Commissioner's Task Force on Holocaust Education
Final Report
July 1, 2015 -June 30, 2016

FDOE Commissioner's Task Force on Holocaust Education completed the Scope of Work/Activities and met the Deliverables as submitted in the FDOE Project Application for FY 2015-2016.

➢ **Dates of Service: 4th Quarter Report –April 1, 2016 – June 30, 2016**

- Ongoing Professional Learning Opportunities through Designated Task Force Sites, Schools Districts and established Holocaust Education providers such as Yad Vashem and Facing History.
- Ensure educators are well versed in the events of the Holocaust in order to provide Florida's teachers with supplementary resources of exemplary quality that meet Florida's instructional standards and other instructional parameters.
    - Promote Holocaust education, ensuring that the history of the Holocaust itself is emphasized, at the annual state meetings of the Florida Association of Social Studies Supervisors and the Florida Council for the Social Studies in October 2015. This included the sharing of updated Curriculum Guides.
    - Develop an online professional development course for teachers in content relating to Holocaust education.
    - Identify resources that can assist in Holocaust instruction to be linked from appropriate benchmarks on www.cpalms.org. Members of the Task Force, Holocaust survivors, and other content area experts will vet these resources for quality, accuracy and age-appropriateness. This should include, but not be limited to, the updated Curriculum Guides.
    - Review and begin to update existing Curriculum Guides for Holocaust Education, Grades 6-8, including Civics component, previously developed under the Task Force's auspices to align with Florida's current instructional standards.
- Promote Holocaust education, ensuring that the history of the Holocaust itself is emphasized, at the Board of Directors' meetings Florida Council for the Social Studies in April 30, 2016. This should include the sharing of updated Curriculum Guides and research projects. (PP presentation attached).
- Continue development of an online professional development course for teachers in content relating to Holocaust education and correlated to updated to 9-12 Curriculum Guide
- Ensure collaboration and cooperation among members of the Task Force, designated Task Force sites and education practitioners in order to produce accurate, high-quality and user-friendly resources for Florida's teachers and students.
    - Collaborative Summer Professional Learning Institute presented by Holocaust Education Resource Council (HERC) and The Florida State University Center for Academic and Professional Development Holocaust Institute for Educators
    - Other Summer Professional Learning Institutes in collaboration with School Districts:
        - Florida Holocaust Museum and Escambia County School District
        - Florida Holocaust Museum and School District of Palm Beach County
        - FAU's Center for Holocaust and Human Rights and Broward County Public Schools, School District of Palm Beach County and St Lucie Public Schools
        - University of Miami Annual Summer Teacher Training Institutes and Miami-Dade County Public Schools
        - Holocaust Memorial Resource and Education Center of Florida and Orange County Public Schools and Seminole County School District

- Complete update of the Task Force website in order to maximize outreach and resource availability to all Florida educators.
- Complete cycle of Project Based Funding. Funded projects have increased the Task Force's impact on other organizations, school districts and individuals throughout the state, providing for specific programs and events.

➢ **Dates of Service: 3rd Quarter Report – January 1, 2016 – March 31, 2016**

- Ensure educators are well versed in the events of the Holocaust in order to provide Florida's teachers with supplementary resources of exemplary quality that meet Florida's instructional standards and other instructional parameters.
    - Ongoing Professional Learning Opportunities through Designated Task Force Sites, Schools Districts and established Holocaust Education providers such as Yad Vashem and Facing History.
    - Continue development of an online professional development course for teachers in content relating to Holocaust education correlating
    - Identify resources that can assist in Holocaust instruction to be linked from appropriate benchmarks on www.cpalms.org. Members of the Task Force, Holocaust survivors, and other content area experts will vet these resources for quality, accuracy and age-appropriateness. This should include, but not be limited to, the updated Curriculum Guides.
    - Ensure collaboration and cooperation among members of the Task Force, designated Task Force sites and education practitioners in order to produce accurate, high-quality and user-friendly resources for Florida's teachers and students.
    - Identify resources that can assist in Holocaust instruction to be linked from appropriate benchmarks on www.cpalms.org. Members of the Task Force, Holocaust survivors, and other content area experts will vet these resources for quality, accuracy and age-appropriateness. This should include, but not be limited to, the updated Curriculum Guides.
    - Continue development an online professional development course for teachers in content relating to Holocaust education.
- Update the Task Force website's platform to current specifications in order to maximize outreach and resource availability to all Florida educators.
- Evaluate applications and send notification for Project Based Funding. Funded projects increase the Task Force's impact on other organizations, school districts and individuals throughout the state, providing for specific programs, exhibits and events. Such projects could include, but not be limited to, research, traveling museum exhibits, regional or district-based programming or professional development, supplemental materials and resources. Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.

