which ensures that the appropriate staff, facilities and materials are available to accomplish the articulated goals.¹⁶⁸ In addition, a successful educational effort utilizes program strategies that have been “tested to ensure their effectiveness” and which “can be sustained if a long-term initiative is necessary for effectiveness.”¹⁶⁹ This principle of reinforcement is a core component of a successful education program. It must

¹⁶⁴ Ibid.

¹⁶⁵ *Stewardship Education*, 18.

¹⁶⁶ *Tools for Environmental Protection*, 341.

¹⁶⁷ *Nonformal Environmental Education Programs: Guidelines for Excellence* (Washington, D.C.: North American Association for Environmental Education, 2009), 13.

¹⁶⁸ *Nonformal Environmental Education Programs*, 27.

¹⁶⁹ Ibid., 29.

not be assumed that one program or one event will be a catalyst for change. Instead, it is “imperative that learners get in-depth educational experiences over a substantial amount of time.”¹⁷⁰

4.3 Museum Education

In an effort to gather insight into what constitutes a successful educational program literature from within the museum field was also examined. Museums are a natural partner to community preservation education, as their goal is to attract and educate broad audiences. There is a great wealth of resources from within the museum field that address all aspects of museum education. For the purposes of this thesis the most current literature from within the museum field was explored, as well as best practice recommendations.

A review of current museum literature demonstrates that museums are struggling to capture the public’s attention and to have a more powerful impact in the civic life of communities, a similar struggle to that faced by the preservation field today. It has been demonstrated that “while museums are viewed as trusted and respected institutions, many community members also see them as elitist and aloof.”¹⁷¹ Communities “are tired of museums that impose agendas on them [and] that do not show cooperation and understanding during collaborations.”¹⁷² In order to remedy this, the museum field is encouraging institutions to engage in more dialogues with the public; to “shift from

¹⁷⁰ Hungerford and Volk, “Changing Learner Behavior,” 263.

¹⁷¹ *A Museums and Community Toolkit* (Washington, D.C.: American Association of Museums, 2002), 2.

¹⁷² Kim Igoe and Alexandra Marmion Roosa, “Listening to the Voices in Our Communities,” *The Journal of Museum Education* 27, no. 2/3 (2002): 20.

solely disseminating information to encouraging purposeful exchange around civic issues.”¹⁷³

In 2011 the Pew Center for Arts and Heritage responded to this “current, burning issue” in the publication *Letting Go?*, which provided examples of how museums have started to embrace public participation and become more relevant in their communities.¹⁷⁴ A large number of the case studies focused on the incorporation of technology as a strategy for fostering participation and attracting broader audiences. As the authors remark, “no forces of change are impacting cultural practice... faster, deeper, and wider than technological innovation.”¹⁷⁵ One example provided was the creation of a virtual “story map” on which viewers can attach their own stories and memories to sites in the respective city.¹⁷⁶

Another primary recommendation for increasing relevancy in the community was to involve the public in the creation of museum programs, research, and future plans.¹⁷⁷ The authors argue that “it’s not as radical as it may sound.”¹⁷⁸ Allowing the public to participate in the planning and development of the museum experience can be as simple as devoting more time to visitor evaluation. The authors state that “research and evaluation give voice to visitor questions and ideas, [and] these exchanges are having profound effects on museum practice.”¹⁷⁹

¹⁷³ *Museums and Community Toolkit*, 3.

¹⁷⁴ *Letting Go? Sharing Historical Authority in a User-Generated World*, ed. Bill Adair, Benjamin Filene, and Laura Koloski (Philadelphia: The Pew Center for Arts & Heritage, 2011), 8.

¹⁷⁵ *Ibid.*, 17.

¹⁷⁶ *Ibid.*, 35.

¹⁷⁷ *Ibid.*, 70.

¹⁷⁸ *Ibid.*, 73.

¹⁷⁹ *Ibid.*

While drawing from these case studies would make an education program relevant and sensitive to emerging issues in the field, there is no proof that the recommendations provided in *Letting Go?* are successful. As the authors state, “a great deal of research still needs to be done to assess the impact of the new cultural practices examined in this book.”¹⁸⁰ The most important lesson that should be applied to community preservation education is that the public wants museums to cultivate a stronger relationship with the community and to embrace more participatory education techniques.

In an effort to help museums better understand their role in contemporary society the American Association of Museums (AAM) published *Trends Watch 2012*, which summarizes the most significant drivers of change affecting museum practice today.¹⁸¹ One of primary drivers of change identified was the increasing role of technology. In the museum field, technology “enables broader, deeper, more accessible engagement with a growing universe of amateur experts who may not otherwise be engaged with the museum.”¹⁸² The authors identify crowdsourcing and augmented reality as two major technological trends impacting museums and recommend the use of the tools to enhance learner engagement and overall experience.

Both of these technological trends support another core recommendation outlined in *Trends Watch 2012*, which is creating community encounters that take place beyond the walls of the museum.¹⁸³ In addition to designing ways for visitors to access the

¹⁸⁰ Ibid., 195.

¹⁸¹ *Trends Watch 2012: Museums and the Pulse of the Future* (American Association of Museums, 2012), 3.

¹⁸² Ibid., 6.

¹⁸³ Ibid., 12.

museum via technology, practitioners should also create small, temporary and flexible exhibits and museum programs that occur within the community.

Overall, the recommendations made by the AAM emphasize using technology and participatory programming to broaden their audience base and make their institution more meaningful to the community. More importantly, this publication encourages professionals to be aware of those contemporary trends that impact education practice.

In addition to being aware of the current trends and drivers, there are basic, tested guidelines that practitioners should follow when developing and implementing an educational program. In 2005 the American Association of Museums published the report *Excellence in Practice: Museum Education Principles and Standards*, which is intended to guide and inform the practice of museum education.¹⁸⁴

The first principle articulated in the guidelines is accessibility.¹⁸⁵ This includes engaging the community, responding to relevant issues, and ensuring that the program serves the museum's audiences.¹⁸⁶ Accessibility also includes providing multiple levels and points of entry into content, engaging members of diverse communities, and acknowledging the variety of interpretive perspectives.¹⁸⁷ The second principle outlined in the report is "accountability."¹⁸⁸ This includes ensuring that the museum demonstrates excellence in content knowledge and employs a variety of educational tools to promote learning.¹⁸⁹ The final guiding principal for museum educators is "advocacy."¹⁹⁰ This

¹⁸⁴ *Excellence in Practice: Museum Education Principles and Standards* (Washington, D.C.: American Association of Museums, 2005): 5.

¹⁸⁵ *Ibid.*, 8.

¹⁸⁶ *Ibid.*

¹⁸⁷ *Ibid.*

¹⁸⁸ *Ibid.*

¹⁸⁹ *Ibid.*

¹⁹⁰ *Ibid.*

incorporates making education central to the museum's mission, setting goals and measurable objectives, and adopting strategies to achieve the articulated objectives.¹⁹¹

What has been discussed in this chapter is only a small fraction of the literature that exists on museum education. While much of what is recommended is similar to that emphasized in environmental education literature, a number of new themes emerge. Contemporary conversations surrounding museum practice, for example, emphasize public participation in both the planning and implementation of museum programs. Also highlighted is the use of technology as a tool for fostering public participation and creating unique educational experiences. In regard to program content specifically, new recommendations include emphasizing multiple perspectives and appealing to a diverse audience.

4.4 Program Evaluation

In recent years outcomes-based evaluation has become the primary evaluation methodology amongst non-profit organizations and governmental agencies. This form of evaluation emphasizes the measurement of program outcomes and impacts rather than program outputs. Program outputs are the activities and products of a program such as the number of attendants, programs held, or brochures produced.¹⁹² Outcomes and impacts, on the other hand, are “the changes that occur as a result of the programs” such as changes in participant knowledge, attitudes, skills or behaviors and broad and long-term

¹⁹¹ Ibid., 10.

¹⁹² *Best Practices for Environmental*, 48.

impacts.¹⁹³ Outcomes-based evaluation helps organizations determine whether or not they are employing the appropriate programs and services to achieve the outcomes desired.¹⁹⁴

Logic models have emerged as the primary method for carrying out the outcomes-based evaluation process. A logic model is a program blueprint; it illustrates the relationships between the resources invested (inputs), the activities carried out (outputs), and the benefits expected (outcomes).¹⁹⁵ Logic models are useful because they encourage “planning backwards.”¹⁹⁶ The tool requires an organization to first have a clear idea of its outcome goals, which then informs the necessary and appropriate resources and activities.¹⁹⁷ This process ensures that the organization carries out meaningful and effective programs.¹⁹⁸

The emphasis on outcomes-based evaluation within the non-profit and governmental sectors is a relatively recent phenomenon. The United Way is one of the catalysts that brought the evaluation methodology to the forefront. In 1995 the organization made a fundamental switch in how it reviewed grant applications.¹⁹⁹ Instead of focusing on the program provider the United Way turned its attention to the program’s recipients; evaluating proposed projects based on outcomes, results and program performance.²⁰⁰ The U.S. Government Performance and Results Act has also contributed

¹⁹³ *Best Practices Guide to Program Evaluation: For Aquatic Educators* (Virginia: Recreational Boating & Fishing Foundation, 2011), 19.

¹⁹⁴ Carter McNamara, “A Basic Guide to Program Evaluation,” in *Field Guide to Nonprofit Program Design, Marketing and Evaluation* (Minneapolis: Authenticity Consulting, LLC, 2002), 6.

¹⁹⁵ *Getting Started with Program Evaluation: A Guide for Arts Organizations* (Georgia Council for the Arts and the National Assembly of State Arts Agencies, 2007), 8; *My Environmental Education Evaluation Resource Assistant*, 2013, <http://meera.snre.umich.edu/>.

¹⁹⁶ *Getting Started Program Evaluation*, 8.

¹⁹⁷ *Ibid.*

¹⁹⁸ *Ibid.*

¹⁹⁹ *Perspectives on Outcome Based Evaluation for Libraries and Museums* (Washington, D.C.: Institute of Museum and Library Services, 2000), 9.

²⁰⁰ *Ibid.*

to the recent emphasis on outcomes-based evaluation.²⁰¹ As of 2000, all agencies of the federal government were required to identify on an annual basis what they “hope or expect to accomplish with the funds” they are provided.²⁰² Overall, both policy changes have had a “pervasive influence” within the funding community and in turn the climate in which non-profits and government agencies carry out their public programs.²⁰³

Both the environmental and museum education fields consider evaluation to be essential to program success and recommend the use of outcomes-based evaluation above all other methodologies. In fact it has become the norm in both fields; standard within all environmental education guidelines and expected by large funding institutions such as the National Endowment for the Arts.

4.4.3 Benefits of Outcomes-based Evaluation

There are many benefits of employing an outcomes-based evaluation. First, the assessment of outcomes and impacts is the only true way to measure change in audience learning and behavior. In addition, utilizing such a methodology helps an organization articulate the benefits of its programs, which in turn helps them gain the support of the community, funders, and potential partners.²⁰⁴ Outcomes-based evaluation also helps an organization to identify the strengths and weaknesses of its programs, highlighting those programs that are exemplary and should be expanded and/or replicated and those that need improvement.²⁰⁵ Outcomes-based evaluation is also beneficial because it strengthens program development and strategic planning. In order to employ the

²⁰¹ Ibid.

²⁰² Ibid.

²⁰³ Ibid., 9-10

²⁰⁴ Ibid.

²⁰⁵ Ibid., 20.

evaluation methodology organizations must identify organizational and program goals because without a clear sense of what the organization intends to achieve “it is simply impossible to assess its effectiveness.”²⁰⁶

4.5 Program Marketing

While a well-developed and implemented educational program can increase public awareness and participation it may never reach its target audience without a well-crafted marketing effort.²⁰⁷ Both environmental and museum education standards recommend that organizations give careful consideration to program promotion, marketing and dissemination.²⁰⁸ According to the standards of both fields, high-quality education programs are those accompanied by marketing plans that ensure the program “reaches its target audience and has the opportunity to achieve its goals and objectives.”²⁰⁹

In addition to the vital role of traditional marketing, the environmental education field also considers social marketing to be an essential partner to public education efforts.²¹⁰ Social marketing differs from commercial or non-profit marketing in that it aims to promote behaviors rather than sell goods and services.²¹¹ It “is the use of marketing principles to influence human behavior.”²¹²

²⁰⁶ Ibid., 15.

²⁰⁷ Bonnie Sachatello-Sawyer, Robert A. Fellenz, Hanly Burton, Laura Gittings-Carlson, Janet Lewis-Mahony, and Walter Woolbaugh, *Adult Museum Programs: Designing Meaningful Experiences* (Walnut Creek: AltaMira Press, 2002): 151.

²⁰⁸ *Nonformal Environmental Education Programs*, 27.

²⁰⁹ Ibid.

²¹⁰ *Tools for Environmental Protection*, 45.

²¹¹ Nancy Lee and Philip Kotler, “Social Marketing: Quick Reference Guide,” in *Social Marketing: Influencing Behaviors for Good* (California: Sage Publications, Inc., 2008), 1.

²¹² *The Basics of Social Marketing: How to Use Marketing to Change Behavior* (Seattle: Social Marketing National Excellence Collaborative), 8.

There are a series of social marketing tools that have been identified by the environmental education field as effective methods for achieving behavior change.²¹³ A social marketing campaign, for example, should emphasize commitment; it should “get participants to commit to doing one or more target behaviors.”²¹⁴ An effective campaign also focuses on providing self-explanatory, positive prompts that act as reminders of stewardship behaviors.²¹⁵ Within environmental education such a prompt might include stickers reminding individuals to turn off the lights.²¹⁶ Finally, a social marketing campaign should also aim to make stewardship behavior “the norm in the community.”²¹⁷

The environmental education field has also specified standards for how these tools should be executed. For example, interpersonal communications are recommended over impersonal tools.²¹⁸ Impersonal communication devices, such as mass mailing and media advertising, are easy for an organization to execute but “have much less influence...than personal communication.”²¹⁹ An effective social marketing effort also utilizes “lively, engaging” and varied communications to get the word out.²²⁰ Mostly importantly, the environmental field recommends that communication tools be designed from the audience’s perspective.²²¹ This will ensure that the method of communication and the terms and images used are familiar, understandable, and considered credible by the target audience.²²² Given that the ultimate goal of social marketing is to affect social

²¹³ *Stewardship Education*, 21.

²¹⁴ *Ibid.*

²¹⁵ *Ibid.*

²¹⁶ *Ibid.*, 22.

²¹⁷ *Ibid.*

²¹⁸ *Tools for Environmental Protection*, 204.

²¹⁹ *Ibid.*

²²⁰ *Stewardship Education*, 22; *Tools for Environmental Protection*, 206.

²²¹ *Tools for Environmental Protection*, 204.

²²² *Ibid.*, 206; *Stewardship Education*, 22.

change by influencing individuals' behaviors, it is essential that attention is given to reframing the message in a way that is understandable and appealing to the public.²²³

²²³ "Preservation Speaks," (survey Results, Young Preservationists Association of Pittsburgh, 2005), 3.

CHAPTER FIVE: SURVEY ANALYSIS

In an effort to gain an understanding of current community preservation education efforts a survey was disseminated to all local, state and national public and non-profit preservation organizations. The survey was distributed with the help of the National Trust for Historic Preservation, National Conference of State Historic Preservation Offices and the National Alliance of Preservation Commissions. A total of 165 organizations responded to the survey; thirty-five State Historic Preservation Offices, forty-four Certified Local Governments, eighteen statewide nonprofits, thirty-four local nonprofits, twenty-two historic preservation commissions and/or design review boards and a handful of “other” organizations such as neighborhood civic organizations, national heritage areas, and regional nonprofits. The results were used to establish a baseline understanding of the state of current efforts overall and to gather insight into best practices.

5.1 The Current State of Education

The survey revealed that nearly all organizations value and place emphasis on education. The majority of preservation organizations (95.5%) indicated that they include education as part of their mission. Similarly, when asked to rank the level of priority placed on education most organizations responded that it was of relatively high priority (Figure One). A similar level of staff effort and/or budget is also being devoted to educational efforts; the majority of respondents indicated that education receives a

medium to high percentage of their organizational resources.

