

## **PS 103 (Thurgood Marshall's School) Special Resource Study Public Meeting**

Held on April 28, 2021, at 6:30pm Eastern Daylight Time

Transcript for video recording: [PS 103 SRS Public Meeting 20210428 - YouTube](#)

Hello, welcome to the virtual public meeting for the special resource study for the Thurgood Marshall's Elementary School Special Resource Study. It is in West Baltimore, Maryland. Convening will begin in two minutes. We will allow people to login and/or call Ingrid please stand by. This meeting regarding the special resource study for the Thurgood Marshall's Elementary School Special Resource Study will begin in two minutes. Thank you for your patience.

Hello, welcome to the virtual public meeting for the special resource study for the Thurgood Marshall's Elementary School Special Resource Study, West Baltimore, Maryland. We will begin the meeting soon. We will give people a moment to call in and/or login before we begin the meeting. We will start very shortly. Thank you for your patience.

Hello, welcome to the virtual public meeting for the special resource study for the Thurgood Marshall's Elementary School Special Resource Study, West Baltimore, Maryland. We will begin the meeting in one minute. We are giving folks a minute to login. And/or to call and -- thank you for your patience. We will begin the meeting shortly.

Hello, welcome to the virtual public meeting for the Thurgood Marshall's Elementary School Special Resource Study. Thank you for joining us tonight. We will begin the meeting now. Thank you for your patience as we allowed a moment or two for people to log into the meeting before we began. Thank you very much. We are so glad you are here. We will now begin the presentation. Welcome to the public meeting for the Thurgood Marshall's Elementary School Special Resource Study. This is in West Baltimore, Maryland. Thank you for joining. The purpose of this meeting is to introduce the special resource study, describe the criteria used for the study process by the National Park Service. And answer any questions that you might have at the end of the meeting. We will show you how to provide your feedback and submit comments regarding the study. First let me introduce myself. My name is Martha and I am a community plan for the National Park Service park plan and special studies division. I work in the National Park Service as regional office in Philadelphia. Which mentions planning projects including special resource study such as this one. The northeastern part of the United States. We are sorry that there COVID-19 health precautions that we have to take meaning the National Park Service team unable to hold this meeting in person in Baltimore. We are glad that you have joined us and we sincerely hope that these digital tools will allow the National Park Service study team to share important information about the study, and make clear how you, the public, can participate in the study. We hope you will participate and share your knowledge of the study areas sites and history, as well as your views on the potential for the new national park unit two B creating the 103 building. My colleague will show you how to share your comments. We will have a Q&A session. On the onset the National Park Service is the city of ultimo which owns the school building, the focus of the study. The National Park Service things the city for its assistance since 2019 with two National Park Service staff doors of the building. And help with the research. I would also like to to thank the planning committee for their kind assistance with getting to know the neighborhood better, helping us with the public outreach plan. Finally, I would like to thank the National Park Service valued partner, the Baltimore area central support for the study team. If you are unfamiliar with the Baltimore area and its programs and activities, I encourage you to check out this value National Park Service partner organization.

This virtual meeting will invite the slideshow presentation that you can view from the video conferencing platform Cisco WebEx. If you prefer to follow along with your own copy of the

presentation at home, you can find a PDF version of the presentation it's posted on the study website. Which is that park planning.NPS.gov/PS 103.

This web address is spelled out in the blue type on the first line. Or you can Google the search terms for the Thurgood Marshall's Elementary School Special Resource Study. The project website will be the first that pops up. If listening by phone, welcome. We are looking at the first reason Tatian slide. The photo shows the front of the 103 building at 1315 division history of West Baltimore, Maryland the brick building with two stories in a basement. It has white trim. This is with a Supreme Court justice and civil white levers. I have attended the elementary school from 1914 to 1921. The school was formally named the Henry Garnet school. But we will refer to it as PS 103. The National Park Service study -- it focuses on early years from around 1914. To the early 1920s. While Marshall attended the school.

The special resource that we are talking about tonight is devaluing the public-school 103 building and nearby area for its potential eligibility to become a new national park unit from Congress and/or the president if they decide to create a new national park at PS 103. Before we jump into discussing the details of the special resource study, I want to introduce the national parks system and we mean by parks and park units. These words will come up a lot throughout the presentation. Let's take a moment to talk about what they mean.

The National Park Service is a part of the United States to of interior. A part of the federal government. It is where my colleague, Carrie Miller and the team and I have the pleasure and honor of working. The National Park Service was created in 1916. Just over 100 years ago, and while Thurgood Marshall was attending the school. The map of the United States on the slide shows the dots and the green areas representing the units of the national parks system today. Baltimore facilitation shown with the yellow star. Maryland within the National Park Service Northeast region of the United States. And working in the Philadelphia regional offices that plans projects in the region. Over 80 national park units within just this region of the national parks system. The National Park Service manages all these thoughts on the map that comprise will recall the national parks system. The system includes 423 special places across the country. The national parks and battlefields, cemeteries, national seashores and wilderness areas, recreational trails. It includes Fort McKenney and all tomorrow. The Harriet Tubman Underground Railroad national historical park. And the island of the national seashore on the Eastern shore of Maryland. You will hear me say tonight that the park unit. I want to briefly clarify what it means. Internally at the National Park Service we call every green area on the map a park or park unit is a shorthand. The parks have all kinds of designations chosen by Congress and the president. For example, McHenry is the national monument and historic shrine. Two different designations. The Grand Canyon is a national park, [ Indiscernible ] Mount Rushmore National Memorial. The island of a national seashore. There are many designations in the national parks system. We usually refer to them as parks or park units regardless of the formal type. Whatever a new park unit is created, the official name is assigned by Congress or the president at that time. So we are just going to say park and park unit aloft. And that is met as a as a generic term. Not specifically to PS 103. Let's start focusing on the PS one of three research study.