➢ **Dates of Service: 2nd Quarter Report – October 1, 2015 – December 31, 2015**

- Publish meeting notices in the Florida Administrative Register.
- Hold an annual meeting (agenda attached) on October 19-October 20, 2015 at Holocaust Memorial Resource and Education Center of Florida, to ensure that the state is fulfilling its mandate regarding

Holocaust education, allow for discussion and interaction, including input from survivors, related to the topic of educating and assessing the success of the annual teachers' Professional Learning Institutes on the Holocaust.

- Ensure collaboration and cooperation among members of the Task Force, designated Task Force sites and education practitioners in order to produce accurate, high-quality and user-friendly resources for Florida's teachers and students.
- Review, revise/update, and finalize existing Curriculum Guides for Holocaust Education previously developed under the Task Force's auspices to align with Florida's current instructional standards.
- Provide attendees with presentation packets that contain information and draft of application for Project Based Funding. Proposed projects from organizations, school districts and individuals throughout the state, providing for specific programs, exhibits and events evaluated on per project basis. Projects could include, but not be limited to, research, traveling museum exhibits, regional or district-based programming or professional development, supplemental materials and resources. Program funds must be used solely for activities that directly support the accomplishment of the program purpose, priorities and expected outcomes during the program period. All funded projects are required to meet established criteria. All expenditures must be consistent with the approved application, as well as applicable state and federal laws, regulations and guidance.
- Update members on the status research supported by the Task Force: *Holocaust Knowledge and Holocaust Education Experiences Predict Citizenship Values among U.S. Adults, Gerene K. Starratt, PhD; Ivana Fredotovic; Sashay Goodletty; Christopher Starratt, PhD - Barry University, Miami Shores, FL* (attached)

- Ensure educators are well versed in the events of the Holocaust in order to provide Florida's teachers with supplementary resources of exemplary quality that meet Florida's instructional standards and other instructional parameters.
  - Provide opportunities for educators to participate in professional learning opportunities provided by Yad Vashem through Echoes & Reflections by supporting substitutes through Project Based Funding.
  - Promote Holocaust education, ensuring that the history of the Holocaust itself is emphasized, at the annual state meetings of the Florida Association of Social Studies Supervisors and the Florida Council for the Social Studies in October 2015. This included the sharing of updated Curriculum Guides.
  - Develop an online professional development course for teachers in content relating to Holocaust education.
  - Identify resources that can assist in Holocaust instruction to be linked from appropriate benchmarks on www.cpalms.org. Members of the Task Force, Holocaust survivors, and other content area experts will vet these resources for quality, accuracy and age-appropriateness. This should include, but not be limited to, the updated Curriculum Guides.
- Maintain the Task Force website in order to maximize outreach and resource availability to all Florida educators.

➢ **Dates of Service: 1st Quarter Report – July 1, 2015 – September 30, 2015**

- Due to the delayed approval of the budget by the Florida Legislature and;
  Due to an extended deadline for submission of the Project Application, the Project Award Notification was not received until 9.21.15.
  Immediately upon receiving notification, the process for Florida Atlantic University, as fiscal agents was implemented.

Commissioner's Task Force on Holocaust Education Annual Meeting Holocaust Memorial Resource and Education Center of Florida

Minutes
Monday October 19, 2015
1:00 PM – 5:00 PM

I. Welcome & Introductions — Linda Medvin, Chair

The meeting is called to order at 1:00 p.m.
This is the official meeting of the Florida Department of Education Commissioner's Task Force on Holocaust Education. This meeting has been publically noticed in the Florida Administrative Register and on the Task Force Website. We meet in the Sunshine and our meetings are open to the public.
Please make sure that you have signed in and included the information on the sign in sheet. There is a place for guests to sign in, as well.
Items have been placed on the agenda and will be addressed. Task Force members and other attendees of the Annual Meeting will have the opportunity to speak when acknowledged by the Chair.
The Chair asks that cell phones be silenced or put on vibrate and to please limit sidebar conversations as it makes it difficult for others to hear.
There will be no Internet for the meetings for the next two days. The objective of this meeting is to assess the effectiveness of the Task Force. The evaluation of this meeting is very important. We have to ask the question, "Where are we now?"

