

**From:** Koonts, Sarah <[sarah.koonts@ncdcr.gov](mailto:sarah.koonts@ncdcr.gov)>  
**Sent:** Tuesday, February 28, 2023 9:32 AM  
**To:** Waters, Darin <[darin.waters@ncdcr.gov](mailto:darin.waters@ncdcr.gov)>  
**Subject:** RE: NC Historical Commission Resolutions

Darin,

My management team and I didn't have a lot of capacity to explore many ideas, and I didn't receive any specific input from them. I think perhaps the main idea I would put forward would be that DNCR prioritize the development of an OAH educational team or at least an educational lead. We have a variety of capacities to manage the development of educational resources across your divisions, and I think we could use some leadership on directions, priorities, and communication on ways we can better coordinate our efforts across OAH (or at least identify capacity for coordination). That office or position may also be useful in setting priorities informal educational opportunities (online, in person and on demand programs).

On a lower level, I think a good idea is additional development of resources that are primary source based (in artifacts, documents, buildings).

Thanks, SEK

# Ideas for Enhanced Educational Opportunities in the Field of History

As requested by the North Carolina Historical Commission

Offered by the Division of Historical Resources

February 2023

## Overarching observations:

- A structural knowledge of the history of the nation and the state is sorely needed, but current curricula and competing educational priorities “hurry” that effort, and students may see it largely as a “memorize dates” or chronological exercise.
- We should as much or more so concentrate on educating and engaging the student (or adult) not at all interested in history (or doesn’t know they should be) as concentrating on the students and teachers interested in history.
- Our efforts should not be limited to history curriculum, but rather how to “bake in” history in a variety of ways both within and outside of the classroom.
- We have to use creative as well as tried and true means.
- No one is ever too old to learn North Carolina history, so educational opportunities should extend from ages 5 to 100!

<b><i>PARTICIPATORY APPROACHES</i></b>	
<b>Create Youth Advisory Committee to NC Historical Commission and NCDNCR</b>	<ul style="list-style-type: none"><li>• Create a youth advisory committee to advise the North Carolina Historical Commission and NCDNCR from the perspective of young North Carolinians (25 and under) for public history matters.</li></ul>
<b>Create History Teacher Advisory Committee to NC Historical Commission and NCDNCR</b>	<ul style="list-style-type: none"><li>• Create a committee of North Carolina history teachers (K-12) to advise the North Carolina Historical Commission and NCDNCR from the perspective of active educational practitioners.</li></ul>
<b>Foster “Speakers’ Bureau” and Mentoring Group within Agency</b>	<ul style="list-style-type: none"><li>• Formalize an agency “Speakers’ Bureau” and mentoring group for visits to high schools throughout North Carolina to talk about history topics as well as public history career paths.</li></ul>
<b>Job Shadowing Program</b>	<ul style="list-style-type: none"><li>• Establish job shadowing program with staff across NCDNCR for students considering a public history career (half day or day).</li></ul>

