

Holocaust and Genocide Education in California



A Study of Statewide Context and Local Implementation

Prepared for:
State of California
Gavin Newsom, Governor
Governor's Council on Holocaust and Genocide Education

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Authored by:
WestEd



The Governor's Council on Holocaust and Genocide Education

Launched by Governor Gavin Newsom in 2021, the Council was charged with assessing the status of Holocaust and genocide education in California; making recommendations for how to improve Holocaust and genocide education in California schools; promoting best practices for educators, schools, and organizations; and sponsoring Holocaust and genocide remembrance. Council members include distinguished leaders and experts in Holocaust and genocide education, representing organizations that reflect the diverse groups impacted by the Holocaust and genocide throughout history:

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- Co-Chair, Governor's Council on Holocaust and Genocide Education

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WestEd

To carry out the study that forms the basis of this paper, the Council tapped WestEd, a preeminent educational research, development, and service organization and a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The agency's mission is to promote excellence, achieve equity, and improve learning for children, youth, and adults. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures.

More information about WestEd can be found at www.wested.org. Questions about this report should be directed to Bryan Hemberg at bhemberg@WestEd.org, and questions about WestEd should be directed to www.WestEd.org/contact-us/.



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Executive Summary

In 2021, Governor Gavin Newsom established the Governor’s Council on Holocaust and Genocide Education (the Council) to assess and improve education about the Holocaust and other genocides (Holocaust and genocide education) in California schools. In response to declining youth awareness of these issues and events and to rising hate incidents, the Council was tasked with equipping California educators and students with tools to recognize and address antisemitism, racism, bigotry, and other forms of hate through education and empathy. To support this mission, the Council commissioned a comprehensive statewide study to examine the current landscape of Holocaust and genocide education implementation across local education agencies (LEAs).

The study employed the following:

- A mixed-methods approach to capture a holistic picture of Holocaust and genocide education in California
- A survey of LEAs and county offices of education (COEs) to gather quantitative data
- Individual and group interviews
- A cross-state policy review to provide qualitative insights

The findings show that while some districts have developed robust programs, the overall landscape remains fragmented, with success often dependent on individual educator initiative. LEA representatives emphasized the need for state-level support—ultimately pointing to the necessity of a systematic, state-supported approach to ensure the kind of equitable, high-quality Holocaust and genocide education statewide that the Council envisions. The Council’s definition of and vision for high-quality Holocaust and genocide education in California can be found starting on page 2.

While some districts have developed robust programs, the overall landscape remains fragmented.

This report presents the study’s findings and offers recommendations to strengthen these critical educational efforts. The survey findings are illustrative but not representative of all California LEAs and COEs. While all California LEAs and COEs were contacted multiple times to encourage survey participation, neither survey had a 100 percent response rate.

The recommendations constitute strategic actions that California can take to improve education about the Holocaust and other genocides. These actions represent a new, systemic approach to improving this area of education in support of California’s efforts to address antisemitism, racism, bigotry, and other forms of hate.

LEAs emphasized the need for state-level support—ultimately pointing to the necessity of ... a new, systemic approach to improving Holocaust and genocide education.

The LEA survey, completed by 559 respondents representing 29 percent of California LEAs, revealed that only 26 percent (143 respondents) had a Holocaust and genocide education system in place. Of these, 72 percent (104 respondents) indicated that their programs are required, and 16 percent (23 respondents) said they are optional. City-designated and large LEAs were most likely to have established programs.

only **26%**

of LEA respondents have Holocaust and genocide education systems in place.

In LEAs with Holocaust and genocide education systems, the most frequently covered topics included the following:

- The Holocaust (123 respondents)
- The mass killing and forced land removal of Native Americans (102 respondents)
- The mass killings of California Indians (64 respondents)
- The Armenian Genocide (51 respondents)

The most common objectives of these LEAs included the following:

- Provide students with factual knowledge (125 respondents)
- Provide students with instruction that affects their critical thinking skills (111 respondents)
- Combat antisemitism and/or racism (99 respondents)
- Provide students with instruction that affects their social and emotional learning (84 respondents)

Instruction took place primarily in social studies/history and English language arts classes, with a focus on middle and high school grades. LEAs drew on a combination of state-approved curricula, locally developed materials, and resources from partner organizations such as the Museum of Tolerance and Facing History and Ourselves.

LEAs drew on a combination of state-approved curricula, locally developed materials, and resources from partner organizations.

Respondents highlighted the following key successes of their Holocaust and genocide education efforts:

- Increased student knowledge
- Heightened empathy
- Higher levels of engagement

However, the study uncovered significant gaps in implementation support. The majority of respondents shared that their LEAs did not provide professional development focused on Holocaust and genocide education. Only 63 respondents said their LEA did provide such professional development.

Major barriers included the following:

- Insufficient time for curriculum development (230 respondents)
- Lack of appropriate instructional resources (132 respondents)
- Lack of community resources (123 respondents)

While many LEAs had established valuable community partnerships, particularly with museums (115 respondents) and survivor speaker programs (90 respondents), the depth of these connections varied based on geographic proximity to such resources.

COE survey responses echoed these themes, emphasizing the need for expanded instructional supports, professional learning opportunities, and community connections, especially in regions with fewer local resources.

The majority of
respondents

450

said their LEA did not provide professional development focused on Holocaust and genocide education.

COEs emphasized the need for expanded instructional supports, professional learning opportunities, and community connections, especially in regions with fewer local resources.

Qualitative research confirmed the variation in Holocaust and genocide education across California's LEAs, with instruction focusing primarily on the Holocaust within broader history curricula rather than providing comprehensive genocide studies.

Key implementation challenges include the following:

- Structural barriers (time, funding, and access to materials)
- Inadequate teacher preparation
- Community sensitivities around these topics

To provide national context, the study included an analysis of Holocaust and genocide education efforts across the United States, which identified 38 states with evidence of state-level support for Holocaust and genocide education (see Figure 29 on p. 68). Promising practices emerged in states that pair clear legislative vision with strategic investments across six key levers: legislation, partnerships, instructional supports, professional learning, monitoring and impact, and funding.

The California-focused analysis revealed that while the state has made significant strides, including recent legislation and funding allocations, there are opportunities to further align and amplify these efforts. An example of one of these significant strides is the creation of the [California Teachers Collaborative for Holocaust and Genocide Education website and digital curriculum library](#).

Drawing on these comprehensive findings, this report offers 10 recommendations to strengthen Holocaust and genocide education in California. The detailed recommendations can be found starting on page 109.

- **Communicate California’s Vision for Holocaust and Genocide Education**
- **Revise the California History–Social Science Content Standards**
- **Revise the History–Social Science Framework for California Public Schools**
- **Update, Distribute, and Provide Guidance for the Model Curriculum for Human Rights and Genocide**
- **Continue to Create a Vetted Central Clearinghouse for Curriculum, Instruction, Assessment, and Professional Learning**
- **Increase Direct Funding to Districts and Schools for Holocaust and Genocide Education**
- **Expand Existing Statewide Professional Learning on Holocaust and Genocide Education**
- **Monitor and Evaluate Educational Outcomes**
- **Continue to Conduct Additional Research to Inform the Council’s Future Actions**
- **Expand, Publicize, and Strengthen the Role of the Governor’s Council on Holocaust and Genocide Education**

By implementing these recommendations, California can build on existing bright spots while addressing critical gaps, ultimately advancing its vision that all students receive high-quality instruction about the Holocaust and genocide. The comprehensive findings and actionable recommendations in this report provide a roadmap for California to become a national leader in this vital educational endeavor.

Acknowledgments

This study and report are the result of a collective effort, and we are deeply grateful to all who contributed to its creation:

Gratitude to Governor of California Gavin Newsom for his visionary leadership in establishing the Governor’s Council on Holocaust and Genocide Education (the Council) and for supporting this research. His dedication to teaching the lessons of the past in order to create a more unified, morally courageous, and just society in the future sets the standard for all of us.

Special thanks also to all the leadership of California, including the State Legislature, the California Department of Education, the State Board of Education, and the Attorney General, for supporting Holocaust and genocide education and California’s efforts to offer the most effective education to our youth.

Much appreciation also to the many educators and administrators in schools throughout California who so enthusiastically and insightfully shared their views, experiences, and recommendations as part of this major statewide research. Their efforts will elevate Holocaust and genocide education greatly for generations to come.

Thanks also to the members of the Council for their deep dedication, diligence, and personal involvement in every aspect of the Council’s work in order to fulfill the Council’s mission through both the research and ongoing implementation of this initiative.

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Introduction

More than half of U.S. states have enacted policies to expand Holocaust and genocide education in K–12 schools, with the goal of improving students’ awareness and knowledge of these events. Holocaust and genocide education can be key to building students’ ability to engage in critical thinking and moral reflection, feel and express empathy, and develop awareness of the dangers of prejudice, discrimination, and authoritarianism. More information is needed on how to effectively design state-level requirements for Holocaust and genocide education. This report examines the implementation of California’s Holocaust and genocide education requirements, using data from a survey of local education agencies and county offices of education and from individual and group interviews; the report also provides information about what other states across the country are doing on this topic. The report describes several key takeaways from the implementation process and recommendations for strengthening Holocaust and genocide education in California K–12 schools. The intended audience for this report includes state policy-makers, education leaders, teachers, and others involved in advancing Holocaust and genocide education in the United States.

The Governor’s Council on Holocaust and Genocide Education

On October 6, 2021, California Governor Gavin Newsom announced the launch of the Governor’s Council on Holocaust and Genocide Education (the Council) during a visit to the Museum of Tolerance in Los Angeles. The newly created Council was tasked with identifying instructional resources to teach students across California about the Holocaust and other acts of genocide and to provide young people with the tools necessary to recognize and respond to instances of antisemitism and bigotry. “We find ourselves in a moment of history where hate pervades the public discourse,” said Governor Newsom. “National surveys have indicated a shocking decline in awareness among young people about the Holocaust and other acts of genocide. But in California, we are offering an antidote to the cynicism that this is how things are and responding to that hate the best way we know how—with education and empathy” (Governor Gavin Newsom, 2021).

Working with the California Legislative Jewish Caucus and the legislature, the Newsom Administration successfully secured resources—including millions of dollars to develop curriculum resources related to Holocaust and genocide education for the Holocaust Museum LA, the Jewish Family and Children’s Services (JFCS) Holocaust Center, and the Museum of Tolerance for a new exhibit focused on antisemitism. These investments are intended to ensure that future generations of Californians do not forget the lessons of past genocides.

On October 31, 2022, Governor Newsom named nine leading academic experts and advocates to serve on the Council. These nine members plus the California Attorney General, State Superintendent of Public Instruction, two state assembly members, and three state senators, all of whom were named in October 2021 to serve on the Council, make up the entirety of the Council. The Council held its first meeting on February 15, 2023, with the Governor in attendance, and adopted a vision, purpose, mission, and charge.

Vision, Purpose, Mission, and Charge to the California Governor’s Council on Holocaust and Genocide Education

Vision and Purpose

In California schools, Holocaust and genocide education will be taught across the curriculum with content incorporated in ways that are interdisciplinary and age-appropriate for grade levels. The purpose of Holocaust and genocide education is to help develop a more empathetic and morally courageous next generation and a more unified, socially responsible society.

Mission and Charge to the Council

The charge of the Governor’s Council on Holocaust and Genocide Education is to elevate awareness of and to promote Holocaust and genocide education throughout the State of California. On an ongoing basis, the Council shall survey the status of Holocaust and genocide education; encourage and promote the implementation of Holocaust and genocide education; make recommendations to the State Department of Education, Legislature and/or other entities to advocate for Holocaust and genocide education; convene meetings and conferences and provide support of such educational efforts as resources allow; and sponsor memorialization of the Holocaust and genocides as appropriate and/or in cooperation with other groups involved in these remembrance efforts.

Mandates

Since 1985, the State of California requires Holocaust and genocide education as part of school curricula as stated in California Education Code Section 51220. This law requires all school districts to incorporate lessons about the Holocaust and genocide as part of

public school instruction at age-appropriate grade levels. On October 6, 2021, Governor Gavin Newsom announced the launch of the Governor’s Council on Holocaust and Genocide Education of the State of California.

Definition of Genocide

Genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; and/or (e) Forcibly transferring children of the group to another group.

Statewide Study of Holocaust and Genocide Education Implementation in California

To fulfill its charge, the Council decided it must first obtain a statewide baseline understanding of Holocaust and genocide education efforts that are being implemented in California’s local education agencies, or LEAs.¹ The study would be the first step for the Council to begin to collect information to determine the quality, consistency, and effectiveness of existing Holocaust and genocide education activities throughout California schools.