Members who did not attend the meeting:
Marta Batmasian
Pete Cowdry
Monte Finkelstein
Mary McCullagh
Eileen Shapiro
Dirk Wentdorf
Patti Harris
Harold Wishner
Rositta Koenigsburg
Dr. Patrick Coggins will be late.
Norman Goda will be late.

Membership Updates:
Marvin Saperstein has retired from his position at Nova Southeastern University and has resigned from the Task Force.
Dr. Rose Gatens has retired as Director, FAU Center for Holocaust and Human Rights Education and has resigned from the Task Force. She has overseen the writing of the 9-12 State Curriculum on the Holocaust and will continue to consult on the writing project of the 6-12 Curriculum.
Assessing the Effectiveness of the Task Force:

- *What does the Task Force do?*
- *For whom do we do it?*
- *How do we do it?*
- *How much of it do we do?*
- *How good is what we do?*

The chair asked you to make note of these questions as we begin of our Annual Meeting today. We all understand the need for assessment at every level of education. All school districts must comply. The Task Force is accountable as well. It is the accountability piece that each Professional Learning Opportunity, every workshop and classroom presentation should include.

- *It is meeting the needs of each constituency, the educators, the students and the community.*
- *It is also meeting the responsibility of being a Designated Task Force Site, as determined by the FDOE and the award of funds from the Commissioner to the Task Force.*

At the end of the meeting we will self-assess, as a full Task Force, to determine where we are now and how we have moved, or NOT, since last year.

Several years ago, the by-laws for the Task Force were written, approved by Task Force members and the Commissioner. They are posted on the website.
The Task Force needs a Recording Secretary who will record the minutes and report to the DOE as described by the by-laws. For the past couple of years, Maureen Crater has voluntarily taken minutes at the Annual Meeting. The Chair officially appoints Maureen Carter to serve as Recording Secretary of the Task Force.

The Chair has made available on the flash drive all the documents we will be reviewing for this annual meeting. That includes all PowerPoints and paper handouts. The included manual also describes how the state DOE logos must be used and specific ways in which the state wants us to follow.

There are 10 Designated Task Force Sites in the state of Florida. Everything associated with the sites including but not limited to: paperwork, flyers, agendas, programs, websites, resources developed by the site, must use the "designated site" distinction.

All entities that receive any level of funding from the Task Force must have the FLDOE Task Force logo and or on everything associated with the it including but not limited to: paperwork, flyers, agendas, programs, websites, resources developed by the site.
In order for anything to be funded, the recipients will have all paperwork completed and turned in for reimbursement. There will be exception and no excuses. The full PowerPoint is included on the flash drive. All supporting materials must be printed out and sent to Linda Medvin, Chair of the Florida Department of Education Task Force on Holocaust Education. Any materials/resources received from or purchased with Task Force funds t must have the labels printed out and attached to all items.
The Commissioner's Task Force on Holocaust Education is an important and integral part of the Required Instruction Statute. It is important that the logo be displayed to promote recognition.

Welcome and introduction of all new members:
- *Yael Hirschfield/Senior Program Associate ADL/Regional Director*
- *Sharon Horowitz/Director of the Miami Memorial*
- *Pam Kanter/Executive Director of the Holocaust Memorial in Maitland*
- *Rachayida Shah/Program Manager of FAU Center for Holocaust and Human Rights Education: she is not here, very ill*

Introductions of all members present were given around the table. Guests of the Task Force will present on the effective ability of Holocaust Education. (graduate students from Barry University.

The minutes from last year's meeting were approved by a motion by Thomas Glaser and seconded by Richard Gair. Approved unanimously.