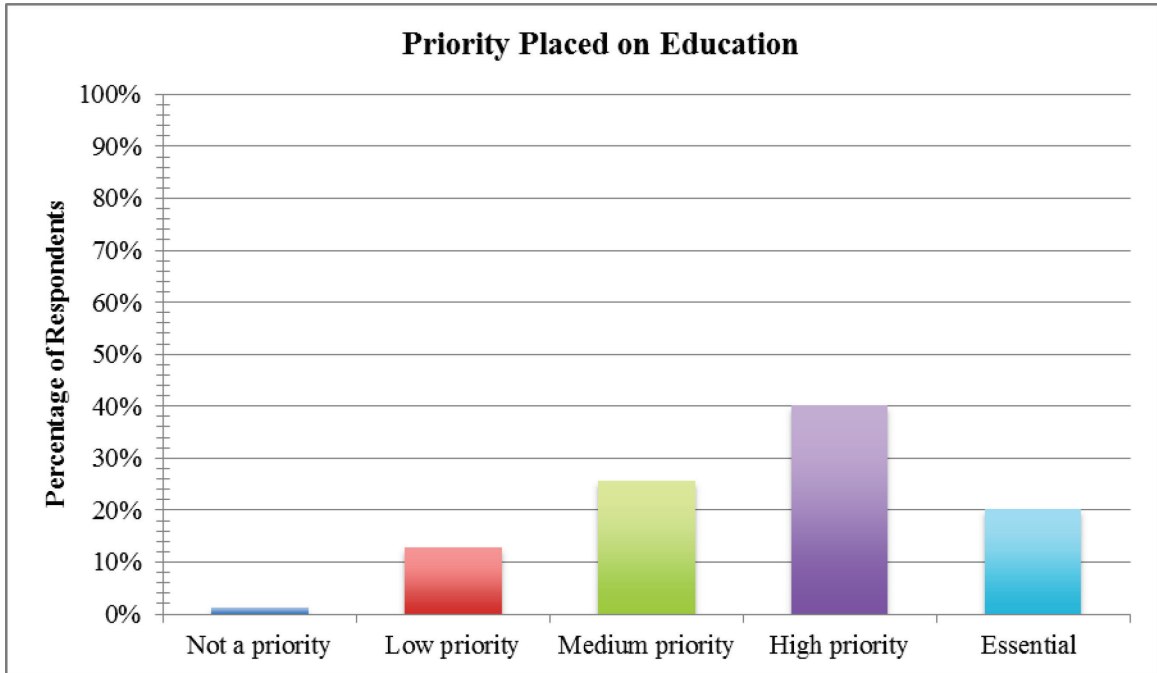


Figure One: Survey respondents were asked to rank the priority given to community preservation education.

Not only is education an almost ubiquitous advocacy tool, but survey results also reveal that the majority of organizations are engaging and placing emphasis on a wide range of activities, topics, and audience types. The survey asked respondents to indicate, from a list of six options, which educational activities they engage in and the level of resources devoted to each. The majority responded that they engage in all of the listed activities, which included publications, workshops, public lectures, conferences, tours of historic resources, and youth programs. Most organizations also devote a high level of staff effort and/or budget to each of the education activities, with the exception of youth activities. In addition, about half of the organizations indicated that they engage in “other” educational activities including, in decreasing order of response: direct assistance,

local media, preservation tools, public history, preservation awards, endangered properties lists and websites.

The survey also asked respondents to specify the themes of their educational programs and the emphasis placed on each. A list of five topics was provided, it included: community and/or neighborhood history, historic homeowner maintenance, preservation basics, benefits of preservation, and local advocacy. The results reveal that most organizations are engaging a variety of topics; the majority of organizations (at least 90% or more) recorded that they educate on all of the listed themes. Most organizations also indicated that each topic receives a high level of staff effort and/or budget. Few respondents specified “other” educational themes, in fact archeology was the only theme that differed from those on the list provided.

Similar to education activity and topic, the survey results reveal that most organizations engage a number of different target audiences. When asked if their programs have an open or target audience the response was divided almost evenly; about half of the respondents indicated that they have target audiences (46.5%) and a little over half indicated that they engage an open audience (54.5%). Those organizations that have a target audience were asked to choose from a list of eight audience categories. Their options included the general public, historic homeowners, public officials, community leaders, adults, youth, organization members, and real estate professionals. The majority indicated that they engage all of these audience types and all are of equally high importance within their organizational efforts.

Emphasizing a variety of education activities, topics, and audiences reinforces the fact that nearly all preservation organizations, at every level, value education as an

advocacy tool. Approaching education with variety can be advantageous. As environmental education suggests, development of improved stewardship behavior requires that certain learner benchmarks be met. By engaging a variety of dissemination techniques, themes, and audiences there is a greater probability that all levels of learner development are being addressed. In addition, variety provides multiple points of entry into preservation issues, ensuring that the public will find a program that is relatable and relevant, and which responds to their specific needs and issues.

While it is beneficial to emphasize variety the question becomes whether or not organizations are engaging these different topics, activities and audiences strategically; whether or not they are planning and marketing the programs in a way that allows audiences to meet learning benchmarks and progress towards improved stewardship.

Evidence suggests that this is not the case. While almost all respondents are in agreement that education is important, survey results indicate that many organizations are not engaging in strategic planning; a vital component of a successful education program. Less than three-quarters of the respondents noted that they have strategic plans (69.9%) and even fewer have plans that include education (64.8%) or marketing and communications (58.8%). Similarly, fewer than half of the respondents indicated that they have annual work programs that include education objectives (45.8%) and even fewer that have a marketing component (37.8%).

Another indicator that organizations are not taking a strategic approach to their education initiatives is the frequency with which they implement programs (Figure Two). Nearly half (44.5%) of the organizations responded that their programs are “not regularly scheduled.” This includes programs that are conducted only on an “as needed” basis.

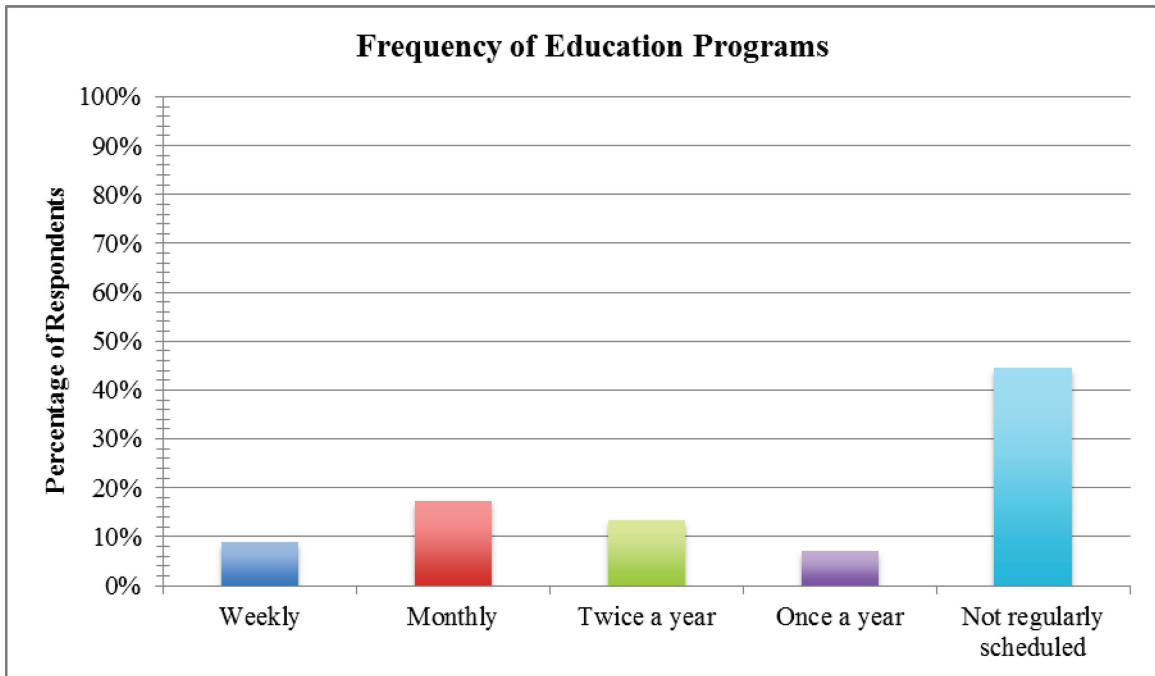


Figure Two: Organizations were asked to indicate how often they carry out community preservation education programs.

The lack of strategic programming is also evident in the near absence of formal evaluation. An overwhelming majority (79.0%) of respondents indicated that they do not use benchmarks or indicators to measure the effectiveness of their education initiatives. The lack of adequate program evaluation is also reflected in how organizations define success. In an open-ended question respondents were asked to articulate what they consider to be signs of a successful education program. A total of 212 indicators were provided by the organizations. After coding the responses into fifteen distinct categories, a clear hierarchy emerged. The top five responses were, in decreasing order of response rate: increased attendance at organization programs, feedback from attendees, increase in preservation, increase in the number of email or social media subscribers, and change in attitudes regarding preservation.

These top responses demonstrate that organizations are focusing on outputs, program activities and products, rather than outcomes or impacts to measure the effectiveness of their programs. In fact, almost half (40.0%) of all fifteen response categories were outputs, they included increased participation, increase in email or social media subscribers, increased membership and/or volunteers, media cover, increase in revenue or financial contributions, and amount of print material produced. As articulated by environmental education best practices, measuring only outputs is not a true evaluation of audience learning or program impact.

These weaknesses in strategic program development and evaluation are reinforced by what the respondents define as best practices. Respondents were asked to list the program elements that make their education initiatives successful. Only five percent (5.0%) of the responses indicated that program, marketing and/or financial planning was important to the success of their program. Even fewer noted the role of program evaluation; in fact only one respondent emphasized the importance of “careful reviews.”

Lack of strategic program development is also evident in program marketing. The survey results reveal that the majority of organizations only focus on a few key marketing techniques (Figure Three). Most respondents (93.0%) indicated that they use their organizational website to market events but a significant portion of respondents also noted that they use media releases (75.9%) and email newsletters (60.1%). Only about half of the organizations or fewer, however, use other marketing techniques such as informational brochures, Facebook, print newsletters, Twitter or blogs. Even fewer use traditional mailings, public television, direct staff communication, and partnership connections. The fact that only a small percentage of organizations engage marketing

techniques beyond websites, media releases and email newsletters reveals a significant lack of variety in promotional efforts. Not engaging a range of different marketing approaches is detrimental to program success; literature on marketing and environmental and museum education indicate that using multiple channels to communicate a message is more effective and attracts broad audiences.

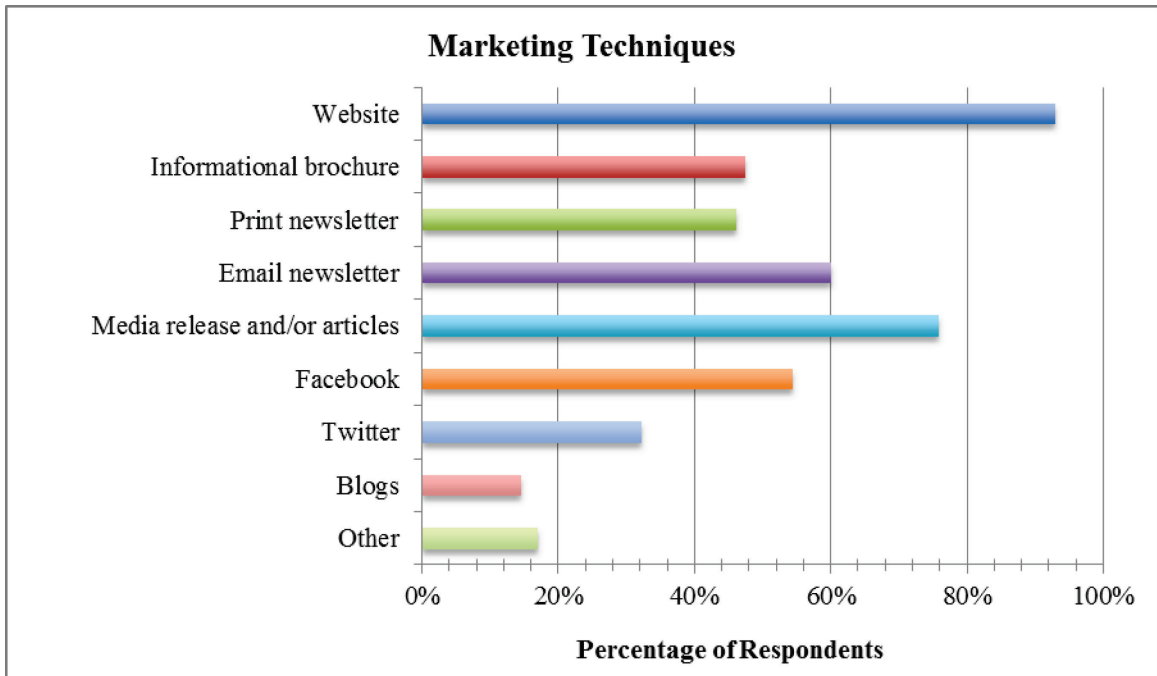


Figure Three: Organizations were asked to indicate the marketing techniques they utilize to promote their community preservation education programs.

It is also clear that most organizations are not taking advantage of social media to promote their education programs. Only about half of the respondents indicated that they use Facebook (54.4%) and less than a third use Twitter (32.3%) or blogs (14.6%). As articulated by a number of contemporary museum education publications, the use of popular technology is beneficial when looking to attract broad audiences.

One of the strengths of current community preservation education is that almost all organizations (90.4%) engage in partnerships when implementing education

programs. Both the environmental and museum education fields indicate that partnerships are an essential component of effective education efforts. Also to their benefit, organizations are focusing their collaborative efforts on local organizations. The majority of respondents stated that they partner with local non-profits (83.7%). Many organizations, albeit a smaller majority, also collaborate with Certified Local Governments (57.4%). This emphasis on local partnerships is advantageous; local organizations are more intimately connected to the audiences being targeted and the resources being promoted.

Despite the fact that most organizations are engaging in partnerships, the majority are limiting themselves to only the two key local partners previously mentioned. Only half of the respondents indicated that they collaborate with statewide non-profits and State Historic Preservation Offices and even fewer partner with businesses (35.9%). Other less common collaborating organizations indicated in the survey were educational institutions, local building, planning and trades professionals, Main Street or downtown development programs, government agencies, national nonprofits, and tourism-based businesses. Similar to marketing, variety in partnerships is important for attracting broad audiences. A more diverse set of partnerships also provides a greater pool of resources for implementing education programs.

Collectively these survey results reveal that while education is an almost ubiquitous advocacy tool, steps are not being taken to ensure its effectiveness. Education is not only emphasized within the framework of nearly all organizations but the majority of organizations also engage a wide array of activities, topics and audience types. Despite this emphasis and energy most organizations lack a strategic approach to planning and

evaluation. This is not only detrimental to individual program development but also to an organization's collective education efforts. While an organization's emphasis on variety may at times be advantageous, if programs are not implemented strategically and with careful attention to learner development they may never have the desired effect; improved public stewardship or increased community preservation.

The effect all of these components have on the success of an education program is revealed in an analysis of efficacy. The survey asked organizations to rate, on a scale of one to five, the impact they feel their educational initiatives have had on increased preservation activity within their communities (Figure Four). The majority ranked their organizations as having a level three (35.1%) or level four (23.0%) impact. The reliability of the response to this sensitive and subjective question was verified through the use of a "reliability check."²²⁴ Nearly the same question was posed at a different place within the survey; organizations were asked to rank, on a scale of one to five, how successful they feel they have been in educating the public. The response to this question was very similar to the first; the majority felt they had either been "somewhat successful" (46.0%) or "successful" (27.0%). If one assumes that these responses are slightly higher than an organization's actual success, due to the inherent subjectivity of the question, then this survey reveals that something needs to be done to improve the efficacy of community preservation education.

²²⁴ Louis M. Rea and Richard A. Parker, *Designing and Conducting Survey Research: A Comprehensive Guide* (San Francisco: Jossey-Bass, 2005), 41.

