

Task Agreement Number P19AC01212
Under
Master Cooperative Agreement P17AC01124
Between
The United States Department of the Interior
National Park Service
And
[Organization of American Historians]
DUNS No: 085-626851
112 N. Bryan Avenue
Bloomington, Indiana 47408-4141

CFDA: 15.945 Cooperative Research and Training Programs Resources of the National Park Service
Project Title: Historic Resource Study of African American Schools in the South, 1865-1900, in NCR, SER, and NER
Park Unit or Program: NCR, SER, and parts of NER
Chesapeake Watershed Cooperative Ecosystem Studies Unit
Amount of Federal Funds Obligated: \$217,993.64
Amount of Non-Federal Funding: \$0.00
Total Amount of Task Agreement Award: \$217,993.64
Period of Performance: Dare of last signature to March 1, 2022

Table of Contents

ARTICLE I – LEGAL AUTHORITY 2
ARTICLE II – PROJECT GOALS AND OBJECTIVES..... 3
ARTICLE III – PUBLIC PURPOSE..... 3
ARTICLE IV – STATEMENT OF WORK 4
ARTICLE V – RESPONSIBILITIES OF THE PARTIES 10
ARTICLE VI – TERM OF AGREEMENT..... 14
ARTICLE VII – KEY OFFICIALS..... 14
ARTICLE VIII – AWARD AND PAYMENT..... 16

ARTICLE IX – REPORTS AND/OR OUTPUTS/OUTCOMES 16
ARTICLE X – MODIFICATION, REMEDIES FOR NONCOMPLIANCE AND 17
TERMINATION..... 17
ARTICLE XI – GENERAL AND SPECIAL PROVISIONS 18
ARTICLE XII - ATTACHMENTS 20
ARTICLE XIII - SIGNATURES..... 20

ARTICLE I – LEGAL AUTHORITY

Master Cooperative Agreement Number **P17AC01124** was entered into by and between the Department of the Interior, National Park Service, (NPS), and the Organization of American Historians (hereafter referred to as ‘Recipient’) pursuant to: 54 USC §§ 100701; 100703; 100705; and 101702:

54 USC § 100701 authorizes and directs the DOI Secretary to continually improve the ability of the NPS to provide state-of-the-art management, protection, and interpretation of, and research on, the resources of the NPS because it recognizes the ever increasing societal pressures being placed upon America’s unique natural and cultural resources contained in the National Park System.

54 USC 100703 authorizes and directs the Secretary to enter into cooperative agreements with colleges and universities, including land grant schools, in partnership with other federal and state agencies, to establish cooperative study units to conduct multi-disciplinary research and develop integrated information products on the resources of the national park system, or the larger region of which System units are a part.

54 USC § 100705 authorizes and directs the Secretary to solicit, receive, and consider requests from Federal or non-Federal public or private agencies, organizations, individuals, or other entities for the use of any System unit for purposes of scientific study.

54 USC 101702 authorizes the NPS to enter into cooperative agreements with public or private educational institutions, states, and their political subdivisions, for the purpose of developing adequate, coordinated, cooperative research and training programs concerning the resources of the national park system. Pursuant to such agreements, the cooperator may accept from or make available to the NPS technical and support staff, financial assistance for mutually agreed upon research projects, supplies and equipment, facilities,

and administrative services relating to cooperative research units as the Secretary considers appropriate (research projects subject to Federal Acquisition Regulation excluded).

Unless otherwise specified herein, all terms and conditions as stated in the master cooperative agreement will apply to this task agreement.