<b>Collect Oral Histories of North Carolinians by youth in every county</b>	<ul style="list-style-type: none"> <li>• Work with high schools, community colleges, and universities to train cadre of students in each county to conduct oral histories of local residents annually as a program in perpetuity.</li> <li>• Oral history training and interviews would be for high school or college course credit.</li> <li>• Place said oral histories in State Archives for future reference / use.</li> </ul>
<b>Foster more historic trades' training opportunities in North Carolina high schools and North Carolina Community Colleges</b>	<ul style="list-style-type: none"> <li>• We are in danger of losing traditional trades knowledge for the maintenance of historic buildings as trained crafts personnel retire without a one-on-one replacement of skills knowledge. Aside from two regional programs (one near Rocky Mount, and one in Wilmington), these programs or curriculums are few and far between.</li> <li>• Consider apprenticeship arrangements with contractors for course credit / practicum requirements.</li> <li>• Require tailored history classes for students to contextualize the time period in which these buildings were constructed.</li> </ul>
<b>Preserve America Youth Summit participation</b>	<ul style="list-style-type: none"> <li>• Investigate North Carolina participation in the Preserve America Youth Summit, currently a Rocky Mountain state event: <a href="https://preservationyouthsummit.org/">https://preservationyouthsummit.org/</a>.</li> </ul>
<b>Consider History contests outside of History Day</b>	<ul style="list-style-type: none"> <li>• Consider ways for K-12 students to engage in competition to learn about history outside of History Day.</li> <li>• State History Bowl? Was a NC History Bowl discontinued? Perhaps make a Tarheel Junior Historian hosted event? Very successful in the state of West Virginia: <a href="https://wvculture.org/learn/history-bowl/">https://wvculture.org/learn/history-bowl/</a></li> <li>• Why This Place Matters to Me essay contest for students; prizes / scholarships provided?</li> </ul>
<b>More funding / scholarships for North Carolina History Day</b>	<ul style="list-style-type: none"> <li>• Need more funding for North Carolina History Day – we have only funding for one statewide coordinator, and not enough money to even buy student participants a T-shirt.</li> <li>• In contrast, Minnesota has a robust (\$1M?) budget.</li> <li>• Other states may offer scholarships to winners or partner with corporate sponsors to do so.</li> <li>• Grants, state appropriations available? Has anyone sought or prioritized such funding?</li> </ul>
<b>Story Boards on State Trails</b>	<ul style="list-style-type: none"> <li>• For the Year of the Trail and future, develop and install story board signage along state trails, particularly at state historic sites and state parks. The Historical Publications unit's children picture books would be a starting point for topics (<i>My NC from A-Z</i> as an example).</li> </ul>
<b>Geocaching State Historic Sites or Trails</b>	<ul style="list-style-type: none"> <li>• Consider establishing geocaching areas at state historic sites or along trails (avoiding archaeologically sensitive areas).</li> </ul>

	<ul style="list-style-type: none"> <li>• Possible themes could include Follow the Regulators (including seeing the court books at the Archives that have Regulator graffiti); Race to the Dan; Retreat from Guilford Court House; Llewellyn Conspiracy.</li> </ul>
<b>Greater availability of <i>North Carolina Historical Review</i> in middle and high schools</b>	<ul style="list-style-type: none"> <li>• Explores ways to make the <i>North Carolina Historical Review</i> more available to students and teachers in middle and high schools.</li> </ul>
<b>Genealogy as a tool</b>	<ul style="list-style-type: none"> <li>• The success of shows like PBS' <i>Finding Our Roots</i> and its British and American counterpart <i>Who Do You Think You Are?</i> demonstrates that viewers are keenly interested in personalized history.</li> <li>• Using genealogy exercises for high school students can expose North Carolinians to their past in ways that are meaningful and conscience-raising, and teach use of primary source materials for historical research.</li> <li>• It likely will make "history real" for them in ways that traditional instruction cannot.</li> </ul>
<b>INSTITUTIONAL APPROACHES</b>	
<b>Consider how to foster greater cooperation between NCDNCR and DPI</b>	<ul style="list-style-type: none"> <li>• Consider how to reduce silos and to foster greater cooperation between NCDNCR and DPI to collaborate on activities and topics that meet curriculum standards.</li> <li>• Example: one Research Office staff member created a program that taught Civil War communication by flag semaphore and met multiple curriculum guidelines for the State Capitol Building a decade ago that to our knowledge has not been incorporated into available lesson plans, perhaps because of 2011 budgets and staff turnover.</li> </ul>
<b>Restructure Agency Education Team with dedicated OAH team with steering committee format</b>	<ul style="list-style-type: none"> <li>• Restructure Education Branch into a steering committee format with a dedicated Office of Archives and History team; the steering committee would meet regularly and would be composed of representatives from the Arts and Natural components of the department as well to coordinate better agency efforts and to share best practices and "lessons learned". Assigning the team to Marketing has largely siloed and untethered the team from OAH colleagues in this Division's opinion.</li> </ul>
<b>Establish Standing Work Group within Agency for Traveling Exhibit Creation</b>	<ul style="list-style-type: none"> <li>• Traveling exhibits often are more nimble approach to provide straightforward, objective historical narrative in places where people are most likely to read them – whether they be agency venues or not.</li> </ul>