California has implemented Holocaust and genocide education initiatives for the past 40 years, including the state’s 1985 landmark mandate requiring Holocaust education in schools and the proposed 2025 implementation of the Genocide Education and Prevention Act. Since the establishment of the mandate, California has required Holocaust and genocide education as part of school curricula as stated in California Education Code Section 51220. This law requires all school districts to incorporate lessons about the Holocaust and genocide as part of public school instruction at age-appropriate grade levels. Implementation of the law by schools and districts has been supported by numerous local organizations, museums, and university centers that provide teacher training, curriculum resources, and public education programs. Beyond providing formal education, California-based organizations contribute significantly through digital archives, testimonies, and community outreach programs that connect survivors with students and educators.

¹ In California, an LEA is defined as a local entity involved in education, including but not limited to school districts, county offices of education, direct-funded charter schools, and special education local plan areas (SELPAs).

The Council selected WestEd to lead the collection of information and to work directly with the Council on a statewide study of Holocaust and genocide education implementation in California LEAs. By conducting research to learn about the extent of implementation to satisfy the law's requirements, the Council may begin to properly assess current and improve future Holocaust and genocide curricula in schools and awareness among school-age children. Through this study, the Council establishes a baseline understanding of the current conditions in California and gains insight into what is needed to address antisemitism, racism, bigotry, and other forms of hate that are being experienced in communities across the state. Improving Holocaust and genocide curricula can benefit all Californians by improving the knowledge and awareness of such atrocities and ultimately fostering an environment of compassion, empathy, understanding, and advocacy that can help ensure such horrific tragedies never occur again.



Since 1985, the State of California has required Holocaust and genocide education as part of school curricula as stated in California Education Code Section 51220.

The Council's Vision for Effective Holocaust and Genocide Education

To support the statewide study of Holocaust and genocide education implementation in California LEAs, the Council developed the following vision for what effective Holocaust and genocide education would encompass:

The Holocaust and other genocides represent watershed moments in human history. The moral lessons learned are critical to teach to future generations so that they understand the human capacity and governmental capacity for good and evil and the choices humans make.

From history, we have learned the power of states and institutions to shape the world and to accomplish much, even the attempted annihilation of a people. The term *genocide* was coined by Raphael Lemkin in 1944, combining the Greek word *genos* (race, tribe) and the Latin *cide* (killing). After the Holocaust, Lemkin was inspired to establish an international law and define historical and contemporary events of group-targeted mass

violence and the destruction of groups. The patterns and repetition of genocide throughout history are a warning to society that genocide can and will happen again.

What are the educational outcomes we seek? Effective Holocaust and genocide education creates morally courageous upstanders: young people who are invested in their communities, who engage actively in democracy, and who stand up to hate in all forms. The foundation of Holocaust and genocide education is primary source material in historical context, witness testimony, films, documents, photos, and other artifacts. By engaging with these materials, students grapple with the morally complex nature of genocide.

Students build their background knowledge, distill meaning, and appreciate the complexity of the subject matter with lessons that offer the rich integration of literacy and critical thinking strategies to help students analyze, synthesize, and evaluate nuanced texts, testimonies, archival items, and other primary source material.

Teachers employ strategies to make history personal or highlight the personal stories within the history as a way of helping students connect to the content and develop empathy and engagement. This type of connection bridges social-emotional learning and Holocaust and genocide education.

Effective Holocaust and genocide education engages administrators, school leaders, students and families. It requires confident, supported educators across subject areas. Each discipline provides students with different understandings of genocide. Literacy and arts-based lessons amplify voices from the Holocaust and other genocides through narratives, poetry, performance, or other forms of storytelling. Social studies lessons describe the historical context, and the threats to democracy and the rise of totalitarian governments. Ethnic Studies counters dehumanization with lessons that recognize individual and group differences and teach the universal lessons we must know and which we share in our goal of creating decent and unified societies. Education links what students encounter in other disciplines to our common humanity, recognizes this common humanity and supports the fight against the dehumanization process.

Supporting the Implementation of the Council's Vision

The significant actions of the Governor and Legislature reflect a commitment to the Council's work to strengthen Holocaust and genocide education in California schools. The Council envisions students learning about these tragic historical events as a way to foster critical thinking, empathy, and awareness of the dangers of prejudice and authoritarianism. However, implementing effective Holocaust and genocide education presents challenges, and more information is needed on how to design impactful state-level requirements and supports.

This report examines the implementation of Holocaust and genocide education in California's K–12 public schools, drawing on data from surveys of LEAs and COEs, individual and group interviews, and analysis of local Holocaust and genocide education programs.

Key areas explored in the study include:

- The prevalence and nature of Holocaust and genocide education systems in California LEAs
- Grade levels and subject areas in which Holocaust and genocide topics are taught
- Curricula and resources used to deliver Holocaust and genocide education
- Professional development provided to teachers on these topics
- Partnerships with community organizations to support Holocaust and genocide education
- Successes and challenges experienced by LEAs in implementing Holocaust and genocide education
- Resources and supports needed by California educators

The report also includes a cross-state policy analysis examining Holocaust and genocide education efforts across the United States. This analysis identifies patterns, trends, and notable practices that can inform California's approach.

Based on the study findings, the report offers 10 recommendations for enhancing Holocaust and genocide education in California's K–12 schools. These recommendations are intended to guide policymakers, education leaders, and interest holders in taking strategic action to ensure all California students receive high-quality instruction on the Holocaust and other genocides.

By providing a comprehensive picture of current practices and needs related to Holocaust and genocide education in California, this report aims to support evidence-based decision-making and ultimately strengthen these vital educational efforts across the state. The findings and recommendations are intended to help California build on existing strengths and address gaps to create a more systemic, consistent, and impactful approach to teaching students about the Holocaust and other genocides.

Statewide Study of Holocaust and Genocide Education Implementation in California

The objective of the statewide study of Holocaust and genocide education implementation in California LEAs is to build the capacity of the Council to properly assess and understand current and improve future Holocaust and genocide awareness among school-age children in California. Having an accurate picture of existing instructional practices and activities in California related to Holocaust and genocide education is paramount to the Council's development of recommendations for strengthening Holocaust and genocide education instruction and activities across the state. Accordingly, the Council tasked WestEd with conducting comprehensive research to develop a statewide baseline understanding of Holocaust and genocide education instruction. To do so, a WestEd research team examined how California LEAs are aligned with California Education Code Section 51220, which requires all districts to incorporate age-appropriate Holocaust and genocide education lessons into public school instruction.



Having an accurate picture of existing instructional practices and activities in California related to Holocaust and genocide education is paramount to the Council's development of recommendations for encouraging Holocaust and genocide education instruction and activities across the state.

WestEd worked collaboratively with the Council to design and implement a series of research activities. These included the development of a communication and outreach plan, surveys of both LEAs and COEs, and individual and group interviews with educators and administrators. Throughout the study, WestEd developed and delivered presentations to the Council on the emerging research findings. This approach supported the Council to better understand the quality, consistency, and effectiveness of existing Holocaust and genocide education activities throughout California schools as the research was being conducted.

Research Questions

The study addressed the following research questions about Holocaust and genocide education in California based on responses to the surveys and interviews:

1. How many responding California LEAs have implemented a Holocaust and genocide education system that includes LEA-wide instruction and/or activities?
2. In the LEAs that reported having Holocaust and genocide education systems, what grade bands and subject areas are included in these systems?
3. In the LEAs that reported having Holocaust and genocide education systems, which curricula and additional resources are used to deliver Holocaust and genocide education?
4. Broadly, what professional learning resources do LEAs provide their teachers for Holocaust and genocide education instruction? Who has access to these supports?
5. How do LEAs leverage resources from other professional organizations that develop Holocaust and genocide education resources? How do LEAs leverage community resources and supports for Holocaust and genocide education?
6. How many responding California COEs are supporting their LEAs and schools in implementing Holocaust and genocide education? What instructional support or community-connection support do COEs provide for LEAs and schools?
7. What resources would California LEAs and COEs like to have to support their Holocaust and genocide education objectives?

For the purposes of this study, a Holocaust and genocide education system was defined as instruction or activities that are developed at the LEA level; any Holocaust and genocide education instruction or activity developed at the school level is not included in the study.

Limitations of the Research

This research study was not designed to be an evaluation of California’s Holocaust and genocide education programs or of LEA instructional practices. Rather, the study focused on collecting information that would create an inventory of existing Holocaust and genocide education systems across the state. This kind of inventory did not previously exist and is a critical resource for the Council to develop its recommendations and plan future work.

The survey portion of the research has the following limitations:

- Survey research collects self-reported data and relies on respondents to be forthcoming and accurate in their responses. WestEd’s communications explained the survey and invited LEA and COE staff to ask questions about the survey items throughout the survey administration period.
- Survey findings are illustrative but not representative of all California LEAs and COEs. Although all California LEAs and COEs were contacted multiple times to encourage survey participation, neither survey had a 100 percent response rate.
- The final LEA survey respondent pool included respondents from across California, with representation from city-, suburban-, rural-, and town-designated LEAs. Although the LEA survey did not receive responses from all California LEAs, the final respondent pool does reflect the geographical and regional diversity of the state’s LEA composition.
- To encourage participation and survey completion, neither survey required respondents to complete all items. This resulted in survey items having different numbers of responses, as some respondents skipped some items.
- The study focuses on California LEAs and COEs. This focus limits generalizability of findings to other states and contexts.

Communication and Outreach

The WestEd research team worked with the Council to develop a comprehensive communication and outreach plan for engaging with California educational organizations, COEs, and LEAs to encourage participation in the study. Participation in the survey by LEAs and COEs was not mandatory, and so to ensure a representative sample of data was collected for this study, significant emphasis was placed on outreach and engagement. Outreach took place in three phases: (1) project awareness, (2) survey administration, and (3) qualitative data collection. The phases were sequential, but there were times when multiple phases were taking place concurrently. Internal tracking systems were used for outreach team members to have access to up-to-date information on project status, communications, contacts, and the participation status of each California LEA. These systems ensured that the WestEd research team maintained an organized, cohesive presence with educational partners.



Participation in the survey by LEAs was not mandatory, and so to ensure a representative sample of data was collected for this study, significant emphasis was placed on outreach and engagement.

The outreach team conducted direct outreach to participating LEAs. Twenty-five members participated in sending multiple emails and making phone calls to LEAs that had not yet completed the survey. LEAs were prioritized weekly based on the current sample obtained. Aiming to achieve a representative sample in the study, the outreach team shifted which LEAs were prioritized to ensure representation based on region, locale, and LEA size. Council members played a critical role in promoting participation in the survey. Members leveraged their connections with LEAs in the state to encourage participation in the survey. The Council also connected the outreach team to the California Legislative Jewish Caucus. State senators and assembly members were provided lists of LEAs in their legislative districts in order to contact them and encourage their participation in the study.

The diversified outreach methods were successful and resulted in a 29 percent participation rate. See Appendix A for more information on participation and the representative sample obtained on the survey.

Communication and outreach was targeted to specific LEAs to encourage them to sign up for interviews. LEAs that indicated they were willing to participate in interviews were contacted to confirm their interest and to schedule a time to meet with them. The outreach team then messaged all participants who had completed the survey to encourage their participation. The WestEd team also conducted direct outreach to survey participants based on LEA size, region, and locale type, seeking a representative group of respondents. The team analyzed responses to the survey and determined the level of Holocaust and genocide education implementation in each LEA so that group interviews could be composed with representatives of LEAs that were at a similar level to one another. These data were also used to aid in outreach efforts aimed at collecting data from a range of implementation levels.



The diversified outreach methods were successful and resulted in a 29 percent participation rate.

For further details about the communication and outreach conducted for this study, please see Appendix B.

Local Education Agency and County Office of Education Surveys

A WestEd team conducted two statewide surveys gathering high-level information on curricula and activities related to Holocaust and genocide education: an LEA survey and a COE survey. The LEA survey included items to learn about all Holocaust and genocide education activities taking place in the state, whether as part of a systematic, LEA-wide effort or in individual schools.

All California districts and charter schools that are characterized as LEAs received this online LEA survey, which asked respondents for information on the following topics:

- systems for Holocaust and genocide education instruction
- required Holocaust and genocide education learning, including grade bands and subjects covered
- objectives of Holocaust and genocide education systems
- professional learning for teachers delivering Holocaust and genocide education
- successes in implementing Holocaust and genocide education instruction and activities
- challenges in implementing Holocaust and genocide education instruction and activities
- resources that respondents would like to have for Holocaust and genocide education implementation



The LEA survey included items to learn about all Holocaust and genocide education activities taking place in the state, whether as part of a systematic, LEA-wide effort or in individual schools.