ARTICLE II – PROJECT GOALS AND OBJECTIVES

- A. Project Goals – This project entails the compilation of research and the development of a Historic Resource Study (HRS) for African American schools in the South, 1865-1900. National Capital Region is the lead region for this project, but it will be conducted in partnership with the Southeast Region and the Northeast Region.
- B. Project Objectives – This project will produce a context report for two critical periods of African American education: the period immediately following the Civil War, when the Freedmen’s Bureau and northern philanthropic organizations worked with African American communities to establish schools for African Americans in the South, many of whom had been enslaved before 1865; and the fledgling establishment of segregated public African American schools by Southern states. The project will locate historic sites and extant structures related to this theme on and near what is now NPS property in the states within the National Capital Region, the Southeast Region, and those in the Northeast region below Pennsylvania. The historical context and the identification of relevant cultural resources will enable parks to better interpret to the public this important civil rights story. This Historic Resource Study will be used by park and regional managers to explain the history and significance of park cultural resources related to early African American education, to identify contributing resources within the parks, to update and develop historical contexts and interpretive themes to enhance the visitor experience, to assist in future planning efforts, and to meet NPS responsibilities under Section 106 and 110 of the National Historic Preservation Act.

ARTICLE III – PUBLIC PURPOSE

The primary purpose of this study is not the acquisition of property or services for the direct benefit or use by the Federal Government, but rather to accomplish a public

purpose of support or stimulation. This project fulfills a Public Purpose of support or economic stimulation through:

- Assisting in the promotion, facilitation, and improvement of people's understanding of cultural resources of National Parks.
- Engaging people, partners, and/or visitors in resource stewardship.
- Sharing the information, products and/or services identified or developed by this project through a variety of strategies to increase public awareness, knowledge and support for stewardship of the nation's resources.
- Providing opportunities for graduate students and other youth, working as interns, to learn about the nation's resources by spending time working on projects in National Parks. The NPS receives the indirect benefit of completing resource conservation and protection projects.
- Project will promote greater public and private participation in historic preservation programs and activities. The project builds resource stewardship ethics in its participants.
- The scientific community and/or researchers external to NPS gains by new knowledge provided through research and related results dissemination of natural, cultural and/or historical resource information.
- Project will assist in the creation, promotion, facilitation, and/or improvement of the public's understanding of natural, cultural, historic, recreational and other aspects of areas such as ecological conservation areas, and state and local parks.

ARTICLE IV – STATEMENT OF WORK

A. STATEMENT OF WORK:

Background

This project will produce a Historic Resource Study and baseline documentation for African American schools established in the American South during the “long” Reconstruction Era from 1865 to 1900. The National Capital Region (NCR) will be the lead region for the project, to include sites in the NCR, Southeast Region, and Northeast Region. The project will focus on education-related sites on and near National Park Service property, but will also provide an overall historical context for African American education from 1865 to 1900. Extant sites will be evaluated for inclusion in the National Register of Historic Places and the National Historic Landmark program. The states to be included in this project are Delaware, Maryland, Virginia, Washington, DC, West

Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Louisiana, Mississippi, Tennessee, and Kentucky.

Most scholarly attention to African American education has focused on 20th century developments such as Rosenwald schools and the landmark *Brown v. Board of Education* Supreme Court ruling. Less work has been done on the early years of African American education, and even less attention has been paid to the historic sites of this period. The National Park Service stewards several of these sites, however, such as the Lockwood House (a mission school) in Harpers Ferry National Historical Park in West Virginia, the Brick Church (Freedmen's Bureau school) in the newly designated Reconstruction Era National Monument at Penn Center in South Carolina, and the Tuskegee Institute National Historic Site (industrial school and college) in Tuskegee, Alabama.

For the four million African Americans freed from bondage by the American Civil War, access to education was one of the most important developments of the Reconstruction Era. Frederick Douglass often remarked upon the importance of education for African Americans, saying in one of his presentations,

“Education...means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light only by which men can be free. To deny education to any people is one of the greatest crimes against human nature. It is to deny them the means of freedom and the rightful pursuit of happiness, and to defeat the very end of their being.” (mss., Library of Congress)

Primarily under the sponsorship of the Freedmen's Bureau and philanthropic and religious mission societies, almost 3,000 schools were created for African American children by the 1870s. Following the demise of the Freedmen's Bureau in 1872, states began to create public schools for African Americans, although the process was slow, especially in the South, and most schools were physically inferior to schools for white children.