	<ul style="list-style-type: none"> <li>• Traveling exhibits are often related to a commemoration or particular initiative, but are often prepared as a “catch as you can” effort, stretching staff capacity and often without dedicated funding.</li> <li>• To that end, develop a “standing work group” within the agency – comprised of Office of Archives and History staff as well as natural and arts divisions – to develop travel exhibits regularly with more strategic planning for several years at a time.</li> <li>• Archaeology, Highway Markers, and Historic Preservation topics are rich with possibilities.</li> <li>• Likewise, we can easily blend “STEM” with our niche disciplines, for example, the science of archaeological conservation or traditional building techniques.</li> <li>• Establish dedicated funding – versus that derived from lapsed salary or other temporary funding sources – for this effort.</li> <li>• Set up traveling exhibits in places not as commonly thought of as “our” venues, including airports, train stations, state ferries, and sporting venues, where large number of people congregate and “have time on their hands”.</li> <li>• Utilize agency “Airstream” better with exhibits deployed at festivals and events statewide.</li> <li>• Continue to work with libraries and community colleges to place exhibits in their spaces.</li> <li>• Make traveling exhibits “printable” by other users, like elementary, middle, and high schools, to maximize impact and availability.</li> <li>• Prepare lesson plans for a variety of ages to accompany the traveling exhibits.</li> <li>• Repurpose Museum of History term-limited static exhibits for traveling exhibits and/or prepare exhibit with traveling component in mind at first.</li> </ul>
<p><b>Create primary source materials / bibliographies for each state historic site, park</b></p>	<ul style="list-style-type: none"> <li>• Create for each DNCR park or state historic site primary source materials and a bibliography of secondary information as one-pagers and available online for the place and period interpreted or represented.</li> </ul>
<p><b>Continue children’s book series for DNCR parks and historic sites</b></p>	<ul style="list-style-type: none"> <li>• The Division of Historical Resources’ Publications Unit within the Historical Research Office has begun to create place-based, illustrated children’s books – to date, <i>Longleaf</i> for Brunswick Town, and an upcoming title for Horne Creek Farm State Historic Site (on apples and the black and white families that lived onsite together post-Emancipation). An upcoming volume will be dedicated to Carolista Baum and Jockey’s Ridge.</li> <li>• Consider dedicated funding to continue this series for each state historic site and park in our DNCR system; funding to engage skilled, professional illustrators is particularly needed.</li> </ul>