All respondents were asked to respond to questions related to LEA-provided professional development to support Holocaust and genocide education instruction and to support instruction for other sensitive topics, school-specific Holocaust and genocide education instruction and activities (those that are not required at a district level), community partnerships cultivated to provide Holocaust and genocide education instruction and activities, and LEA-identified successes and

challenges in implementing Holocaust and genocide education instruction and activities. Only respondents who indicated that their LEA has a Holocaust and genocide education system were prompted to respond to questions related to Holocaust and genocide education system topics, curriculum, and decision-making.

In California, COEs provide services and supports to local school districts, often in the form of professional development opportunities and supports for academic performance initiatives (California County Superintendents, 2023). The COE survey aimed to learn how COEs are supporting their LEAs' and schools' Holocaust and genocide education implementation, with questions related to COEs' development and dissemination of instructional and professional learning resources for local Holocaust and genocide education system implementation. County-level insights contributed to understanding of how LEAs implement Holocaust and genocide education instruction systems and the different kinds of supports that are beneficial to LEAs for their instruction in this area.

The development of both the LEA and COE surveys was done collaboratively between WestEd's research team and the Council. The WestEd team drafted survey items and accompanying materials, all of which were shared with the Council for review and feedback. The COE survey was additionally reviewed by the California Curricular and Improvement Support Committee, which provides recommendations for curricular and professional learning resources.

Individual survey links were developed for each California LEA and COE and emailed directly to designated respondents, who were identified as persons in leadership positions directly involved with curriculum and instruction in their LEA or COE. Each survey was programmed to save responses as they were entered, and respondents were informed that the survey could be completed over multiple sessions if needed.

The LEA survey was open from November 27, 2023, through February 29, 2024. The COE survey was open from January 22, 2024, through March 7, 2024.

For additional information about this study's survey development and administration, see Appendix C. The LEA survey can be found in Appendix D. The COE survey can be found in Appendix E. For a copy of de-identified data from the surveys, please contact the Holocaust and Genocide Education Study team at HGEStudy@wested.org.

Local Education Agency Survey Findings

LEA Survey Response Rates

Overall, the LEA survey received 559 responses, 29 percent of the 1,914 California LEAs surveyed.² Of these responses, 413 were submitted by districts (44 percent of California districts) and 146 were submitted by charter schools (15 percent of California charter schools).

² All percentages in this report are rounded to the nearest whole number.

Survey responses were disaggregated by regions, locale types, and size (measured by student population). WestEd used the California County Superintendents' map of 11 California service regions to categorize LEA respondents' regions (California County Superintendents, n.d.), locale type definitions developed by the National Center for Education Statistics (NCES),³ and quartiles for LEAs' total student populations as a measure of LEA size. Data on LEA regions, locale types, and student population were pulled from NCES and the California School Dashboard.⁴

The highest LEA survey response rate came from Region 8, where 43 percent of surveyed LEAs completed the survey. The lowest LEA survey response rate came from Region 11, where 19 percent of surveyed LEAs completed the survey (see Appendix A for a breakdown of survey response rates by region). Although the LEA survey did not receive responses from all California LEAs, the final respondent pool does reflect the geographical and regional diversity of the state's LEA composition and constitutes a statistically significant sample size, with a 95 percent confidence level.

LEA Holocaust and Genocide Education Systems

A Holocaust and genocide education system was defined in the survey as instruction or activities that are developed at the LEA level, which does not count any Holocaust and genocide education instruction or activity developed at the school level. Across all LEA survey responses, 26 percent replied that their LEA has a Holocaust and genocide education system. For each region in the state, Figure 1 shows the percentage of LEA respondents that indicated they implement Holocaust and genocide education instruction.

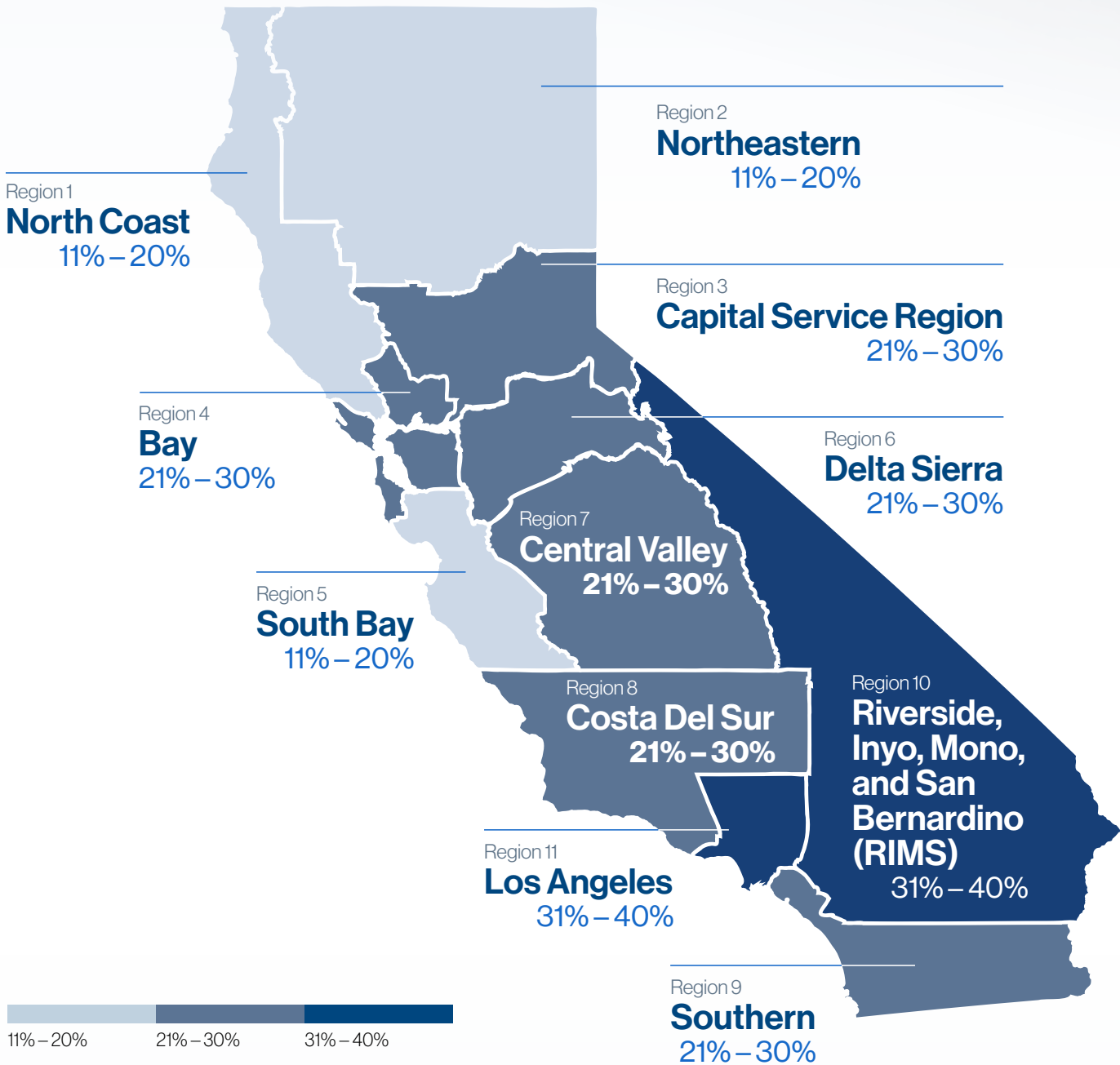


Across all LEA survey responses, 26 percent replied that their LEA has a Holocaust and genocide education system.

3 The NCES's locale framework uses urban and rural definitions developed by the U.S. Census Bureau. The four basic locale types are city, suburban, town, and rural. These locale types are characterized by population size and proximity to urban areas.

4 The California School Dashboard presents data from the state's accountability system indicators, including data on LEA student enrollment: <https://www.caschooldashboard.org/about/accountability>.

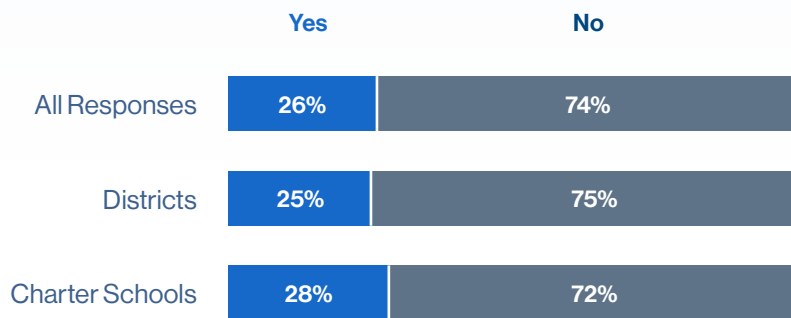
Figure 1. Percentages of Responding LEAs in Each Region That Indicated They Implement Holocaust and Genocide Education Instruction



Note. Data in Figure 1 are disaggregated by region; no region falls within the 0 to 10 percent range (all regions had LEA survey response rates of at least 11 percent).

Figure 2 presents the breakdown of LEA respondents that indicated their LEA has Holocaust and genocide education programming, disaggregated by district and charter school responses.

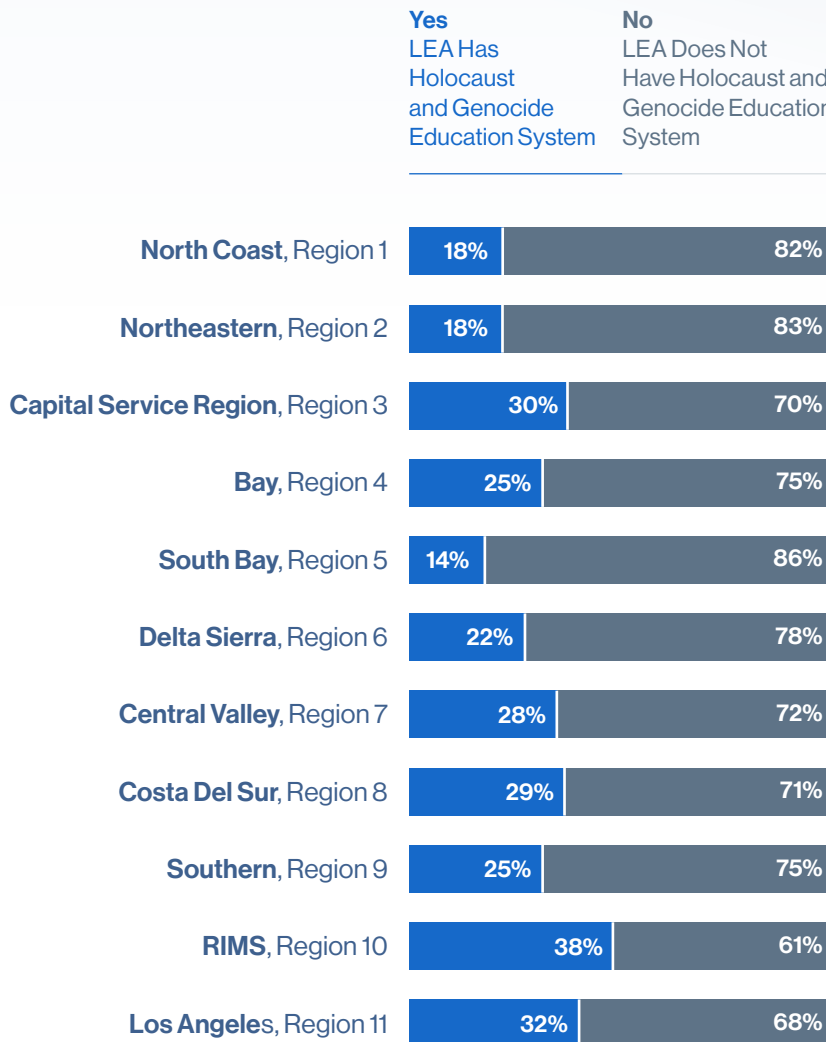
Figure 2. The Majority of All Survey Respondents Indicated That Their LEA Does Not Have a Holocaust and Genocide Education System



The majority of responding LEAs that have Holocaust and genocide education systems make associated instruction and activities required across their LEA. Of the 143 LEAs whose responses indicated that they have Holocaust and genocide education systems, 104 (72%) noted that their Holocaust and genocide education systems are *required*, and 23 (16%) said their Holocaust and genocide education programs are *optional* (39 “Yes” respondents did not indicate whether their Holocaust and genocide education programs are required or optional).

WestEd disaggregated responses by region, locale type, and size to show how the implementation of Holocaust and genocide education systems might differ across LEA locales and capacities (Figure 3). Across regions, the highest percentage of “Yes” responses came from Region 10, where 38 percent of respondents said their LEAs have a Holocaust and genocide education system, followed by Region 11 (32%) and Region 3 (30%).