This project will produce a Historic Resource Study and historical context of African American educational sites in the American South, 1865-1900, as well as an evaluation of sites for National Register and NHL eligibility. Ten NPS units with associated cultural resources will be selected as case studies, and Transfer of Knowledge elements for the project will include a Story Map and interpretive material for the public. A GIS Specialist will work with parks to map associated cultural resources. Information from this project can also be used by others to prepare a Multiple Property Documentation Form. A webinar will be conducted in conjunction with NPS to share with all interested NPS units and staff the results of this project.

Scope of work for the Historic Resource Study Principal Investigator

The contextual study will provide a general overview of African American education in the South from 1865 to 1900, and will explain the roles of the Freedmen's Bureau, philanthropic and religious organizations, local African American communities, and county and state school authorities in the creation and operation of schools for African American children. The study should establish baseline data (as much as it can be obtained) for such indices as total number of schools, number of students, percentage of African American children in the South attending school, and similar statistics. The transition from the Freedmen's Bureau era of schools to state-funded schools should be discussed. The contextual history should also include information on differences from state to state on educational policy and practice (especially for the states represented by the case studies, discussed below), as well as differences (if any) between rural and urban schools, Upper South and Lower South schools, etc. Other topics that should be addressed include any trends in the race and gender of teachers, the reaction of white communities to the schools, the influence of schools for African American children on the development of free schools for white children, the central role of local African Americans in the success of the schools, and other topics to be determined in collaboration with the historian as research progresses. The study should include a brief introduction to schools for African American children before 1865, and a brief concluding discussion of African American education after 1900. The report should also include an analysis of ten case studies (discussed below) and an evaluation of extant sites for inclusion on the National Register or as National Historic Landmark sites. An appendix should be prepared that suggests ways the information gleaned from this project can be best presented to NPS park personnel to assist them in relaying the information to the public.

Scope of work for the Case Studies Principal Investigator

The case study component of the overall Historic Context Study will complete examinations of 10 specific sites related to African American schools within the geographic scope of the study. The overarching goal of these case studies is to provide a deep investigation and analysis of these specific places within the contextual framework of the historic resource study component.

The two main responsibilities for the PI of this scope are:

1. Research and writing of 10 case studies of sites including field work
2. Management of 5 regional research associates

Research and Writing of Case Studies

The PI will collaborate with the full project team to identify the 10 sites prioritizing those that meet the following conditions in order of importance:

1. Relevance to the topic of the study
2. Location within 10 miles of current NPS unit boundaries
3. Potential eligibility for NRHP or NHL designation.
4. Sites that convey the variety of school types (e.g. separate buildings, churches, government buildings), location (e.g. rural versus urban), and size

Sites that do not meet any the above conditions may be considered as a case study if the site is deemed significant enough for inclusion. Each case study will justify the location's inclusion in the study, highlight the important resources, and demonstrate how the site relates to the larger theme of the study. The primary goal of each case study is to develop as "deep" a study as possible to enable current local NPS parks (as well as other local historical entities) to convey to the public the significance of early African American educational experiences, as well as the overall context of the long Reconstruction Era (1862-1900). The final selection of sites should be as geographically diverse as possible within the overall boundaries of the study. A secondary goal of the case studies is to analyze and evaluate each site for its potential eligibility for NRHP or NHL designation. The PI is not expected to produce formal NRHP or NHL documentation, but the results of the case studies will provide sufficient detail and analysis to determine the potential eligibility of the sites for future nomination.

The case studies should be consistent in length of approximately 2500 words and be accompanied by relevant images selected by the PI. Any original photographs acquired by the PI will be turned over to the National Park Service and become public record. If the PI includes other images, it is strongly recommended that only images in the public domain be used. The PI is responsible for securing any permissions for non-public use images and for any associated fees.