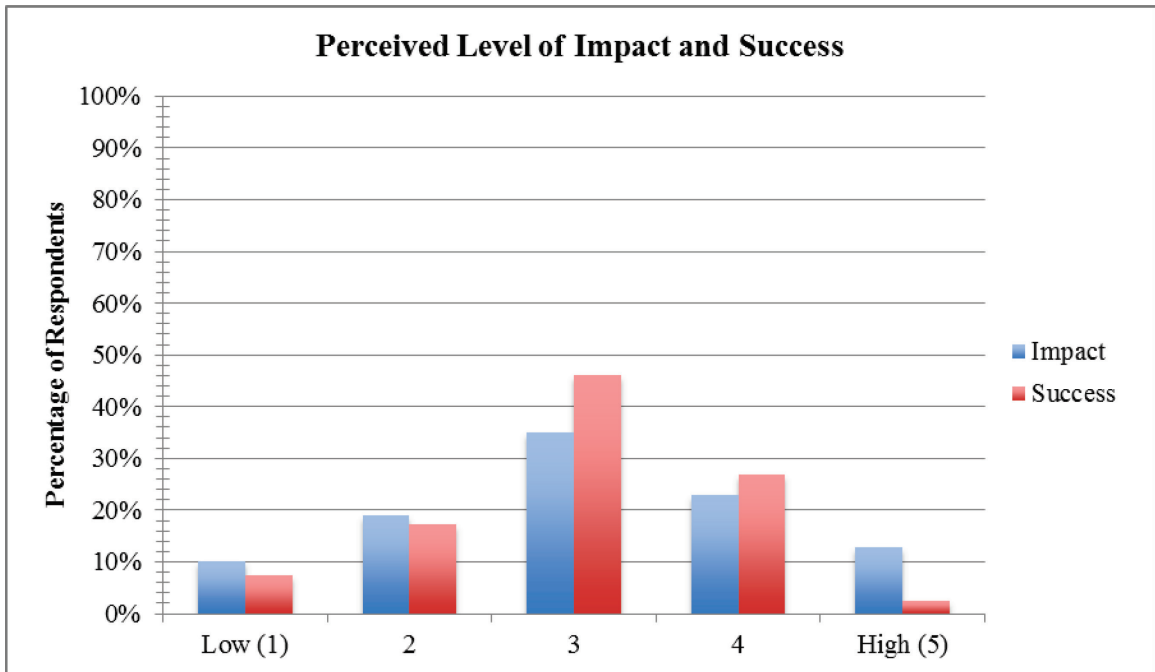


Figure Four: Organizations were asked to rank the level of impact and success of their community preservation education programs.

5.2 Best Practices

In addition to measuring the overall pulse of current community preservation education this survey can be used to profile best practices. The responses of organizations that indicated they have had either a very high or very low impact in their communities can be isolated and compared to create a cursory profile of “success.”

There are two limitations to this methodology. First, asking an organization to assess its effectiveness is undoubtedly going to produce a bias evaluation. However, gaining insight into an organization’s perceived level of success is one method of measuring efficacy. The second limitation is that there is a small percentage of respondents at either extreme; 12.8% indicated that their education programs have had a high impact and 10.1% recorded that they’ve had a low impact. As a result, the

conclusions drawn may not be entirely representative of the field at large. Still, trends are uncovered and can be used to start a larger conversation about best practices.

The results revealed that there is a direct correlation between the level of priority and resources devoted to education and the success of an organization's programs. Respondents were asked to rank, on a scale of one to five, the priority education holds within the organizational framework. The options included not a priority, low, medium or high priority, and essential. The majority of organizations that recorded they have had a high impact stated that education was either of high (47.4%) or essential (42.1%) priority. Over half of low-impact organizations (53.3%), on the other hand, recorded that education was of low priority to their organization. This is reflected in the amount of staff effort and/or budget each organization type devotes to education (Figure Five). The majority of low-impact organizations (86.7%) stated that they devote less than 10% of their budget towards education whereas the majority of high impact organizations either devoted 20-50% or 50-70% of their budget to education initiatives.

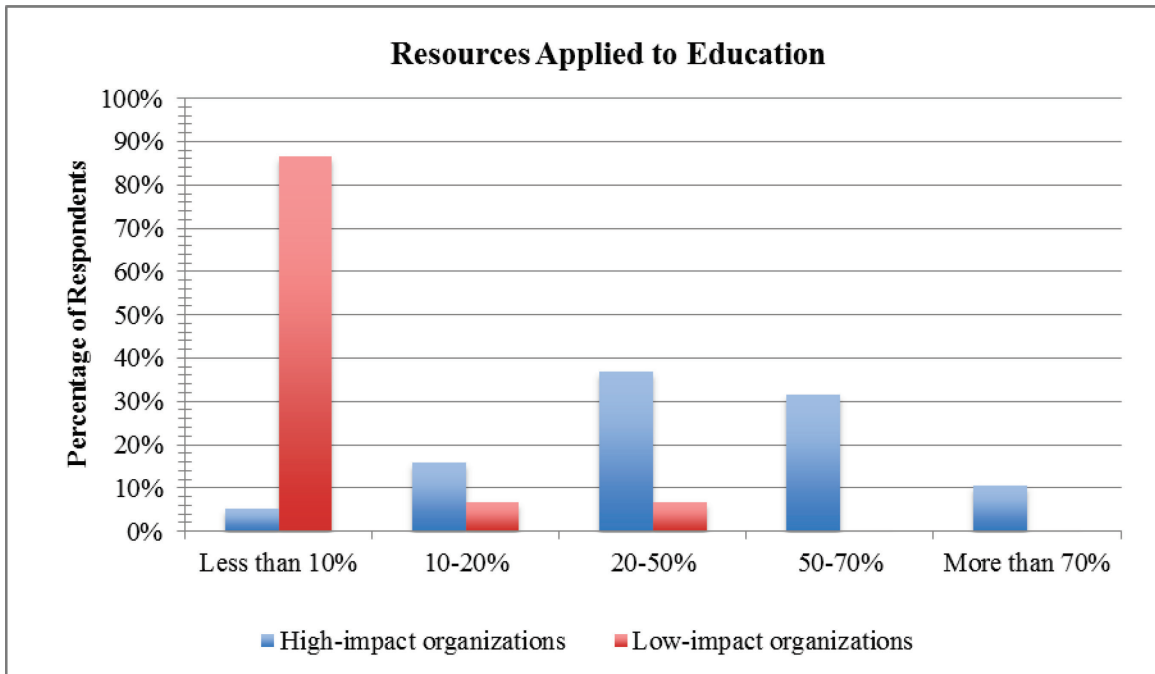


Figure Five: Organizations were asked to indicate the level of budget and/or staff time devoted to community preservation education.

Another precursor to program impact is whether or not an organization has a strategic plan. Of those who recorded they have had a high impact on the community, nearly three-quarters (73.7%) said they have strategic plans. All of these strategic plans included education and over three-quarters (85.0%) included marketing and communications. An overwhelming majority of “low-impact” organizations (80%), on the other hand, recorded that they do not have strategic plans.

Similarly, an organization has a tendency to have a higher impact if they formally evaluate their programs. Respondents were asked whether or not they use benchmarks or indicators to measure the effectiveness of their community education efforts. All of the organizations that indicated they have had a low impact on the community recorded that they do not use benchmarks or indicators whereas a little more than half of “high-impact” organizations (52.6%) do use such tools to measure their efficacy. It becomes very clear

through this analysis that strategic planning and evaluation of education is vital to the success of an organization’s programs. The importance of these factors is reinforced by environmental education and museum education best practices.

Another contributing factor to success is the level and type of marketing used to promote educational programs (Figure Six). Respondents were asked to indicate whether or not they use websites, informational brochures, print newsletters, email newsletters, media releases, Facebook, Twitter or blogs to market their events. Those organizations that indicated that they have had a high impact use a greater variety of marketing methods to promote their events; the majority indicated that they use most of the marketing methods listed. In comparison, “low-impact” organizations limited their marketing to a few key tools.

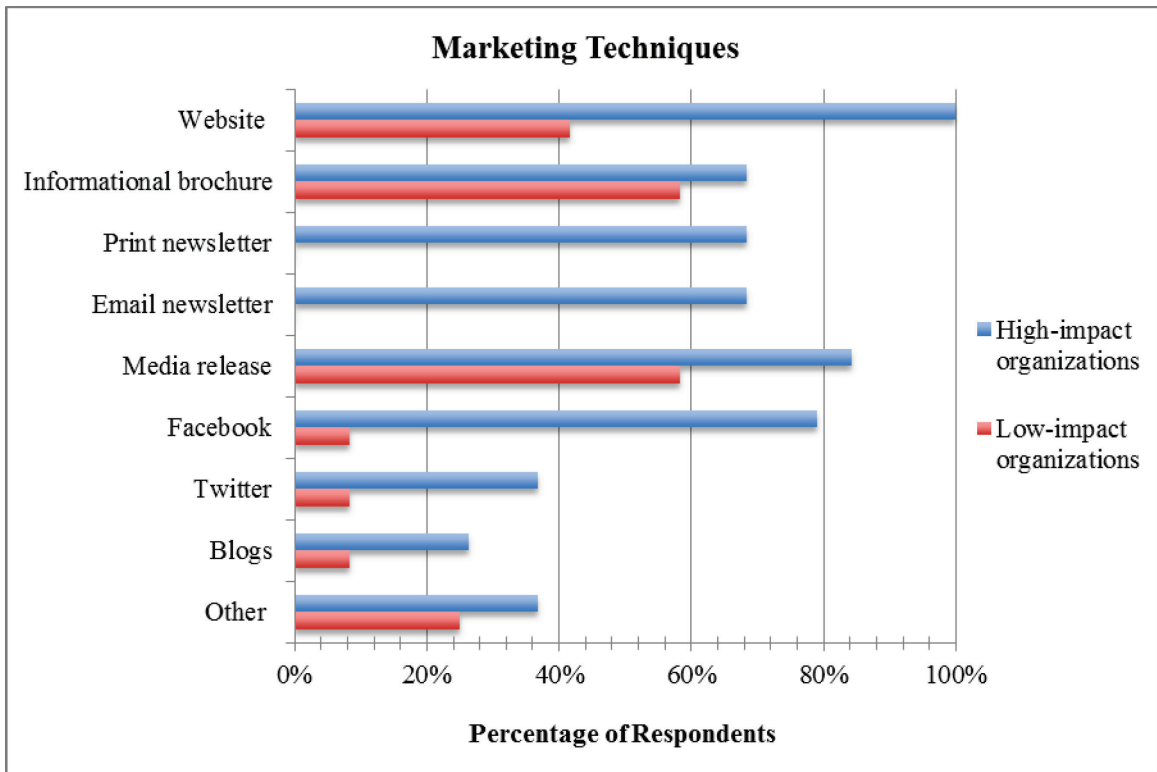


Figure Six: Organizations were asked to indicate the marketing techniques they utilize to promote their community preservation education programs.

More specifically, “high-impact” respondents recorded a much higher use of social media tools such as Facebook, Twitter and blogs when compared to “low-impact” organizations. Less successful organizations also recorded that they do not use print newsletters or email newsletters, a striking realization when considering that over two-thirds of “high-impact” organizations (68.4%) use this method to promote their programs. Inherently, both print and email newsletters require an organization to have the contact information of members or subscribers and as a result foster a more direct communication with their audiences. A correlation can be drawn between the impact of an education program and direct marketing techniques. This element of success is reinforced in the environmental and museum education literature, both of which emphasize the use of multiple, personal communication methods to attract audiences to education programs.

The level at which organizations collaborate on their education programs also contributes to success. Almost all of the respondents who recorded having a high impact (94.7%) collaborate with other organizations and businesses whereas less than three-quarters of “low-impact” organizations (64.3%) engage in partnerships. In addition, respondents were asked to indicate whether they partner with State Historic Preservation Offices, Certified Local Governments, statewide non-profits, local non-profits, and/or business sponsors (Figure Seven). Results reveal that “high-impact” organizations engage in a wider variety of partnerships whereas the majority of “low-impact” organizations tend to focus on a few key partners.

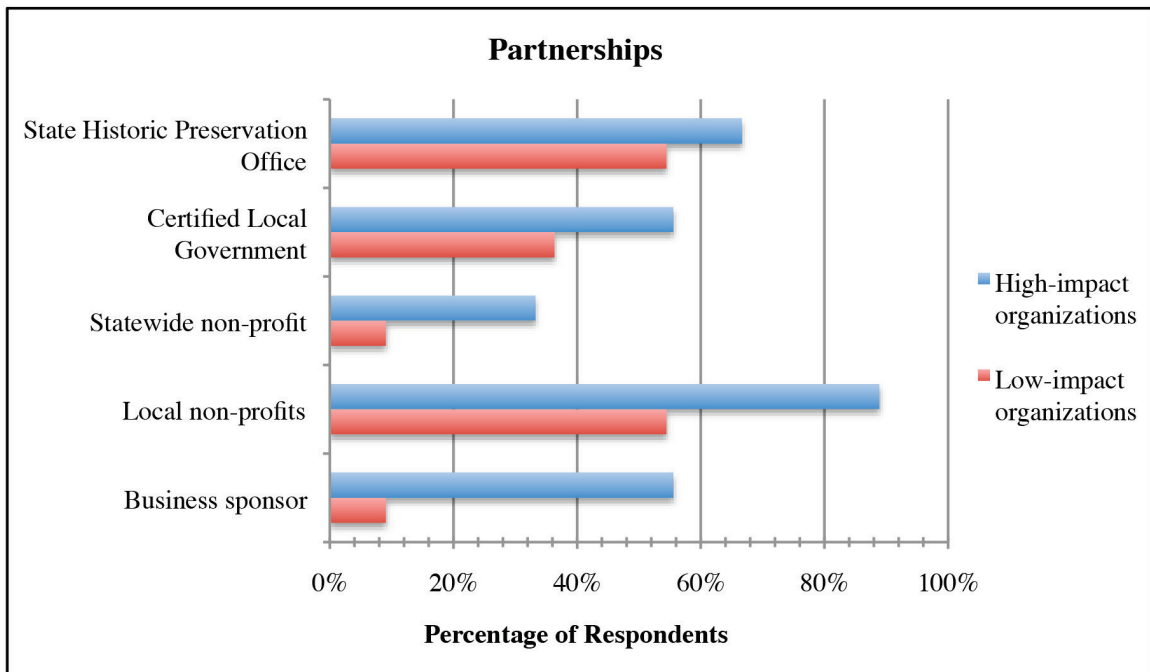


Figure Seven: Survey respondents were asked to indicate the types of organizations they collaborate with on their community preservation education programs.

More specifically, the number of “low-impact” organizations that partner with statewide nonprofits (9.1%) is low when compared to the number of “high-impact” organizations that collaborate with the same organization type (33.3%). Similarly, “low-impact” organizations collaborate less frequently with businesses (9.1%) than “high-impact” organizations (55.6%). It is unclear whether it is the type of partnering organization that impacts success or if an organization is simply more effective when engaging a wide variety of partners.

The frequency of education offerings also appears to contribute to the effectiveness of an organization’s education programs (Figure Eight). The majority of “low-impact” organizations (71.4%) said their programs are not regularly scheduled. Conversely, all of the “high-impact” organizations reported that they were regularly scheduled and a third (33.3%) reported that their programs take place weekly.

