

FREEDOM'S FRONTIER DISCUSSION GRANT OPPORTUNITY



The Mission of Freedom's Frontier National Heritage Area (FFNHA), a 501(c)(3) non-profit entity, is to tell the stories of the settlement of the Frontier, the border and civil war on the western frontier, and the enduring struggle for Freedom.

FFNHA invites you to submit a proposal for programming that would engage a broad section of your community in discussion about racial and social justice themes.

These engagements or discussions could be in person, digital, or both. As an alternative, we welcome proposals for public art projects that promote thought and discussion on racial and social justice themes. While we want to understand the delivery method associated with the program, we will not give precedent to form.

Grants will range in size from \$1,000 to \$5,000. No match is required.

Any FFNHA partner or partners that apply should do so in a **narrative** that suggests:

- A description of the program proposed.
- What FFNHA Partners would participate.

- What partners outside FFNHA would participate.
- How will you engage people of color in your community in both planning the program and participation in its execution?
- Would any additional financial support be brought to the effort?
- How many volunteers might be involved in the program?
- The goal for public participation in the program?

Email your application (both the narrative and a budget) to Holly Zane, Associate Director, at hzane@freedomfrontier.org, on or before **Thursday, September 1, 2022**. You may also submit any supporting documentation that you would like to include.

The Board of Trustees will plan to approve grant awards at their October 2022 meeting.

Past Discussion Grants Award project recipients include:

- ***Lectures by or about civil rights leaders and civil rights events (with a question-and-answer components).***
- ***Virtual field trip over a 3-week period for high school students, where in:***
 - *Week one the **students explored the topic of redlining** and the history of real estate segregation.*
 - *Week two the students discussed the scenes that were not performed in the original 1960s Broadway production of the **play “A Raisin in the Sun”** and why they were omitted.*
 - *Week three the students created their own mixed media art pieces synthesizing themes from the previous weeks’ discussions and inspired by the **artwork of two African American artists.***
- ***A two-day “Emancipation Day of Service, Reconciliation and Courageous Conversations” at an underground railroad site that included:***
 - ***Round table discussions*** about inequality, equity, and justice in 21st century life and society, with the goal of developing solutions to crime, inequity, and racism.
 - ***Ceremony*** memorializing freedom seekers that perished trying to escape slavery and honoring those that escaped slavery in Missouri by escaping to Kansas via the Underground Railroad and abolitionists in Quindaro.
 - ***Presentation by a youth and adult*** that are making differences in their communities (with question-and-answer component).

- ***Virtual reading by librarians to students (of various ages) of books about race and social justice (tailored to the student's age), with opportunity for discussion.***
- ***Creation of a community mural by students and other members of the community with the themes of healing, empathy, diversity, and change.***
- ***Creation of a community garden and installation of signage, as a place to reflect the Underground Railroad, on how far we have come as a society, and envision a society of peace, healing and unity for all diverse cultures.***