<b>CURRICULA APPROACHES</b>	
<b>“Mine” DPI History curricula against Highway Historical Marker topics</b>	<ul style="list-style-type: none"> <li>Analyze NC Department of Public Instruction’s history curricula against existing Highway Historical Marker topics, and help foster use of these local markers for local school system use.</li> </ul>
<b>Primary Source Lesson Plans</b>	<ul style="list-style-type: none"> <li>Collaboration between State Archives and Historical Research Office’s MOSAIC online historical documentary project.</li> <li>Building on existing / under development lesson plans and primary source packets for high schools with transcriptions of colonial court records and reflection questions relevant to state curriculum standards. The court records cover a variety of topics including American Indians, indentured servitude, slavery, and women. Please find attached the introduction of the project which outlines the state standards and one sample document.</li> <li>Possible for Historical Research Office to continue to work with Archives and create a separate page within MOSAIC with a downloadable collection of selected documents from each new colonial edition and some reflection questions for students.</li> <li>Our History Day coordinator Karen Ipock does some instruction on how social studies teachers can use primary sources as part of that program.</li> <li>The Library of Congress program <i>Teaching with Primary Sources</i> could be a model to consider (<a href="https://www.loc.gov/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/">https://www.loc.gov/programs/teachers/about-this-program/teaching-with-primary-sources-partner-program/</a>). There is a program for this purpose at Mars Hill University (<a href="https://www.mhu.edu/academics/majors-and-minors/education/teaching-primary-sources/#:~:text=Funded%20by%20a%20grant%20from,specialists%20throughout%20Western%20North%20Carolina">https://www.mhu.edu/academics/majors-and-minors/education/teaching-primary-sources/#:~:text=Funded%20by%20a%20grant%20from,specialists%20throughout%20Western%20North%20Carolina</a>): “The TPS-Mars Hill program helps teachers use the Library’s vast collection of digitized primary sources to enrich their classroom instruction. We are committed to providing North Carolina educators free professional development with primary sources as its central focus.”</li> <li>Consider hiring staff or engaging a consultant to act as an education liaison to help “marry” documents and information from various divisions to create lesson plans for topics beyond social studies – to include math, science, literature, arts; the department has a wide range of collections to incorporate into all subjects.</li> </ul>
<b>Combine STEM subjects with history (especially archaeology and conservation)</b>	<ul style="list-style-type: none"> <li>Analyze STEM classes to insert historical topics – example, for physics needed for flight, mention Wright Brothers and Kitty Hawk, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a webinar series geared towards the 8<sup>th</sup> grade that explores what archaeology is and how archaeology, STEM subjects, and history intersect.</li> </ul>
<b>Teacher academy / summer workshops for history teachers (best practices / tips)</b>	<ul style="list-style-type: none"> <li>• Colleagues with school age children report that their kids do not enjoy history because of the way it is taught. Perhaps a teacher academy or workshop could provide new pedagogical approaches and best practices from other teachers in a mentoring approach to make teaching of history more “fun” and appealing to students.</li> <li>• Could be virtual or pre-recorded.</li> <li>• Could be for instructional credit.</li> <li>• Would help strengthen network of history teachers statewide.</li> </ul>
<b><i>MEDIA APPROACHES</i></b>	
<b>“Re-run” This Day in North Carolina History segments</b>	<ul style="list-style-type: none"> <li>• We already have on hand recordings for each day (usually multiple stories), and this daily broadcast was very successful pre-pandemic to raise the profile and knowledge of state history. Both radio and television were outlets.</li> <li>• Investigate other outlets for broadcast, such as part of the daily public announcements in high schools, or short social media videos.</li> </ul>
<b>Q&amp;A “How Come?” film series</b>	<ul style="list-style-type: none"> <li>• Present the big stories of North Carolina history in short films via social media.</li> <li>• For example, “Why is North Carolina called the Graveyard of the Atlantic?”</li> <li>• Need list of 10 to 50 topics with staff scripts or use of existing materials to develop the films.</li> </ul>
<b>Start “Milk Carton” History Campaign</b>	<ul style="list-style-type: none"> <li>• Consider partnering with a North Carolina-based dairy to present basic facts of North Carolina and American History on milk cartons (both small and large sizes).</li> </ul>
<b>“Lucy Worsley style” videos about North Carolina history</b>	<ul style="list-style-type: none"> <li>• Lucy Worsley is a British historian and chief curator at Historic Royal Palaces, but also a well-known public television documentary “star”, who often dresses up in period costume and reenacts scenes from historic places with great verve and enthusiasm. We suggest such a venture – even if through short videos that are fun and light but accurate and objective – to feature North Carolina historic places and activities, such as historic dancing, blacksmithing, etc.</li> </ul>

<p><b>“ASMR” videos</b></p>	<ul style="list-style-type: none"> <li>• “ASMR” stands for “Autonomous Sensory Meridian Response”.</li> <li>• These videos feature mentally pleasing and/or relaxing sounds or motions, such as extracting honey, a wood fire burning, or even a quiet tour of a place and are very popular in social media. We could produce such videos to highlight historic places and encourage further inquiry.</li> <li>• Examples:</li> <li>• Historic places: <a href="https://www.youtube.com/results?search_query=asmr+historic+place">https://www.youtube.com/results?search_query=asmr+historic+place</a></li> <li>• Historic cooking (from channel Early American with no dialogue, just cooking sounds in cabin): <a href="https://www.youtube.com/watch?v=Rn5Sjley_r0">https://www.youtube.com/watch?v=Rn5Sjley_r0</a></li> <li>• A Night at the Museum (Natural History Museum in Chile): <a href="https://www.youtube.com/watch?v=g_ykln5X2eE">https://www.youtube.com/watch?v=g_ykln5X2eE</a></li> </ul>
<p><b>Facilitate Virtual Field Trips</b></p>	<ul style="list-style-type: none"> <li>• Some school systems and parents do not have the resources to travel to all sites, or time is not available.</li> <li>• Virtual field trips would fill this gap in some part and be available at all times.</li> </ul>
<p><b>Lunch and Learn Videos on North Carolina history for educators / students</b></p>	<ul style="list-style-type: none"> <li>• Consider monthly lunch / learn videos on North Carolina history for educators and students on various North Carolina history topics.</li> <li>• Peg these topics to DPI curriculum items.</li> </ul>
<p><b>Mascot / character-based videos to teach North Carolina history</b></p>	<ul style="list-style-type: none"> <li>• Create a “mascot” as a main character to teach North Carolina history through a video / cartoon series a la “Wishbone” (dog who relives literary tales <a href="https://en.wikipedia.org/wiki/Wishbone_(TV_series)">https://en.wikipedia.org/wiki/Wishbone_(TV_series)</a>) or “Flat Stanley” (<a href="https://en.wikipedia.org/wiki/Flat_Stanley">https://en.wikipedia.org/wiki/Flat_Stanley</a>).</li> </ul>