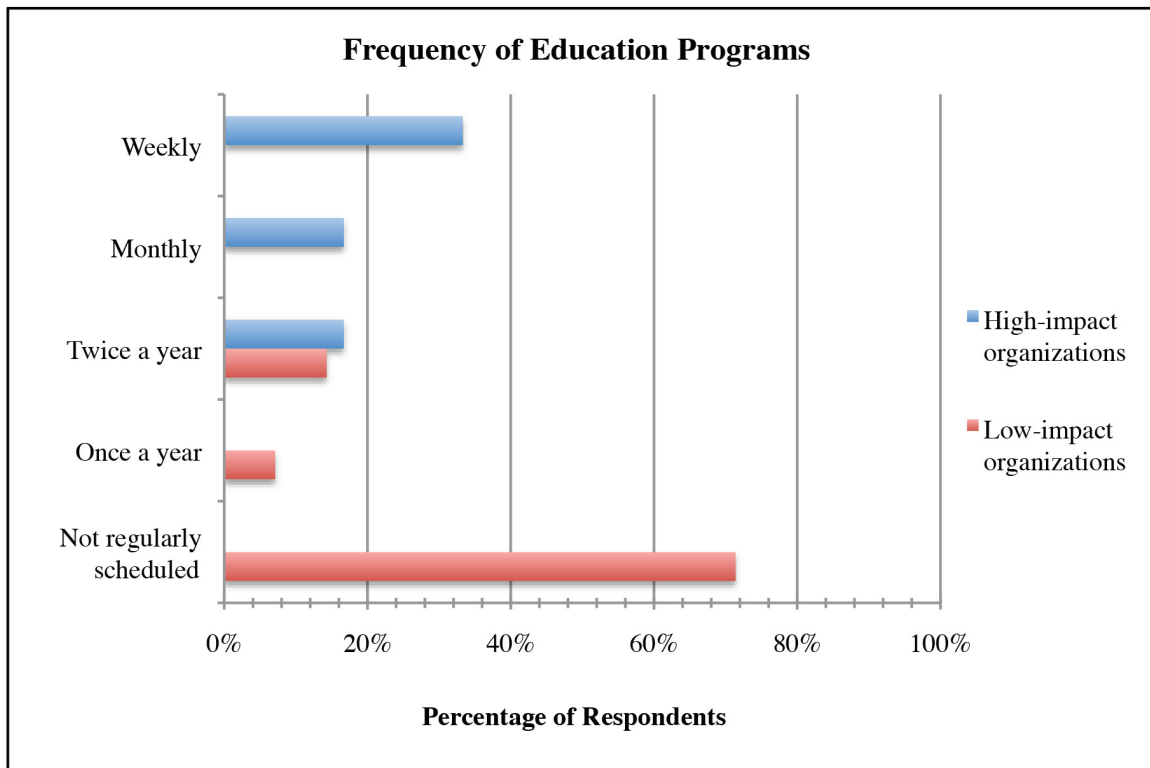


Figure Eight: Organizations were asked to indicate how often they carry out community preservation education programs.

When comparing the characteristics of “low-impact” and “high-impact” organizations it also becomes clear that target audience plays a role in program success. When asked whether an organization’s education initiatives engaged an open or target audience, about half of “high-impact” organizations responded that they have a target audience (52.6%) and half emphasize open audiences (47.4%). However, an overwhelming majority of “low-impact” organizations (76.9%) indicated that their programs are intended for an open audience. This realization is consistent with the recommendations articulated by the environmental and museum education fields, which state that high-quality programs engage target audiences.

Respondents were also asked to indicate what audience types they serve and rank, on a scale of one to five, how much effort and/or budget is devoted to each (Figure Nine).

The following categories were provided: organization members, historic homeowners, general public, youth, adults, community leaders, public officials and real estate professionals. The results reveal that most “high-impact” organizations engage a variety of different audiences throughout their programs; the majority of organizations reported placing high priority on all audience types with the exception of youth and real estate professionals. Responses by “low-impact” organizations, on the other hand, revealed that not only do the majority not have target audiences but those that do are not engaging in a variety of audiences; the majority of organizations focus on only one or two audience types.

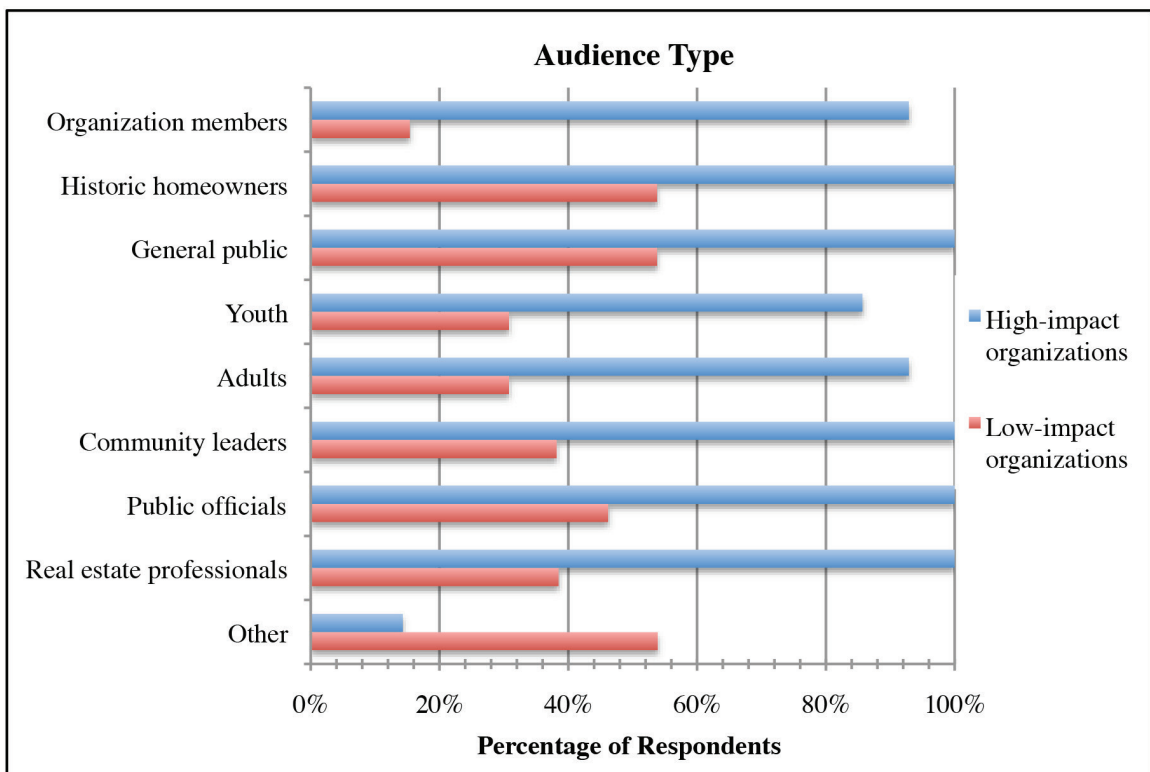


Figure Nine: Organizations were asked to indicate the audiences they engage throughout their community preservation education programs.

An investigation of the types of organizations that recorded either high impact or low impact is also revealing (Figure Ten). The majority of those who stated that they have had a high impact on the community were local non-profits (36.8%). This may be due to the fact that these organizations are most closely connected to the community they are working to educate and the history they are trying to preserve. Second to local organizations, the most organizations to indicate that they have had a high impact were state non-profits (26.3%). The fact that over half of the “high-impact” respondents were non-profits may be due to the fact that they can devote more time to education, not distracted by the regulatory obligations of state and local government organizations.

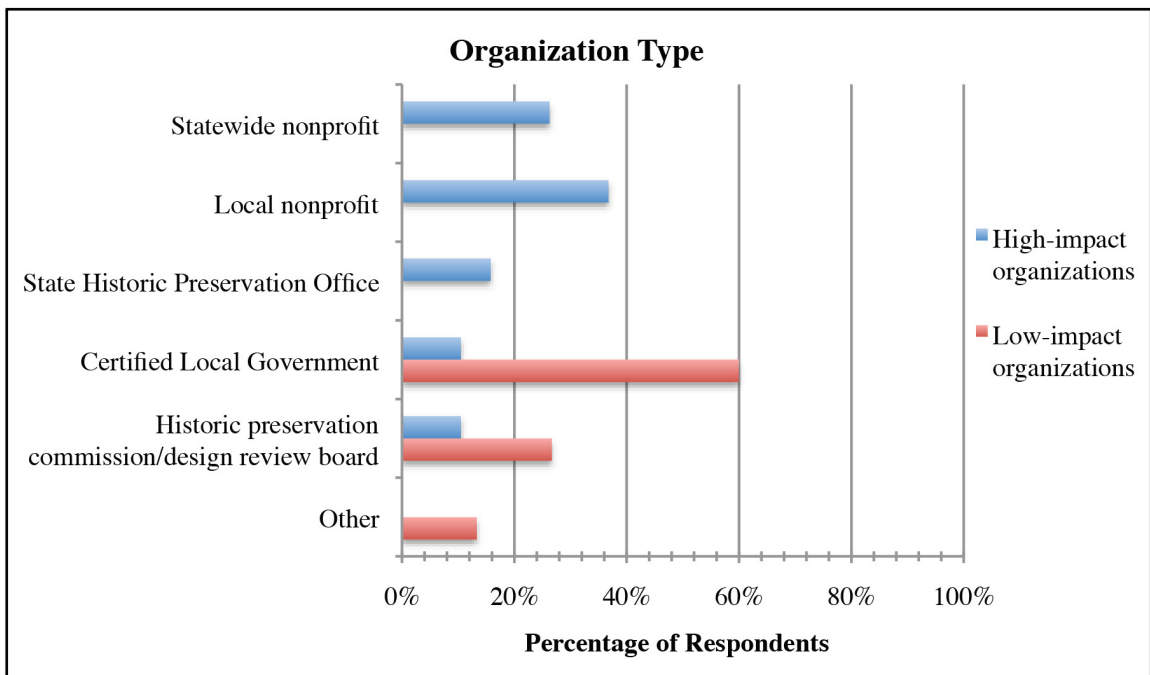


Figure Ten: Survey respondents were asked to indicate the type of organization they represented.

Surprisingly, what is not correlated to the level of impact an organization has within its community is the type of education activity used or the topic of the program. Respondents were asked to indicate what type of education activities they implement and

the level of effort and/or budget devoted to each. The list included walking tours, conferences, public lectures, workshops, publications, and youth programs. Respondents were asked a similar question regarding program theme, the options provided were community history, historic homeowner maintenance, preservation basics, benefits of preservation, and local advocacy. Both “high-impact” and “low-impact” organizations recorded that they engage in all types of educational activities and topics almost equally. What differs between the two organization types, however, is the level of resources devoted to each of the different techniques and themes. The majority of “high-impact” organizations indicated that they place a high level of resources on almost all activities and topics whereas “low-impact” organizations devote few of their resources. This reinforces the fact that, overall, “high-impact” organizations devote a higher level of staff effort and/or budget to education initiatives.

Overall there are some clear distinctions between the characteristics of “high-impact” and “low-impact” organizations. It is clear that those organizations that make education a priority are more likely to produce programs that have a high impact in their communities. This includes emphasizing education within the organization’s activities, staff effort and budget. Taking a systematic approach to education development, implementation and evaluation also makes an organization more likely to have successful programs. This includes having a strategic plan, regularly scheduled programs and using a formal evaluation method such as benchmarks or indicators to evaluate success. Additionally, organizations that utilize a broad range of marketing techniques and frequently engage in a variety of partnerships are more likely to have a high impact on the level of preservation in their communities. Finally, an organization is likely to have a

higher impact if their programs have a target audience and if their programs, overall, appeal to multiple different audiences.

Survey respondents were asked to define the elements that they felt made their education programs successful. The results both reinforce the contributing factors of success previously defined as well as add additional elements of success to this list of best practices. The top five elements articulated by “high-impact” organizations were partnerships, engaging and participatory education programs, program development, strong speakers or program leaders, and strong marketing.

CHAPTER SIX: CASE STUDY ANALYSIS

In order to gain a more detailed understanding of current community preservation education efforts interviews with preservation practitioners were conducted along with in-depth analyses of education programs. Case studies were chosen from initial interviews based on apparent program strengths, which were informed by education standards articulated by the preservation, environmental and museum fields and best practices gleaned from this thesis' survey results. Selection was also shaped by the desire to have a variety of program types (e.g. tour, workshop, lecture, conference) and a variety of educational topics (e.g. architectural history, historic homeowner maintenance, policy). It is important to note that case studies were not chosen based on organization type (e.g. local, state, or national public or non-profit) because the objective was to evaluate programs, not organizations.

Originally, the goal was to objectively and somewhat scientifically evaluate the success, or impact, of each case study. The first limitation to this approach was that the preservation field has not defined best practices and thus there was no standard against which success could be measured. In theory, an evaluation technique such as a logic model could be used to assess the impact of the education programs. However, applying such an evaluation technique also proved not to be a viable option. The majority of case study organizations had not formally evaluated their programs' impacts and thus the answers to evaluation questions developed for use in a logic model would not be available. In sum, it was not feasible for a formal evaluation technique to be applied to a program retrospectively.

Instead, the focus of the evaluation became identifying the strengths of each case study program. The process of defining positive program features was informed by the standards laid out in the environmental and museum fields as well as the characteristics of program success revealed in this thesis' survey results. In the end, the product is not a definitive or quantifiable assessment of success or program impact, but rather a preliminary discussion of best practices. While no one case study represents a "model program," organizations can draw from the following analysis specific program elements that will strengthen their education efforts.

6.1 Preservation Buffalo Niagara

6.1.1 Organization Background

Preservation Buffalo Niagara (PBN) is a non-profit preservation organization whose mission is to

act as a regional leader for the purposes of: identifying, preserving, protecting, promoting and revitalizing historically and architecturally significant sites, structures, neighborhoods, commercial districts and landscapes in Erie and Niagara Counties.²²⁵

The organization's core services include acting as a liaison with state and national organizations, providing educational and field services, being an advocate within the community, and carrying out workshops, lectures and cultural resource surveys.

Education is a high priority within PBN's organizational framework. By implementing programs, events and tours, in combination with public relations, the organization aims to "educate the public and students about a city's and neighborhood architectural heritage and the benefits and opportunities of having an older city with

²²⁵ *Preservation Buffalo Niagara*, 2013, <http://www.preservationbuffaloniagara.org/>.

significant historic resources.”²²⁶ While PBN is host to a number of educational programs, the organization’s tour series is its “primary educational arm.”²²⁷ *Buffalo Tours* endeavors to foster greater “awareness of the historical, cultural, and architectural uniqueness of the Buffalo-Niagara region.”²²⁸ Presently the organization has twenty-seven different tours including architecture and history tours, boat, bus and bike tours, neighborhood tours and a number of specialty tours.²²⁹

6.1.2 Program Background

PBN’s *Inside the Homes of Prospect Hill* tour has had a particularly strong impact within the community.²³⁰ Prospect Hill is “Buffalo’s only historic lakefront community,” renowned for its association with Frederick Law Olmstead’s “Front Park.”²³¹ For more than a decade plans have been in the works to expand the nearby Peace Bridge, which connects Buffalo, New York with Ontario, Canada.²³² The original project plan called for the demolition of “88 or more homes with at least 128 dwelling units lots.”²³³ Local advocates wanted to “get the word out about their neighborhood” and so they turned to Preservation Buffalo Niagara for assistance.²³⁴ The organization already had neighborhood tours in place but with the continuing threat of demolition it became clear that more needed to be done to make the public aware of the community’s history.²³⁵ The organization altered the program from a traditional walking tour to an “insiders tour,” in

²²⁶ Ibid.

²²⁷ Ibid.

²²⁸ Ibid.

²²⁹ Ibid.

²³⁰ Ibid.

²³¹ Ibid.

²³² “Columbus Park-Prospect Hill Neighborhood,” *Preservation League of New York State*, 2010, <http://www.preservenys.org/seven-2008/seven-02.html>.

²³³ Ibid.

²³⁴ Fred Schrock (Education Coordinator, Preservation Buffalo Niagara) in discussion with the author, February 2013.

²³⁵ Ibid.

which participants could experience the interiors of the homes. This change in dissemination technique and marketing strategy attracted a significantly larger number of visitors and in turn increased the neighborhood's visibility.

Intended to work in conjunction with the *Inside the Homes of Prospect Hill* tour, PBN sponsored the *Prospect Hill Photo Contest*. The event was “open to amateur photographers for the best and most interesting photos of the Prospect Hill Neighborhood.”²³⁶ The Contest provided another way for the public to experience the neighborhood. The influence of the program extended beyond solely those who participated as the winning photographs were also put on display at the local visitor's center.²³⁷ This once again provided an opportunity for a wider audience to learn about the neighborhood, fostering greater public awareness of its significance and its threats. Overall, the Contest highlighted the beauty of the neighborhood, drawing attention to the importance of its preservation.²³⁸

6.1.3 Program Impacts

PBN feels as though its *Buffalo Tours* series has been an effective education tool. In a 2010 Annual Report the organization reflected on the success of the program. The Report stated that the series “is thriving,” citing the number of new tours created, tours presented and increase in attendance as indicators of success.²³⁹ The organization also feels that the tours have successfully increased public awareness and appreciation of local

²³⁶ Mike Puma, “Calling All Amateur Photographers for Prospect Hill Photo Contest,” *Buffalo Rising* (Buffalo, NY), September 7, 2012. <http://www.buffalorising.com/2012/09/calling-all-amateur-photographers-for-prospect-hill-photo-contest.html>.