II. FDOE Report — Ann Whitney

Ann Whitney from the Department of Education Bureau of Standards Support was present to answer some questions about standards and about the K-12 Holocaust Studies. The questions arising are if the State Statute 100.342 (g) is a mandate for every year in a child's school attendance or if it is when only appropriate to the curriculum. After several questions and explanations, it was concluded that this is a K-12 mandate for every year. The Holocaust can be brought into the classroom in other ways such as Character Education and ELA. All principals are well aware of their responsibility and know that this is a

subject that has to be taught. FASSS has been working on completing a required instruction matrix and will show every standard related to Holocaust Education. If certain parts of the mandate (g) are examined such as ***Ramifications of prejudice, racism, and stereotyping, and an examination of what it means etc. and Character education and high school World History standards, then it will clarify that this is a K-12 mandate.*** *The law is silent on this, but we know it has to be taught because it is in state law. FASSS has been working on completing a required instruction matrix and will show every standard related to Holocaust Education.*

The Strategic Plan goal is to boost academic rigor: There is no plan for revising the Social Studies Standards at this time. The Social Studies specialist job is still vacant and needs to be filled. Instructional resources for teachers are on CPALMS.
Grant applications should include Professional Development that aligns with the standards. CPALMS also houses student exemplars for resources. 2016-2017 RFAs will be written to incorporate these points.
Florida Standards (ELA) can be tied into the NGSSS. Literacy standards are to be included. Linda will send the PowerPoint to all members of the task force. CPALMS will be looking for things such as baseline data and everything on the grant will be accountable. Data is everything.

- *The question was raised as to who vets the curriculum units by Norman Goda. Specialists are assigned to look at all curriculum units for pedagogical style and content. Everyone has access to CPALMS. The task force is implementing a Civics correlation to the NGSSS and the mandate. There will be a K-12 breakdown of the mandate.*
- *The question, "How can we impact what happens in Tallahassee. We cannot lobby and no funds can be expanded for the purpose of lobbying. Other citizens can, but not members of the task force.*

III. *Holocaust Knowledge & Citizenship Values: Preliminary Findings*

Research Focus Groups — **Ivana Fredotovic**, **Sashay Goodletty**, **Gerene K. Starratt, Ph.D.**

Several years ago, Dr. Gatens came across a study to evaluate Holocaust knowledge vs citizenship values. There were some preliminary findings but there there have been no other studies. Linda Medvin reached out to her colleague, ***Dr. Gerry Starratt*** *at Barry University. She and* ***Ivana Fredotovic*** *and Sashay* ***Goodletty*** *have been working on this and have come to their first set of conclusions. They are totally committed to this project. They presented on this at the 2015 Florida AERA Conference last February and have been accepted to present again at the 2016 Conference. We hope they will continue this year as part of the Task Force's Project Based Funding.*
Some of the research included the relationship between Holocaust education and citizenship values. Some of the findings suggested that is a significant positive correlation with citizenship values. There were three phases of the study:

- *Phase 1*
  - *Study measured*
  - *Holocaust knowledge*
  - *Citizenship Values*
  - *Demographics*
  - *Holocaust Education experiences*
- *Phase 2*
  - *CivED Study*
  - *Educator identified 30 CIVED items aligned with the Florida Statute.*
  - *174 items, international scope, reliable, and valid*

- *No assessment was available to measure Holocaust knowledge in relation to educational standards*
- *4 publicly available Internet tests and quizzes were identified for us. (117 total items)*
- *Expert reviewers identified 30 knowledge items for inclusion in the study as good measures of Holocaust knowledge*

- *Phase 3*
  - *The findings cannot be used until official finding*
  - *Focus Groups*
  - *Hard copy of preliminary findings handed out tells the background of the project*
- *Power point attached*

IV. Designated Site Reports

All site reports are on the flash drive distributed at TF meeting
FAU: CHHRE
FSU
SW Florida
HERC
Holocaust Memorial Center
FSCJ
Florida Holocaust Museum
UF
UM

V. Responsibility of Designated Sites

"What should we do as a task force when one of our designated task force sites does not meet their responsibilities." (Including but not limited to: Not providing trainings and therefore not meeting the needs of the community or of the RFA requirement for 30 hours of professional learning)

Open for discussion:

- *Patrick Coggins suggested that the Task Force look at the bylaws and not discuss it in the general meeting. Possibly a registered letter should be sent.*
- *Dr. Gatens suggested that we talk generically. In the generic sense, sometimes centers cannot meet their obligations. The questions should be asked:*
  - *What are the criteria for all the sites?*
  - *What do we consider when we have to let a site go?*
  - *How does it appear to the Florida legislature?*
  - *What are the repercussions to not meet the obligations?*
  - *A letter to the center went out years ago*
  - *Dr. Coggins: All of this should be put in the bylaws.*
  - *The chair: Linda Medvin asked what can we do as a group?*
  - *There is a responsibility and we need to be better than saints.*
  - *The task force as a whole should not be compromised.*
  - *We need to have communication channels open.*
  - *Mitch Bloomer: We need to have an intervention strategy to help an organization to restructure.*
  - *The chair: Linda Medvin mentioned that for trainings, Echoes and Reflections can count as a training for a site. It is a resource with no cost to the center.*
  - *There are also many local resources and ways to help each other.*
  - *Dr. Gatens summarized:*
    - *We need requirements of being a Designated Site to be revisited*
    - *Possible interventions to assist*
    - *There should be consequences when a center does not abide by the rules and laws set forth by the Task Force and the legislature.*
    - *Motion: made by Dr. Gatens to establish a small committee for us to consider above*
    - *Dr. Coggins: seconded the motion and will send a letter by email.*

Chair talked about the responsibility of the Designated Task Force Sites. Each site should:

- *be responsive, in a timely fashion, to requests made by the Chair. Most if not all requests are made by email.*
- *designate a(n) individual(s)to be responsible for completing paperwork, Project Based Funding Requests, communications*
- *provide information about events, programs, professional learning and other pertinent points for the Task Force website.*

- *update the website and to make it current, send Linda resources, books, and films.*
- *Sharon Horowitz showed the members the website from the Holocaust Memorial in Miami Beach.*
- *It was stated the Rollins College's Klezmer band that would be performing for the members tonight (Monday October 19)*
- *Motion was made to adjourn meeting at 5:22 pm.*

Dinner sponsored by Holocaust Memorial Resource and Education Center of Florida
Community Program - Phi Mu Alpha Klezmer Band - Rollins College

Florida Department of Education
Commissioner's Task Force on
Holocaust Education

Activity Report

Commissioner's Task Force on Holocaust Education
Annual Meeting
Holocaust Memorial Resource and Education Center of Florida

Minutes
Tuesday October 20, 2015
9:00 AM – 2:00 PM

I. Welcome – Day 2

Meeting called to order: 9:10 am
This is the official meeting of the Florida Department of Education Commissioner's Task Force on Holocaust Education. This meeting has been publically noticed at Florida Administrative Register and on our Task Force Website. We meet in the Sunshine and our meetings are open to the public.
Please make sure that you have signed in and included the information on the sign in sheet. There is a place for guests to sign in, as well.
Items have been placed on the agenda and will be addressed. Task Force members and other attendees of the Annual Meeting will have the opportunity to speak when acknowledged by the Chair.
The Chair asks that cell phones be silenced or put on vibrate and to please limit sidebar conversations as it makes it difficult for others to hear.
Reimbursement and travel expenses were discussed. Florida Atlantic University will now be the fiscal agent
The chair, Linda Medvin:

- *recognized Dr. Gatens for all the hard work of her team on the 9-12 Curriculum Guides*
- *thanked Susan from the Maitland Holocaust Center for the Klezmer band.*
- *explained that Project Based Funding key to this year's activities*
- *acknowledged Maureen Carter who has put together a team to update standards for the task force curriculum guide*
- *acknowledged Ula* Szczepinska *who had a team of two working on lessons for* www.cpalms.org/
- *announced that everyone will be receiving a book entitled, Just a Drop of Water by Kerry O'Malley Cerra, a middle school teacher in Broward County. There is a reading guide to go along with the book. The author is willing to go to schools to speak. There will be class set housed at the Florida Atlantic University Center for Holocaust and Human Rights Education.*

II. Curriculum Report — Dr. Rose Gatens

Dr. Gatens presented the work of the curriculum committee. (all members have a copy) and explained the process used:

- *We did not develop a comprehensive class through each grade level in an age appropriate fashion. These are lesson plans designed to give teachers ideas to use in their classrooms. The committee designed the lessons carefully to utilize resources that teachers are already using. This curriculum is test based standardized to insure every student in ELA and Social Studies has a cumulative knowledge. This curriculum is designed to have a deeper*

understanding of Holocaust, Genocide, and Human Rights. Access points, infusion points, infusion into pre-existing lesson plans. Pearson materials were used and addition information from the key topics that related to the time periods of the 20th century. The committee did not want to overwhelm teachers and had pilot teachers use the lessons. It is understood that prepackaged lesson plans have a greater chance of being used. This project so far is a base for minimal exposure and will the committee will put out a call for 9-12 teachers for lesson plans to expand. The lessons are designed for a 55-minute allotment.