If you are following along, we are now on slide three. I would walk you through the agenda and the goals for the meeting. First I will explain why we are doing this study in the first place. I will describe the study's purpose and authorities. Evaluation criteria used for all special resource studies like this one. Then I will describe the study area. Which of the places and things that are the focus of the study. We also will answer some frequently asked questions. Then we will have an interactive Q&A session. Finally we will invite you to share your feedback about the study. Again we will provide additional instructions on how to do it at the end of the presentation.

The black-and-white drawing shows an early image of a PS one of three building. It's a reminder that this building and the immediate area are the focus of the special resource study. Here is another shorthand that you will hear tonight you will here say, resource. With the National Park Service resource uses this word, resource, we mean build, natural features like buildings, the signs. The roads, grass areas and gardens, or rivers. As well his views. And elements that exist at a location that has the focus of the National Park Service work. In the case of this study, resource will usually refer to the PS one of three building, when we talk about it tonight.

Slide 4. This is a black-and-white photo of Marshall as an adult walking among other people in the city. Special resource studies provide Congress with analytical information, and the resources of the study area and their eligibility to be designated as a new potential unit of the national parks system. These studies use for required criteria for new units of the national parks system. This is how the process works.

Congress directs the Secretary of Interior to conduct special resource studies through legislation. The park service is task with completing the study. The authorizing legislation defines the study's purpose and the study area. So the national park service gets to work using the four criteria on that study area. These studies usually take three years to complete and very detailed. Finally the final report is the forward from the Department of Interior, back to Congress. At that point the report becomes publicly available.

Here is an important point. The final report does not create a new national park unit. The new park unit is only created throughout federal law. Why the president can create a new national monument by proclamation. In addition Congress can choose to create a new national park unit at any time. Even without a special resource study. Congress can also choose to not create a new park unit even when there is a special resource study.

Slide number 5. This slide shows the criteria used to evaluate sites in a special resource studies such as this one. Congressional legislation and National Park Service policy required using the following criteria to evaluate the study area. The study area must meet all four criteria which are contained national significant cultural and/or natural resources. And the determination is closely aligned with national historical landmark criteria. The study area must be suitable. Which means that it represents a resource type not already adequately represented the national parks system. The study must be feasible in terms of the size and configuration. For the visitor use, resource protection, and the issue and PS administration and at a reasonable cost. The study area for the area has to be an argument that the resource need to be managed by the National Park Service in other words, we have to find that the national park service is the most effective any patient management alternative for visitor enjoyment and resource protection. The study area must meet all four criteria for consideration. As a new national park unit. If the evaluation fails on even one criteria, the report final conclusion will be that the study areas were not meeting the criteria to become a new park unit.

The image on the left of this slide is an historical photograph of Thurgood Marshall as a young adult in a suit.

Slide 6. Let's talk about this particular study. The one focusing on the elementary school. The Supreme Court justice and it was attended from 1914 to 1921 while growing up in Baltimore living with his family in the neighborhood. The special resource study was authorized by Congress in March of 2019. Through public law 116 nine otherwise known as the John Dingell Junior conservation management recreation act. For sure [ Indiscernible ]. The language in this law is shown on the slide along without color photo of PS 103. The legislation -- conducting a special resource study. And that the study area is defined as number 1, public-school 103. A public school located in West Baltimore, Maryland which Thurgood Marshall served as a youth. And any other resources in the neighborhood surrounding PS one of three that relate to the early life of Thurgood

Marshall. I want to note the phrase, his early life. He attended PS one of three elementary school. From 1914 to 1921 before graduating. And then he went on to college in Pennsylvania in 1925. Although he lived in Baltimore most of the time until 1936, except for college, legislation directs the National Park Service to focus more on the earlier phase of his life.

Slide number 7 for clarity the PS one of three is located in the 1315 division Street in West Baltimore. The map on the left of the slide shows the Baltimore Metro area with a red star roughly indicating PS one of three location. The area on the right shows it outlined in red. And an arrow pointing at the building. The neighborhood surrounding PS 103 is in the Upton neighborhood which includes parts of the Pennsylvania Avenue commercial district, many churches, schools and a great deal of redevelopment and construction.

Have been kind enough to give the team an introduction to the city's hard work to preserve the PS one of three building. And also the many exciting projects occurring in Upton right now. We are grateful for the orientation.

Slide number 8. This image shows the floorplans of the transfer building including the basement, the first and second floors, and the roof design. The building was designed by the Baltimore's architect, George A Frederick, one of Baltimore's most prominent architects in the 19 century. He also designed Baltimore's City Hall. PS one of reconstructed by the Philip Walsh and sons company. In 1877. The design is typical of other educational institution supported by Baltimore's Board of school commissioners in the 19 century. The prioritized health and safety with adequate lighting, natural lighting, ventilation and quick egress in case of fire. -- Fire. Partitions which were separated for classrooms could be raised to larger room configurations. This includes carrying -- as well as preservation specialist and team members have been able to tour the building twice. We are great to the city of Walter Moore for their assistance.

Slide number 9. The history of PS 103 shows the population increase in West Baltimore through the 18/19 and early 20th century. School originally built in 1877. White children to address overcrowding in what was called the male and female grammar school number 6 on the Avenue. For several decades the school serve the Anglo Italian Jewish German and Russian communities. In 1899 the school became an English German school. From 1901 to 1910 the school served as an annex to the Baltimore technical Institute. In 1910 the school was used as an overflow force set PS 112 African-American children were served. At this time PS one of three was designated as a colored school as they were called at the time. To serve a growing number of African-American families who moved into the up the neighborhood. In 1911 the school was renamed as public-school 103. Following the conventional naming of other colored schools in Baltimore at the time. Except African-American children from the first through eighth grade. Therefore when Thurgood Marshall enrolled in the first grade in 1914, the school was segregated and served only African-American children. He graduated from PS one of 319 21. This slide shows a black-and-white photograph of people playing in front of the public school building.