**From:** Howard, Ken <[ken.howard@ncdcr.gov](mailto:ken.howard@ncdcr.gov)>  
**Sent:** Wednesday, March 1, 2023 5:38 PM  
**To:** Waters, Darin <[darin.waters@ncdcr.gov](mailto:darin.waters@ncdcr.gov)>  
**Subject:** FW: Recommendations for the NCHC Resolutions

Darin, here are our recommendations for the NC Historical Commission resolutions.

The mission of the Museum is to collect and preserve artifacts of North Carolina of North Carolina history and to educate the public on the history of our great state. The information presented in the attachment describes what the Museum is currently doing to amplify the teaching of history not only in our schools, but also to the general public. Additional staffing and funding would be needed to expand these programs as well as add new initiatives to improve the teaching of history across the state and further amplify that history education.

In addition, action is needed by the Department and the Legislature to increase the salaries needed to adequately compensate current staff as well as enable us to hire new staff members.

Please let me know if you need any other information.

Best regards,  
Ken  
Ken Howard  
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## Recommendations for the NCHC Resolutions on History

Submitted by the Education Section at the North Carolina Museum of History

RESOLVED that The North Carolina Historical Commission, being aware of a general degradation of awareness of history among secondary and college students—and thus in the general population, implores all aspects of state government having influence on public education to amplify history as a critical part of instructional curricula going forward. To that end, The North Carolina Historical Commission requests specific staff recommendations be presented at the next meeting of the Commission.

The mission of the Museum is to collect and preserve artifacts of North Carolina of North Carolina history and to educate the public on the history of our great state. The information presented below describes what the Museum is currently doing to amplify the teaching of history not only in our schools, but also to the general public. Additional staffing and funding would be needed to expand these programs as well as add new initiatives to improve the teaching of history across the state. We have also provided some further information that may be valuable to the Commission.

[The Value of History Statement](#) might be of interest to the Commission. NC MoH and NC Office of Archives and History are both listed as endorsers of the statement.

If the NC Historical Commission's resolution are inspired by recent attacks on history courses and books across the country or is K-12 and education policy focused, the Commission might be inspired by some of the concepts in this AASLH blog entry [The Social Studies Mandate We Need](#) by the Director of the Alabama Department of Archives and History.

### [Beyond The Exhibits \(BTE\)](#)

(BTE) is the museum education section's K-12 Outreach Branch, developing programs and resources for teachers, students, and families across the state, no matter the Tar Heel zip code. BTE resources are based on primary sources and encourage the exploration of local, state, and national history using critical thinking skills. Many BTE programs are offered on an on-demand basis

year-round, while new programs within series are offered each school year. Other than online professional development workshops there are no fees for these resources.

Carolina Cover-to-Cover (C3), for K-3 educators, connects literacy to social studies through monthly story guides for picture books. In September 2022, BTE distributed 4 sets of this year's C3 books to educators through a public drawing. Additionally, 60 copies of the September book, *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent* were given to educators, courtesy of the *It's Revolutionary!* grant from the North Carolina Society of the Cincinnati.

Cultural Education Days—in conjunction with the museum's American Indian Heritage Celebration and the African American Cultural Celebration, BTE offers virtual Education Days on the Friday before the festivals. These education days include *LIVE!* performances and interactive programs with members of the festival communities.

Distance Learning on Demand for Students, Eleven different on-demand classes with all the materials available for download. Grades 3-8.

Educator Notebooks, These three resources--*African American Life and Culture in North Carolina*, *Women Making History in North Carolina*, and *Crafting Carolina* (available in Spanish)—include background information, suggested lessons, as well as primary and secondary sources for educators to use in the classroom.

History-In-a-Box Kits are multidisciplinary teaching tools which include background materials, reproduction artifacts, lessons, and activities that connect North Carolina history with social studies, language arts, science, math, and visual arts. The kits are available in both physical and digital formats. For 2022 a new kit, *Tumultuous Times: Antebellum to Reconstruction in North Carolina* is available and was made possible by funding from the North Carolina Humanities Council, a statewide nonprofit and affiliate of the National Endowment for the Humanities.