Figure 3. Across Regions, Region 10 (RIMS) Respondents Were Most Likely to Say Their LEAs Have Holocaust and Genocide Education Systems; Region 5 (South Bay) Respondents Were Least Likely to Say Their LEAs Have Holocaust and Genocide Education Systems



Note. Percentages might not total 100 due to rounding.

Of the respondents who replied “Yes” to their LEA having a Holocaust and genocide education system, Region 1 has the highest percentage of respondents who said their Holocaust and genocide education system is required (89%), followed by Region 6 and Region 10 (both 83%) and Region 7 (80%). The lowest percentage of affirmative responses to this question came from Region 5 (33%).

Respondents from LEAs designated by NCES as city types were most likely to say their LEAs have Holocaust and genocide education systems, followed by rural- and suburb-designated LEAs (both 24%) and town LEAs (22%) (Table 1). Town LEAs had the highest percentage of respondents that said their Holocaust and genocide education programs are required.

Table 1. Across Locale Types, City LEA Respondents Were Most Likely to Say Their LEAs Have Holocaust and Genocide Education Systems; Town Respondents Were Least Likely to Say Their LEAs Have Holocaust and Genocide Education Systems

Locale Type	Survey Response Rate	Yes, LEA Has Holocaust and Genocide Education System	No, LEA Does Not Have Holocaust and Genocide Education System
City	154 (23%)	48 (31%)	106 (69%)
Rural	132 (32%)	31 (24%)	101 (77%)
Suburb	188 (30%)	45 (24%)	143 (76%)
Town	85 (40%)	19 (22%)	66 (78%)

Sorted by LEA size (as defined by LEA total student population), respondents from large LEAs had the highest rate of responding “Yes” to having a Holocaust and genocide education system, followed by small, then medium LEAs (Table 2). Respondents from large LEAs were also most likely to say their Holocaust and genocide education programs are required.

Table 2. Respondents From Large LEAs Were Most Likely to Say Their LEAs Have Holocaust and Genocide Education Systems; Respondents From Medium LEAs Were Least Likely to Say Their LEAs Have Holocaust and Genocide Education Systems

LEA Size	Survey Response Rate	Yes, LEA Has Holocaust and Genocide Education System	No, LEA Does Not Have Holocaust and Genocide Education System
Small	125 (26%)	31 (25%)	94 (75%)
Medium	208 (22%)	47 (24%)	161 (77%)
Large	225 (46%)	65 (29%)	160 (71%)

For a closer look at LEA responses to survey questions regarding the existence of Holocaust and genocide education systems, including a breakdown of responses across regions, locale types, and LEA size, please refer to Appendix F.

All 143 respondents who replied “Yes” to their LEAs having Holocaust and genocide education systems were asked to share the objectives for their Holocaust and genocide education systems, selecting all applicable objectives from a list developed by WestEd researchers and the Council. Respondents most frequently selected “Provide students with factual knowledge” as their LEA’s Holocaust and genocide education system objective, followed by “Provide students with instruction that affects their critical thinking skills,” “Combat antisemitism and/or racism,” and “Provide students with instruction that affects their social and emotional learning” (Figure 4).

Figure 4. Providing Students With Factual Knowledge Was Most Frequently Indicated as a Holocaust and Genocide Education System Objective

System Objectives	Frequency of Selection
Provide students with factual knowledge	125
Provide students with instruction that affects their critical thinking skills	111
Combat antisemitism and/or racism	99
Provide students with instruction that affects their social and emotional learning	84

Referring to their identified Holocaust and genocide education system objectives, 9 percent indicated that their LEAs have addressed these objectives to a great extent, 33 percent of LEA respondents indicated that their localities have addressed their system objectives to a moderate extent, 30 percent of respondents indicated that their LEAs have addressed their objectives to a minimal extent, and 8 percent indicated that their LEAs have not addressed system objectives.

Thirty percent of LEA respondents ($n = 38$) said that their Holocaust and genocide education efforts are part of systemic efforts to affect school climate. Region 11, where 32 percent of responding LEAs said they have a Holocaust and genocide education system in place, had the highest frequency of respondents ($n = 12$) saying their Holocaust and genocide education efforts are part of their LEA’s school climate efforts. In other LEA categorizations, suburb-designated LEAs ($n = 14$) and large LEAs ($n = 18$) had the highest frequencies of affirmative responses regarding Holocaust and genocide education being part of efforts to address school climate.

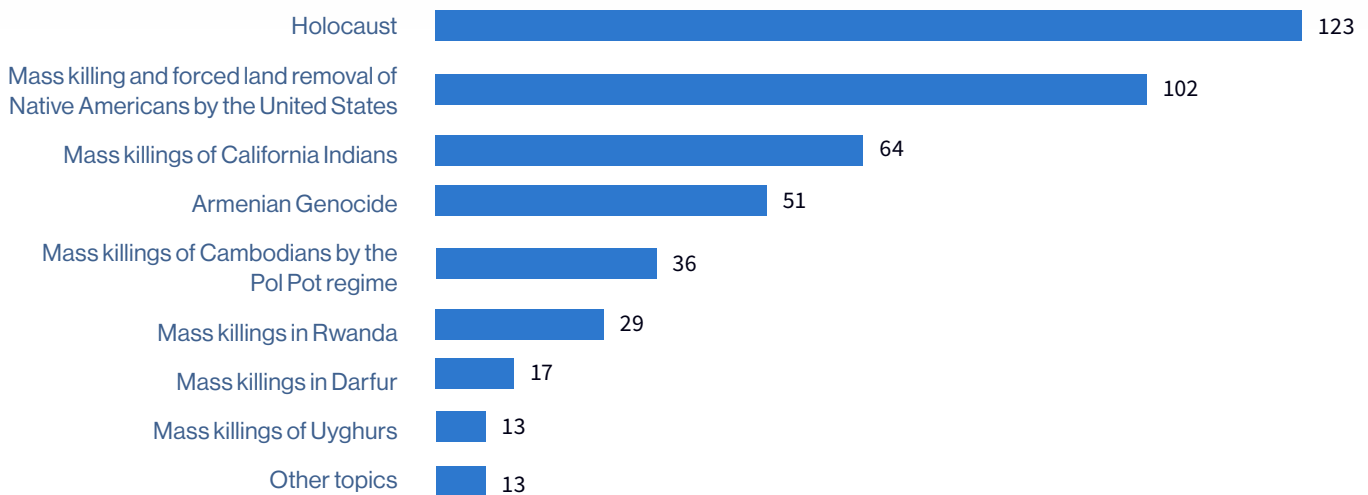
LEA Holocaust and Genocide Education System Curriculum

The LEA survey included items to collect information on the topics and curricula that LEAs use in their Holocaust and genocide education systems. Only respondents who indicated that their LEAs have a Holocaust and genocide education system ($n = 143$) received questions related to Holocaust and genocide education curriculum design and decision-making; respondents who selected “No” did not receive this block of survey questions, though they had opportunities to share their awareness of school-specific Holocaust and genocide education instruction and activities taking place in their LEA.

The LEA survey provided a list of Council-identified genocide topics and asked respondents to select all topics that were included in their Holocaust and genocide education curriculum. The survey included an option for LEA respondents to write in genocide topics that were not listed.

The majority of respondents indicated that their LEAs include the Holocaust as a Holocaust and genocide education topic (Figure 5). The next most frequently indicated topic was the mass killing and forced land removal of Native Americans by the United States. One hundred thirteen respondents indicated that their LEA Holocaust and genocide education systems include at least two of the topics listed in Figure 5, with most respondents indicating that their LEA Holocaust and genocide education systems cover at least three of the identified topics.

Figure 5. The Holocaust Was Most Frequently Selected as a Holocaust and Genocide Education System Topic



Respondents were asked to share more information on how their LEAs are integrating Holocaust and genocide education topics into content area instruction. Of the 143 respondents who received this question, the majority noted that their LEA's Holocaust and genocide education instruction and activities took place in the context of social studies/history (Figure 6). Forty-six respondents noted that their Holocaust and genocide education instruction takes place within English language arts (ELA). Forty-four respondents indicated that Holocaust and genocide education instruction takes place in multiple subject areas, with 40 respondents noting that their Holocaust and genocide education instruction is included in both social studies/history and ELA.

Figure 6. Social Studies/History Was Most Frequently Selected as the Subject Area in Which Holocaust and Genocide Education Takes Place

Subject Area	Frequency of Selection
Social Studies	102
English Language Arts	46
Art	4
Science	3
Mathematics	1
Standalone Subject	0

Respondents were asked to select all LEA roles that had been involved in curriculum decision-making for Holocaust and genocide education instruction; the list of roles was developed collaboratively by WestEd researchers and the Council. Classroom educators were most frequently selected as decision-makers, followed by LEA-level administrators (superintendents, directors), then education specialists (e.g., teachers on special assignment, coordinators, instructional coaches) (Figure 7).

Figure 7. Classroom Educators Were Most Frequently Selected as Holocaust and Genocide Education Curriculum Decision-Makers

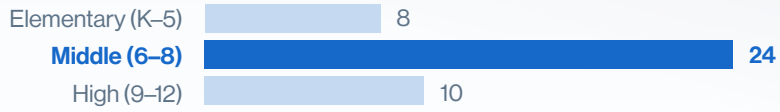
LEA Role	Frequency of Selection
Classroom Educator(s)	86
LEA Superintendent	67
LEA Program Director	55
LEA Assistant Superintendent	45
Education Specialist(s)	40
Other	22

Note. Survey respondents also identified school administrators, parents, boards of education, and boards of trustees as Holocaust and genocide education curriculum decision-makers.

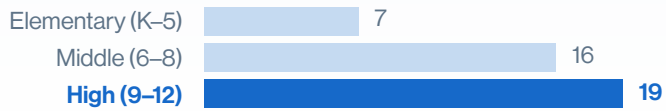
The LEA survey sought to understand how LEAs might be developing curricular programs for Holocaust and genocide education instruction, whether the curricula were selected from state-approved titles or from externally sourced materials. Survey respondents who indicated their LEAs have Holocaust and genocide education systems were asked to indicate which curricula inform their Holocaust and genocide education instruction and whether those curricula were selected from options approved by the California State Board of Education (SBE). Figure 8, which displays the frequency of responses related to SBE-approved curricula, reflects differences in the selection frequency across the grade bands. For elementary grades, respondents most frequently selected California Studies Weekly–Social Studies, whereas History Alive! California Series was most selected for middle grades. For high school grades, the “Other” option was most selected.

Figure 8. Most Respondents Who Said Their LEAs Had Holocaust and Genocide Education Systems Indicated That History Alive! California Series Was Their System's Curriculum

History Alive! California Series



Impact: California Social Studies



Other



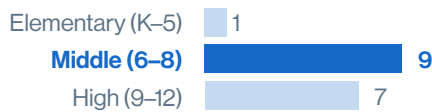
California Studies Weekly – Social Studies



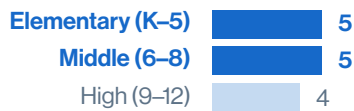
California History–Social Science: myWorld Interactive



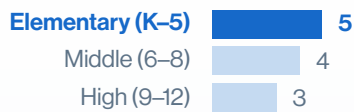
National Geographic World History



Discovery Education



Social Studies Alive!



None of the above



Figure 9 lists the “Other” responses that were given and their frequency. Of these additional curricular resources, the Teachers’ Curriculum Institute was listed most often (seven times in total).