I think it's appropriate to pause and reflect on the fact that young Thurgood Marshall experienced with a segregated public education was like firsthand starting here. At PS 103. We can imagine that those experienced informed his later national leadership on the hard one campaign to desegregate public schools across the country. In 1925 the way for the year he graduated the school was renamed the Henry Highland Garnet. In honor of African-American [ Indiscernible ] minister, educator. Escape from his family as a child from slavery in Maryland. PS one of three served only African-American children, until the schools desegregation 1954. [ Indiscernible ] and the national association for the NNCP legal work culminating in the Brown versus Board of Education Supreme Court case. Sometime between 1969 in 1971 the school close after several communitybased uses the property has been vacant for some years. The city of Baltimore has been working to maintain the building for potential occupants. A few years ago the building was designated as a Baltimore city

landmark. In 2016 unfortunately a service fire destroyed the second floor and roof which the city made sure it was rebuilt. A plan to sell the building and be purposes underway in 2020, and now 2021. We have been in contact with the group planning to take ownership of the building.

Slide number 10. This slide shows highlights of his early life from this earth of 19 await. Two when he moved away from Baltimore in 1936. He attended the training school that was from 1921 to 1925. The home where he and his family lived during this time no longer stands unfortunately. Marshall attended college at the Lincoln University of Pennsylvania from 1925 to 1930. And to 1930. And his first wife in 1929. From 1930 1933 he went to the law school at Howard University in Washington, D.C. While commuting by train from Baltimore. In 1933 he began a private law practice in Baltimore. And then he began working for the Baltimore branch of the NAACP. His dark -- [ Indiscernible ] spearheading Baltimore's Bible you can work campaign in 1933. Taking on hiring discrimination in the stores, mostly along the 1700 block of Pennsylvania Avenue. This is just approximately one half mile from PS 103. Marshall's early work with the NAACP included in important civil rights victory 1935. Involving desegregating, the University of Maryland law school with a case called, Murray versus Pearson. Winning this case was an important step toward the Supreme Court decision in the Brown versus Board case in 1954. Which he spearheaded for the NAACP. Of course the case became one of the most important turning points in civil rights history. In 1936 Marshall and his wife moved to New York City to continue his work with the NAACP. He did not live in Baltimore after 1936. Pictured on the right slide is a historical photograph of civil rights attorneys, Marshall, and Charles cumin on the right. And [ Indiscernible ] the photo was taken just after they won the landmark Murray versus Pearson case against the University of Maryland.

Slide 11. This is a map of Baltimore that shows 31 sites associated with Thurgood Marshall from 19 await to 1936 of his life at which point he moved to New York City . The large yellow trapezoid shape that overlays part of the Upton neighborhood is the old West Baltimore historic district. Upton is outlined in purple. It might be a little hard to beat on your screen, look for the names of laces that are highlighted in yellow. Places of association of Marshall that still stand today. The other places that are not highlighted in yellow have either been removed, or demolished, or significantly modified since his time. This describes to the research that the city team is conducting to get a sense of his early life, which the special resource study is authorizing legislation from Congress. Understanding this larger context of his early life is important. If we are also getting a sense of which sites near PS one of three associated with Marshall's life still survive today. Which have been demolished or significantly altered since it's time. Not shown are many sites associated with him beyond multiple including Maryland, Washington, D.C. And New York City. Those are beyond the scope of the study because of the authorized legislation definition of the study area. Which is PS 103 and nearby resources associated with his early life.

Slide 12. This shows a closer view of the same map on slide 11. Again the Upton neighborhood delineated by the purple line. PS one of three location has a blue oval. Hopefully you can find it on the map. They are 11 places highlighted in yellow indicating the links that are still standing. Of those eight were within the Upton neighborhood. The other dots on the map that are not highlighted in yellow or buildings unfortunately have an demolished or significantly modified.

This is slide 13. The National Park Service team, it is not just Carrie and myself. We have a team of subject matter experts, working on the resource study. Compiling a nine page bibliography research and information about his life, and especially his youth Baltimore. The image on this slide is the first page of that bibliography. Which can be downloaded from the project website which is shown on the screen. It is part planning.MPS.gov/PS 103.

You can click onto the document and you will find the bibliography if you would like we can also mail a print a copy to people that do not have computer access. The bibliography has also been shared with the city, and also with the Upton planning committee. The National Park Service team

will be glad to receive suggestions of additional sources of information. The slide shows the project website as well as the phone number with the voicemail messages can be left. I will be the number. The number is 303 969 2575.

If you would like a copy of the bibliography or suggestions for additional sources of information, please leave us a message at this number. This information and the website will be repeated at the end of the presentation.

Slide 14. The National Park Service team has also created a four page newsletter summarizing the project and the special resource study process. It can also be downloaded from the project website. The image on the slide is a newsletter's first page. The next slide please.

Slide 15. We summarize the history of PS 103 . And Thurgood Marshall's youth growing up in Baltimore. We shared some of the National Park Service research. Now let's talk about the special study process itself in more depth. The image on the screen now is a timeline of the study process from 2020 to 2022. Since 2020 and 2019, we have been hard at work gathering data, visiting PS 103 and conducting research. As you can see from the yellow highlighted section, we are now in the second task of the public comment phase which ends June 1st. Thank you for participating in the public comment phase by attending this meeting. Through the end of this year, 2021, the study team will take on the analysis of the PS 103 study area, using the for special resource study criteria that we mentioned previously. We will begin drafting the report. In 2022 we will begin the internal editing and reviewing process. It is fairly involved. We will finalize the study by the end of 2022. And then we will sub the completed report to the secretary of the interior. At that point we cannot guarantee a timeline for when it will be transmitted or sent to Congress by the DOI as it is out of our teams hands. Once internal reviews are complete the secretary will transmit and then the study will be publicly available.