²³⁷ Schrock, February 2013.

²³⁸ Fred Schrock (Education Coordinator, Preservation Buffalo Niagara) in discussion with the author, October 2012.

²³⁹ “What We Do,” *Visit Buffalo Niagara*, 2013, <http://www.visitbuffaloniagara.com/about/what-we-do/>.

history and historic built environment.²⁴⁰ In addition, the organization has noticed that their tours “serve as the introduction to preservation for many people,” resulting in greater interest among the public to preserve local historic landmarks.²⁴¹

In addition to these overarching impacts, the *Inside the Homes of Prospect Hill* tour produced its own set of results. Prior to the tour the majority of those advocating for the neighborhood’s protection were residents. As a result of the program, however, community members beyond the bounds of Prospect Hill began to write letters to local newspaper editors and voice their protest on community blogs and websites.²⁴² This surge in local advocacy was what “turned the tide” in the campaign against demolition and the Peace Bridge expansion project was adjusted to include the demolition of only eight houses.²⁴³ While the neighborhood is still experiencing loss in its historic fabric, the decrease in demolition is a significant improvement upon the original plan. The impact of the tour is clear; by making the public more aware of the neighborhood’s significance it became the catalyst for a citizen-led advocacy campaign that would in the end save one of Buffalo’s most historic neighborhoods.

6.1.4 Program Strengths

One of the program’s strengths is that it was developed in direct response to a local preservation issue. While the content of the tour focused on the architectural and social history of the neighborhood, it was conceived as part of a larger advocacy campaign. As a result, the tour attracted a broad audience not predisposed to the

²⁴⁰ Schrock, February 2013.

²⁴¹ Schrock, October 2012.

²⁴² Schrock, February 2013.

²⁴³ Ibid.

preservation message and motivated participants to become involved in a local preservation issue.

Another strength of the tour is that it differed from others within the *Buffalo Tours* series. Only a small number of PBN's tours bring audiences inside historic sites.²⁴⁴ In addition, the majority of the organization's tours are of sites or neighborhoods that are already preserved and protected, and which highlight more prominent historical narratives.²⁴⁵

The event also appears to have been successful because it did not limit its target audience. Instead the organization chose to focus on attracting the general public. Casting a wide net appears to have been the best strategy for responding to the preservation issue at hand; only when individuals outside of the neighborhood began to protest demolition did the Peace Bridge project plans change.²⁴⁶

Another productive strategy that PBN employed was engaging in a variety of education activities to reinforce the information and message presented on the tour. The *Prospect Hill Photo Contest* and photography exhibit worked in conjunction with the tour and provided a number of opportunities for audiences to be exposed to the neighborhood's story.

6.1.5 Summary of Best Practices

Some of the strategies employed during the development and implementation of PBN's *Inside the Homes of Prospect Hill* can serve as models for other organizations that are looking to increase public participation in organizational activities and the local

²⁴⁴ Ibid.

²⁴⁵ Ibid.

²⁴⁶ Ibid.

preservation movement. Organizations should, when applicable, be responding to relevant preservation issues. The information presented, however, does not have to focus on the problem. The Prospect Hill tour is a great example of how engaging learners in a conversation about community history can motivate them to become more involved in local preservation. Another important lesson to be learned from this case study is that learners respond well to “experiences,” educational activities that differ from the norm and engage history and preservation topics in an exciting and unique way. The Prospect Hill tour also demonstrates that targeting the general public and engaging in follow-up activities are advantageous education techniques.

6.2 Montana Preservation Alliance

6.2.1 Organizational Background

The Montana Preservation Alliance (MPA) is a statewide preservation non-profit organization whose mission is to “save and protect Montana’s historic places, traditional landscapes, and cultural heritage” by engaging in educational programs, advocacy, and technical assistance.²⁴⁷ The Alliance’s education programs, specifically, aim to “increase public awareness and appreciation of Montana’s fragile cultural heritage, while promoting a broad range of historic preservation activities.”²⁴⁸

6.2.2 Program Background

Publications about local historic resources are amongst the Alliance’s primary education efforts. One of the organization’s major publications is *Hand Raised: The*

²⁴⁷ *Montana Preservation Alliance*, 2013, <http://www.preservemontana.org/>.

²⁴⁸ *Ibid.*

Barns of Montana, published in 2011.²⁴⁹ The book features Montana’s agricultural history as well as the stories of individual barns and their owners, all of which is accompanied by “breathtaking” photographs of barns throughout the state.²⁵⁰ The goal of the publication is to “raise awareness and appreciation for historic Montana barns” by recognizing the invaluable buildings, encouraging their preservation, and honoring the families who built them.²⁵¹

In 2012 the Alliance took part in the publication of *Visions and Voices: Montana’s One Room Schoolhouses*.²⁵² This publication features photographs and stories of schoolhouses throughout the state, a resource that “lay forgotten, slowly passing away with time and age.”²⁵³ The book also highlights the stories of the people that took part in the buildings’ histories.²⁵⁴ The goal of the publication was three-fold. First and foremost the objective was to “raise awareness and appreciation for one-room school houses.”²⁵⁵ Author Charlotte Caldwell, a director at the Alliance, also hoped that the publication would “be a catalyst for a concerted and sustained effort to preserve” the rural schoolhouses.²⁵⁶ Finally, the publication was a means to document and record the stories of Montana elders.²⁵⁷

²⁴⁹ Ibid.

²⁵⁰ Ibid.

²⁵¹ Christine Brown, (Outreach and Education Director, Montana Preservation Alliance) in discussion with the author, March 2013.; *Montana Preservation Alliance*.

²⁵² *Montana Preservation Alliance*

²⁵³ Ibid.

²⁵⁴ Ibid.

²⁵⁵ Brown, March 2013.

²⁵⁶ *Montana Preservation Alliance*

²⁵⁷ Brown, March 2013.

6.2.3 Program Impact

Both publications have succeeded in initiating and supporting the preservation of significant state historic resources. Christine Brown, Outreach and Education Director at the Montana Preservation Alliance, stated that overall MPA's publications have "opened peoples eyes to what's out there, what's threatened."²⁵⁸ *Hand Raised*, specifically, has made the community more aware of the significance of Montana's barns and the agricultural history they represent. In addition to raising the level of awareness, the publication has motivated communities to become more knowledgeable of their agricultural heritage; since the publication of *Hand Raised* the Alliance has experienced an increase in requests to hold educational programs in communities throughout the state.²⁵⁹ This is not only an indicator of the greater awareness and appreciation the publication has fostered, but also of the impact the publication has had in strengthening the Alliance's relationship with audiences throughout the state. The publication has also been a catalyst for preservation action. Ms. Brown stated that "there have been some wonderful success stories" of owners who have restored their barns since being featured in the *Hand Raised*.²⁶⁰ The increase in barn preservation is also a reflection of the pride the publication has instilled in owners, who now appreciate their barns more.²⁶¹

The impact of the Alliance's 2012 publication, *Visions and Voices*, is still being evaluated.²⁶² The organization considers an initial indicator of the program's success to

²⁵⁸ Christine Brown, (Outreach and Education Director, Montana Preservation Alliance) in discussion with the author, November 2012.

²⁵⁹ Brown, March 2013.

²⁶⁰ Brown, November 2012.

²⁶¹ Brown, March 2013.

²⁶² Ibid.

be the substantial amount of media attention the book has received.²⁶³ The publication has also been a catalyst for schoolhouse preservation projects. The proceeds from the book's sales go directly to a schoolhouse grant program facilitated by the Montana History Foundation (MHF), which in its first year funded two preservation projects.²⁶⁴ The Alliance foresees the Foundation having the funds to provide more grants in the coming year, which is a testament to the publication's popularity and continued impact.²⁶⁵

6.2.4 Program Strengths

One of the primary strengths of both publications is that they have set the stage for larger educational campaigns. The awareness and monetary funds cultivated by the publications have paved the way for the implementation of additional educational programs on each respective topic. Conceiving of an education program as part of a larger educational and advocacy series ensures the reinforcement that is essential for audience learning and program sustainability, and in turn a program's overall success.

Since its publication in 2011, *Hand Raised* has been accompanied by a barn tour at the Alliance's 2012 historic preservation conference.²⁶⁶ Other such tours are currently planned in communities throughout the state and a historic barns documentary in collaboration with Montana PBS is being discussed.²⁶⁷ Along with additional educational programs, the Alliance intends to reinforce its message through a Heritage Barn

²⁶³ Ibid.

²⁶⁴ Ibid.

²⁶⁵ Ibid.

²⁶⁶ Ibid.

²⁶⁷ Ibid.

Program.²⁶⁸ In fact, *Hand Raised* was intended to “pave the way” for the funding program that will offer grants to individuals trying to preserve their historic barns.²⁶⁹

Visions and Voices is receiving similar reinforcement. Since its release last year there have been multiple news articles and two public radio interviews to promote the publication and its content.²⁷⁰ Author Charlotte Caldwell has also discussed the topic at events such as the Montana Historical Society Annual Conference and has collaborated with the Montana History Foundation to establish a one-room schoolhouse grant program.²⁷¹ While these additional programs and services are sponsored by a separate non-profit, the Alliance supports and encourages them.²⁷² With the greater awareness cultivated by this publication the Alliance hopes to “organize and fund a statewide schoolhouse survey to evaluate and prioritize needs for threatened school buildings.”²⁷³

Conceiving of their education programs as part of a larger educational campaign also reflects strong program development. The Alliance established a clear set of goals for both publications that guided their content and follow-up services. The two publications were also developed in response to carefully considered, relevant needs and issues; both barns and one-room schoolhouses are threatened resources in Montana.

Finally the publications were successful because they appealed to the community’s heritage and memory. Both publications were grounded “within the community and cultural context of the learner” and used local historic resources as the

²⁶⁸ Ibid.

²⁶⁹ Ibid.

²⁷⁰ Ibid.

²⁷¹ Ibid.

²⁷² Ibid.

²⁷³ Ibid.

primary education medium.²⁷⁴ This strategy was successful in engaging audiences not already invested in the state's preservation movement. The publications appealed to community members' feelings of pride, personal responsibility and in turn desire to become better stewards in a way that educating on policy or technical related topics would not achieve.

6.2.5 Summary of Best Practices

There are a few best practices that can be pulled from the Alliance's publications. Use of the publications as the staging for a larger educational campaign, for example, is a model technique. In order to be successful an education program must be reinforced and sustainable over a long period of time. Additionally, learning is more effective and more audiences are reached when multiple dissemination techniques are used. It is also best practice to set clear goals and objectives for educational efforts. Finally, the Alliance's publications are a model example of the power of local history and heritage for engaging the public in a conversation regarding the preservation of their local heritage and encouraging individual preservation actions.

6.3 City of Decatur, Georgia Historic Preservation Commission

6.3.1 Commission Background

In 2009 the Historic Preservation Commission for the City of Decatur, Georgia carried out a study to inventory its historic resources and the potential for advancing preservation. The study revealed that while the City was rich in historic resources more needed to be done to make the public aware of the community's history and the

²⁷⁴ *Stewardship Education*, 18.

importance of its built environment.²⁷⁵ In order to cultivate greater public support the Commission placed a stronger emphasis on education within its organizational framework. The goal was to dispel the public's negative perceptions of preservation and encourage greater public involvement within the local preservation movement.

6.3.2 Program Background

The Commission's first education initiative, and now primary program, was the Decatur Old House Fair.²⁷⁶ The goal of the Fair is to encourage and improve historic homeowner stewardship throughout the City. The Commission understood that residents maintain their historic houses because they are obligated by the City Ordinance. They speculated, however, that if residents outside historic districts were made aware of preservation issues and appropriate stewardship they would also "do the right thing."²⁷⁷

The Fair is a one-day event that combines information and "how-to" seminars with a retail exhibition. The seminars cover common historic homeowner maintenance challenges. Themes include technical issues and solutions such as energy efficiency and moisture and water problems. The Fair also features less technical topics such as appropriate paint colors for historic homes and historic house research methods.²⁷⁸ In addition to these informational seminars the Fair includes opportunities for the public to gain one-on-one instruction. Such activities include a hands-on workshop for historic wood window restoration and consultations between homeowners and architectural

²⁷⁵ "Education and Outreach," *The Alliance Review* (May/June 2011): 14.

²⁷⁶ Regina Brewer (Preservation Planner, City of Decatur, Georgia) in discussion with the author, January 2013.; "Historic Preservation Commission," *City of Decatur, Georgia*. 2011. <http://www.decaturga.com/index.aspx?page=118>.

²⁷⁷ Brewer, January 2013.

²⁷⁸ *Decatur Old House Fair*, 2013, <http://decaturoldhousefair.com/>.

historians.²⁷⁹ The event also features an exhibition that gives participants the opportunity to interact with “professionals, retailers, and suppliers that have expertise and products to assist old house owners in rehabilitating and furnishing their homes.”²⁸⁰

6.3.3 Program Impact

The National Alliance of Preservation Commissions (NAPC) featured Decatur’s Old House Fair in a 2011 publication of *The Alliance Review*. The NAPC considered the Fair to be “extremely successful;” an example of “how creative outreach efforts result in improved public perceptions.”²⁸¹ The Decatur Historic Commission also considers the Fair to be a great success. One way the Commission evaluates the impact of the event is through program attendance. According to Regina Brewer, Preservation Planner for the City of Decatur, each year the Fair attracts more participants.²⁸² Most recently, attendance rose from 300 in 2012 to 470 in 2013.²⁸³ The Commission also considers increases in public inquiries to be an indicator of the program’s success. Brewer stated that as a result of the Fair there has been a rise in the number of homeowners that engage the Commission in conversations regarding appropriate preservation and maintenance practices.

Overall the Commission feels that Fair has improved the public’s perception of preservation.²⁸⁴ The public has become “more aware,” which in turn has increased preservation efforts within the community.²⁸⁵ Specifically, the Commission senses that

²⁷⁹ Ibid.

²⁸⁰ “Historic Preservation Commission.”

²⁸¹ “*Education and Outreach* (2011),” 15, 3.

²⁸² Regina Brewer (Preservation Planner, City of Decatur, Georgia) in discussion with the author, February 2013.

²⁸³ Brewer, January 2013.

²⁸⁴ Ibid.

²⁸⁵ Ibid.

homeowners are beginning to think twice before making inappropriate changes to their historic homes.²⁸⁶ Finally, the Fair has increased the visibility of the Commission and has fostered a stronger relationship with the community.²⁸⁷

6.3.4 Program Strengths

One of the Fair's strengths is that it not only informs participants of common maintenance challenges but also teaches them how to identify the issues and instills in them the verbal, mental, and physical skills necessary to improve stewardship of their historic homes. In addition to knowledge and skill development, the Fair also instills in the learners the confidence to take action by presenting feasible, cost effective solutions.

Another strength of the Fair is that it responds directly to the needs and issues of the target audience. For example, the topics discussed are shaped by audience comments from the previous year. After each seminar participants are asked to provide feedback on the presentation, its content and changes or additions for the next event.²⁸⁸ The Fair's content is also informed directly by local homeowners. The Commission draws Fair topics from local neighborhood listservs, on which homeowners identify questions and concerns regarding their historic houses.²⁸⁹

The Fair also exemplifies model implementation techniques. A standout feature of the Fair, for example, is the program's presenters. The Commission only employs the most qualified program speakers; experts in the historic preservation field and those who have received positive evaluations from previous event audiences.²⁹⁰ The participatory

²⁸⁶ Ibid.

²⁸⁷ Ibid.

²⁸⁸ Brewer, February 2013.

²⁸⁹ Ibid.

²⁹⁰ Ibid.

nature of the Fair’s instruction is also a positive attribute of the program’s implementation. The Fair encourages audience engagement through the use of question and answer seminars, “hands-on” workshops and one-on-one consultations.²⁹¹ Engaging in a variety of topics and education activities is also an advantageous program feature. Doing so provides multiple levels of entry into the program content and in turn engages a more diverse audience.

