

Goal 4

1. Identify local companies that may be able to provide tools and materials (or donate money) for a community project to repaint and make small repairs on a building in need of some care. Use project as hands-on workshop to teach others about taking care of their properties.
2. Identify ways and partners that have experience renovating historic buildings to improve the energy performance. Creating an available resource of building component manufactures (e.g. windows) that can meet the needs of historic preservation and improved energy performance.
3. Work with contractors who would be willing to volunteer their time to fix up older buildings (e.g. put on a new roof). As an incentive, allow them to post a sign on the property advertising their work so they can build their customer base.
4. Identify High School Vo-tech schools that may be able to provide a project for their students to make repairs to buildings in need.
5. Cross promote local history and preservation programs to increase participation and encourage other communities to develop similar programs.
6. Encourage government agencies to locate their offices and facilities in historic buildings and act as stewards for historic resources and landscapes currently under their authority.
7. Advocate for a residential homeowner tax credit. Reauthorize and expand the state tax credit program and consider a homeowner version. Some states allow owners of listed historic building buy their rehab supplies tax free.
8. Recognize historic home owners who are taking care of their investment. Give them a certificate or a shout out to encourage their good work.
9. Keep up the save old windows messaging: capture more examples of before and after, value proposition studies with photos. Endorsements from energy audit companies, etc.
10. Cross promote local history and preservation programs to increase participation and encourage other communities to develop similar programs.
11. Hold local "old building fairs" and bring in experts to discuss specific building problems and solutions. Bellefonte is a great example with their annual "Old House Fair".
12. Use CLG funds for community preservation topics. CLG communities can share the planning time and expenses not covered by the grant.
13. Hold a "take it off" day for the removal of artificial siding such as vinyl (not asbestos).
14. Establish connections/actively solicit boy scouts/girl scouts, such as badge requirements for help in stewardship, maintenance, repair for historic resources in cemeteries, state parks, etc.
15. Assist local, state, and federal agencies and organization in developing prescriptive treatment programs for historic structures and archaeological sites. Particularly for those sites identified on the National Historic Register. These prescriptive treatments could then be memorialized in management plans.
16. Assist local, state, and federal agencies and organization in re purposing historic structures so that they do not fall into decay and ruin. Provide direction or architectural assistance on how to better conserve and sustain historic structures.
17. Integrate historic features into interpretive trails and landscape planning. Emphasis should be placed on interplay between humans and environmental resources.
18. Work with local historic sites & museums to implement these programs through the Department of Community and Economic Development's Education Improvement Tax Credit program.
19. Create a statewide framework designed for use by volunteers who collaborate with one or more area school districts to initiate a program of local historic district tours and classroom presentations on archaeology for school students.

20. Encourage grant funded projects that develop youth-based local heritage education programs in a variety of settings (museums, libraries, parks, historic sites, environmental centers, historical marker locations, etc.).
21. NPS Junior Ranger program: Adapt for PA history with badge sticker(s) or trading cards (see NPS examples) as reward. "Gotta catch 'em all!" Make available online or print and mail to schools, scouts, etc. upon request.
22. Connect students/others needing to perform community service work with local preservation organizations and other public/non-profit owners of historic properties to experience positive supervised hands-on activities and learn about the site's history and connections.
23. Develop Traveling Trunk programs.
24. Partner with benefactors to building funding to pay travel costs for school students to visit historic sites Perhaps local businesses could sponsor education trips to historic sites.
25. Use WAZE and other map-based apps to highlight historic sites along travel routes.
26. The cultural community would benefit by recognizing how inspired individuals can make a huge difference. The corporate sector and other areas of nonprofit are so much better about this. Consider a leadership program that brings in new kinds of people into preservation and activates them to speak out about preservation.
27. Provide community meeting templates that focus on the value of heritage tourism, archaeology site protection, and ways to encourage growth in this section of the tourism industry.
28. Grades 4-8 are the best time in which to instill into Pennsylvanians the importance of history and the importance of place. In every school district in the state, it should be possible to develop a lesson plan for local historic places, their role in history, and to build a field trip to these places that can show that the past is all around us.
29. Use PHMC sites as bases of operation for outreach to surrounding communities – not just regarding the sites themselves, but how those sites fit into their communities and what preservation priorities they might now hold.
30. Work directly with at least eight college or university programs in community planning to offer an introduction to recommended approaches used to identify, investigate, avoid, and interpret archaeological sites
31. Provide real estate professionals with information about a) NR listing is NOT restrictive and other preservation basics in a FAQ format and b) for their clients, a list of homeowner resources -- a one-sheet handout for a new homeowner on basic preservation maintenance, link to online resource directory, recommendations for local preservation contractors, info about website resources.
32. Promote preservation by NOT talking about preservation. Preservation needs to evolve to just become the way a project is considered. Series of "Preservation First" one-sheets that are case studies of before and after projects throughout PA that took an old building no one had vision for and created jobs, sparked revitalization, etc. Before and after photos, facts and figures, third-party endorsements. Talk about how the feasibility of keeping a current building in use should always be looked at as a first option.
33. Conduct deliberate campaign of encouraging general magazines/newspapers to run feature stories yearly during May as Preservation Month. Assist media in identifying interesting local/regional leaders, projects, sites, collections, etc.
34. Create an on-boarding program for legislators that tells them about what resources are in their communities, preservation activities and opportunities within their districts and preservation's positive economic impacts.
35. With both funding (when available) AND dedicated staff time, meet with community 'players' that all have a vested interest in bettering the community through the revitalization or enhancement of the 'sense of place'. Facilitate meetings with attendees as potential partners. While PHMC may not always be able to bring money to the table, staff can bring potential partners, ideas, collaboration, and awareness.