The Case Study PI will also write an introduction to the case studies that includes a description of methodology and summary of findings.

Management of Research Associates

The PI will work with OAH and NPS staff to identify and hire 5 additional researchers to conduct localized research throughout the geographic scope of the project. The PI will coordinate the efforts of these researchers and consolidate their findings. It is expected that the PI will directly manage the efforts of the regional researchers as well as conducting expected field work at select sites.

Frequent interaction with NPS and OAH staff as well as the PI – Historic Resource Study is expected. The two PIs will coauthor an introduction to the finished study and collaboratively develop a transfer of knowledge component, likely a webinar to present the findings of the study.

All work to be performed under this agreement will comply with all applicable federal standards including but not limited to as found in CFR 36; the Secretary of the Interior's Professional Qualification Standards (http://www.nps.gov/history/local-law/arch_stnds_9.htm); the Secretary of the Interior's Standards for Archaeology and Historic Preservation (as amended and annotated); the Antiquities Act of 1906 (Pub.L. 59–209, 34 Stat. 225, 16 U.S.C. § 431–433); the Historic Sites Act of 1935 (49 Stat. 666; 16 U.S.C. 461-467); the Historic Preservation Act of 1966 (as amended--Public Law 89-665; 16 U.S.C. 470 et seq.); National Environmental Policy Act of 1969 (PL 91-190, 83 Stat. 852 42 U.S.C. §4321 et seq. (1969); 1969 Archaeological and Historic Preservation Act of 1972 (AHPA); Archaeological Resources Protection Act of 1979 (ARPA); American Indian Religious Freedom Act of 1978 (AIRFA); Native American Graves and Repatriation Act of 1990 (NAGPRA); and any other applicable laws, standards and/or guidelines. Additional standards include *NPS Standards for Oral History Handbook* (McDonald, 2004) and standards as published by the Oral History Association.

All research material collected in conjunction with this project remains in the public domain and is archived and otherwise managed by the National Park Service, National Capital Region. Such material may include but are not limited to photographs, maps, microfilm, illustrations, audio cassette, and computer diskettes, thumb drives or CD/DVDs. The author may seek permission from NPS to reproduce any or all of the material not subject to archival restrictions before relinquishment to the National Park Service.

B. PROJECT SCHEDULE AND PRODUCTS:

All work specified shall be completed in accordance with the following schedule. All work specified shall be completed no later than thirty-one months from the kick-off meeting. The NPS will provide comments to OAH on the detailed narrative outline and the draft of one chapter within 30 days of receipt of these products. The NPS will provide comments on the first, second, and final drafts within 45 days of receipt.

PRODUCT	DETAILED DESCRIPTION	DUE
Kick-off Meeting	Schedule an orientation meeting with all parties to discuss content, location of source material, access to documentary resources, research goals, schedule, and project deliverables.	To be determined
Detailed Outline of Historical Context	Conduct sufficient preliminary research to complete a research plan and detailed outline. Address the topics and issues specified in the Statement of Work. The outline should contain all pertinent information necessary for sound decisions to be reached regarding further topical research and content of the final report. It should also include a list of all repositories consulted. If necessary, following NPS review, a meeting or conference call may be scheduled to develop further the final content of the study. An approved outline will result from this review.	No later than 3 months from kick-off meeting
Draft of Sample Chapter History	The chapter draft submitted should be a substantive chapter from the main body of the report. The submitted chapter will adhere to the format for the first draft.	No later than 4 months after NPS returns outline comments
CASE STUDIES- List of sites for case studies and research plan	In conjunction with researchers in the NCRO office in Washington, DC, create a preliminary list of case study sites, and a research plan for preparation of the case studies.	No later than 9 months after start of project
CASE STUDIES- Draft of one case study	Prepare one case study for review.	No later than 2 months after NPS returns comments on "List of case studies and research plan."
First Draft of Study	The first draft will consist of a substantially completed report, including front matter, footnotes, and preliminary bibliography. Following submission, OAH will meet with NPS regional and site staff to discuss specific issues that need to be addressed. Submittal shall include photocopies of illustrations and maps.	No later than 7 months after NPS returns chapter comments
CASE STUDIES- Drafts of all case studies	CASE STUDIES- Draft of one case study	No later than 8 months after NPS returns comments