Slide 16. Let's go over the studies for the criteria. The slides summarize the study process and includes a graphic diagram that shows the sequential linear order. The study area must meet all four criteria to demonstrate what we call a positive finding. If the study team determines that the study areas are not meeting just one of the four criteria, the study will and at that point and we will draft the report and it will conclude with a negative finding either way the study's findings will be transmitted to Congress. At that point it is up to Congress or the president to take action. Or not. The completion of the study does not establish a new national park unit because only Congress or the president have the authority to designate a new national park service unit.

Slide 17. A little detail on each of those criteria. The first is national significance. The study area must contain national significant natural and/or cultural resources. Such as PS one of three. The national historic landmark criteria are applied to determine whether a site is nationally significant. It team of histories can determine whether the site meets this high standard. This is step one. Please note that this analysis does not lead to a national historic landmark designation. The landmark criteria used for the purposes of this study as an evaluation tool, nothing more.

Baltimore already has several historic landmarks including the transportation you Sam. The College of medicine of Maryland, which is the oldest medical school building. And the Edgar Allen Poe and several national historic landmarks in Baltimore already. The photos on the slide show two examples of existing nationally historic landmarks and cities that are already associated with Thurgood Marshall. We have the founders library at the Howard University in Washington, D.C. Designated a national historic landmark and its association with the preparations for the brown versus Board of Education case involving Thurgood Marshall and his colleagues including key Howard University faculty students and staff. The photo on the bottom left shows the Brown versus Board of Education national historical site in Kansas. Which is in fact the unit of the national parks system already. Like PS 103 this is the school building .

Slide 18. This slide describes criteria 2 suitability. It requires that a site represent resources that are not already adequately represented in the national parks system, or not comparably represented and protected for public enjoyment by another land managing agencies such as the National Park Service. In other words, making a new park unit here at PS 103 for example, would be redundant because the National Park Service already includes other sites that adequately represent the same story.

This relates to the later life of him but not his early life. The photo shows the Little Rock Central high school which is in the national historic's right in Arkansas. National park unit. In the fall of 1957 after the 1954 Brown versus Board decision Little Rock became a symbol of state resistance to school desegregation and the first fundamental test of the United States government resolve to enforce the Brown versus Board decision.

This is slide 19. The third criteria embodies the thorough analysis of feasibility as a potential unit. To meet the criteria the study area must be of sufficient size and appropriate configuration to ensure long-term protection of the resources and visitor enjoyment. It must be capable of efficient administration by the National Park Service at a reasonable cost. Other important feasibility factors include the current land ownership of the site, acquisition cost, lifecycle maintenance costs, accessibility for visitors, and how easily visitors will be able to get in and into the site. They are curious to learn about any threats to the resource. Staffing needs and development requirements. As well as the level of public support for a new potential park unit.

We consider all of these things in this third criteria cover feasibility criteria. The photo shows people walking as a large group across the bridge on the Selma to Montgomery national historical trail. Another park unit that represents a national significant event.

Is in the civil rights movement.

Slide 20. The fourth and fire criteria evaluation of the need for the National Park Service management a study must demonstrate that direct management by the national park service is clearly superior to other management approaches. In cases where a site is already being well managed and well maintained, well interpreted, open for the public for visitation, and current manages wherever they are essentially doing everything that the National Park Service will do, we think that they are going to continue managing it for the first piece of. -- For the foreseeable future.

If the study finds that there is something that the NPS can do that would enhance the current functioning of the site, for its long-term preservation of public accessibility, or public interpretation of resources or education or other aspects of management. It could be a positive finding. The image on this slide is a photo of the United States supreme court in Washington, D.C. Where Thurgood Marshall served as a Supreme Court justice. The U. S. Supreme Court building is not a national park. Although it is near many national parks. We included two present an example of a building that is so well-managed already by someone else, it would probably make it a finding on our criterion number 4. Because the National Park Service cannot be clearly superior manager.

Slide 21. We shared our study process and we shared some of the research thus far. Now we need your help. Local wisdom is the best wisdom. And outsiders of Baltimore and Upton neighborhood we are eager to learn about additional information that will ensure that our studies well informed. In addition part of the third criterion, feasibility, is requiring that we -- it includes the level of public support for potential unit at the PS 103 site. It's okay if some people are for it and others are against it. The NPS does not have an opinion and we do not want to sway anyone one way or the other. But we want to hear from you about this. Hopefully to help public comment we have prepared for questions. The images on this slide and the next four slides are all the same. Black and white photo drawing of the PS 103 building and black and white photo of Thurgood Marshall sitting at a desk.

Here are the prompt questions hoping to generate some public comments. Question number 1. How would you feel about their PS 103 building potentially becoming a national park unit that would focus on Thurgood Marshall, particularly his early life?

Slide 23 question number 2. Are there places and historic resources in the neighborhood surrounding PS 103 related to the early life of Thurgood Marshall that the NPS special resource study team should know about?

This is slide 24. Question number 3. Are you aware of any documents, letters, diary entries, photographs, newspaper articles, et cetera, things that are not publicly available that are related to Marshall's early life, meaning while he was a student in Baltimore, city schools?

You can look at the theocracy. We are happy to send you a copy. We are particularly interested in new sources of information that are not on the list. Things that we have not already discovered. And we really appreciate your help.

Slide 25. The final prompt. Question number 4. Do you have any other comments concerns or suggestions about the study? Open-ended question.