Figure 9. Aside From SBE-Approved Curricula, Teachers’ Curriculum Institute Was Identified by Seven Respondents as Their Holocaust and Genocide Education Curriculum

Curricula/Organization Name	Elementary (K-5)	Middle (6-8)	High (9-12)
Teachers' Curriculum Institute	1	3	3
Facing History & Ourselves	1	1	3
StrongMind	1	1	2
UC Scout	1	1	2
Accelerate Education	1	1	1
Edmentum Courseware	1	1	1
Pearson/Foresman	1	1	1
Smeg Learning	1	1	1
Smithsonian Origins	1	1	1
World History Now	1	1	1
CollegeBoard Springboard	0	1	1
Rethinking Schools	0	1	1
Savvas US History Interactive	0	0	2
Summit Learning/Gradient Learning	0	1	1
America Through the Lens	0	0	1
The Americans: Reconstruction Through the 21st Century	0	0	1
C3 Social Studies	1	0	0
Cengage Learning	0	0	1
The Choices Program	0	0	1
Edgenuity	0	0	1
Glencoe Social Studies	0	1	0

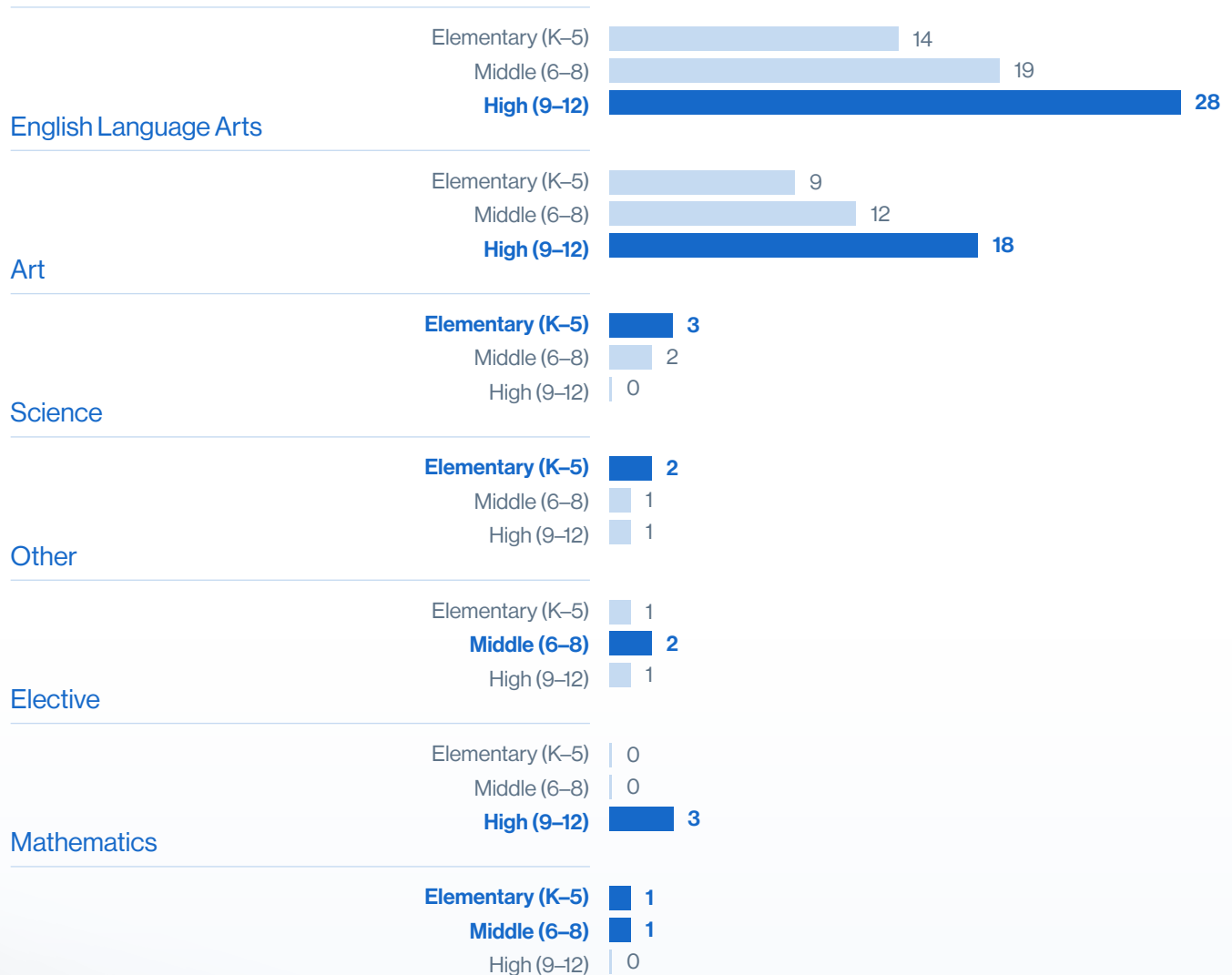
Holocaust and Genocide Education in California

Curricula/Organization Name	Elementary (K-5)	Middle (6-8)	High (9-12)
Harcourt	0	1	0
History Alive! The United States Through Industrialism	0	1	0
Holt Rinehart Winston HMH Social Studies: Economics	0	0	1
Houghton Mifflin HMH Social Science	1	0	0
Houghton Mifflin HMH Social Studies: U.S. Government	0	0	1
Houghton Mifflin HMH Western Civilization	0	0	1
Impact	0	1	0
Junior Scholastic	0	1	0
McDougal Littell America Past and Present	0	0	1
McDougal Littell World Geography	0	0	1
McGraw-Hill U.S. History and Geography Growth and Conflict	0	1	0
Modern World History	0	0	1
Montessori Social World	0	1	0
My World Interactive	1	0	0
Perfection Learning Sociology: The Study of Human Relationships	0	0	1
Prentice Hall AP U.S. History	0	0	1
SCOPE	0	1	0
Studies Weekly	0	1	0
StudySync	0	0	1
Wadsworth/National Geographic Gateways to Democracy	0	0	1
World History: The Modern Era	0	0	1

Forty-five respondents indicated that their LEAs have developed their own Holocaust and genocide education curricula; these respondents selected the grade bands and subject areas reflected in their curricula (82 respondents replied that their LEA did not develop Holocaust and genocide education curricula). Of the 45 who indicated that their LEAs have developed Holocaust and genocide education curricula, all were given the option to upload their LEA-developed curricular materials in the survey. One respondent uploaded a lesson plan for grades 11–12 that guides students through the different stages that lead to a genocide. Figure 10 shows the subject areas and grade bands in which LEAs were using curricula that they had developed.

Figure 10. Of the Respondents Who Said Their LEAs Had Developed Holocaust and Genocide Education Curricula, the Majority Indicated That the LEA-Developed Curricula Were for Social Studies/History

Social Studies/History



Respondents indicated that the literature and media listed in Figure 11 have been used as part of their Holocaust and genocide education instruction and activities.

Figure 11. *The Diary of Anne Frank* Was Most Frequently Listed as a Resource for LEA Holocaust and Genocide Education Systems

Literature/Media Title	Frequency of Respondent Mention
<i>The Diary of Anne Frank</i>	25
<i>Night</i>	13
<i>Number the Stars</i>	8
<i>Maus</i>	4
<i>The Boy in the Striped Pajamas</i>	3
<i>Farewell to Manzanar</i>	2

Note. The following titles received one mention each: *A Long Walk to Water*; *A People’s History of the United States*; *The Book Thief*; *The Boy on the Wooden Box*; *The Boy Who Dared*; *Eleanor’s Story*; *Executive Order 9066*; *The History Channel*; *Holocaust, Genocide, and the Law: A Quest for Justice in a Post-Holocaust World*; *Letters From Rifka*; *Making Bombs for Hitler*; *New York Curriculum*; *Signs of Survival*; *They Called Us Enemy*; and *Unbroken*.

In addition to asking about LEA use of SBE-approved and LEA-developed curricular resources, each survey asked respondents about their use of curricular materials from local and national organizations that provide Holocaust and genocide education resources to states, districts, and schools. The list of organizations shown in Figure 12 was collaboratively developed by the WestEd team and the Council. Figure 12 shows the frequencies of affirmative responses and their use across grade bands, and Figure 13 shows the frequencies organized by subject area.

Figure 12. The Museum of Tolerance Was The Most Frequently Listed Resource That LEAs Indicated Was Used in Their Holocaust and Genocide Education Systems, Across All Grade Bands

Museum of Tolerance



Holocaust Museum LA



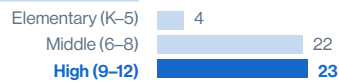
Anti-Defamation League



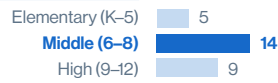
Facing History and Ourselves



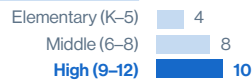
United States Holocaust Museum



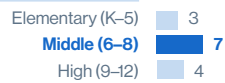
California Teachers Collaborative



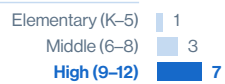
Echoes and Reflections



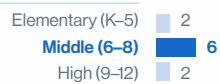
The Genocide Education Project



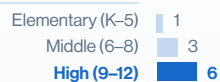
USC Shoah Foundation Institute



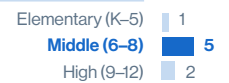
JFCS Holocaust Center



Other



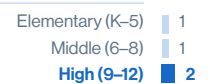
Yad Vashem



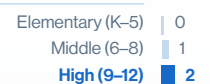
Avenues for Change



Other LEAs



Jewish Partisan Educational Foundation



Redbud Resource Group

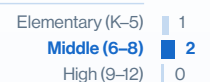
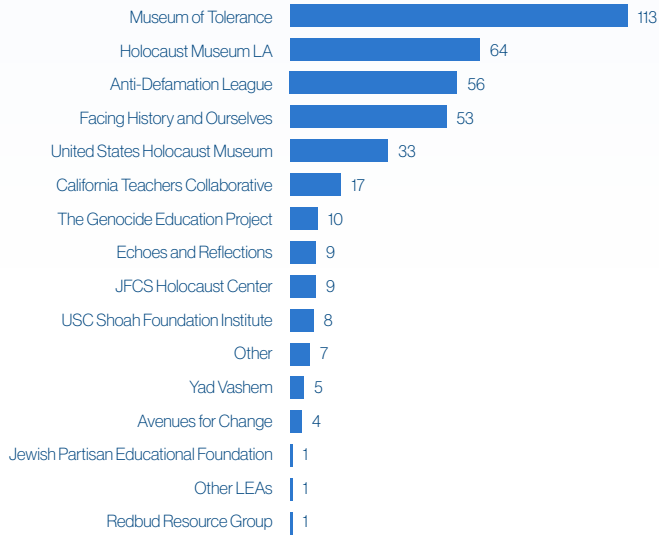
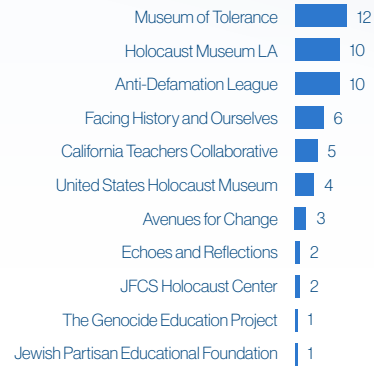


Figure 13. The Museum of Tolerance Was the Most Frequently Listed Resource That LEAs Indicated They Used for Social Studies/History Instruction and Activities

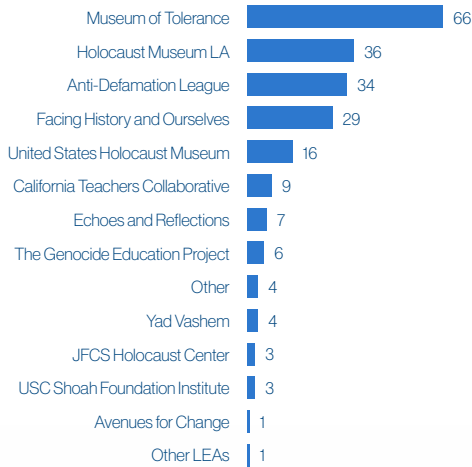
Social Studies/History



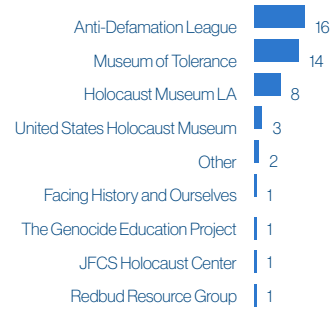
Elective



ELA



Other



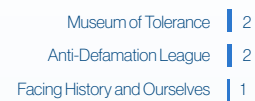
Art



Science



Math



Museum resources, particularly those from the Museum of Tolerance and the Holocaust Museum LA, were most frequently identified as organizational resources that respondents' LEAs used. Respondents also frequently selected Facing History and Ourselves and the Anti-Defamation League as organizations that LEAs are drawing resources from. Consistent with LEA responses regarding the grade bands and subject areas in which Holocaust and genocide education instruction and activities are taking place, these organizational resources are most often being used to support the middle and high school grade bands and the social studies/history and ELA subject areas.

Additional organizations identified as sources for resources included Cambodia War Remnant Museum, Jewish Federation of Greater Los Angeles, Learning for Justice, Reagan Presidential Library, Stanford History Education Group, and The Holocaust Story Project.

Professional Learning for Holocaust and Genocide Education Instruction

Understanding Holocaust and genocide education systems and their designs requires a look at the supports that school staff receive in this area. Instructional fidelity and consistency are difficult without professional learning supports for school staff tasked with implementing Holocaust and genocide education. Respondents were asked to specify the professional learning resources (e.g., professional development [PD] sessions, supplemental resources) that were provided to their LEAs' teachers for Holocaust and genocide education instruction. All survey respondents received these questions, in case some LEAs provide PD focused on this topic even in the absence of having a Holocaust and genocide education system.

