

Scope of Work/Narrative

Through this funding, the Task Force will:

- 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 2017. This should include the sharing of updated Curriculum Guides and Curriculum Guides being updated.
- 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.
- 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.
- Ensure that all meeting notices are published in the Florida Administrative Register.
- Hold an annual meeting 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.
- 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.
- Review and revise/update existing Curriculum Guides for Holocaust Education previously developed under the Task Force's auspices to align with Florida's current instructional standards.
- Require that any newly appointed members of the Task Force complete an online training for Sunshine and public records laws, and submit a certification to the Department that they have done so.
- Provide Project Based Funding of projects evaluated on a per request basis. Funded projects would increase the Task Force's impact on other organizations, school districts and individuals throughout the state, providing for specific programs, exhibits and events. Priority projects are facilitating professional learning opportunities for educators. 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.
- All funded projects will be required to meet the established criteria. Funded projects may not use funds for:
 - Staff salaries, food or meeting spaces/facility rental.
 - Personal digital assistants (PDAs), cell phones, smartphones, and similar and service costs to support PDAs, cell phones, smartphones, and similar devices such as wireless services and data plans
 - Pre-award costs
 - Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
 - Celebrations, parties or socials
 - Meals, refreshments, coffee set up or snacks
 - Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
 - Out-of-state travel without FDOE pre-approval
 - Overnight field trips
 - Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
 - Gift cards
 - Decorations
 - Advertisement
 - Promotional or marketing items (e.g., flags, banners)
 - Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
 - Land acquisition
 - Furniture
 - Tuition
 - Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
 - Dues to organizations, federations or societies for personal benefit
 - Clothing or uniforms

- Costs for items/services already covered by indirect costs allocation
- This is not an all-inclusive list of unallowable items. Recipients are expected to consult the Chair who will contact FDOE program office with questions regarding allowable costs.

The narrative must address specifically how the applicant will achieve the project objectives as described above. The application must address each of the following criteria below and state how the project has and will continue to integrate each of them in a coherent manner. **If the application is missing any of the requirements listed below it will not be in substantially approvable form.**

- Project abstract (or summary) – a description of the project need.
- Project Design – a description of the project design, the project activities to be implemented, what will be done and when, including as appropriate, products, training, and services.
- Baseline data against which performance will be measured. Given the expectations for the project, the application should identify the starting point from which progress will be measured; e.g., standardized test scores, needs assessment results, qualitative data (or in the absence of existing data, provide initial data collection plans).
- The plan to evaluate project outcomes both qualitatively and quantitatively.
- The project deliverables.
- Any other information that might be necessary to determine that a successful program will be implemented.

Narrative Section

The Commissioner of Education’s Task Force on Holocaust Education serves as an advisory group to the Commissioner and coordinates Holocaust education activities on her behalf. The mission of the Commissioner’s Task Force on Holocaust Education is to assist school district professionals and support staff in preparation for teaching the history of the Holocaust, as determined by FL. ST. 1003.42: Required Instruction of the Holocaust, which will lead to:

- An investigation of human behavior
- An understanding of the ramifications of prejudice, racism, and stereotyping
- An examination of what it means to be a responsible and respectful person for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions by offering intensive training programs, curriculum materials, resources, and sustained support.

There are multiple aspects to the effective implementation of the objectives of the Task Force. Perhaps the most important is to promote Holocaust education, ensuring that the history of the Holocaust itself is emphasized.

An important opportunity exists through annual state meetings of the Florida Association of Social Studies Supervisors and the Florida Council for the Social Studies. Participation allows for presentation, discussion and interaction related to the topic of educating students through Educators’ Professional Organizations to continue to build capacity within Florida’s educational community. The opportunity to provide information to Social Studies leaders in Districts throughout Florida includes, but is not limited to, the sharing of updated Curriculum Guides; the facilitation of increased participation in Professional Learning Institutes on the Holocaust and other Holocaust related activities; an increased number of inquiries through Task Force website <http://flholocausteducationtaskforce.org>; and conference attendance by Task Force members. The Task Force, through their support of the research project *Holocaust Knowledge and Holocaust Education Experiences Predict Citizenship Values among U.S. Adults* provides educational professionals with data to support curriculum development, especially in Civics, and professional learning opportunities for educators. In addition, the paper was presented at the annual meeting of the Eastern Educational Research Association, Hilton Head Island, SC. *Holocaust education, Holocaust knowledge, and citizenship values among U.S. adults*; extending the recognition resources developed by the Task Force. It has also been submitted for peer publication. Sustaining Curriculum Development is a priority, as is, the review and revision/update to existing Curriculum Guides for Holocaust Education previously developed under the Task Force’s auspices and to assure they align with Florida’s current instructional standards. In addition, in order to increase our distribution of resources, the curriculum committee will pilot the Grade 9-12 Curriculum Resource Guide; continue Curriculum Development for the Grade 7-8 Curriculum Resource Guide previously developed by the Task Force and to include the study of Civics; expand the 7-8 Resource Guide to include Grade 6.