Slide 26. Those are the four questions and/or prompts that we have for you to generate some brainstorming and some public comment. Before heading toward the Q&A portion of tonight's discussion, we want to address some common questions at the National Park Service typically gets during the special resource studies. First how will the study site, in this case PS 103 be evaluated? With the public get to see the final report? We use the four criteria mentioned earlier. Suitability, feasibility, the need for National Park Service management. The evaluation is written. This is the final product of the special resource.

This is what is sad is what is transmitted for consideration to Congress. Congress request the study survey are the first. However after that the report can be shared with the public. Another common question. What are some of the possible outcomes of the study? The completion of a special resource study itself is not in of itself establishing park. The study has no power whatsoever to either create a national park unit, or to prevent one from being created at any time Congress or the president can create a new national park unit with or without a special resource study. Even if the study concludes with a negative finding, it still does not tie the hands of elected officials. On the other hand, even if the study is a positive finding, there was no guarantee whatsoever that a new national park unit will be created, or timeline. The outcome entirely unknown at this time. That is why we always encourage property owners in the community not to change whatever their plans are or waiting for the outcome of the study. Or for congressional or presidential action.

Another common question. If the study team finds PS 103 to be nationally significant, does the PS 103 mean it will be a designated national park unit and/or park system? The answer is, no. The study itself will not cause any action to happen whatsoever. It provides analysis to Congress. But the study has no force to make these sorts of changes in the study does not include the preparation of a national historic landmark application. There is no guarantee whatsoever that a new national park will be created or timeline.

Sometimes we are asked about the rule of public involvement. This is critical. First as public servants obligated to inform the public about what we are doing and how tax dollars are being spent on dollars are being spent on this day. That's transparency and accountability requirement. Secondly while we can research many topic. Team is outsiders. And we need to help people. Knowing the study areas and as I said before, wisdom is the best wisdom. By sharing the National Park Service. [ Indiscernible ] we help the public and directors to additional sources of information. It will help us have a well rounded understanding of PS 103 and Thurgood Marshall early years. We are grateful for the public's help to expand knowledge to make sure we are getting it right. The third and final rule for the public relates to the studies third criterion which is the feasibility. It requires that we gain



a sense of the level of public support for the idea of a new unit at PS 103. We are not looking for opinions. We sincerely want to hear and how the public feels about this potential new national park idea and Upton. Please share your views whatever they may be through the means that we will describe in a moment. Whatever is most convenient for you.

Sometimes we are asked if there other options to NPS designation beyond becoming a national park unit? Yes. It is something called deleted area status or designation not often used. This continues to be owned, operated by nonfederal organizations that create formal relationships with the National Park Service. They must meet the same national significance and suitability, they have to have a positive finding of criteria one and two. But not on three and four. Affiliated area must be managed in accordance with the National Park Service policies and standards. It applies to the national parks which is not [ Indiscernible ]. Affiliated areas require special recognition and/or technical assistance beyond the NPS provides to the many existing programs. Affiliated areas resources must be protected properly. And agreement to do so is documented in a formal agreement between the National Park Service and the nonfederal entity. Finally, becoming an affiliated areas a big deal and it also requires either an act of Congress, Congress, a new law, just creating a new park unit. Or it can also be designated by the secretary of the interior, which different from creating park units is a big deal. Not something can be guaranteed by the National Park Service PS 103 study teams .

Finally before I hand the presentation over to the PS 103 special resource study project manager, Carrie Miller. We will have a live Q&A session. We have one more important point to make. And how the study should affect decisions being made about the building today. I touched on this momentarily. The decisions about PS 103 are being made every day. In the National Park Service respects how much complexity and the risk involved for many parties. Now the graphics on the slide or bubbles and question marks floating around. It looks different from the slides because we're trying to make an appointment point. The National Park Service recommends that this city and its partners, and the community not change the plans for the study areas resource. Meaning PS 103 in this case. We recommend that all parties continue to make the best decisions for the property and community possible without regard to the potential for new national park unit in PS 103. The studies that we are doing take several years to conduct and the outcome is uncertain, and whether a new national park unit will ever be created is entirely unknown at this time. We always recommend special resource study and no one change the plans waiting for the outcome of the study.

With that I would now pass the presentation over to the project manager, Carrie Miller .

Thank you so much, Martha. Hello everyone my name is Carrie Miller and I am the National Park Service project manager for the study. Before we go to the questions for a moment I would like to describes several ways to provide feedback to us.

There are three ways in which you can provide feedback to us. One is enter your comments directly on the project website. Which is park planning.NPS.gov/PS 103. When you go to the website click onto the open for comment link. And then click onto the newsletter link to the page where you can respond to the questions that Martha read on the previous slide. Submitting your feedback is the easiest way to comment, and for us to receive your comments. And so we can encourage you to comment here on the project website. I will show you screenshots as to how to use the website. Secondly you can send us a written comment using the comment card. It's posted on the study website. The comment card looks like this yellow card. It can be printed, folded and mailed back to us by adding a stamp. The comment card is posted on the project website under the document list. Residents of the Upton neighborhood will receive printed newsletters by mail as well. Or you can respond to the comment question by mailing a letter to myself, at National Park Service, in care of Carrie Miller. 12795 W. Alameda Parkway, PO Box 25287, Denver, Colorado. 80225 0287. I am happy to take your comments by email. You can email me. My contact information contact information is on the screen. Or you can call me at 303 969 2575 and leave a voicemail with

comments or questions. The open comment period for the study began April 1st to January -- and we will stay open through June 1st. We are eager to hear your input. Thank you so much in advance for sharing growth feedback.

I will show slides to end your comments on the project website. The next slide please. This slide 29 shows the image of the project website which is the [ Indiscernible ]. When you arrive to the project website click onto the open for comment link on the left side of the screen, this will take you to the screen titled documents open for review. Under the title text click on the link called PS one of the special resource study newsletter. Which is shown circled in red on the screen.