The majority of respondents (450) shared that their LEAs do not provide PD focused on Holocaust and genocide education. In total, 63 respondents said that their LEAs provide PD focused on Holocaust and genocide education, with most (42) of these LEAs responding that this PD is voluntary. Region 4 (Bay) and Region 11 (Los Angeles) each had the highest frequency of respondents (14 in each region) saying that their LEAs provide PD focused on Holocaust and genocide education. Region 11 has the highest frequency of respondents saying their LEAs have Holocaust and genocide education systems.



The majority of respondents (450) shared that their LEAs do not provide PD focused on Holocaust and genocide education.

Of the LEAs that do provide PD focused on Holocaust and genocide education, this PD has come in the form of instruction-focused trainings and partnerships with community organizations. One respondent indicated that in their LEA, “K–12 teachers and administrators voluntarily attend the Holocaust and genocide training. We offer professional development internally (facilitated by our content coordinators) and educators attend PD at the Museum of Tolerance (led by their staff).”

Many of the survey responses regarding PD focused on Holocaust and genocide education highlighted that this work was done in partnership with external organizations, suggesting that cultivating relationships and identifying existing resources may be key for LEAs that want to provide such PD.

In response to questions about the duration and frequency of PD focused on Holocaust and genocide education, most respondents (46) noted that their PD is offered one to three times per school year. Fourteen respondents indicated that PD on this topic is offered on an asynchronous basis whereby educators complete the PD on their own determined schedule. In response to an item asking about the number of hours that educators are required to complete of PD focused on Holocaust and genocide education, 29 respondents indicated their LEAs require 1 to 3 hours, 9 respondents indicated 4 to 6 hours, 2 respondents indicated 10 or more hours, and 1 respondent indicated 7 to 9 hours.



Many of the survey responses regarding PD focused on Holocaust and genocide education highlighted that this work was done in partnership with external organizations, suggesting that cultivating relationships and identifying existing resources may be key for LEAs that want to provide such PD.

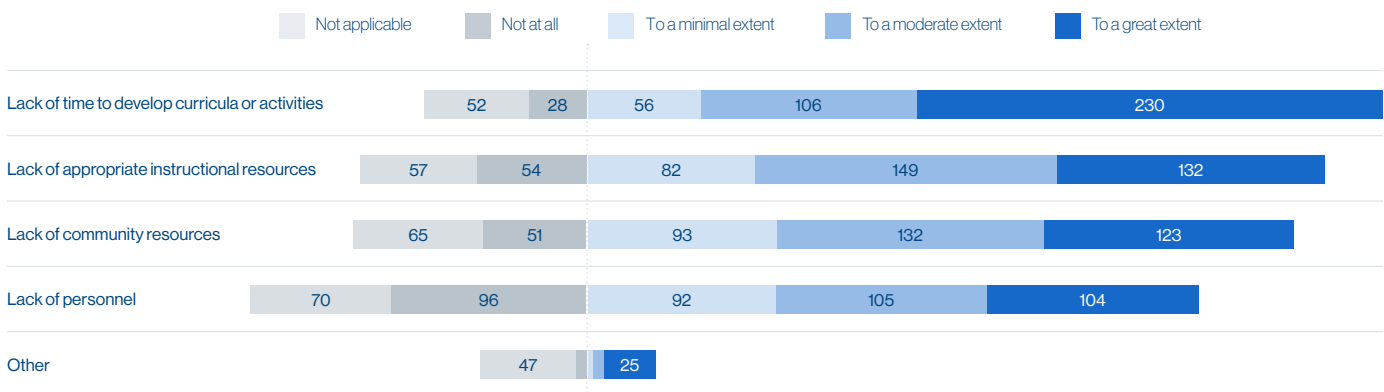
Respondents noted that their PD focusing on Holocaust and genocide education included participation from school administrators and staff, including history teachers, ethnic studies teachers, and ELA teachers. Their responses noted that these PD sessions were typically conducted in person.

Most respondents (381) did indicate that their LEAs provide PD on addressing other sensitive topics in the classroom (e.g., anti-racism, unconscious bias, diversity, gender/LGBTQ+). One respondent indicated that their LEA provides support addressing sensitive topics through “targeted professional development, developing pacing and sequencing, fostering an inclusive school culture, providing resources and instructional material, and promoting ongoing communication and feedback.” Some respondents also noted that their LEAs engage community

and professional organizations to design and deliver PD addressing sensitive topics, with one respondent noting that their LEA has worked with the Anti-Defamation League on PD to “navigate and address sensitive topics effectively.” Survey respondents provided high-level insights into the content and supports integrated into LEA instructional resources, noting that while these supports are not specific to Holocaust and genocide education, there may be connections or applicable resources that can inform Holocaust and genocide education instruction.

Respondents were asked to share their insights into challenges that their LEAs had experienced when trying to deliver PD focused on Holocaust and genocide education. Figure 14 shows the frequency of challenges identified (respondents were asked to select all applicable challenges).

Figure 14. Respondents Most Frequently Selected Limited Time as a Challenge to LEAs’ Efforts to Deliver Professional Development Focused on Holocaust and Genocide Education



Note. The data represented in Figure 14 are in [Appendix J, Table J1](#).

Survey responses indicate that limited time and capacity were impacting LEAs’ efforts to provide PD focused on Holocaust and genocide education to their staff and schools. Referencing previous responses about age or grade-level appropriateness, 15 respondents noted that Holocaust and genocide education had not been a focus area for the K–8 grades in their LEAs, so there had been little traction to implement associated PD in those grades. Four respondents noted that their LEAs are small and have limited capacity to provide PD focused on Holocaust and genocide education. One respondent requested collaboration with other LEAs for PD: “We are a small district, 3 schools, it would be great if we could join a larger district with this PD.”

For addressing these challenges, respondents were asked to identify the types of resources that bolster their LEAs’ capacity to deliver PD focused on Holocaust and genocide education. Respondents were most likely to specify state-identified PD resources as something that would support their capacities (Figure 15).

Figure 15. Respondents Most Frequently Selected State-Identified Professional Development Resources as Something That Would Support Their LEAs' Professional Development Capacities

Types of Resources	Frequency of Selection
State-identified professional development resources	356
Additional funding for delivering professional development	306
Available substitutes	230
Other	49

Additional elaboration from some respondents emphasized a need for state-provided guidance for PD focused on Holocaust and genocide education (e.g., list of vetted PD providers or facilitators) and instructional resources, particularly supports for age-appropriate and grade-appropriate instruction for Holocaust and genocide education topics. Responses to the “Other” option for PD support again highlighted time as a challenge, with multiple respondents requesting either additional time for PD or a reduction in other PD requirements (“Reducing other mandated training obligations rather than adding new ones”). Two respondents highlighted connections between LEAs’ funding and the time needed for PD, with one requesting “funds to add days to the calendar.” These insights highlight the extent to which time factors into LEAs’ capacity to support Holocaust and genocide education instruction and the PD that is needed to support this instruction.

Community Connections

For more insight into how LEAs construct systems that support Holocaust and genocide education, the WestEd team sought to understand how local contexts and resources might factor into developing and implementing these systems. The survey asked respondents to describe insights into how their LEAs have built and leveraged relationships with community organizations and members to support their Holocaust and genocide education instruction and activities. Community-connection questions were shown to all survey respondents to identify any community partnerships and activities that may be taking place, even in the absence of a Holocaust and genocide education system. Figure 16 provides a summary of the 444 responses to a question asking about the different types of engagement that LEAs have with their communities.

Figure 16. Respondents Most Frequently Indicated That Field Trips to Local Museums and Memorials Are How Holocaust and Genocide Education Connections Are Made With Their Community

LEA Community Engagements	Frequency of Selection
Field trip(s) to local museums and/or memorials	115
Holocaust survivor speaker(s)	90
Community organization(s) specializing in Holocaust and genocide education	46
Genocide survivor speaker(s)	41
No connections currently exist	14

Respondents from Regions 8 (Kern, San Luis Obispo, Santa Barbara, and Ventura Counties), 9 (Imperial, Orange, and San Diego Counties), and 11 (Los Angeles County) were most likely to select field trips as part of their community connections. Given the number of respondents who listed the Museum of Tolerance and the Holocaust Museum (both located in Los Angeles County) as field trip destinations, it is not surprising that the regions with the highest frequencies of field trip mentions are those that are close to these museums.

To provide further insight into these community connections, the survey asked respondents to name organizations involved in their Holocaust and genocide education activities; these connections included field trips and accessing learning resources. Respondents also gave information on speakers who have come to campus for invited talks. Figure 17 lists all community organizations and speakers named and the frequency of their mentions.

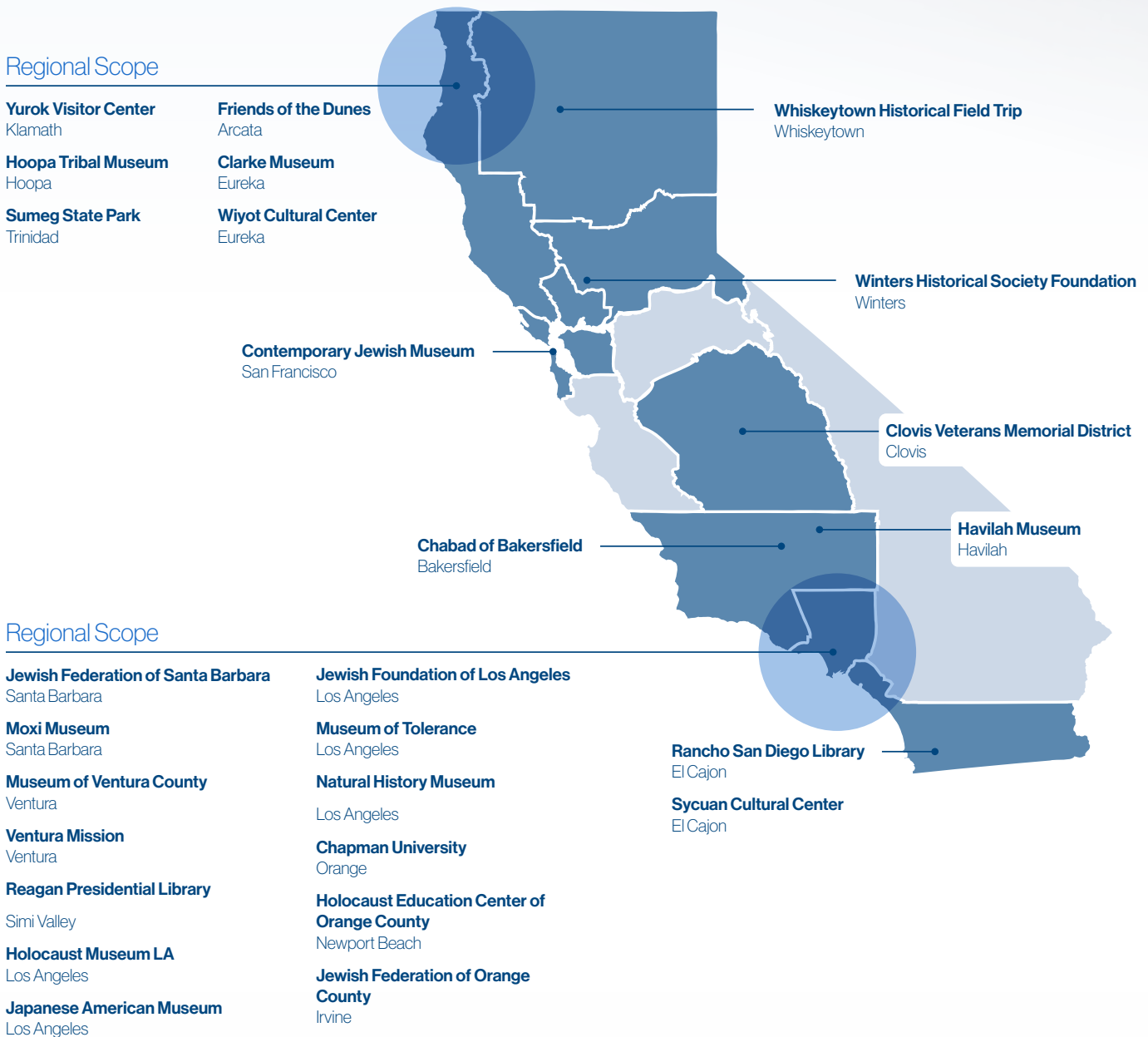
Figure 17. Of the Community Connections Listed by Respondents, the Museum of Tolerance Was Most Frequently Mentioned

Community Organization/Speaker	Frequency of Respondent Mention
Museum of Tolerance	55
Holocaust survivor speaker	36
Facing History and Ourselves (neither subject area nor grade band was identified)	5
American Indian/Alaska Native speaker	4
Reagan Presidential Library	4
United States Holocaust Museum	4
Jewish Federation of Orange County	3
Sudanese speaker	3
Anti-Defamation League (neither subject area nor grade band was identified)	2
Armenian speaker	2
Chapman University	2
Jewish Foundation of Los Angeles	2

Note. The following community resources received one mention each: Anne Frank House, Bosnian speaker, Chabad of Bakersfield, Clarke Museum, Clovis Veterans Memorial District, Contemporary Jewish Museum, David Labkovski Project, Eleanor Ramrath Garner, Friends of the Dunes, The Genocide Education Project, Havilah Museum, Holocaust Education Center of Orange County, Hoopa Tribal Museum, Japanese American Museum, Japanese speaker, Jewish Family and Children Services, Jewish Federation of Santa Barbara, Moxi Museum, Murrieta Holocaust Memorial, Natural History Museum, Oak Run Historical Field Trip, Rancho San Diego Library, Ruth Sax and Sandy Scheller, Rwandan speaker, StandWithUs, Sumeg State Park, Sycuan Cultural Center, Teaching for Justice, Teaching Tolerance, The Mitzvah Project, USC Shoah, Ventura County Museum of Natural History, Ventura Mission, Whiskeytown Historical Field Trip, Winters Historical Society Foundation, Wiyot Cultural Center, and Yurok Visitor Center.