PRODUCT	DETAILED DESCRIPTION	DUE
		on draft of first case study.
Second Draft of Study and Story Map draft	<p>The second draft will be submitted for peer review in addition to NPS review. In addition to meeting the requirements for the first draft, OAH is responsible for:</p> <ul style="list-style-type: none"> • obtaining copyright permission and providing appropriate credit line for government printing of all images • providing images as digital images in high resolution jpg or tif format suitable for printing • identifying images by subject, publication information, and location of original <p>A draft Story Map will be submitted for review.</p>	No later than 5 months after NPS returns first draft comments
Final Draft and Production of both context report and case studies	In addition to meeting the requirements for the second draft, OAH will select an appropriate illustration for the cover and may provide a descriptive title.	No later than 5 months after NPS returns second draft comments
Webinar	OAH will conduct a webinar based on this project, and engage in discussion with park personnel on the major findings of the study, and will complete all Story Maps and other Transfer of Knowledge products. Please note that before final payment is made, copies of all research notes shall be turned over to the NPS. Also, copies of permission agreements, grouped together and clearly labeled, must be included in the research materials that are turned over to the park at the completion of the project.	No later than 2 months after completion of editing of final.

ARTICLE V – RESPONSIBILITIES OF THE PARTIES

A. Recipient Responsibilities:

1. The Recipient shall carry out the Statement of Work in accordance with the terms and conditions stated herein. The Recipient shall adhere to Federal, state, and local laws, regulations, and codes, as applicable.
2. Activities to be performed:

OAH agrees to compile research and prepare a Historic Resource Study for African American Schools in the South, 1865-1900, as specified in this Agreement. OAH will be responsible for all sections of the study. To facilitate reviewer comments, all pages will be numbered and provide left margin line numbers for all progress reports and drafts.

OAH shall be responsible for producing all submittals in Microsoft Word (2010 or later version) and submitting to NPS in both printed and digital forms. The final approved Historic Resource Study will be provided in both printed form (100 bound copies) and as a digital file (PDF format) and contain all sections described below and include footnotes. All citations and formatting will be according to the most recent edition of the *Chicago Manual of Style*.

The following overview details the major sections that must comprise the Historic Resource Study:

Front Matter

1. **Cover Page**
2. **Executive Summary**
3. **Table of Contents:** The table of contents must list the titles of all major divisions and the first-level (principal) subdivisions in the study and provide page numbers for all major divisions.
4. **List of Illustrations:** A list of illustrations must include captions and give page numbers for photographs, figures/illustrations, maps, and other forms of graphics subject matter. If warranted, separate lists for specific types of illustrations may be used.
5. **Acknowledgments:** The acknowledgments must include any obligatory or appropriate personal or organizational acknowledgments.
6. **Preface:** The preface must contain background information about the scope of the research preparation of the study. It will discuss research methods and summarize major findings.

7. **List of Abbreviations and/or Acronyms:** This list must include nonstandard abbreviations and acronyms used in the report. The spelled-out version of a term should be given the first time the term appears within the study.

Text or Main Body of the Report

8. **Introduction:** The introduction must include general background information on the geographic location, history, and significance of the resources.
9. **Historical Data/Narrative and Analysis:** This section represents the main body of the product. This section must address the topics/themes described in the scope of work above and should be split into multiple chapters, logically organized, to address these themes. This narrative must synthesize existing research and provide primary research, as appropriate. Use of primary sources, including oral history interviews, in writing this section is critical. Photographs, maps, charts, and other figures will be used as necessary to enhance the text and placed within the text rather than as a separate section. The overview history must contain footnotes (rather than end notes or reference notes).
10. **Evaluation:** Historic resources related to this HRS will be evaluated and appropriate sites will be recommended for inclusion in the National Register of Historic Places or for National Historic Landmark designation.
11. **Conclusion:** The epilogue (or conclusion) must consist of a closing statement that provides further comment, if appropriate, on the interpretation of the information found in the study.
12. **Research Recommendations:** These recommendations must include a discussion of topics for future study, including an indication of why the author thinks they are relevant to park management and reference to any known sources that might be useful for this future research.