LIVE! These programs are interactive tours and programs streamed live from historic sites and museum exhibits. Students can text in questions to be answered during the program. These programs are also made available on the Museum's website following the broadcast.

Professional Development Online Workshops, on topics in NC history. Each six-week online course is self-paced to allow flexibility for teaching schedules. These workshops offer up to 40 contact hours (4 CEUs) per workshop in literacy/reading; general education/social studies; and digital learning competency credits. Current cost is \$40 per workshop. Work is ongoing to create a new workshop on Reconstruction history in North Carolina.

Tar Heel Junior Historian Association These are history clubs for 4-12 grades where students learn to DO history and explore the history around them. Clubs receive copies of our award-winning magazine twice a year and can enter contests, attend our annual convention, and have winning entries on display for a year.

The Story of North Carolina 360° Student Tour, explores 14,000 years of history from our 20,000 square foot exhibit, The Story of North Carolina, in 360°—one gallery at a time from your computer. Educational resources connected to each 360° tour are available too.

Videos on Demand include short narrative films based on primary sources, as well as videos of our *LIVE!* events, and more.

The museum would like to advocate for creating a permanent full-time Educator Professional Development Position to be part of the K-12 Education Outreach Branch, BTE. This position will allow us to increase our professional development reach across the state and move from mostly online professional development to in-person sessions as well. We would be able to meet teachers where they are, cutting down on their personal expenses to travel for professional development while introducing them to other MOH resources and materials. Further, this position would allow MOH to understand better the needs of educator and students.

### **Public Programs**

The Public Programs Branch of the Education Section is responsible for developing and implementing on-site, public programs for youth and families, adults, and group visitors. Beginning in June 2020, the Branch began offering virtual programs through teleconferencing platforms in response to the COVID pandemic. Working with virtual formats proved to be both a challenge and an opportunity. Virtual programs could reach larger numbers of audience members than on-site programs. Now that we have returned to in person programs and events there is the need for increased support to fulfill needs for both audiences, virtual and in-person. Finding the appropriate balance between on-site and virtual programs will continue to shape the education program efforts throughout the upcoming fiscal years. Below you will find a description of programs and events curated by the public programs branch of the Education Section.

History & Highballs Lecture Series North Carolina Stories on the Rocks. Grab your favorite evening libation and join the Museum of History for these adults-only evening programs featuring some of the Old North State's most fascinating stories, places, and characters!

History at High Noon is the Museum of History's popular lunch-and-learn series, History à la Carte, reimagined to provide information via a live, virtual meeting.

Coffee with a Curator is a 30 minute virtual session designed to give the public a glimpse into the curatorial work that goes into exhibit creation and artifact interpretation.

The Community Class Series is a virtual series designed for educators, students, and community members at large. We created this series with the goal of educating and engaging all citizens. This recurring educational series aims to explore the historical contributions of underrepresented communities across our state and nation and connect those histories to contemporary issues. By bringing these historical figures, events and issues to the forefront, the series will encourage learning, conversation, awareness, and understanding.

Skip the Screen program contained activities and scavenger hunts that families could download from the Museum Website and complete on their own. Nearly 5,500 people downloaded these programs during Covid.

Summer Passport Program was launched in 2021. Families can download a passport or pick up one when they visited a State Museum. After engaging in an activity at each site families earn a free NC Traveler patch. Plans are underway to continue this program in 2023.

The American Indian Heritage Celebration has been the culminating event in honor of American Indian Heritage Month in North Carolina for more than 25 years. With support from its community partners, the North Carolina Commission of Indian Affairs and the North Carolina American Indian Commission, this celebration highlights the culture and contributions of North Carolina's American Indians, past and present. Multiple demonstrations, presentations, and performances reach thousands of people.

The African American Cultural Celebration serves as the statewide kickoff to Black History Month in North Carolina. For over 20 years, this celebration has brought together African American community members, organizations, authors, artists, musicians, filmmakers, scholars, and more, around a central theme to highlight the contributions that African Americans, past and present, have made to North Carolina's history and culture. Multiple demonstrations, presentations, and performances reach thousands of people, whether the celebration is held virtually or in person. A virtual Education Day was added in 2022.