The Commission’s marketing effort is also a positive feature of the education program. The Fair is promoted using a variety of communication tools such as neighborhood listservs, local newspapers, local historical society newsletters, national magazines, public radios, and City billboards. The efficacy of this technique has been revealed through program evaluations, which indicated that the majority of those who attend the event heard about it from multiple sources.²⁹²

Finally, the Fair is successful due to strong program evaluation. After each educational seminar participants are asked to fill out a survey, which asks for audience feedback regarding the usefulness of the seminar, the efficacy of program presenters, and other such topics.²⁹³ In addition to audience evaluation the Commission seeks feedback from the program presenters.²⁹⁴ The results of the surveys help the Commission improve the Fair in the following year.

6.3.5 Summary of Best Practices

The Decatur Old House Fair provides helpful insights to other organizations looking to improve, increase or raise awareness of proper historic homeowner

²⁹¹ “Historic Preservation Commission.”

²⁹² Brewer, February 2013.

²⁹³ Ibid.

²⁹⁴ Ibid.

maintenance. The Fair highlights the importance of not only informing learners of preservation issues but also instilling in them the skills and confidence to become better stewards. It also demonstrates how an organization can gain insight into the topics the community wants to learn about, ensuring that the program content is relevant to the target audience. The Fair also underscores the varying components that make program implementation successful, which include engaging the audience, employing qualified speakers, and using a variety of education activities and topics. Finally, the case study highlights the importance of strategic marketing and the usefulness of immediate program evaluations.

6.4 New Hampshire Preservation Alliance

6.4.1 Organizational Background

The New Hampshire Preservation Alliance is a statewide preservation non-profit organization that is “dedicated to the preservation of New Hampshire’s historic buildings, communities and landscapes through leadership, education and advocacy.”²⁹⁵

6.4.2 Program Background

One of the Alliance’s core education programs is the *Old House and Barn Expo*. This event consists of both educational seminars as well as a building trades show.²⁹⁶ The trades show portion of the event offers the public “a rare chance to meet face-to-face with knowledgeable suppliers of repair and restoration products and services.”²⁹⁷ The educational sessions present learners with information on all aspects of historic homeowner maintenance. Most seminars focus on common maintenance issues such as

²⁹⁵ *New Hampshire Preservation Alliance*, 2013, <http://www.nhpreservation.org/>.

²⁹⁶ *Ibid.*

²⁹⁷ *Ibid.*

air sealing, plaster repair and energy retrofits.²⁹⁸ Many also address topics that appeal to a more general public, such as how to research a historic house or historic wallpaper in New England.²⁹⁹

6.4.3 Factors of Success

One of the primary strengths of the Alliance’s education programs overall is that they are developed according to clearly defined development, evaluation, and marketing plans. At the most general level the programs are shaped by the Alliance’s strategic plan, which identifies organization-wide goals and corresponding action strategies.³⁰⁰ In addition to these broad objectives, the programs are structured according to individual work plans that outline specific program strategies, outcomes and outputs.³⁰¹

This strategic planning approach is supported by a detailed evaluation methodology. The organization has defined two main goals for its evaluation efforts. First, the Alliance evaluates to determine the impact of its mission; for example, whether or not more people demonstrate knowledge and understanding of preservation topics.³⁰² The Alliance also evaluates to determine whether or not they have been successful in attracting more people to the organization and New Hampshire’s preservation movement.³⁰³ To achieve these goals the organization has established a three-tiered evaluation technique.³⁰⁴ The first level of evaluation is constant, immediate feedback

²⁹⁸ Ibid.

²⁹⁹ Ibid.

³⁰⁰ “Three-Year Strategic Plan,” (Strategic Plan, New Hampshire Preservation Alliance, 2012), 6.

³⁰¹ Ibid.

³⁰² Jennifer Goodman (Executive Director of the New Hampshire Preservation Alliance) in discussion with the author, February 2013.

³⁰³ Ibid.

³⁰⁴ Ibid.

from program participants.³⁰⁵ At the *Old House and Barn Expo*, for example, a survey is disseminated before and after each seminar that asks participants what they hoped to learn, what they did learn, and what they found most useful.³⁰⁶ The second tier of evaluation includes less frequent surveys that evaluate the impact of organization initiatives and services.³⁰⁷ For example, the Alliance recently disseminated a survey to evaluate their *Seven to Save* program that sought to measure the impact the initiative has had on advancing the preservation of the sites listed.³⁰⁸ The final tier of evaluation is an annual constituent survey.³⁰⁹ This form of evaluation is intended to measure whether or not the Alliance is reaching the goals set out in the strategic plan.³¹⁰ It evaluates, for example, whether or not there has been a change in the public’s knowledge and/or awareness of preservation, as well as increase in program attendance and members.³¹¹ It is this level of evaluation that allows the Alliance to set benchmarks and track program impact over time.³¹² The results from all three forms of evaluation help the organization to improve their educational programming in the next year.³¹³

The organization’s strong program development and evaluation is supported by a well-defined marketing strategy. The organization has established a “toolbox of communication tools” from which a new marketing strategy can be formulated for each

³⁰⁵ Ibid.
³⁰⁶ Ibid.
³⁰⁷ Ibid.
³⁰⁸ Ibid.
³⁰⁹ Ibid.
³¹⁰ Ibid.
³¹¹ Ibid.
³¹² Ibid.
³¹³ Ibid.

“mini campaign.”³¹⁴ Each program has a separate marketing plan, which ensures that the organization meets the specific goals defined for each event.³¹⁵

Another positive attribute of the Expo, specifically, is that it is part of the larger *Old House and Barn* series, which also includes workshops that take place around the state.³¹⁶ The series not only offers variety but also programs for different levels of learner experience. The Expo, for example, is considered to be a “101 level” program whereas the workshops, which engage preservation issues in more depth, are defined as “202” or “303” level programs.³¹⁷ In addition to these follow-up programs the Alliance offers a *Barn Assessment Grant*, which provides “support for professional consultations to help barn owners learn what needs to be done to stabilize, repair or re-use these irreplaceable historic structures.”³¹⁸

Conceiving of the Expo as part of a larger educational series and set of support services is beneficial for a number of reasons. First, reinforcement in the form of additional education is vital to increasing learner knowledge and follow-up in the form of financial support increases the chance that community members will become directly involved in preservation. In addition, providing programs that are of varying levels of difficulty ensures that the series appeals to different audience needs and facilitates learner development of stewardship behavior. Finally, the Alliance has found that marketing a

³¹⁴ Ibid.

³¹⁵ Ibid.

³¹⁶ Ibid.

³¹⁷ Ibid.

³¹⁸ “Historic Barn Assessment Grant.” Application (New Hampshire Preservation Alliance, date unknown), 1.

“series,” a set of programs that grow and change over time, attracts a larger and more consistent audience.³¹⁹

Another core strength of the *Old House and Barn Expo* is that it targets all three levels of stewardship learning. The Expo engages audiences that may not be predisposed to the preservation message by offering seminars on non-technical topics. At the same time, the Expo provides participants with the in-depth knowledge and skills necessary to identify and remedy common maintenance issues. Finally, the Expo’s emphasis on “do-it-yourself” solutions instills confidence in the learners, empowering them to take action.

Finally, the participatory nature of the Expo’s instruction is another primary strength of the program. Many of the sessions include question and answer sessions, for example, which allow learners to discuss challenges specific to their homes. In addition, the Expo includes hands-on seminars that engage the public in a tactile way.

6.4.4 Summary of Best Practices

The *Old House and Barn Expo* exemplifies model practices for other organizations looking to educate homeowners, as well as the general public, about the importance of historic sites and proper historic home maintenance. First and foremost, the Alliance’s education efforts highlight the many different levels of program development and evaluation that can and should be used when implementing an education program. More specifically, the Alliance’s effort to define clear, measurable objectives as well as ideal program outputs and outcomes should serve as an example to all organizations; it allows the organization to truly measure the impact of their educational programs. In addition, the creation of an educational “series,” with different program “levels,” helps to

³¹⁹ Goodman, February 2013.

reinforce information and advance the learner’s development of stewardship behaviors. Finally, the Expo demonstrates how a single education program can address all three stages of stewardship learning; the Expo includes everything from entry-level knowledge to “do-it-yourself” solutions that empower the public to take action.

6.5 Preservation League of New York State

6.5.1 Organization Background

The Preservation League of New York State is a statewide preservation non-profit organization.³²⁰ The League’s mission is to invest in “people and projects that champion the essential role of preservation in community revitalization, sustainable economic growth, and the protection of...historic buildings and landscapes.”³²¹ The League fulfills this mission through advocacy, economic development, and education programs throughout the State of New York.³²²

6.5.2 Program Background

One of the League’s primary education programs is *Enhancing Main Street: Making Upper Floors Work Again*. The workshop is aimed at building owners, municipal leaders, architects, planners, and investors.³²³ It shares with this audience the best practices for bringing upper floors back into productive use, including a discussion of design and financial strategies and information regarding building codes.³²⁴ The workshop was created in response to the significant number of vacant and underutilized

³²⁰ *Preservation League of New York State*, 2013, <http://www.preservenys.org/index.html>.

³²¹ Ibid.

³²² Ibid.

³²³ Ibid.

³²⁴ Ibid.

upper stories in downtowns throughout the State and aims to assist “communities facing the issue of upper floor vacancy.”³²⁵

6.5.3 Program Impact

The League has found *Enhancing Main Street* to be an effective educational tool. One indicator of the program’s success is its longevity; for over nine years the public demand for the workshop has remained strong.³²⁶ In addition to the overwhelmingly positive response from communities, the program has also generated significant media attention. For example, local media sources have referred to the program as a “‘thorough success’” and applaud it for the “‘immediately useful information’” it provides property owners.³²⁷

In addition to positive program outputs, the workshop has increased the public’s awareness and knowledge of local preservation practice. The League feels as though the workshop has succeeded in demonstrating to the community that preservation is economic development, and is attainable through financial incentives.³²⁸

The workshop has also had a noticeable impact on the revitalization of New York’s downtowns. President of PLNYS, Jay DiLorenzo, states that as a result of the workshop “the lights are coming back on above many Main Street retailers and offices across New York.”³²⁹ The League has also noticed that the workshop has encouraged

³²⁵ Ibid.; “Preservation League Workshop: Upper Floors Re-use Key to Revitalizing Main Street” (Press Release, Preservation League of New York State, 2010), 1.

³²⁶ “They’re here because we are” (Annual Report, Preservation League of New York State, 2011), 5.

³²⁷ Editorial Staff, “Enhancing Main Street: Making Upper Floors Work Again,” *New York History*, August 24, 2011, <http://newyorkhistoryblog.org/2011/08/24/enhancing-main-st-making-upper-floors-work-again/>.

³²⁸ Erin Tobin (Regional Director, Technical and Grant Programs, Eastern NY) in discussion with the author, January 2013.

³²⁹ “Preservation League Workshop,” 1.

communities to alter their zoning laws and allow residential use in upper floors.³³⁰

Finally, the workshops have fostered greater interest amongst developers to take part in the revitalization of upper floors.³³¹

6.5.4 Program Strengths

One of the primary strengths of the *Enhancing Main Street* workshop is the League's strategic program planning. The workshop is shaped, at the most general level, by the organization's overall strategic plan.³³² In addition, the workshop was developed according to clear, measurable goals specific to the program.³³³ The program also continued to evolve after initial implementation. During the workshop's first year the League monitored target revitalization projects in order to gain insight into the factors that contribute to and detract from a project's success.³³⁴ These findings then shaped the workshop's content and informed the development of additional services needed to support the campaign.³³⁵

Another strength of the upper floors workshop is that it instills in its participants not only knowledge of the preservation issue but also the skills necessary to take part in the improvement of their downtowns. The League's effort to reinforce the program content is also a useful technique. The workshop is supported through a grant program for downtown and upper floor revitalization projects and an *Upper Floors Guidebook*.³³⁶

³³⁰ Tobin, January 2013.

³³¹ Ibid.

³³² Erin Tobin, (Regional Director, Technical and Grant Programs, Eastern NY) in discussion with the author, February 2013.

³³³ Ibid.

³³⁴ "Giving Voice to New York State's Heritage" (Annual Report, Preservation League of New York State, 2007), 4.

³³⁵ Ibid.

³³⁶ *Preservation League New York*; "Here because we are," 5.

Finally, the League's strategy to target both building owners and community leaders is also a program highlight. The organization recognized that the change they desired necessitated the support of both audiences; improving the condition of upper floors required citywide policy change as well as design and function modifications to individual buildings. The League also ensured that this target audience was reached throughout the State by designing the workshop as a traveling program and by partnering with organizations and municipal governments in both the event's marketing and implementation.³³⁷

6.5.5 Best Practices

A number of helpful insights can be drawn from the *Enhancing Main Street* workshop and used by other organizations seeking to motivate public involvement in preservation. First and foremost, the workshop underscores the multiple layers of strategic planning involved in the execution of a strong education program. The League's efforts demonstrate that program development does not stop with an organization's strategic plan, or even individual program goals, but rather necessitates continuous review. The workshop also demonstrates how programs should go beyond simply knowledge of an issue and present the learner with tangible preservation solutions. Furthermore, the program highlights the role of both additional education tools as well as organizational services in reinforcing the preservation message. The League's workshop also reveals that it is not only important to shape an education program around a target audience, but that the target audience should serve the organization's ultimate goals.

³³⁷ Tobin, February 2013.

Finally, the program demonstrates that both traveling workshops and local partnerships are effective ways to reach a wide audience.

6.6 Young Preservationists Association of Pittsburgh

6.6.1 Organizational Background

The Young Preservationists Association of Pittsburgh (YPA) is a non-profit preservation organization that aims to “encourage the next generation to take a leadership role in preserving their communities.”³³⁸ They accomplish this mission through educating Pittsburgh’s youth on the value of historic preservation, training them “to use strategies and tools to preserve their history,” and providing them the opportunity to participate in preservation activities.³³⁹ The Association’s education programs, specifically, focus on providing young people with the skills, experience and confidence “to shape a better future in their neighborhood.”³⁴⁰

6.6.2 Program Background

One of the Association’s core education programs is the *Preserve Pittsburgh Summit*.³⁴¹ The Summit is “a collaborative, interactive workshop...that uses a historic community as a laboratory for teaching historic preservation.”³⁴² The program is “an opportunity for young people to get exposed to history in a new way” and to engage them in a discussion of adaptive reuse.³⁴³ The learner’s experience begins with tours of local

³³⁸ *Young Preservationists Association of Pittsburgh*, 2012, <http://www.youngpreservationists.org/>.

³³⁹ Ibid.

³⁴⁰ Ibid.

³⁴¹ Ibid.

³⁴² Ibid.

³⁴³ Dan Holland (CEO, Young Preservationists Association of Pittsburgh) in discussion with the author, February 2013.

historic resources, many of which are in various states of disrepair.³⁴⁴ The goal of the tours is to illustrate “what goes on behind the scenes to bring old buildings back to life,” specifically, the technology and skills involved in restoration and the economic and environmental benefits of such work.³⁴⁵ Following the tours participants organize into small groups and discuss the past, present and future of the featured sites with the goal of developing new uses for the buildings.³⁴⁶ The hope is that by instilling in young people the skills and confidence to be motivators and facilitators of preservation they will become more engaged within their own communities.³⁴⁷

6.6.3 Project Impact

The organization considers the number and diversity of participants at each Summit to be indicators of the program’s success.³⁴⁸ Through evaluations YPA has also found that, in general, participants have been satisfied with the program; a 2009 audience survey revealed that the majority of participants found the overall experience to be “excellent” and “not one rated the event as ‘poor.’”³⁴⁹ In addition the YPA considers the substantial media attention the program has fostered to be a sign of its success.³⁵⁰ There is also evidence that the event has directly influenced the preservation of local historic

³⁴⁴ “Preservation Pittsburg Summit a Grand Success,” *Young Preservationists Association of Pittsburgh*, 2011, <http://www.youngpreservationists.org/preserve-pittsburgh-summit-sept-30>.; Dan Holland, February 2013.

³⁴⁵ “Preservation Pittsburg Grand Success.”

³⁴⁶ Patricia Lowry, “Preservation Summit Wants Young People’s Ideas,” *Pittsburgh Post-Gazette* (Pittsburgh, PA), March 18, 2009, <http://www.post-gazette.com/stories/ae/art-architecture/preservation-summit-wants-young-peoples-ideas-334281/>.; Holland, February 2013.