Back Matter

13. **Appendices:** The appendices should include copies of key documents and data including but not limited to:
 - a. **Appendix 1.** Timeline of major events
 - b. **Appendix 2.** Maps
 - c. **Appendix 3.** List of all identified schools, and all extant cultural resources, arranged by state, county, and town, and a separate list of all identified schools, and all extant cultural resources arranged by NPS unit.
 - d. **Other appendices as necessary**

14. **Bibliography:** The bibliography must list the primary and secondary source materials researched and used for the preparation of the study. The bibliography will be broken into sections by kinds of materials (i.e., primary and secondary sources, etc.) as directed in *The Chicago Manual of Style*.

15. Index

Illustrations: Illustrations should appear at the appropriate place within the relevant chapters. Colored illustrations and maps shall be reproduced in color. After reviewing requests by OAH, NPS will provide reproductions of historic photographs and other illustrations in park collections. Wherever possible, OAH should choose illustrations that are in the public domain. OAH is responsible for the cost of all reproductions and for securing copyright permission, where applicable. All illustrations should be labeled with captions that fully identify the subject, where published (if published), and provide credit lines identifying where the original can be found. Illustrations should be numbered and referred to by number in the text. A full list of illustrations with captions will be included following the table of contents. Copies of permission agreements, grouped together and clearly labeled, must be included in the research materials that are turned over the park at the completion of the project.

Story Map: In addition to the above, OAH will be responsible for the creation of 10 **Story Maps**, providing a visual summary of the results of the HRS, for the 10 case study NPS units.

B. NPS Responsibilities:

1. Monitor and provide Federal oversight of activities performed under this agreement. Monitoring and oversight includes review and approval of financial status and performance reports, payment request, and tasks identified below. Additional monitoring activities may include site visits, conference calls, and other on-site and off-site monitoring activities. At the Recipient's request, NPS may also provide additional technical assistance to the Recipient in support of the objectives of this agreement.
2. Substantial involvement by NPS is anticipated during the period of performance of this agreement. In support of this agreement NPS will be responsible for the following:

- a. Provide OAH access to park archives and publications.
- b. Provide OAH a preliminary list of suggested resources.
- c. Provide a tour of the park and specific sites associated with possible topics and themes.
- d. Assist with primary and secondary source research
- e. Schedule periodic conference calls with OAH to check on the progress of the project.
- f. Assist in reviewing all materials provided by OAH in a timely manner.
- g. Provide a NPS Technical Representative who will serve as the liaison for this cooperative agreement between the NPS [representing all of the NPS parties listed in this Agreement] and the recipient. The NPS's Technical Representative or designee, however, is not authorized to change any terms and conditions of this Cooperative Agreement unless such changes are requested with the concurrence of the key officials listed in this Agreement.

ARTICLE VI – TERM OF AGREEMENT

This task agreement shall remain in effect from the date of signature until March 1, 2022 unless modified per Article X of this agreement.