In an effort to investigate and critique current technology to assure it aligns as appropriate content to enhance the teaching of the Holocaust, and to provide professionally accepted written and digital materials during Curriculum Development for critical evaluation by the curriculum writing team and by Task Force members, the Curriculum Committee will continue to develop, pilot and implement an online professional development course for teachers in content relating to Holocaust education. The course will focus on instructional for education professionals and will be

directly correlated to the updated Curriculum Guide for Grades 9-12. The draft of plan for instructional focus, curriculum development and content to be taught will be approved by the FDOE.

In an effort to efficiently facilitate the availability of information, resources, and materials, the Task Force will continue to maintain the website, <http://flholocausteducationtaskforce.org/>, in order to maximize outreach and resource availability to all Florida educators. The website will be routinely updated as evidenced by revised data appearing on the website; resources and hyperlinks to other resources are checked and updated as needed; activities/learning opportunities are posted; posting of appropriate CPalms resources at all educational levels and the ability to assist in Holocaust instruction linked from appropriate benchmarks on www.cpalms.org; posting updates of Curriculum Resource Guides; and posting of Best Practices, new resources and materials, and curriculum support. In addition, paperless communications will be accessible the the website. Increased usage of the website as evidenced in reports from Mercury New Media will result in increased inquiry through Host sites, as well as, increased resources, materials, curricular support for teachers throughout Florida and beyond. The ability to post a wider range of resources and materials; updates of curriculum, resources, visual aids, minutes and other business of the Task Force. The website also affords members of the Task Force, Holocaust survivors, and other content area experts will vet these resources for quality, accuracy and age-appropriateness. This includes, but is not limited to, the updated Curriculum Guides and resources developed by the Task Force. Members of the Task Force are able to make recommendations on current literature, audiovisual materials and resources, appropriate websites that will be posted on the Task Force website.

In order to accomplish the mission of the Task Force, there will be an Annual Meeting 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. All meeting notices are published in the Florida Administrative Register. Meeting information posted on Task Force website as well as posting the agenda prior to the Annual Meeting and the minutes following the meeting on the website

Each of ten Designated Task Force Sites, that have or have not received funding from the Task Force, will submit the Annual Site Report indicating that the required thirty hours of Professional Development was delivered by the Site as well as impact, cost and attendance. The report is supported by, but not limited to: relevant materials and resources, syllabi, brochures, sign in sheets, agendas, handouts and evidence of geographic areas served. In order to ensure collaboration and cooperation among members of the Task Force, designated Task Force sites and education practitioners in the effort to produce accurate, high-quality and user-friendly resources for Florida's teachers and students, travel reimbursement to Annual Meeting for Task Force members in good is provided. This year's meeting is hosted by Holocaust Museum & Education Center of Southwest Florida in Naples on September 19-20, 2016. If there are newly appointed members of the Task Force complete an online training for Sunshine and public records laws, and submit a certification to the Department that they have done so. review power point presentation specifically developed for members of the Holocaust Task Force shown to all existing and new member.

In order to increase the Task Force's impact on other organizations, school districts and individuals throughout the state, providing for specific programs, exhibits and events, the Task Force provide sub-grants for funding of projects (Project Based Funding) evaluated on individual per request basis from Designated Task Force Sites, School Districts and individuals. Priority projects are facilitating professional learning opportunities for educators. Projects could include, but not be limited to, research, 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. All funded projects will be required to meet the established criteria as detailed in the scope of work/narrative. In addition, Project Based Funding (PBF) functions to encourage presentation participation and attendance at Professional Conferences and Learning Opportunities for members of the Task Force through funding assistance for registration. It also encourages development of Professional Learning Opportunities for Holocaust Education throughout the state; to supplement Holocaust Professional Learning Institutes initiated by the ten Designated Task Force Sites; provides supplement materials and resources in areas throughout the state that have been traditionally underserved; to update collections with more recently available publications, research materials, enhanced audiovisual (CD and DVD) resources; and to provide funds for substitutes or stipends to facilitate participation in specific situations that have previously had limited professional learning opportunities for instructional personnel and limited resources for both teachers and students. Applicants use the Project Based Funding Request Form to detail funding needs and other specifics as detailed in the scope of work/narrative. Evidence of completions is provided through, but not limited to: presentation packets; agendas; lists of resources and materials disseminated; take-aways and make and takes; media coverage and increased initiation of Professional Learning Opportunities in Districts around the state.

Reporting Outcomes

The submission of a written report to detail the agenda and expenditures of the Commissioner's Task Force on Holocaust Education annual meeting within two (2) weeks after the conclusion of the meeting must be provided to the DOE Program Coordinator to include, but not limited to, a summary of meeting sessions and materials provided, data such as number of attendees, and the offices for which they represent, and plans for promoting Holocaust Education for the next fiscal/school year. Quarterly reports will be due that will include activities and outcomes. A final report will be due at the end of the project (due July 31, 2017). The cumulative final report will include activities and outcomes from the project year. Meeting, quarterly, and final reports should all address specific needs met by the program not being met by other programs, output data (e.g., number of clients served, students educated, etc.), and a detailed summation of activities. The following products must include, but are not limited to, as deliverables:

- A summary of presentations to FASSS and FCSS
- Copies of or links to resources provided for teachers and students, including those placed on CPALMS
- Criteria for the funding of all Professional Learning related to the Holocaust.