- *Discussion:*
  - *Dr. Coggins noted that he is interested in using the websites and hopes that someone will check the links every year. He suggested that in the guidelines websites should be checked every year.*
  - *Rich Gair reiterated that this is important and that there is a digital divide. Every school must have a way to research and study on the websites.*
  - *Dr. Gatens stated that every lesson has a non-technological plan for every technology plan.*
  - *There are findings that students do not prefer online learning K-12 and that they really prefer human interaction.*
  - *Web links need to be accessible to students.*
  - *Dr. Miriam Kassenoff remarked that "Treblinka's Last Witness" Study Guide is all updated.*
  - *The question was asked and we all think about it: What happens when our Survivors pass? What do we do?*
    - *Testimony and lesson plans combined*
  - *Experts from Florida Atlantic University were brought in to teach the writers the "Backwards by Design" model for lesson plan writing. Some of us use other models.*
  - *The framework curriculum should be clear and concise, with learning objectives.*
  - *Multimedia sources and primary sources are used in this first stage of the curriculum.*
  - *Every lesson was piloted in a classroom.*
  - *The economics lesson was awarded the Outstanding economics lesson plan of 2015 Florida Governor's Award*

- *Questions about the curriculum:*
  - *Norman Goda: Grade 11 Language Arts:*
  - *Survival in Auschwitz: Primo Levi*
  - *Questions of dehumanization, what does that mean? Does the curriculum include the Harrison and Long reports?*
  - *Tom Glaser's remarks about the curriculum:*
    - *Issues: 9th Grade "Southern Fried Rabbit" not a wise idea*
    - *Stereotyping bad*
    - *Modern agenda/teachers will find it disturbing*
    - *Is there a checklist with goals?*
    - *Economics: not to mention John Maynard Keynes, but there is no mention of the 14 points*

  Dr. Gatens' response: There is surrounding materials and Keynes is incorporated into chapter of Inter-War Years. The 14 points are in the surrounding chapters.

Linda Medvin asked all Task Force members to send critiques on the curriculum by November 15th and the curriculum team will take them into consideration. The Task Force thanked Dr. Gatens for all the hard work of the curriculum committee. Dr. Patrick Coggins moved to accept the draft report from 9-12 along with suggestions and revisions so that Rose and her group can move forward. Thomas Glaser seconded the motion. Ula Szczepinska praised Dr. Gatens and her team for a job well done. Curriculum committee will send out another review. Dr. Patrick Coggins said that we should accept as an amendment. The draft passes unanimously. The committee will post the revisions.

III. Middle School Curriculum — Mitch Bloomer

Mitch Bloomer will lead a Civics Curriculum Committee. Dr. Terri Fine was introduced to the group. She will assist as an advisor. Cheri Annette, Mitch Bloomer, and Maureen Carter will also assist on the committee. Dr. Fine spoke and talked about the Sandra Day O'Connor Act which was enacted in 2010 that Civics should be a full and integral part of the curriculum. K-12 Language Arts also incorporate the Sandra Day O'Connor Act. The committee will bring in some Holocaust lessons to fulfill the mandate.

Some of the subjects that will be discussed in the Civics curriculum are the fact that there is no such place in the Middle School Social Studies curriculum that naturally contains the Holocaust. We have to develop education for teachers who may not necessarily have it in their plans.

Some of the subjects that can be addressed will be: The Citizenship law passed in Germany and students will be asked what it means to be a citizen and develop a deeper understanding of the concept of citizenship. The curriculum will be ELA skill based. Tools for teachers to teacher this will be an explanation of part of the mandate. Florida State Statute 1003.42 (g). There will be a reference matrix, specific benchmarks, and introduction to the goals of Holocaust education, historiography, geography, economics and specific content standards. Many classrooms do not even have a time for Holocaust education until the end of the year. This committee will have a scope of next year for review of the committee. It will take three years for completed draft.

Dr. Patrick Coggins spoke about Senate bill 850 which will have an impact on middle school education. Whatever is developed will have to be in alignment with this legislative initiative.