Multiple survey respondents underscored how LEA proximity to community resources such as museums and memorials is a factor in LEAs’ plans to engage students in field trips. For example, respondents from rural LEAs noted that their distance from many California museums made it difficult to engage their students in field trips to these community resources. To showcase the community connections that LEAs have built, Figure 18 shows the physical locations of community organizations that LEAs identified as the subjects of their field trips or engagements. This figure also provides a look at where in the state these resources are and the potential distances that educators and students would need to travel to visit.

Figure 18. The Majority of Community Resources LEAs Have Engaged Are Located in Southern California Regions



Included in the survey section about community connections were questions aimed at understanding how LEAs were engaging parents and guardians in their Holocaust and genocide education plans. The majority of responses to these items indicated that LEAs had limited or no current parent/guardian engagement efforts. Only 11 respondents indicated that their LEAs hold informational sessions or events for parents/guardians, provide educational resources to parents/guardians, or set up collaborative projects with parents/guardians.

School-Based Holocaust and Genocide Education Instruction and Activities

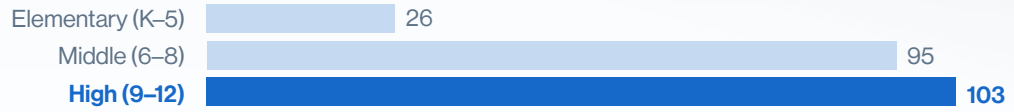
To understand the full scope of possible Holocaust and genocide education across California, the LEA survey included a section to ask respondents about their awareness of Holocaust and genocide education instruction and activities that are designed and implemented by individual schools. This section aimed to capture Holocaust and genocide education instruction and activities that are not part of district plans or initiatives. Respondents were asked to share their awareness of Holocaust and genocide education instruction and activities implemented at individual school sites and to indicate the grade bands and subject areas of such efforts. All respondents received questions regarding any school-specific Holocaust and genocide education instruction and activities to comprehensively understand the scope of Holocaust and genocide education across the state, learning about both LEA systems and school-specific activities.

Overall, 261 respondents indicated that they were aware of school-specific Holocaust and genocide education, and respondents provided the following information on the grade bands and subject areas. Their responses suggest that there are Holocaust and genocide education activities happening on a school level, more so than within the context of an LEA system.

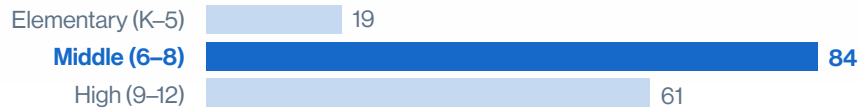
Similar to LEAs' Holocaust and genocide education systems, school-based Holocaust and genocide education instruction and activities are most frequent in social studies/history and ELA, and are mainly in the middle and high school grade bands (Figure 19). There are also some indications of school-based Holocaust and genocide education instruction and activities in arts, ethnic studies, and elective courses.

Figure 19. According to LEA Responses, Their Schools Were Pursuing Holocaust and Genocide Education Primarily in Social Studies/History

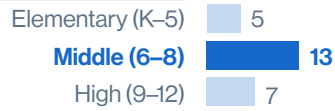
Social Studies/History



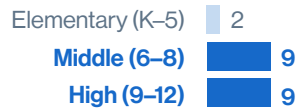
English Language Arts



Art



Elective



Other



Science



Mathematics



LEAs noted that their schools are incorporating primary sources, literature (e.g., *The Diary of Anne Frank*, *Maus*), and movies (e.g., *The Boy in the Striped Pajamas*) into their Holocaust and genocide education instruction. One respondent shared an example of how the Holocaust is incorporated into their school’s social studies/history courses:

Every school site in our district includes a unit or part of a unit dedicated to the Holocaust both in World History and in World Literature at the sophomore level. The units consist of literature, lecture, primary documents (both text and photographs) about the events leading up to the Holocaust as well as the events of the Holocaust itself. We also use the pyramid of hate from the Anti-Defamation League as well as other resources to teach about the steps leading up to genocide. Some schools show excerpts of films as well.

Respondents also indicated that their schools’ Holocaust and genocide education activities took the form of field trips and talks from invited community members and organizations. Similar to respondents describing LEA-led field trips, respondents indicated that schools in their localities organized trips to the Museum of Tolerance and the Los Angeles Holocaust Museum as part of their sites’ Holocaust and genocide education efforts.

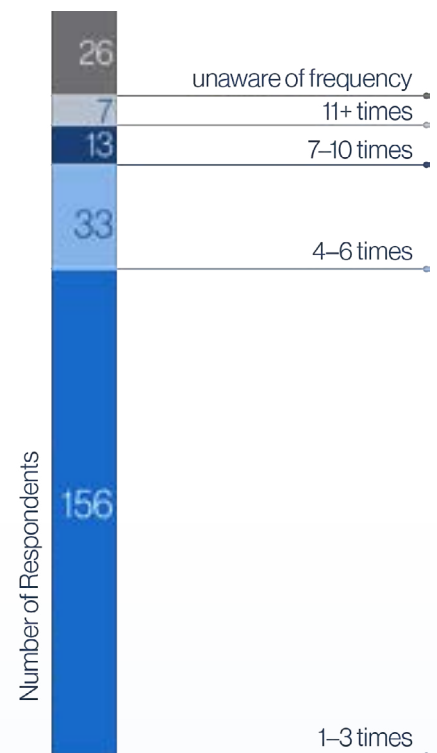
Respondents were most likely to say these school-specific Holocaust and genocide education instruction and activities happen 1 to 3 times per school year (156 respondents). Thirty-three respondents said that school-specific instruction or activity occurs 4 to 6 times per year; 13 said that it occurs 7 to 10 times per year; and 7 said that it occurs 11 or more times per year. Twenty-six respondents were unaware of the frequency of their schools’ Holocaust and genocide education instruction and activities (Figure 20).

LEA-Identified Holocaust and Genocide Education Successes

The LEA survey included a broad question asking respondents how they define Holocaust and genocide education system successes. This question was presented to all respondents to capture any Holocaust and genocide education programmatic successes, whether they occurred at a systems level or an individual school level.

Most frequently, LEA respondents identified student knowledge-building as a programmatic success, with students developing awareness of genocides, why genocides occurred, and actions that can prevent future genocides. One respondent described their programmatic success as helping students connect genocide concepts to broader social studies/history understanding:

Figure 20. Frequency of Holocaust and Genocide Education Instruction and Activities



We talk about Western migration in the U.S. and the impact on Native Americans. We don't focus on mass killings—we do focus on the impact of different groups, ethnicities, and religions. The focus is on the abuses of power and expansion of powers including imperialism, revolutions, and totalitarianism.

Some respondents also described successes in terms of students building empathy or understanding of others, building new perspectives of others, and increasing tolerance of others. One shared that their LEA had designed its Holocaust and genocide education instruction to connect to students' social and emotional learning: "Grounding Holocaust studies in personal decision-making/empathy-building and linking to other genocides to see the imperative of vigilance, empathy, action." Multiple respondents highlighted increased student knowledge about genocides and heightened social and emotional learning skills as positive outcomes of their Holocaust and genocide education programs.

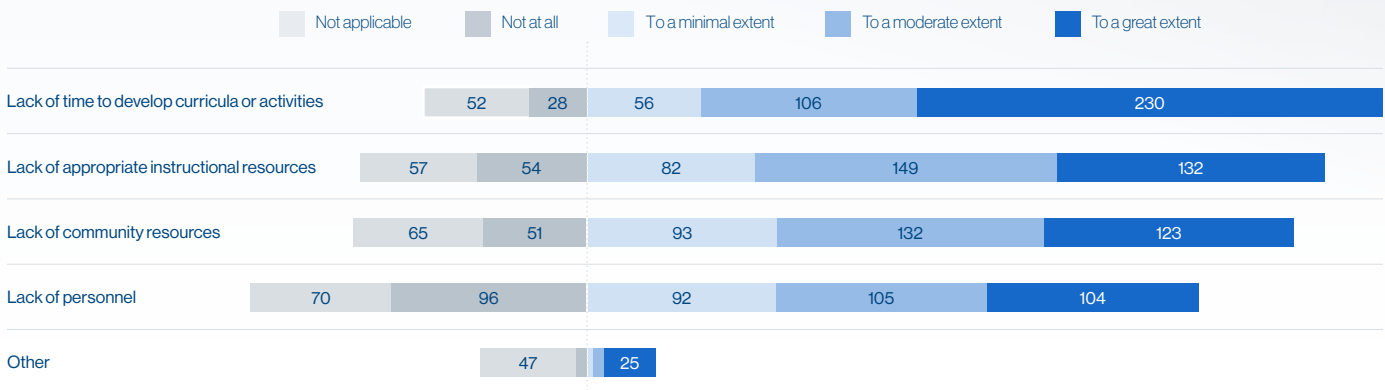
In addition to noting impacts on students, some respondents indicated that their LEAs' Holocaust and genocide education programs had positive effects on their teachers' instructional engagement. Some respondents shared their perceptions that teacher interest in Holocaust and genocide education resulted in increased personal investment in teaching associated lessons.

Some respondents described the community connections (described earlier in this section of the report) as programmatic successes. Respondents identified their connections with families, local organizations, and local Tribes as successes in designing and delivering Holocaust and genocide education.

LEA-Identified Holocaust and Genocide Education Challenges

Crucial for understanding the Holocaust and genocide education landscape in California is an understanding of the challenges that LEAs have experienced when attempting to implement Holocaust and genocide education as a system. Such implementation requires considering multiple system components (e.g., personnel, curricular resources). Survey responses emphasized how strongly capacity is an issue in LEAs' efforts to design, deliver, and sustain Holocaust and genocide education systems. All respondents received this block of questions to elicit the range of challenges in implementing Holocaust and genocide education, as well as the types of resources that would support LEAs in addressing challenges. Figure 21 shows survey responses regarding capacity-related challenges that respondents observed in their localities.

Figure 21. Among the Different Challenges, Lack of Time to Develop Curricula or Activities Was Selected Most Frequently as a Challenge Impacting LEAs to a Great Extent



Note. The data represented in Figure 21 are in [Appendix J, Table J2](#).

Lack of time for developing Holocaust and genocide education curricula and activities was most frequently selected as a challenge impacting LEAs to a great extent. Given all the other content required in California standards, respondents indicated that their LEAs faced challenges in allocating time for new content or activities. Subsequent comments also highlighted that their LEAs experienced challenges in securing time for teachers to attend PD that is specific to Holocaust and genocide education. These LEA respondents indicated that their teachers were already attending other PD sessions and that adding another PD requirement would create a scheduling challenge. One respondent wrote that “teachers do not want to miss classroom instruction for additional trainings,” making it challenging to find time in the school year for PD focused on Holocaust and genocide education.

Respondents also frequently indicated that a lack of appropriate instructional resources was a challenge. A common theme in responses to open-ended items was the challenge of finding grade-appropriate curricular materials, particularly for the elementary grades. Respondents described the challenge of finding vetted Holocaust and genocide education instructional materials that could be shared with teachers so that teachers would not have to find these materials on their own. Additionally, some respondents described the challenge of finding Holocaust and genocide education instructional materials that align with SBE-approved curricula and state content and that can be readily shared with teachers.