Clicking onto the newsletter link will take you to the website. It is shown on this slide. Click onto the green rectangle or button labeled comment now which is shown circled in red.

Slide 31 shows the screenshot of the webpage where you can enter your information and begin typing your answers to the questions opened for comment. When you are finished entering your comment click onto the submit button on the bottom of the screen. We will then receive your feedback directly.

Slide 32. Finally to learn more and follow the study process, please continue to visit the project website. [Park.planning.NPS.gov/PS 103](http://Park.planning.NPS.gov/PS%20103). This concludes our presentation on the Thurgood Marshall's Elementary School Special Resource Study PS 103 special resource study. Thank you for your interest. At this time we will answer any questions you may have heard I also want to mention we will be posting a recording of this meeting, in addition to the closed captioning transcription. We will put this recording on our NPS YouTube page. The link will be posted on the same project website. We also have a recording posted from our April 13 meeting. This will be the second one.

One more slide to give you some instructions. If you are watching this meeting you can use the chat function. It's in WebEx. It is shown here. It is circled in red on the bottom right-hand corner of your screen. If you are looking at your WebEx screen, the chat is where you want to type in your question. So when you type in your question, I noticed that some people are posting questions. That is absolutely the correct thing to do. Thank you. Martha and I will answer your questions submitted the chat. And then we will turn our attention to those of you calling in online. And/or using your phone. We will go to -- I will prompt you when it is time to take questions from the phone lines and how to do it at that point.

Now we will go to the final slide. We will keep these up while we answer the questions. We can use the chat feature and you can go to the audio. Again for those watching online please now type in your questions into the chat box. I will read your question so who is calling and will be able to hear the question. And then when we go to the phone participants, I will give you instructions to make that work.

Let's start with the chat questions. I am going to take a look at what we have. I see the first question. How will the Upton area benefit from having this declared a unit of the national park system?

How would the Upton neighborhood benefit if it were to be created which all the caveats that I described earlier applied. We do not now be created. That is a good question. I would suggest that it depends upon your feelings. We are not here to try to sell the community on the idea of a new national park unit. We are not trying to encourage people to say we want this so we do not want it. So I want to make sure that my answer is just giving information and not trying to advocate for you to think about it one way or the other. If there were new national park unit in your community, or anywhere else, inevitably there would be shining the light on the community. It will raise the profile of the community. Simile once the park was created. And I should warn you should national park be created takes about a decade to stand up in a new national park. But let's say that it all happens, you can imagine that more visitors will come to the community. Possibly people would use more local businesses on the way in and out. And sometimes national park considered to be an economic

development generator. There can be benefits. So that is one of the reasons that sometimes people support the idea of a new national park unit from a community perspective.

Another perspective is that if the National Park Service has some role in managing the building, the historic resources and the historic building in the fabric of the building. It would get a federal attention in some fashion. To maintain the building and the resource. And from a historic building standpoint. Preserving the themes and the story standpoint. That is considered a benefit. As something that is a benefit in the community already. And again a general benefit that this historical resources being well maintained and managed. It would be educational programs. It could have the added benefit for both schoolchildren and visitors coming to learn about whatever the themes are that they are created to explore and to celebrate and protect and preserve. On the other hand it is fair to say that a national park unit means a new landowner, or at least a partner in managing the resource. They would be involved. They would manage the building or whatever the resources are. That means more people to work with and more complication and of course we have our own rules and requirements. It would certainly mean that a new entity with its own federal laws and requirements are associated would be applied to the park and a longer a building locally owned and managed. They would be additional external partner having rules of their own to follow. There would also be generally increased traffic. Servicing the building and operation of the building. So more people coming and going. I am trying to save these things in a way that demonstrate from a community member or neighbor perspective, there could be pros and cons. We are not trying to tell anyone how to feel about the idea of a national park unit. But it would be a significant change and probably impact on the community. It may depend on your perspective and how you feel about it. I hope that answers the question. If not you can with the message in the chat. We will try to answer it again.

Thank you, Martha. We have another question. Before I get to that one I want to say again if you would like to pose a question, if you are watching the WebEx platform you can type your question into the chat. We will see them and then I will read them out loud. Martha and I will answer. And then we will go to the calling line after we go through the written chat questions.

The next question. Will Thurgood Marshall other homes be landmarked potentially? They list three examples. [ Indiscernible ]

There is a second part to the question further down. Or marker place the question is two-part. Will the other homes associated with Thurgood Marshall neighborhood be potentially landmark or a marker?

Let's back up a little bit. The PS 103 building is a city of the Baltimore landmark but not a national historical landmark or landmark by some other designation or entity. It is a city landmark. From the national park service perspective, if you are asking will it be similar we cannot we speak to that. It's the city of Ultima landmark process. I cannot answer the question. But I am sure there is a process to have it considered and reviewed. In terms of how the National Park Service would -- whether there would be a marker applied. From the NPS side we have not completely [ Indiscernible ] and after we complete the study we do not know when or if the Congress or the president will create one. We cannot say with any specificity if the NPS will ever include the three addresses that you mention in your question as a part of the national park unit. And/or if there would be a historic marker or interpreter sign off the buildings that are still standing would somehow be protected as a part of the NPS unit. We do not have an idea. We are doing the study to evaluate resources according to the criteria. We are still in the middle of studying we do not on the outcome. And so I am sorry I cannot be more specific. If you are interested in the city landmarks process, I encourage you to talk to the city of Baltimore.

The next question. What can we expect to happen at the site if it is designated as a NPS unit? Will there be resources available to restore the building and provide funds for staffing and exhibitions?