ARTICLE VII – KEY OFFICIALS

- A. Key officials are essential to ensure maximum coordination and communication between the parties and the work being performed. Under this task agreement they are:

1. For the NPS:

FA Awarding Officer (FAAO):

LaQuita Palmer
Grants Management Specialist
Office of Acquisition, Financial Assistance, & Property Management
National Capital Region
1100 Ohio Drive, S.W.
Washington, D.C. 20242
(202) 619-7082
(202) 485-9720 fax
laquita_palmer@nps.gov

Agreement Technical Representative (ATR):

Dean Herrin
Chief Historian
National Capital Region
National Park Service
1100 Ohio Drive, S.W.
Washington, D.C. 20242
(202) 619-7279
dean_herrin@nps.gov

Additional Key Official (AKO):

Daniel M. Filer, M.B.A., Ed.D.*
Chesapeake Watershed CESU Research Coordinator
National Park Service
University of Maryland Center for Environmental Science - Appalachian
Laboratory
301 Braddock Road - Room 304
Frostburg, MD 21532
Office: 301-689-7108
Cell: 301-491-2465
danny_filer@nps.gov

2. **For Recipient:**

Administrative Contact:

Name: Paul Zwirecki
Title: Public History Manager, Organization of American Historians
Address: 112 N. Bryan Avenue
City, State Zip: Bloomington, Indiana 47408-4141
Phone; 812-855-8726
Email: pzwirecki@oah.org

ARTICLE VIII – AWARD AND PAYMENT

- A. NPS will provide funding to Recipient in an amount not to exceed \$217,993.64 for the work described in Article IV and in accordance with the approved budget for this task agreement (Attachment A). Any award beyond the current fiscal year is subject to availability of funds.
- B. Recipient shall request payment as set forth in the master cooperative agreement.

ARTICLE IX – REPORTS AND/OR OUTPUTS/OUTCOMES

- A. The following table sets forth the reporting requirements for this agreement.

Required Reports	Report Requirements and Due Dates
Performance Report	
Format	No specific format required. See content requirements in 2 CFR 200.327-329.
Reporting Frequency	Quarterly
Reporting Period	For Quarterly Reporting: Jan 1 – March 31 & April 1 – June 30 & July 1 – Sept 30 & Oct 1 – Dec 31

Due Date	For Quarterly & Semi-Annual Reporting: Within 30 days after the end of the Reporting Period.
Submit to:	dean_herrin@nps.gov ; ncr_rfar@nps.gov
Federal Financial Report	
Format	SF-425 (all applicable sections must be completed)
Reporting Frequency	Quarterly
Reporting Period	For Quarterly Reporting: Jan 1 – March 31 & April 1 – June 30 & July 1 – Sept 30 & Oct 1 – Dec 31
Due Date	For Quarterly & Semi-Annual Reporting: Within 30 days after the end of the Reporting Period.
First Report Due Date	The first Federal financial report is due for reporting period ending December 31
Submit to:	dean_herrin@nps.gov ; ncr_rfar@nps.gov

- B. A final Performance Report and a final Federal Financial Report will be due 90 days after the end-date of the Term of Agreement. Each report shall be submitted as described above.

ARTICLE X – MODIFICATION, REMEDIES FOR NONCOMPLIANCE AND TERMINATION

- A. This agreement may be modified at any time, prior to the end of the period of performance, only by a written instrument. Modifications will be in writing and approved by the NPS FA Awarding Officer (FAAO).
- B. Additional conditions may be imposed if it is determined that the Recipient is non-compliant to the terms and conditions of this task agreement pursuant to 2 CFR 200.338.

- C. This task agreement may be terminated consistent with applicable termination provisions for Federal awards pursuant to 2 CFR 200.339 through 200.342.

ARTICLE XI – GENERAL AND SPECIAL PROVISIONS

A. **Conflict of Interest**

1) Applicability.

- (a) This section intends to ensure that non-Federal entities and their employees take appropriate steps to avoid conflicts of interest in their responsibilities under or with respect to Federal financial assistance agreements.
- (b) In the procurement of supplies, equipment, construction, and services by recipients and by subrecipients, the conflict of interest provisions in 2 CFR 200.318 apply.

2) Requirements.