Linda asked for a motion to move forward. Tom Glaser motioned and Dr. Coggins seconded.

IV. Website

Mercury New Media is our host and webmaster.

We must keep website up to date and send photos (not of students), news of awards. Anyone with news should send to Linda.

V. Holocaust Teacher of the Year — Maureen Carter

Maureen Carter reported that the committee agreed on a middle and high school award should be given at the annual conference or the Florida Council for the Social Studies conference annually.

In order to recruit candidates, we will send out through FASSS, FCSS, ELA organizations and many districts have their own local councils. Maureen Carter will write up a proposal and then task force will consider approval for the FY16-17 year to put together a memo with criteria. Dr. Coggins stated that there should be no requirement for centers to submit. Yael stated there are many ways now to communicate this through Facebook, Edmodo, etc.

Mitch Bloomer motioned for Maureen Carter to provide all of this information into a document to be ready for review by December 15, 2015.
Beth Harvey seconded and motion was passed.

VI. Budget and Project Based Funding

- *Budget for 2015-2016 is $100,000.00*

It should be remembered that the budget is not a given. Last year there was a budget watch to make sure that the money was received. One of the designated sites received $50,000.00 and there was a shortage of $50,000.00 for the Task Force. After much calling and writing legislators. One of the Senators asked what the chairperson's salary was for serving on the task force. This is a reminder that there is no salary and no remuneration, of any kind. The chair reinforce that a Designated Site should not undercut the Task Force, as a whole,
We were able to get the money back and the head of the committee was told that we are responsible for 67 counties in the state of Florida.
All centers must fill out Project Based Funding application for any funds. The project has to be Holocaust related. The material on the RFP is on the flash drive that all members present received. The application and proposal must be properly written. The money is in reserves, but each training has to be applied for separately. There has to be a rationale for the project. The chairperson must have deliverables. (Proof that the project was completed.) There has to be demographic information and a detailed budget. The project can be for centers or school districts. Teachers can be paid for after hours. Weekend stipends can be made available. Items that are not allowed: personal, cellphones, entertainment, field trip without approved academic support, end of the year parties or socials, game systems, out of state travel expenses (without approval), and various miscellaneous items. The project can include such items as paper, copies, videos for a workshop, and licensing fees. Email the chairperson with any questionable items.
Discussion was held and Amy mentioned could this work for K-12 community based projects. Pam mentioned Kristallnacht and Yom Hashoah. In the past, each site was given a set amount per site, but times have changed and there was little accountability then. It is imperative that every center sends in their budget after last year's issues.

- *Reimbursement and Fiscal Agent*

Florida Atlantic University will now be the fiscal agent. Dr. Kassenoff remarked that Survivors cannot be paid except for travel expenses. There have been honorariums for special speakers. You can pay a Survivor as a consultant but must provide a rationale.
If there are any questions, please call the Chairperson, Linda Medvin.

VII. Projects and Programs

Information on Projects and Programs:

- *Norman Goda: Anne Frank Exhibit*
- *Cherie Arnette: From Swastika to Jim Crow*
- *Rich Gair: Mitch partnered with Valencia East Campus on the liberation of Auschwitz on January 27, 2015. Students and local Survivors took part. The Soap Myth was shown and it was called Peace Week, Peace and Justice- Task force allowed $2,000.00 for books and DVDs.*

- *Sharon Horowitz: Miami Memorial*
  New app to go with the memorial. It is called A Survivor's Journey. 35,000 school students and 142 countries visit every year. With the assistance of Michael Berenbaum and a firm in New York City this app was made possible. There are film clips of the life before and it has been well received.
  FAU Center for Holocaust and Human Rights Education sponsored a trip to Lithuania to participate in a teacher exchange and meet with Survivors. There is a bureau of Nazi and Soviet Atrocities. The participants including Chair Linda Medvin and teachers from Palm Beach and Broward Counties were shown the sites of massacres such as Ponary and Rudnicki. 90% were murdered as we have found out from the work of Father Desbois. The participants of the trip met with a Survivor who walked out of the ghetto and joined the partisans. The trip was an awakening to this part of the Holocaust that is now known as The Holocaust by Bullets.