That's a very good question. In a hypothetical world [ Indiscernible ] that is the assumption of the question. What happens next? As I said before once the president creates a up -- proclamation. [ Indiscernible ] through passing a law. Let's imagine that has happened somehow. It takes about a decade to create a new national park to get into the fairly fully operational. First of all there would be a while were the first thing is we create general management planning tools. Essentially, we do not rely upon the study that we are doing right now. But we create general management plan that includes public outreach saying, we have a new national park and we have to figure out the desired conditions at this park. And what we wanted to look like and the themes that Congress has created. And how we express. And then it gets basically studied through several different processes and that is why take so many years create interpretive plan, to create a building preservation plan and so on. The short answer to some of the question, the building would receive preservation attention and federal resources if we are and NPS unit to keep and preserve the building itself it's entirely unknown in the hypertechnical information. If they own all of the building, or just part of the building, we do have some NPS service with a have an easement for portion of the property owned by someone else a partnership. So we do not have nearly enough to know all of the circumstances in our hypothetical situation. If the NPS had a park unit at PS 103, historic preservation funding and TA would certainly be applied. What does that look like, the details, whether the whole building or a piece of the building? We have no idea. I am sorry I cannot give you more specificity. But I will say that if we had a new park unit we would apply all of our management requirements and our federal laws to the area whether a part of the building or the whole building. [ Indiscernible - low volume ] we have to apply all of our policies. That involves visitor use, accessibility for universal design for the people to have the ability to access the resource, education and interpretation for proper programming. And historic preservation and management, security and so on. I am sorry if I cannot be more specific. I just do not know what Congress and/or the president would envision. We cannot imagine. It could look like a lot of different things. Again if that is not specific enough and you have a more specific question please put into the chat. We are trying to answer the questions as best as we can.

The next question. Will the NPS provide resources or improvements to streets, streetscape lighting or traffic and configurations around the immediate area of this site?

This relates to part of the last question. Will funding be available for the operation of the facility? [ Indiscernible - low volume ] sometimes when you deal with the new developer come into the neighborhood, there is a negotiation that the developer might be renovating or building or putting up a new building. And sometimes there is some negotiation for the development group and what they provide to the neighborhood, as a benefit, given the impacts of the construction, and the traffic and all the things that bring it. It is not uncommon that updating community benefits. Perhaps even cash sums given to the development or renovating features of the parks. When a NPS is created, none of that happens. This is not like that type of development deal. Congress and the president would pass a law that says, as they describe in the law whether a building or certain area, that is the new NPS unit. And then at that time the unit is owned probably by someone else. And then we approached the landowner of just what is within the boundary. If there is a willing partner and the owner would like to talk about park service acquiring the property interest. [ Indiscernible - low volume ] negotiations began. And we focus on acquiring the property interest. So we can manage resource. None of that involves all of those other financial benefits, or neighborhood infrastructure upgrades that are more typical of a local development plan. It's more of a city government level when you approve specific development projects. The willing partner, and this site and/or a willing owner, there is no transfer of a certain dollar amount to them as a part of the transaction. You get a certain amount of money to manage your portion. And our portion. None of that happens. It does not work that way with the NPS. It's not like a regular development deal. The local infrastructure creates side works, turn lanes, signage. All of that is typically not improved on the National Park Service time as a part of creating the new NPS. I hope that is clear. Let us know if this is not quick -- clear.

The next question. I am curious about the process for determining that certain structures don't have sufficient integrity to be considered contributing to the study, such as Union Baptist Church, instruction in 1905, the Douglas Memorial Church, and the Booker T. Washington junior high school. These are historically significant sites that are physically intact. Would love to chat more about this.

We would love to chat more.. You have the contact information on the screen. Please reach out. We are happy to schedule a call with the NPS study team. And we will go over all of the details. I will say from our studies perspective, and we are aware of all those historical resources just name. From the study perspective our authorities founded by the authorizing legislation. Which says that we are to study PS 103, and the nearby resources associated with Thurgood Marshall early life. Now that does not mean that these other resources, and many others in this neighborhood, the Upton neighborhood is amazing. Historical resources and a rich history. Yet we are bound by our legislation for our study to focus on those resources that are really focused on Thurgood Marshall. Where there is a nexus. And his early life. He attended PS 103 in 1914 to 1920s. Somewhere in that area so we are looking for. If you think that some of the resources or others not mentioned have a strong nexus with Thurgood Marshall and his early life, we will be more than happy to add that to the list for our evaluation. We thank you. If you would like to talk about the process and how we look at the integrity and the structures, we are happy to talk about that even knowing that some of those resources may not have a strong nexus. Thank you for bringing that to our attention. Let us know if you would like to talk about it more depth. We are eager to hear what the community has to say. Perhaps we miss something and we are opened to learning. Thank you.

The next question. Will there be a transfer of ownership from the current owner to the NPS, and what does that look like with Ms. at two dollars?

To be state again, first of all we do not know it will be a transfer of ownership because we have no idea the National Park Service will get authorization from Congress and/or the president to create a new. All discussions about a new NPS or entirely [ Indiscernible ]. Imagine if that did not happen. There is no transfer of dollars and a sense of developers project sense. Let's move it away from PS 103. I want to maintain a sense of hypothetical. Let's imagine it's another building in South Baltimore. The Domino sugar factory or something like that. If the NPS creates a new NPS unit, and we get the authorizing legislation that says okay this is a buddy area. In the park service would approach the current property owners and say we have this authority would you like to talk with us? We would like to create an NPS unit. And then we would talk about the cost. And to either purchase all or part, or an easement. Whether it is a partnership or one me on entirely. We would begin negotiations. When it comes to purchasing something, let's imagine is a outright purchase, we are required to have it appraised, using specific title appraisal standards. We cannot pay one dime more of the appraisal cost. There is no dealmaking, or a way to know the price well in advance. Or to imagine that there could be a sales price and then other additional premiums that are offered to the community, or to the current landowner. We do not fund or provide funding to the other partners who are operating other aspects of the property. If we only owned the portion we do not, we only pay for what we are operating for the management authority which goes back to the law. [ Indiscernible - low volume ]

I hope that is a clear example. [ Indiscernible - low volume ] I was using that as an example to focus on the hype of adequate qualities of any discussion of any NPS.