- (a) Non-Federal entities must avoid prohibited conflicts of interest, including any significant financial interests that could cause a reasonable person to question the recipient's ability to provide impartial, technically sound, and objective performance under or with respect to a Federal financial assistance agreement.
- (b) In addition to any other prohibitions that may apply with respect to conflicts of interest, no key official of an actual or proposed recipient or subrecipient, who is substantially involved in the proposal or project, may have been a former Federal employee who, within the last one (1) year, participated personally and substantially in the evaluation, award, or administration of an award with respect to that recipient or subrecipient or in development of the requirement leading to the funding announcement.
- (c) No actual or prospective recipient or subrecipient may solicit, obtain, or use non-public information regarding the evaluation, award, or administration of an award to that recipient or subrecipient or the development of a Federal financial assistance opportunity that may be of competitive interest to that recipient or subrecipient.

3) Notification.

(a) Non-Federal entities, including applicants for financial assistance awards, must disclose in writing any conflict of interest to the DOI awarding agency or pass-through entity in accordance with 2 CFR 200.112, Conflicts of interest.

4) Recipients must establish internal controls that include, at a minimum, procedures to identify, disclose, and mitigate or eliminate identified conflicts of interest. The recipient is responsible for notifying the Financial Assistance Officer in writing of any conflicts of interest that may arise during the life of the award, including those that have been reported by subrecipients. Restrictions on Lobbying. Non-Federal entities are strictly prohibited from using funds under this grant or cooperative agreement for lobbying activities and must provide the required certifications and disclosures pursuant to 43 CFR Part 18 and 31 USC 1352.

5) Review Procedures. The Financial Assistance Officer will examine each conflict of interest disclosure on the basis of its particular facts and the nature of the proposed grant or cooperative agreement, and will determine whether a significant potential conflict exists and, if it does, develop an appropriate means for resolving it.

6) Enforcement. Failure to resolve conflicts of interest in a manner that satisfies the Government may be cause for termination of the award. Failure to make required disclosures may result in any of the remedies described in 2 CFR 200.338, Remedies for Noncompliance, including suspension or debarment (see also 2 CFR Part 180).

B. **Program Income.** If the Recipient earns program income, as defined in 2 CFR §200.80, during the period of performance of this agreement, to the extent available the Recipient must disburse funds available from program income, and interest earned on such funds, before requesting additional cash payments (2 CFR §200.305 (5)). As allowed under 2 CFR §200.307, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must be used for the purposes, and under the conditions of, the Federal award. Disposition of program income remaining after the end of the period of performance shall be negotiated as part of the agreement closeout process.

C. **Data Availability:**

1) Applicability. The Department of the Interior is committed to basing its decisions on the best available science and providing the American people with enough information to thoughtfully and substantively evaluate the data, methodology, and analysis used by the Department to inform its decisions.

2) Use of Data. The regulations at 2 CFR 200.315 apply to data produced under a Federal award, including the provision that the Federal Government has the right to obtain, reproduce, publish, or otherwise use the data produced under a Federal award as well as authorize others to receive, reproduce, publish, or otherwise use such data for Federal purposes.

3) Availability of Data. The recipient shall make the data produced under this award and any subaward(s) available to the Government for public release, consistent with applicable law, to allow meaningful third party evaluation and reproduction of the following:

- (a) The scientific data relied upon;
- (b) The analysis relied upon; and
- (c) The methodology, including models, used to gather and analyze data.

ARTICLE XII - ATTACHMENTS

The following documents are attached and made a part of this task agreement:

Attachment A. Detailed Budget
Attachment B. SF 424 Series(Incorporated by reference only)

ARTICLE XIII - SIGNATURES

IN WITNESS WHEREOF, the parties hereto have executed this task agreement on the date(s) set forth below.

FOR ORGANIZATION OF AMERICAN HISTORIANS



Katherine M. Finley
Executive Director, OAH

9-16-19

Date

FOR THE NATIONAL PARK SERVICE

LAQUITA PALMER  Digitally signed by LAQUITA
PALMER
Date: 2019.09.16 10:24:28 -04'00'

LaQuita Palmer
FA Awarding Officer

Date