36. Work with placemaking (in the broadest possible sense) organizations to create temporary installations showing what might be possible in under-utilized or vacant communities, neighborhoods, buildings, etc. For example, public art in vacant storefronts, Better Block-style guerilla street transformations, and Open Streets events.
37. PA SHPO could provide heritage areas and their local partners with rehabilitation design or Historic Resource Survey Forms/National Register nomination assistance for high priority resources.
38. Direct grant funding to invest in municipal historic preservation plans that encourage sustainable development.
39. Create new models of funding, investment, and partnership for historic preservation projects that are not solely dependent on government funding.
40. PA SHPO staff can work with local, state, and federal agencies, like DCNR—BSP as historic and archaeological resource subject matter experts to participate in and/or facilitate educational programming, both for the educational communities that DCNR serves as well as park visitors.
41. Encourage Section 106 mitigation to fund work on other historic or archaeological resources in the region/ community. Direct mitigation money to set up easy to apply for grant programs that put on a new roof or provide a professional assessment. Generally, do not spent mitigation money on signage and walking tours or exhibits or markers. Bank that money to create a fund for something meaningful.
42. Advocate for state agency regulations or policies that reserve 1% of applicable grant funding for professional preservation or archaeological consulting services to help grant recipients plan projects that successfully preserve local historic and archaeological resources.
43. Develop a public database of private sector funding sources applicable in the Commonwealth for preservation projects and programs.
44. Work with partners to grow PHMC's Cultural and Museum Support Grant Program and re-establish History and Museum Grant Program.
45. Offer opportunities for people to "give back" by capitalizing on nationally promoted "help" days like #GivingTuesday, Martin Luther King Jr Day, etc. Target property or neighborhood clean up campaigns or easy maintenance projects.
46. Consider using the Hotel Tax Revenue funds generated by overnight stays in each county. Curtin Village, a state historic place, uses this source of funding to market programs, make physical repairs as approved by PHMC, and fund program expenses.
47. Provide direct assistance and visit and experience Pennsylvania's historic central business districts to promote economic revitalization and business incubation.
48. Partner with Department of Education to enhance the social studies curriculum to reflect how past land use decisions have shaped present landscape resource condition and social factors including architecture, technology, and economic conditions (and vice versa).
49. Engage with teachers, particularly at the elementary level, and students in high school and college. Connect with "trade schools" or "community colleges" to bring the concept and practice of historic preservation to younger audiences. Consider awards for most innovative ways of teaching history.
50. Annual Blue Highways Road Trip. Hit the road. Stop at diners and general stores. Talk to people about places. Shoot photos and share on social media as you go. Read Blue Highways by William Least Heat Moon for inspiration. We'd like to do this as a special benefit for higher donors but this could be a collaborative event.
51. Collaborate with Preservation PA to offer hardhat tours of tax credit projects to members, legislators and use videos of tours on social media and in testimonial projects.
52. Explore internship opportunities with local colleges and universities. Centre County is successfully doing this through the PSU history department.

53. Adapt historic structures to meet modern needs. Relevance and utility should be priorities.
54. Downloadable “preservation briefs” for the best way to SAVE/PROTECT property types that is in easy to understand language that are not National Park Service briefs.
55. The projects done by Liz Kueneke (<http://cargocollective.com/lizkueneke/Mental-Territories> and <https://www.youtube.com/watch?v=QJFhHWawJc8>) are good place-based models. Each project captures people’s imaginations and they identify places that are meaningful to them -- sometimes in categories the artist has defined. It’s part survey, part place-making, part art-making, part catalyst for conversations about the meaning of place. The participants are regular people in the course of their daily lives - they are not preservationists or architects - sharing thoughts on places that matter to them.
56. “The Philadelphia Public History Truck” (<https://phillyhistorytruck.wordpress.com/>) is a mobile museum project which partners with Philly neighborhood grassroots organizations to explore local history. They use oral history, objects, archival research, social practice art, and conceptual art in collaboration with the people who live, work, and play in Philly’s places and spaces to create exhibitions that are presented in neighborhood spaces and then traveled on the truck.
57. Provide architectural design assistance to communities, esp. in a historic central business district. A successful commercial district is the lifeblood of a borough.
58. Create a charrette grant program. Towns have a place-based challenge and apply for a group to come work with them -- town meeting to discuss, group of experts to brainstorm, intense 2.5-day workshop with report/possibilities presented at conclusion. Locals learn process in action.
59. Work with the Department of Agriculture to develop guidance for county agricultural land preservation boards to offer incentives to farmers to preserve their historic houses and outbuildings as well as their farmland.
60. Involving heritage areas as hosts of training, regional resource providers, and owners of example historic buildings to demonstrate challenges and solutions.
61. Work with local historic District groups and HARBs to disseminate this information at the local level.
62. Work to shift the perception that preservation is reactionary, obstructionist, elitist. Preservation is about creativity, long-term vision, and celebrating distinctive character.