The last question that I see in the chat. Who in Congress asked for the study to be done?

It is my understanding, I should say that we continually brief the office in the House of Representatives, as well as the senator. [ Indiscernible ] we have robust interest from all three offices. It is my understanding, that the late representative Cummings was the primary advocate for

the legislation, but I have to tell you that I am not an expert on the history of the legislation. Also Senator Mikulski was supportive of the idea of the study. That might not be correct if you would like a specific detail, we can get it for you. Just place it into the chat. Or you can contact Carrie and we are happy to clarify .

Okay. For anyone watching using WebEx you can continue to enter your questions the chat box. We also want to turn our attention to those calling and using only your phones. And the way you can let us know that you would like to ask a question over the phone, press star three. That will prompt one of us to be unmuted. Press star three and it will let us know you want to ask a question. When it is your turn you will hear a message over the tone, please weigh and then you will hear another one that says, please unmute yourself. That is the process of how this works for those of you calling again. Again hit star three if you would like to ask a question ovary the phone. -- Over the phone.

Do we have any call in? Most participating on WebEx. In fact I think our own NPS team is calling again. Is there anyone calling in who would like to ask a question? If so press star three. We will wait a few minutes. In the meantime, for anybody watching you can continue to ask your questions by typing into the chat as well.

Seeing that we only have maybe one person who is calling again, there may be no other questions coming over the phone lines. The last call for anyone who would like to type in a question. Certainly it's not too late. We are happy to hear your feedback and any questions you may have.

We have another one. Yes, Upton would like a written response detailing the request from Congress. This is from Wanda. Thank you for your email. We will record your information and we will get back to you with that response on how the study was initiated from the congressional legislation. Martha, would you like to add?

No. Thank you for the question. We will research and make sure you have all the information. Most of these studies have a longer life than just when the legislation was passed. It's not uncommon that they were introduced some time -- some years before. It will be interesting to go back. We will give it to you. I am sure we will all learn something about it.

We have one more question coming again. Following the study, with their community receive a similar update to today's presentation as a wrapup?

We have everyone's expectations. I'm glad you asked the question. With these studies, the special resource studies, like -- unlike other studies that we do. By way of contrast. There are some studies that we do we can do some research. And then we share some detail of what we have learned, we are thinking about, and with the public in more detail. With the kinds of studies that we are doing with PS 103 using these four criteria, we have what I call the long, frustrating, quiet. And what happens is we have a public comment phase where we are doing as we describe. We are letting you know what we are doing. We are finding out about additional sources and information. And we are asking for the level of public support for just the idea of a national park unit. And then after that we take all the information that people have given us and then we dive into applying those criteria. And to the research and everything we have learned. Bear in mind that the client, if you will for this study, this Congress. Congress requested the study. Congress is the first recipient. Unlike some planning studies or processes that you might have with your operating local park, we are the park service and we use it as an example. It's not uncommon in those processes. You may have some public meetings and then the park planners working on alternatives. And then they go back to the public to get opinions. And then finally he goes to the project. But this type of study is not like that. We take information and we go deep into the analysis, unfortunately we are not allowed to share our progress. We are not allowed to say we are done with criteria one and two and the outcome was this or that. And now we are moving on. We are not -- it is an internal process and we will not go back with her second public comment phase. However once the report is written, and gone through the reviews with the NPS and

the secretary of the interior office, and then Congress. Congress asked for it they received the report, they see it first. Before anyone else. And then at that point it can become publicly available. We apologize in advance. We know there is a long waiting time where we are happy to pick up the phone and talk to you and just keep you informed. That is about the level of detail we can share. And we realize how frustrating it is and especially if it takes a long time. Unfortunately, that is the reality of this study. Sadly, no. We will not have a separate process to give an update. But you can call us any time. We are very happy to talk with you. The contact information remains the same. And I am delighted to talk with you. Keep in touch. We will not be able to share the detail of the content as to how it is going. That is why we have the big slide with the bubbles and the question marks floating around. There are so many unknowns about this, and frustrating waiting time. The public has to endure as well is the property owner. That is why we tell everyone, do not change your plans. There is no guarantee for the MPS to be created or the timeline if at all. So we do not want people waiting for the study. Because it becomes -- it's not something we can share until it is done. Our apologies. That's the reality. We are trying to be transparent about the process.

Thank you, Martha. That looks like the last question. There are two additional questions of the Q&A but those individuals copied the questions into the chat. Thank you. Taking the initiative to do that since we are reading the questions off the. It sounds like maybe somebody is trying to chime in from my phone line.

Maybe they are off mute. Is there anyone on the phone line that would like to ask a question asked if so press star 32 unmute yourself. I think we are -- with that, go ahead Martha.

I want to say we try to answer your questions here as best as we can. If you have asked a question and you feel like the answer did not quite address your question, and the way you hoped, or if you want more information reach out to the ways that are on the screen. And we are very happy to make sure that we can respond. We will get back to you with your questions. We are eager to make sure the public is informed and you have information needed. We are grateful for your participation. Thank you.

Thank you all for your time and attention this evening. We appreciate it. As Martha said do not hesitate to get in touch with us. We are eager to answer your questions. Until next time, take good care everyone.

Thank you everyone. Be safe.

[ Event Concluded ]