³⁴⁷ Andrew Moore, “Preserve Pittsburgh Summit to Engage Over 300 Students with Historic Preservation,” *Pop City* (Pittsburg, PA), September 28, 2011, http://www.popcitymedia.com/devnews/preservepittsburgh092811.aspx?utm_source=VerticalResponse&utm_medium=Email&utm_term=Preserve+Pittsburgh+Summit+to+engage+over+300+students+with+historic+preservation&utm_content=%7bEmail_Address%7d&utm_campaign=Putting+Pittsburgh+on+the+map.

³⁴⁸ Holland, February 2013.

³⁴⁹ “Preserve Pittsburgh Summit and Preservation Awards Reception,” (Final Report, Young Preservationists Association of Pittsburgh, March 28, 2009), 25.

³⁵⁰ Holland, February 2013.

resources. In 2009, for example, the Summit featured the boyhood home of playwright August Wilson and as a result plans were created for the site's preservation.³⁵¹ Finally, Dan Holland, founder of YPA, feels that the Summit's "biggest success" has been making the community's youth more aware of "dozens of historic sites... they never would have known existed."³⁵²

6.6.4 Program Strengths

One of the core strengths of the *Preserve Pittsburgh Summit* is that it embodies all three stages of stewardship learning. The tours of local historic sites introduce learners to new topics in an exciting and engaging manner and in turn lay the groundwork for a productive conversation regarding local preservation. In addition, the Summit offers learners in-depth knowledge of preservation practices and the experience of planning for a building's reuse. Finally, the program instills in the youth the confidence that they can be facilitators of change within their own communities. This wide range of learning goals advances the learner's progression toward stewardship behavior; it takes a preservation novice and transforms them into a motivator of change.

Another strength of the program is that its content responds directly to local preservation issues. The Summit's featured buildings are all typically "in various states of disrepair," abandoned and/or underutilized.³⁵³ Often times the buildings are also in disadvantaged communities. In 2009, for example, "three of the sites [were] in African-American neighborhoods, where you hear about murders and shootings and

³⁵¹ Ibid.

³⁵² Ibid.

³⁵³ Lowry, "Summit Wants Young Ideas."

hopelessness.”³⁵⁴ The intention being to “send a message that there’s a chance for people in those communities to get involved.”³⁵⁵

Another positive feature of the Summit is YPA’s post-program evaluation. Surveys are disseminated after the event to measure audience satisfaction and the profile of the event’s attendants. The organization then uses the survey results to identify program weaknesses that can be improved upon in the following year’s program.³⁵⁶

Finally, the Summit’s emphasis on participatory learning should be highlighted. During the tours, for example, students are encouraged to use Twitter and Facebook to post messages and photos.³⁵⁷ This not only adds a level of engagement to a traditional walking tour, but also personalizes the learning process. In addition, the Summit’s workshops are inherently participatory; they ask learners to engage in a group discussion regarding the site’s preservation and future use.

6.6.5 Summary of Best Practices

The *Preserve Pittsburgh Summit* is a model program for other organizations looking to motivate and empower community members to become more involved in local preservation. It demonstrates, for example, how a single education program can both introduce an audience to preservation as well as provide them with the skills and confidence to be motivators of change. While such interconnectivity of learning goals may not always be feasible, instructing in such a way increases the likelihood that the program will have an impact on the learner’s development of improved stewardship

³⁵⁴ Ibid.

³⁵⁵ Ibid.

³⁵⁶ “Preserve Pittsburgh Summit and Preservation Awards Reception,” (Final Report, Young Preservationists Association of Pittsburgh, March 28, 2009), 25.

³⁵⁷ Diana Nelson Jones, “Teens See How Old Buildings in City Can be Repurposed,” *Pittsburgh Post-Gazette* (Pittsburgh, PA), March 30, 2012, <http://www.post-gazette.com/stories/local/neighborhoods-city/teens-see-how-old-buildings-in-city-can-be-repurposed-317372/>.

behavior. The Summit also demonstrates best practice in its response to current issues, which ensures that the event’s content is relevant and that the audience is presented with real opportunities for change. In addition, the program highlights the importance of program evaluation and how it can be used to improve program content, implementation, and marketing. Finally, the Summit exemplifies model practices for participatory learning.

6.7 Preservation Alliance of Greater Philadelphia

6.7.1 Organization Background

The Preservation Alliance of Greater Philadelphia is a non-profit preservation organization whose mission is “to actively promote the appreciation, protection, and appropriate use and development of the Philadelphia region’s historic buildings, communities and landscapes.”³⁵⁸ The organization compartmentalizes their programs into five groups: advocacy, membership and special events, regional initiatives, neighborhood initiatives, and easements.³⁵⁹ Education is included within the organizations membership and special events programs and within their neighborhood initiative.³⁶⁰

6.7.2 Program Background - Pride of Place Workshop and How to Look Guide

One of the Alliance’s main educational objectives is to engage homeowners and community organizations directly in the preservation of their neighborhoods.³⁶¹ To

³⁵⁸ *Preservation Alliance of Greater Philadelphia*, 2013, <http://www.preservationalliance.com/>.

³⁵⁹ *Ibid.*

³⁶⁰ *Ibid.*

³⁶¹ *How to Look at Your Neighborhood: A Guide for Community Organizations* (Philadelphia: Preservation Alliance for Greater Philadelphia, 2011), 2.

achieve this goal the organization has created an educational program that combines *Pride of Place* workshops and a *How to Look at Your Neighborhood* guidebook.³⁶²

The *Pride of Place* workshops aim to “encourage community organizations to discover and celebrate the historic resources of their neighborhood.”³⁶³ They are implemented as a two-part series.³⁶⁴ The first workshop provides “an overview of historic preservation in Philadelphia” and instruction on how to use the *How to Look at Your Neighborhood* guidebook.³⁶⁵ The second workshop provides community leaders an opportunity to “present the information they gathered” and discuss potential preservation projects.³⁶⁶

A core component of the educational program is the *How to Look* guidebook. The goal of the publication is to encourage a “grass roots’ approach to neighborhood analysis” by assisting “residents and neighborhood organizations in analyzing the physical character and strengths of the neighborhood in which they live or which they represent.”³⁶⁷ Specifically, the publication aims to help communities identify the characteristics of their neighborhood worthy of preservation, define projects for grant applications, and identify those neighborhood characteristics and resources that should be included in the City’s District Plans.³⁶⁸

³⁶² Benjamin Leech, (Advocacy Director, Preservation Alliance of Greater Philadelphia) in discussion with the author, March 2013.

³⁶³ “Pride of Place Workshops,” *Preservation Matters: The Newsletter of the Preservation Alliance of Greater Philadelphia* (Fall 2011): 6, accessed March 5, 2013.

<http://www.preservationalliance.com/files/PANewsletterFall11FINAL.pdf>.

³⁶⁴ Ibid.

³⁶⁵ Ibid.

³⁶⁶ Ibid.

³⁶⁷ *How to Look Guide*, 3.

³⁶⁸ Ibid., 4-5.

In addition to these clearly defined educational goals the Alliance has identified a number of desired outcomes. First, the Alliance anticipates that the program will increase the number of activities that explore and celebrate neighborhood history such as historic resource nominations, conservation districts, or historic markers.³⁶⁹ The Alliance also predicts that there will be an increase in attendance at other educational workshops that address historic homeowner maintenance.³⁷⁰ In addition the organization anticipates, as a result of the program, that community members will possess the skills necessary to write successful grants applications and work effectively with the Philadelphia Planning Commission.³⁷¹

6.7.3 Program Impact

The Alliance feels that, overall, the workshop and guidebook have been successful. One indicator of the program's success is the greater number of inquiries the Alliance receives from community members.³⁷² This demonstrates that the program has fostered greater public interest in preservation and has cultivated a strong relationship between the Alliance and communities throughout the City. The Alliance has also noticed that following the program there has been an increase in the number of participants at other neighborhood preservation education programs such as historic homeowner maintenance workshops.³⁷³ Finally, the organization considers the increase in the number of grant applications for preservation projects to be an indicator of the program's success.³⁷⁴

³⁶⁹ Ibid., 4.

³⁷⁰ Ibid.

³⁷¹ Ibid., 5.

³⁷² Leech, March 2013.

³⁷³ Ibid.

³⁷⁴ Ibid.

6.7.4 Program Strengths

One of the core strengths of the program is that it was developed according to clearly identified objectives. In addition to setting out program goals, the Alliance also outlined the desired and expected outcomes of their educational effort. Both help the organization evaluate the program's success.

Another primary strength of the program is that it encompasses all levels of stewardship learning and in so doing appeals to all variables that affect stewardship behavior. First and foremost the program exposes learners to preservation in a positive way by engaging them in a conversation about their community's history. The program then provides in-depth knowledge of Philadelphia preservation policies and develops within the learners the skills to identify and protect their architectural heritage. This in turn instills in the participants a sense of "ownership" and empowers them to take action within their communities.

Emphasizing reinforcement is another positive feature of the Alliance's effort. The program itself, through its two-stage workshop, involves more than one interaction with the community. The combination of educational workshop and guidebook is also a form of reinforcement. In addition, the program overall is reinforced by Alliance grants, which provide audiences the financial means to implement preservation projects in their community. The program is also part of a larger educational series that provides additional education programs aimed at homeowners and community members.

Finally, the emphasis on creating a personal, participatory experience for the audience is a positive feature of the program. Instead of simply disseminating information, the workshop engages learners in a group discussion and the guidebook

equips the public with the skills to undertake neighborhood analysis at the grassroots level.

6.7.5 Summary of Best Practices

The Alliance's program can be used as a model by organizations wishing to initiate preservation in neighborhoods that are not predisposed to the preservation message. The initiative demonstrates how a single educational effort can not only introduce an audience to preservation but also provide them with the skills, confidence, and financial means to take action. The program also underscores the usefulness of identifying both program goals as well as expected outcomes; both inform the appropriate educational content and allow an organization to track program impact. Finally, the Alliance's initiative highlights the value of community history when trying to engage novice audiences in a conversation regarding preservation. Engaging and exciting the learner about their own history makes program content relevant and meaningful.

6.7.6 Program Background - Citizen's Guide to the Historic Designation Process

Recently the Preservation Alliance collaborated with Hidden City Philadelphia to implement the *Citizen's Guide to the Historic Designation Process* workshop, which instructed participants on how to nominate a building to the Philadelphia Register of Historic Places.³⁷⁵ The program was a direct response to a recent decline in the number of nominations made to the Register.³⁷⁶ The goal of the workshop was to instill in the public

³⁷⁵ "Historic Designation Workshop," *Hidden City Philadelphia*, 2013, <http://hiddencityphila.org/event/historic-designation-workshop/>.

³⁷⁶ Peter Woodall, "Lost Buildings of 2012," *Hidden City Philadelphia*, 2012, <http://hiddencityphila.org/2013/01/lost-buildings-of-2012/>

the notion that “anyone can nominate a building” and in turn increase the number of properties nominated.³⁷⁷

6.7.7 Program Impacts

Due to the recent nature of the workshop its impact has not been fully evaluated by the Alliance. At present the organization feels that the workshop was successful. They sense that it was “generally well-received” and consider the number of program participants to be an indicator of the workshop’s success.³⁷⁸ The Alliance acknowledges that program impact will be revealed only with time; when determining if, and how many, nominations are developed by workshop participants.³⁷⁹

6.7.8 Program Strengths

The workshop’s development is one of its core strengths. The program’s creation was shaped by clearly defined goals and desired outcomes that responded directly to a current preservation issue. Such strategic planning allows an organization to choose the appropriate program content and dissemination technique and to engage in a true evaluation of program impacts.

Another primary strength of the Alliance’s workshop is that it informs the public of tangible ways to save places and instills in them the necessary skills to take action. This strategy empowers learners and in turn increases the likelihood that they will become engaged in the local preservation movement.

Finally, the Alliance’s emphasis on reinforcement and follow-up is a positive feature of the workshop. Hidden City and the Preservation Alliance recognize that

³⁷⁷ “Historic Designation Workshop.”; Leech, March 2013.

³⁷⁸ Leech, March 2013.

³⁷⁹ Ibid.

“nominations aren’t completed in a day or even a week” and so plan to continue working with those participants interested in completing nominations.³⁸⁰ Engaging in such follow-up activities not only reinforces program content but also fosters a stronger relationship between the organization and community members.

6.7.9 Summary of Best Practices

The Alliance’s historic designation workshop can be a model to other organizations that want to increase the community’s involvement in the historic designation process. The workshop highlights the importance of providing the public with tangible ways to save places. It also demonstrates the benefit of strong program development, including identifying measurable objectives. Finally, the workshop demonstrates how an organization can reinforce program content through follow-up activities and direct communication with program participants.

³⁸⁰ “Historic Designation Workshop.”

CHAPTER SEVEN: RECOMMENDATIONS

The research conducted for this thesis has revealed that there is significant room for improvement in current community preservation education practices. A lack of guiding standards or best practices has left education efforts inconsistent and without a strong strategic purpose. The following chapter describes the major weaknesses effecting current efforts, recommendations for remedying these flaws and a list of additional best practices.

7.1 Weaknesses of Current Practices and Strategies for Improvement

A review of education within the historical, theoretical and practical framework of historic preservation practice has revealed that education is considered an unalloyed good. The field is in agreement that it's success and sustainability is contingent on communicating the preservation message and engaging the public in the protection of historic resources. Non-formal education of the general public has become the primary means of achieving these objectives. Most organizations, local, state and national public and non-profit alike, make education a priority within their organizational framework. While this emphasis on the inherent value of education is valid, the field as a result has failed to critically assess the efficacy of current efforts. It seems that education exists simply for the sake of having education, operating without a strategic purpose or understanding of best practices. The consequences of this are described below, along with recommendations for strengthening the weaknesses in current practice.

7.1.2 Think Strategically

One of the major weaknesses of current community preservation education is a lack of strategic program planning and evaluation. Too many organizations do not have strategic plans or adopted annual work programs to guide their overall work or to direct their educational efforts specifically. While not having a strategic plan is a weakness in and of itself it is also representative of a larger issue; programs are being developed without clear, measurable objectives. This lack of strategic program development leads to insufficient evaluation. Many organizations assess their education efforts based on program outputs, which is valid and beneficial but does not sufficiently assess the impact education has on increased or improved preservation.

It is recommended that organizations take a more strategic approach to education. First and foremost this includes identifying clear, measurable program objectives. These goals should be outlined in a strategic plan or adopted annual work program. In addition to an organization-wide plan, programs would also benefit from individualized work plans that outline more specific program outputs, outcomes, impacts and corresponding strategies. In order to strengthen current preservation education practices organizations must also improve their evaluation approach. Program evaluation should not only include summative evaluation. It should also consist of planning evaluation, such as needs assessment during program development, and formative evaluation, which is conducted during the early stages of program implementation in order to improve or modify the program.³⁸¹ Evaluation should also go beyond the assessment of program outputs to include outcomes-based evaluation. To assist in the proposed program development and

³⁸¹ *Best Practices Guide*, 34.

evaluation improvements organizations should create logic models. This tool encourages organizations to “plan backwards;” to identify outcomes and then the appropriate program content and implementation.³⁸² In addition to evaluating programs individually, it is recommended that organizations adopt a benchmark system to track the impact of educational efforts over time. Change in audience knowledge or improvement of local preservation requires time and an audience’s frequent exposure to preservation topics.

7.1.3 Think Systematically

Another weakness of current practice is that education programs tend to operate within silos instead of acting as part of a larger educational curriculum. This results from the absence of an overarching objective to guide an organization’s educational activities. It is recommended that organizations begin designing their programs as part of a larger educational campaign. The environmental education field has developed a linear model in which the learning benchmarks for achieving ideal stewardship behavior are established. These benchmarks are separated into three distinct learning stages, entry-, ownership and empowerment levels, and dictate the progression and content of educational programs. According to the model a learner should be guided through all three stages if the desired outcome is to be achieved.

What is more important than adopting the environmental education framework exactly is the understanding that no educational experience or type of program will change the preservation status quo within a community; education is a long-term investment that necessitates continual reinforcement. It is recommended that preservation organizations develop an educational series or campaign. Such a series would include a

³⁸² *Getting Started Program Evaluation*, 8.

variety of education programs that individually achieve different learning benchmarks and which combined accomplish a larger, pre-defined, preservation goal. The individual education programs within the series should be of differing difficulty levels thereby allowing a learner to advance towards the overall objective

7.1.4 Attract New Audiences

Given that organizations are not taking a systematic approach to education it becomes questionable whether or not their programs are reaching the most appropriate audiences. It is recommended that organizations think of their audiences in a systematic manner as they do their programs, as compartmentalized into different learning stages. There are entry-level, intermediate, and advanced learners, which each require different program features. As a result, organizations must ensure that they implement programs that attract novice preservationists in addition to programs that appeal to experienced advocates.