- *Steve Ufelder is proposing a permanent Holocaust memorial at the state capitol in Tallahassee. We will need more information to know if we can support a memorial.*

VIII. Good and welfare

- *Cherie Arnette is the new Florida Council for the Social Studies President.*
- *Maureen Carter won the Agnes Crabtree International Relations Award.*
- *Richard Gair won an award that allowed him to travel through Poland photographing Jewish related sources and fragments of Jewish life, Lodz, Chelmo, etc.*
- *Tom Glaser visited Buchenwald and Ravensbruck and is running for Secondary classroom teacher for the NCSS.*
- *Yael Hirschfield from ADL brought up the new exhibit at the Florida Train Museum in which a simulated activity takes place racing through Europe during World War II.*
- *Dr. Coggins expressed that this meeting had a different feel to it and there was no conflict. We seem to moving forward in a positive way. The sites exist to help the state in Holocaust Education. The state supports us and we are moving forward in that relationship.*
  Together we are making a difference.

Thank you to the center in Maitland, Pam, Mitch, and Susan.

The meeting adjourned at 1:12 pm.
Motion by Dr. Coggins and seconded by Maureen Carter

Many thanks to the Holocaust Memorial Resource and Education Center of Florida for their hospitality and assistance to the members of the FLDOE Commissioner's Task Force on Holocaust Education.

A very special thank you to *Susan Mitchell* for her help in coordinating all aspects of the Annual Meeting.

Prepared by Linda Medvin, Chair
FLDOE Commissioner's Task Force on Holocaust Education

Holocaust Knowledge and Holocaust Education Experiences Predict Citizenship Values among U.S. Adults

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Barry University, Miami Shores, FL

BACKGROUND

This community-based research was conducted at the request of the Florida Department of Education Commissioner's Task Force on Holocaust Education. Barry University education researchers developed and conducted a study to explore the relationship between Holocaust knowledge and citizenship values.

ACADEMIC & PRACTICAL SIGNIFICANCE

- Although a number of states and countries around the world have implemented Holocaust education, there is a paucity of research addressing outcomes. This study addresses this gap in the academic literature and provides evidence that supports the role of Holocaust education.
- This study represents a successful community-based research initiative that contributes findings relevant to the policy and practice surrounding Holocaust education in Florida and the U.S.

STUDY METHODS

- In three study phases, researchers (a) developed a 30-item instrument to measure citizenship values, (b) developed a 30-item instrument to measure Holocaust knowledge, and (c) finalized and disseminated a 78-item online survey that also included 18 questions to capture data regarding demographics and a number of Holocaust education experiences.
- Participants were 301 adults (ages 18-71) from across the U.S.

FINDINGS

- There was a statistically significant positive relationship between citizenship values and Holocaust knowledge. Participants who had higher Holocaust knowledge scores also had higher citizenship values scores. Approximately 10% of the variability in citizenship values scores is explained by Holocaust knowledge scores (i.e., a medium effect size).
- Of the variables tested, the strongest predictor of citizenship values was Holocaust knowledge, followed by gender (women had higher scores than men), living in a suburban or urban community during childhood (vs. a rural community), and learning about the Holocaust in school.
- Eight unique Holocaust education experiences were explored. Learning about the Holocaust in school was the strongest predictor of citizenship values, followed by hearing a Holocaust survivor tell his or her story either in person or via media, and visiting a Holocaust memorial museum.
- Participants who had heard a Holocaust survivor tell their story either in person or via media had higher citizenship scores and higher Holocaust knowledge scores, compared to participants who reported not having heard a Holocaust survivor tell their story.

NEXT STEPS

- Focus group data, obtained through collaborative discussion among Holocaust education experts, practitioners, and researchers, will yield findings/recommendations to inform the ongoing development of new and existing Holocaust programs. Recommendations will be presented in venues accessible to both practitioners and policy-makers.
- Future analyses will further explore the nature of the interrelationship among Holocaust education experiences, Holocaust knowledge, and citizenship values.

Acknowledgement

- This work is supported by the Florida Department of Education Commissioner's Task Force on Holocaust Education.

Starratt, G. K., Fredotovic, I., Goodletty, S., & Starratt, C. (2016, February). *Holocaust education, Holocaust knowledge, and citizenship values among U.S. adults.* Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head Island, SC.

Prepared by Linda Medvin, Chair
FLDOE Commissioner's Task Force on Holocaust Education