In summary, the Public Programs branch of the Education Section has a reach that transcends local and state audiences providing historical and cultural educational experiences. Continuous growth in these areas will require additional support and staff. (2020-2022: -131 Adult programs served 20,412 people, 62 Youth and Family programs served 10,190 people , 10 Community Programs served 35,764 people, and 66 volunteers contributed 8,063 hours).

RESOLVED that The North Carolina Historical Commission, being aware that the current economic conditions, particularly those resulting in significant salary inflation, are taking a disproportionate toll on state government staffing in areas critical to the preservation of history, requests heightened awareness of this issue relative to determining the state budget going forward.

The 2022 changes to the DNCR Class Salary Ranges affected many positions across our museum. The Museum Curator II minimum pay actually **decreased** by \$8,696 to \$34,084. This reclassification made it appear that the previous low salaries are now closer to the mid-point of the revised classification. This has had profound effects on our attempts to fill vacant positions as well as the morale of those who hold this title. The Museum Curator II position is not found in **any other state government agency** outside of DNCR. At our museum this position represents the Collections, Curation, and Education sections - the interpretive sections of the museum. Most employees in these positions have specifically studied history and 79% hold advanced degrees in our area of study. Many have served the state for their entire career.

Of the 19 Museum Curator II positions currently filled at NC MoH only two have been in their position for less than six years, six have between six and nine years of service, another six have served for more than 10 years, and five more have more than 20 years of full-time permanent service in state government. A significant number worked for the museum in temporary positions for several years before starting permanent positions and accruing official years of service.

We would like to see the Commission Work with the Governor, Human Resources, and the Legislature to correct the pay scale, if not to where it stood prior to June 2022, then above that rate and ensure that employees who have 15 or more years of service are truly at the corrected mid-point salary. It may be helpful for members of the Commission and others involved in this effort hear directly from Museum Curator IIs about our education, experience, and the work we do.

## Statistics

*\*Below you will find additional statistical information provided as evidence to support the aforementioned recommendations regarding “influence on public education to amplify history as a critical part of instructional curricula going forward.”*

### K-12 Education Outreach

	2021-2022 School Year		2022-2023 School Year - January	
Carolina Cover to Cover	171,951 participants	31 counties	5,6718 participants	49 counties
Cultural Education Days	16,227 participants	61 counties	22,293 participants	62 counties
Distance Learning Classes on Demand	18,873 participants	60 counties	12,096 participants	47 counties
Educator Notebooks	182,783 participants	54 counties	15,885 participants	42 counties
History-In-a-Box Kits	151,415 participants	73 counties	39,619 participants	57 counties
LIVE! Streaming Programs	37,989 participants	81 counties	29,966 participants	71 counties
Online Professional Development Workshops for Teachers	122 participants	45 counties	101 participants	29 counties
Tar Heel Junior Historian Association	2,830 participants	46 counties	7,302 participants	43 counties
The Story of NC Student Virtual 360 Tours	16,261 participants	65 counties	6,890 participants	47 counties
Videos on Demand	28,756 participants	79 counties	7,396 participants	50 counties
YouTube Views	88,835 views		54,556 views	

**From:** Lanier, Michelle <[michelle.lanier@ncdcr.gov](mailto:michelle.lanier@ncdcr.gov)>  
**Sent:** Wednesday, March 1, 2023, 5:40 PM  
**To:** Waters, Darin <[darin.waters@ncdcr.gov](mailto:darin.waters@ncdcr.gov)>  
**Subject:** Re: Historical Commission recommendations

Greetings!

In communicating with our head of Education for the Division of State Historic Sites, I have surmised the following recommendations:

- 1) We encourage a strong commitment to lifelong learning of history, beginning with preschool.
- 2) We have seen the strength of digital humanities tools ranging from videography, livestreaming, and podcasting substantially increase accessibility to historic narratives, primary sources, and historically significant material culture.
- 3) Public history professionals need a stronger relationship with institutions of higher learning in order to confront the challenges of the current moment.
- 4) The educational and enrichment needs of people living with disabilities should be prioritized at every level and with every initiative.
- 5) It is important to remember that a diversity of North Carolina's historic narratives is not a trend, it's the truth.
- 6) More resources need to be made available for paid apprenticeships, fellowships, professional development opportunities, and leadership training in the public history fields.
- 7) Educators of all kinds need to be engaged in the evaluation of the efficacy of our in-person and online resources.

**Michelle Lanier**

Director