If organizations are to reach the widest possible audiences, however, it is recommended that they develop and implement programs that appeal to entry-level learners. While focusing on technical issues such as policy tools or homeowner maintenance is important, such programs will likely only attract and influence those audiences that are predisposed to the preservation message. Without attracting new and more diverse audiences organizations will likely not improve or increase preservation within their community.

7.1.5 Improve Program Marketing

Preservation organizations at large are also not taking a strategic approach to program marketing. It is recommended that organizations overall become more

conscientious about the marketing that accompanies their education programs. Communication approaches should be carefully chosen for each individual program. The necessary promotional tools will not be the same for all education activities but instead should complement the objectives and target audience of each program. It is also recommended that organizations employ a variety of marketing techniques. Doing so will ensure that they saturate the market and reach a broad audience. In addition, it is more advantageous to employ direct communication marketing techniques than it is to use impersonal mass promotion. Finally, preservation organizations need to embrace current technology and popular culture if they are to stay relevant in the coming generations. This includes engaging in social media tools such as Facebook, Twitter and blogs to promote their events.

7.1.6 Adopt Social Marketing Practices

Most organizations engage in traditional marketing in order to advertise their events and attract funders. It is recommended that preservation organizations also adopt social marketing principles and practices. In addition to “selling” their programs, preservation organizations should be utilizing marketing techniques to advance the desired behavioral and social change.

7.1.7 Reframe the Message

An important part of program implementation and marketing is reframing the preservation message for the public. The field is “losing people” when terms such as sustainable development, smart-growth, and architecturally significant are used.³⁸³ In

³⁸³ “Preservation Speaks,” 4.; Claire L. Lanier, “Lessons from Saving Places Conference, CO: What We Have Here is A Failure to Communicate,” *HistPres*, 2013, <http://histpres.com/what-we-have-here-is-a-failure-to-communicate>.

order to advance preservation and convince the public of the field's vital role, practitioners have to change their language.³⁸⁴ While the idea of re-branding is an issue too large for any one organization to tackle, organizations should be conscious of how they introduce their preservation message. Program content must be marketed and presented in a way that is understandable and relatable to the public. This includes emphasizing local history and heritage as opposed to technical topics.

7.1.8 Collaborate

Many of the individual organizational and programmatic weaknesses are a result of the field's failure to provide structure and guidance. Both the environmental and museum education fields, for example, have defined high-quality education and identified the necessary factors for success. It is recommended that preservation organizations and agencies at all levels make a conscious effort to collaborate. Practitioners possess valuable insight into the strengths and weaknesses of education efforts and it is only with this information that the field can create a common goal, standards and best practices.

7.1.9 Engage in Research

The preservation field at large also needs to engage in scholarly research regarding education. While community preservation education can improve drastically by drawing from the literature and practices of related fields, the preservation field would also benefit from engaging in original research. For example, an understanding of those variables that affect behavior, specifically those that improve the public's stewardship of historic resources or that increase public involvement in preservation, would improve current education programs.

³⁸⁴ Lanier, "Lessons Saving Places Conference."

7.2 Best Practice Recommendations

Unlike the previous recommendations, the following are not a reflection of the weaknesses in overall practice. This section outlines the best practices gleaned from environmental and museum education research, case study interviews and survey responses. The set of guidelines can be used by organizations to assess their individual strengths and weaknesses and improve current programs.

7.2.1 Prioritize Education

Organizations should make education a priority within their overall organizational framework. This includes giving precedence to education within the organization's mission, activities and services, staff effort and budget.

7.2.2 Demonstrate Excellence

An organization should ensure that their program's content, implementation, and speakers are of the highest quality. Demonstrating such excellence will give the organization a positive reputation within the community. Being viewed as a strong community asset strengthens an organization's influence and attracts a larger audience.

7.2.3 Create Experiences

Almost more important than guaranteeing audiences retain content knowledge is ensuring that audiences leave the program excited and interested in learning more and getting involved. Organizations should develop and implement creative programs that generate positive, memorable audience experiences.³⁸⁵ Program content and execution should make learning personal and engaging if audiences, specifically novice preservationists, are to get excited about preservation. This includes shifting away from

³⁸⁵ *Field Guide to Local Preservationists*, 22.

solely disseminating information and making instruction more participatory.³⁸⁶

Organizations should also incorporate technology and social media, especially if they are to be viewed relevant in the upcoming generations.

7.2.4 Engage Partners

Engaging in partnerships with other organizations is an important element of a program's success. Collaborating organizations provide additional expertise in program development, content and implementation as well as financial, marketing and staff support. It is most advantageous to engage a variety of partners and to collaborate with local organizations such as historical societies, neighborhood associations or small businesses. Local organizations are most closely tied to the community's history, resources and needs and therefore can help attract audiences and ensure that the program is relevant and meaningful to the community.

7.2.5 Employ Variety

Organizations should engage in a variety of educational activities and topics. Variety can be emphasized within a single event, specifically at large events such as a conferences or expositions, or within an organization's overall educational campaign. Varied topics and activities provide for multiple points of entry into preservation and in turn attract more diverse audiences.

7.2.6 Provide Program Reinforcement

Reinforcement is vital to program success. It may come in the form of additional education programs and events or consist of program services such as direct assistance; technical, financial, or planning assistance for property owners or community groups.

³⁸⁶ *Museums and Community Toolkit*, 3.

7.2.7 Adopt a Regular Schedule

Organizations should adopt a regular program schedule. Doing so will advance reinforcement efforts and also help to make preservation the norm within the community. In addition to having regularly scheduled education programs, organizations should also strive for frequency; to be successful programs must be implemented more than twice a year and ideally monthly or weekly.

7.2.8 Have a Target Audience

Designing each program with a target audience in mind is an important contributing factor to program success. The target audience should be chosen based on the program's overall objectives and program content and implementation should be shaped by the audience's learning needs. It is important to note that the target audience does not need to be limited; an organization may choose to target the "general public." What is most important is that an audience is identified and that it corresponds to the program goals.

7.2.9 Engage Diverse Audiences

While having a target audience is an important factor to individual program success, organizations should engage a wide variety of audience types throughout their education programs. This includes ethnically, racially, socially and economically diverse audiences as well as audiences of differing learner experience and preservation knowledge.

7.2.10 Respond to a Need

When possible, organizations should design programs that respond directly to a specific local preservation issue or community need. Presenting the audience with current

issues, and in turn real opportunities for change, is a successful strategy for encouraging the public to get involved. Organizations can look to local partners or conduct surveys or program evaluations to determine the most pressing community issues.

7.2.11 Provide Audiences Ways to get Involved

Presenting audiences solutions to preservation issues is key to instigating public involvement in local preservation. This includes providing opportunities for learners to become directly involved in community preservation efforts and instilling in them the skills necessary to carry out preservation actions such as historic window restoration or local historic register nominations.

7.2.12 Go Beyond Knowledge

Education must go beyond knowledge of local resources and preservation topics and issues. Knowledge alone won't persuade the public to become more responsible stewards of historic resources or more engaged in local preservation. Education must also instill in learners the skills and confidence to take action within their communities.

7.2.13 Engage Community Histories

While the previous recommendation suggests that education programs go beyond simply knowledge, organizations should not dismiss the power of public history. Education programs that focus on community history and heritage are powerful motivators of change and particularly successful when looking to excite and engage novice preservationists.

7.2.14 Empower the Public

It is necessary to underscore the importance of audience empowerment. Organizations are more likely to see increased public involvement in preservation if their

education programs instill in learners confidence and the necessary skills to become motivators and facilitators of change. As a result of community preservation education, the public should have the ability and drive to identify local preservation issues and make change at a grassroots level.

CONCLUSION

This thesis has demonstrated that non-formal public education holds a prominent place within the historical, theoretical and practical framework of historic preservation. It has also revealed that while support of education is nearly ubiquitous, the field as a whole has not engaged in the critical assessment necessary to determine the efficacy of current initiatives.

Evaluation has indicated that many current education efforts are coordinated without clearly defined strategic plans. As a result, organizations don't take into account long-term outcomes and impacts when evaluating program efficacy and ultimately new programs are designed without an understanding of best practices. While these trends may not be characteristic of all organizations and education programs, their presence represents an inconsistency in current community preservation education. This is partly due to the fact that within the preservation field there exists no guiding philosophy and few standards or best practice recommendations against which organizations can assess their programs and make improvements. At the same time, in the absence of these structures, organizations should be looking to basic and contemporary education and marketing principles when developing and implementing their education programs.

If education efforts continue in the manner described, organizations may be at risk of losing financial support as both governmental and non-profit sector funders are increasingly looking for applicants to measure outcomes and demonstrate program impact. More imperative, however, if practitioners don't improve upon their current practices, public support of, interest in, and commitment to preservation may continue to wane. Professionals can initiate preservation, but long-term protection is only achievable

if the public embraces their historic resources and takes ownership of preservation in their communities.

The hope is that the evaluation of current community preservation education conducted in this thesis will spark a much-needed, individual and collaborative dialogue within and amongst all agencies, at all levels, within the preservation field. The inventory of current education efforts, analysis of strengths and weaknesses and identification of best practices included within this thesis provide a platform from which organizations can assess and take steps to improve their education initiatives. There is no doubt that education can be a powerful advocacy tool. Practitioners, however, need to be ready to engage in a critical self-evaluation and be willing to embrace change.

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APPENDIX I: THESIS SURVEY

To whom it may concern,

My name is Alyssa Lozupone and I am a historic preservation graduate student at the University of Pennsylvania.

I am currently embarking on a thesis that seeks to evaluate the current state of community preservation education, and its efficacy as an advocacy tool. I hope to learn from preservation organizations such as yours, what types of educational initiatives are being carried out within the field, and if and how they have been successful. To that end, I have created a short web-based survey that should take no more than ten minutes to complete. Your input would be greatly appreciated and the answers you provide will be a great help to my research endeavor.

Please note that all information will be aggregated and participants will remain confidential unless you grant me permission to use the name of your organization and respondent. Additionally, you will have the option to request a copy of the survey results upon the completion of this project.

Should you feel that another staff member is better suited to respond to this survey please feel free to forward the link and this letter to them. The deadline for the completion of this survey is January 31, 2013.

Thank you in advance for your help and time.

Warm regards,

Alyssa Lozupone
lozupone@design.upenn.edu

Definition of community education

For the purpose of this survey "Community Education" is defined as: Non-traditional educational initiatives intended to foster an enhanced awareness of and participation in preservation within the wider community. Such initiatives could range from organized events such as tours, workshops, conferences, to public relations and media, to campaigns around a particular historic property. Marketing to sustain or grow an organization's membership base and revenue does not, for purposes of this survey, fall under community education.

1. Does the mission of your organization include educating the public about preservation?

- Yes
- No

Thesis Survey

2. Rank the priority given to community education by your organization.

Not a priority	Low priority	Medium priority	High priority	Essential
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Rank the approximate level of effort and/or budget your organization devotes to community education initiatives.

Low (1)	2	3	4	High (5)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Rank the approximate level of effort and/or budget your organization devotes to each type of educational activity listed below. If your organization does not engage in one of the listed activities, check N/A.

	Low (1)	2	3	4	High (5)	N/A
Walking tours of historic neighborhoods and/or local sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences on preservation topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications (newsletters, books, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If "other" was selected, please specify the educational activity

Thesis Survey

5. Please rank the approximate level of effort and/or budget your organization devotes to each educational topic listed below. If your organization does not engage in one of the listed activities, check N/A.

	Low (1)	2	3	4	High (5)	N/A
Community and/or neighborhood histories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic homeowner maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preservation basics (e.g.; historic preservation; "who, what, where, when," policies, historic tax credits, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits of preservation (e.g.; sustainability, economics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local advocacy (e.g.; threatened sites, adaptive reuse opportunities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If "other" was selected, please specify the educational topic

Thesis Survey

6. How does your organization market its educational initiatives? Check all that apply.

- Website
- Print newsletter
- Email newsletter
- Informational Brochures
- Media releases and/or articles
- Facebook
- Twitter
- Blogs
- Other

If "other" was selected, please specify the marketing technique

7. Do your educational initiatives have a targeted audience, or open audience?

- Targeted audience
- Open audience

8. If you have a targeted audience, rank the importance of each audience category listed below. If your organization does not target one of the listed categories, check N/A.

	Unimportant	Of little importance	Moderately important	Important	Very important	N/A
Organization members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historic homeowners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real estate professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If "other" was selected, please specify the audience type

Thesis Survey

9. Does your organization have a strategic plan?

- Yes
- No

10. Is community education a component of the strategic plan?

- N/A
- Yes
- No

11. Is communication and marketing a component of the strategic plan?

- N/A
- Yes
- No

12. Does your organization have an adopted annual work program?

- Yes
- No

13. Is community education a component in the adopted annual work program?

- N/A
- Yes
- No

14. Is communication and marketing a component in the adopted annual work program?

- N/A
- Yes
- No

15. Aside from marketing for membership purposes, approximately how much of your budget, staff and/or volunteer time goes to community education?

- Less than 10%
- 10 - 20%
- 20 - 50%
- 50 - 70%
- More than 70%

Thesis Survey

16. How successful do you feel your organization has been in educating the public?

Not successful Marginally successful Somewhat successful Successful Highly successful

17. Does your organization set benchmarks or use indicators to measure the effectiveness of its community education efforts?

Yes

No

18. How does your organization define a successful community education initiative? (e.g. increased participation in organizational programs, etc.)

19. List and briefly describe (1-2 lines) your 3 most successful community education initiatives over the past 5 years.

20. List and briefly describe (1-2 lines) the top three elements that made your programs successful.

21. Rate the impact the organization feels its educational initiatives have had on increased preservation activity within the community.

Low impact (1)

2

3

4

High impact (5)

22. Briefly describe this impact.

Thesis Survey

23. How often does your organization run educational programs?

- Weekly (at least once a week or more)
- Monthly (at least once a month or more)
- Twice a year
- Once a year
- Not regularly scheduled
- Other

If "other" was selected, please specify the schedule

24. Is your ability to undertake educational initiatives grant driven?

- Yes
- No

25. How often are your programs free to the public?

- Always
- Sometimes
- Never

26. Do you partner with other organizations on your educational initiatives?

- Yes
- No

27. If so, what types of organizations do you partner with? Check all organizations that apply.

- N/A
- State Historic Preservation Office
- Certified Local Governments
- Statewide non-profits
- Local non-profits
- Business sponsor (e.g. Home Depot, etc.)

Please specify business sponser(s)

Thesis Survey

28. If you are a statewide preservation organization or state historic preservation office: Where do the majority of your education initiatives take place?

- N/A
- City in which you are located
- Local communities with CLGs
- Local communities throughout the state

Organization Profile

All answers collected within this survey will be aggregated and participants will remain confidential unless I am granted permission otherwise. At the end of the following three sections you can request that your name and the name of your organization remain confidential.

***29. Please provide the name of your organization.**

***30. How would you describe your organization?**

- Statewide nonprofit
- Local nonprofit
- State Historic Preservation Office
- Certified Local Government
- Historic preservation commission/design review board
- Other

If "other" was selected, please specify the organization type.

***31. When was your organization founded?**

Respondent Profile

32. Please provide your age. (optional)

33. Are you male or female? (optional)

- Male
- Female

Thesis Survey

***34. What is your role within the organization?**

- Staff
- Volunteer
- Board member

***35. If you are a staff member: What is your position within the organization?**

***36. If you are a staff member: How long have you held this position at the organization?**

Contact Information

***37. Please provide your name**

***38. Please provide your email address**

***39. Are you available for possible follow-up questions?**

- Yes
- No

***40. Would you like to be notified of survey results?**

- Yes
- No

***41. Would you like your name and position to remain confidential?**

- Yes
- No

***42. Would you like your organization to remain confidential?**

- Yes
- No

Thank you for taking the time to complete this survey.

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