Respondents also frequently indicated that a lack of appropriate instructional resources was a challenge.

Capacity challenges appeared to be an impediment for the majority of LEA survey respondents, with many of these challenges being magnified for small and rural LEAs. Respondents from such LEAs noted that their institutional capacities can magnify challenges for Holocaust and genocide education design and implementation, due to a smaller pool of resources available to leverage for Holocaust and genocide education. These challenges range from lacking dedicated funding for Holocaust and genocide education resources (including curricular materials) to lacking staff members for developing Holocaust and genocide education curriculum and for leading professional learning. In some small and rural schools, staff are required to cover multiple grade levels and content areas, making it challenging to allocate time specifically for Holocaust and genocide education activities and resource development. Rurality can also be a barrier for LEAs looking to bring in external Holocaust and genocide education support; one respondent noted that “being a remote rural school poses some challenges in staffing and getting trainers to come up to the school.”



Rurality can also be a barrier for LEAs looking to bring in external Holocaust and genocide education support; one respondent noted that “being a remote rural school poses some challenges in staffing and getting trainers to come up to the school.”

Respondents also highlighted the effects of community sentiment on Holocaust and genocide education system design and implementation decisions, with one sharing concerns that Holocaust and genocide education content may be perceived as “polarizing” within their community. Survey responses indicate that challenging conversations were happening among school staff and between the community and schools, some of this stemming from current events and some from California’s efforts to implement ethnic studies. Relationships both internal and external to the school community appeared to be top of mind for many LEA respondents, as they conveyed their concerns and the concerns relayed by school staff about how to navigate divergent perspectives on Holocaust and genocide education and on how best to design and deliver such instruction.

Multiple survey respondents also noted state content standards as a contextual factor for Holocaust and genocide education, noting that their schools prioritized instruction aligned with these standards. One respondent noted that Holocaust and genocide education is not currently covered in California’s History–Social Science Framework, and two other respondents specifically noted that Holocaust and genocide education is not included in the TK–8 standards, which influenced LEA decisions regarding the development of a Holocaust and genocide education

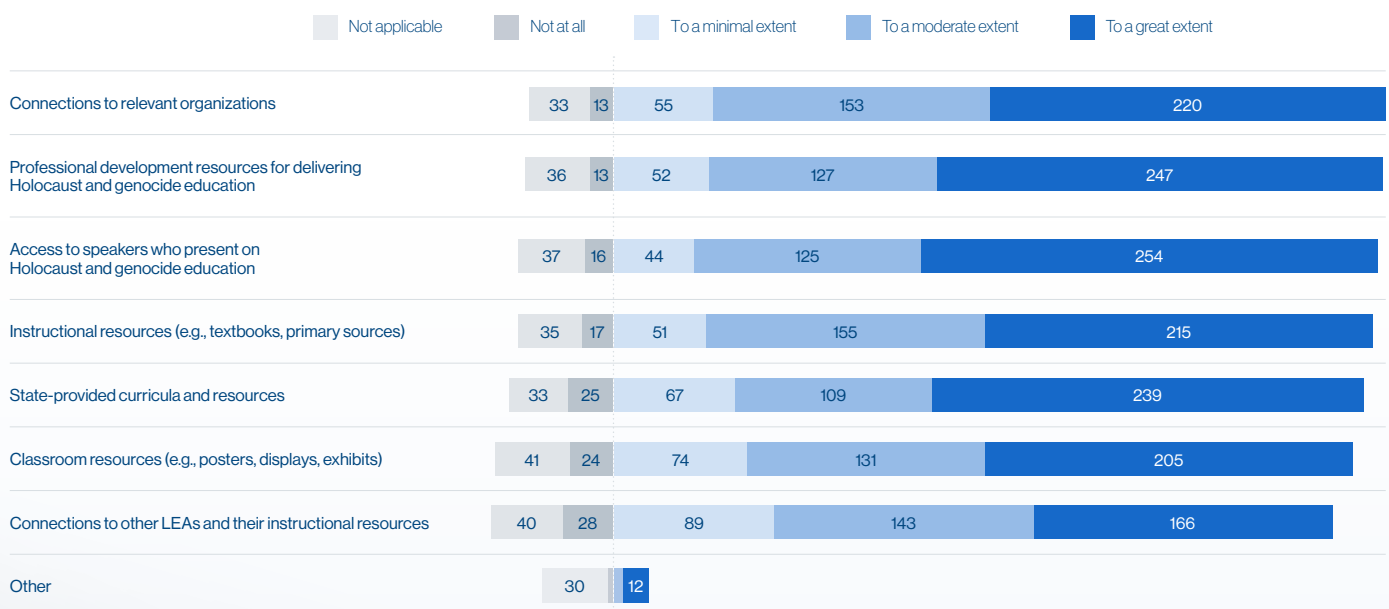
system. These responses emphasize how state content standards communicate curricular priorities and influence LEA decisions about what to include in instruction.



Multiple survey respondents also noted state content standards as a contextual factor for Holocaust and genocide education, noting that their schools prioritized instruction aligned with these standards.

The LEA survey included items to learn about the types of resources that would best support LEAs in addressing the challenges experienced with Holocaust and genocide education system design and implementation. In line with the challenges that LEAs identified, connections to organizations and speakers were most often selected as supportive resources. Respondents also suggested that PD and curricula that include Holocaust and genocide education would be supportive resources. Figure 22 outlines the frequency of the different resources that respondents selected.

Figure 22. Respondents Were Most Likely to Say That Connections to Relevant Organizations Would Support Their LEAs in Addressing Holocaust and Genocide Education Implementation Challenges



Note. The data represented in Figure 22 are in [Appendix J, Table J3](#).

LEA Survey Summary

The LEA survey is one key component in building a baseline understanding of Holocaust and genocide education efforts taking place across California. Although the survey relies on self-reported data from LEAs, the responses provide a nuanced look into Holocaust and genocide education practices, whether in an LEA system or at an individual school level.

LEA respondents from Regions 3 (Capital Service Region), 10 (RIMS), and 11 (Los Angeles) were most likely to say that their LEAs have Holocaust and genocide education systems. In terms of other cross sections of California LEAs, city-designated and large (in terms of student size) LEAs were most likely to say their LEAs have Holocaust and genocide education systems. Among respondents who said their LEAs have Holocaust and genocide education systems, most selected “provide students with factual knowledge” as the system’s objective, and other top selections were “provide students with instruction that affects their critical thinking skills” and “combat antisemitism and/or racism.”

Respondents provided key insights into curricular facets of their Holocaust and genocide education systems. LEA responses indicate that the Holocaust and the mass killing and forced land removal of Native Americans by the United States are discussed in most of their systems. Much of Holocaust and genocide education instruction and many of the activities are taking place in the social studies/history and ELA content areas, drawing on SBE-approved social studies/history curricula, literature (e.g., *The Diary of Anne Frank*, *Night*), and many resources from community and professional organizations (e.g., California and U.S. museums, teacher professional learning organizations).

A key component of implementing Holocaust and genocide education is ensuring that school staff feel that they have professional learning supports needed to deliver associated instruction and activities. The majority of respondents had not designed or delivered PD focused on Holocaust and genocide education, though most respondents did say that their LEAs provide PD for teachers to talk about sensitive topics in the classroom. In examples provided by respondents, their PD that focused on Holocaust and genocide education was done in conjunction with professional organizations (e.g., Facing History and Ourselves) and museums (e.g., Museum of Tolerance).

These connections with community organizations and museums also inform LEA Holocaust and genocide education activities, with 115 respondents noting that their LEAs organized field trips to museums and/or memorials as part of their Holocaust and genocide education activities.

The museums include those that specifically discuss the Holocaust (e.g., Museum of Tolerance, Holocaust Museum LA, United States Holocaust Museum). Responses also highlight that LEAs have invited guest speakers (Holocaust survivors and genocide survivors) to campus to share their experiences directly with students. Of note regarding the community connections is proximity and availability. Respondents from Regions 8 (Kern, San Luis Obispo, Santa Barbara, and Ventura Counties), 9 (Imperial, Orange, and San Diego Counties), and 11 (Los Angeles County) have the closest proximity to community resources such as the Museum of Tolerance and

Holocaust Museum LA. Some respondents acknowledged that distance and cost are factors in their decisions to organize field trips, a major consideration in thinking about how LEAs might foster these community connections for Holocaust and genocide education.

As referenced in earlier sections, 261 LEA survey respondents indicated that school-based Holocaust and genocide education instruction and activities were taking place, suggesting that the absence of a Holocaust and genocide education system at the LEA level does not mean the absence of Holocaust and genocide education. The school-based Holocaust and genocide education efforts are also primarily taking place in middle and high school social studies/history and ELA, mirroring responses about Holocaust and genocide education at the LEA level. Like LEAs, schools are organizing field trips and guest speakers for their campuses—often, again, contingent on proximity to relevant community organizations.

Respondents indicated that their Holocaust and genocide education systems and activities have been successful in affecting their students' knowledge and empathy. These LEAs have been successful in building students' knowledge of genocides and connecting to students' broader understanding of social studies/history principles. Respondents also indicated that Holocaust and genocide education helped bolster their students' social and emotional learning skills, including students' building empathy and understanding for one another. According to respondents, successes centered on increased student knowledge, empathy, and engagement in Holocaust and genocide education instruction.



Respondents also indicated that Holocaust and genocide education helped bolster their students' social and emotional learning skills, including students' building empathy and understanding for one another.

Across LEAs that do and do not have Holocaust and genocide education systems, many of the challenges associated with implementing Holocaust and genocide education center on the different capacities needed. Overall, respondents most frequently indicated that lack of time for developing Holocaust and genocide education curricula and activities is a challenge to implementation. These respondents indicated that their schools are prioritizing content standards that are required by California, and doing so does not allow a lot of time to focus on non-required topics.

Lack of appropriate instructional materials was also frequently selected as a challenge, with respondents noting that finding grade-appropriate materials, particularly at the elementary

school level, was a challenge. Efforts to implement Holocaust and genocide education across California requires consideration of the challenges that LEA capacities present when trying to design and implement Holocaust and genocide education.

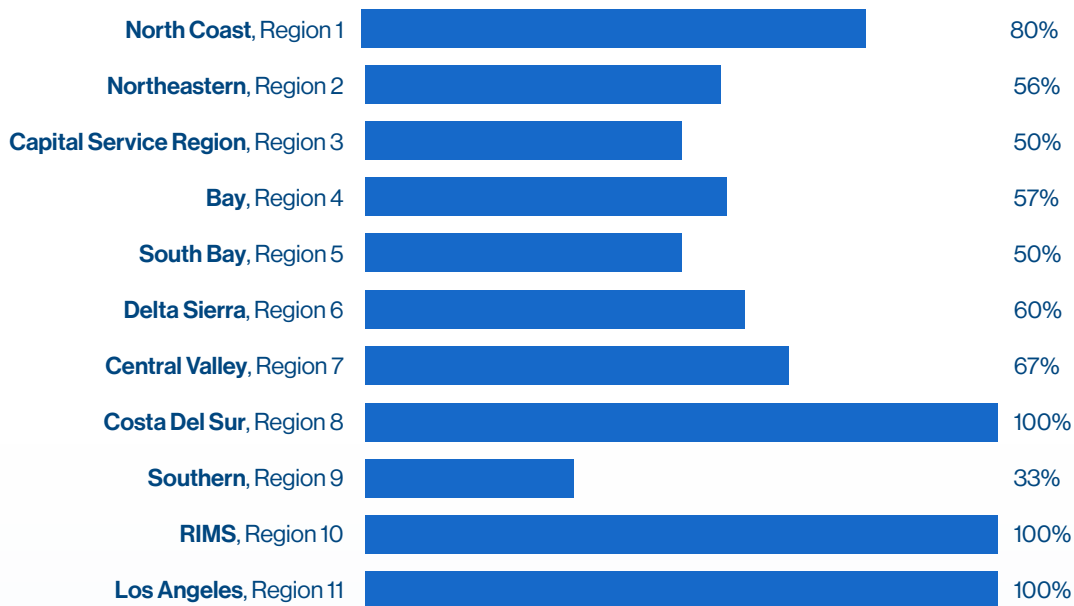
Respondents suggested that California could provide support for LEA’s Holocaust and genocide education implementation by providing instructional resources and community connections, particularly where those connections are not present currently. Providing vetted, grade-appropriate Holocaust and genocide education curricular materials would also be a way to address the curricular challenges that LEAs identified.

County Office of Education Survey Findings

COE Survey Response Rate

The COE survey received 37 responses in all, representing 64 percent of all California COEs. The survey received at least one response from each of the state’s 11 regions (Figure 23).

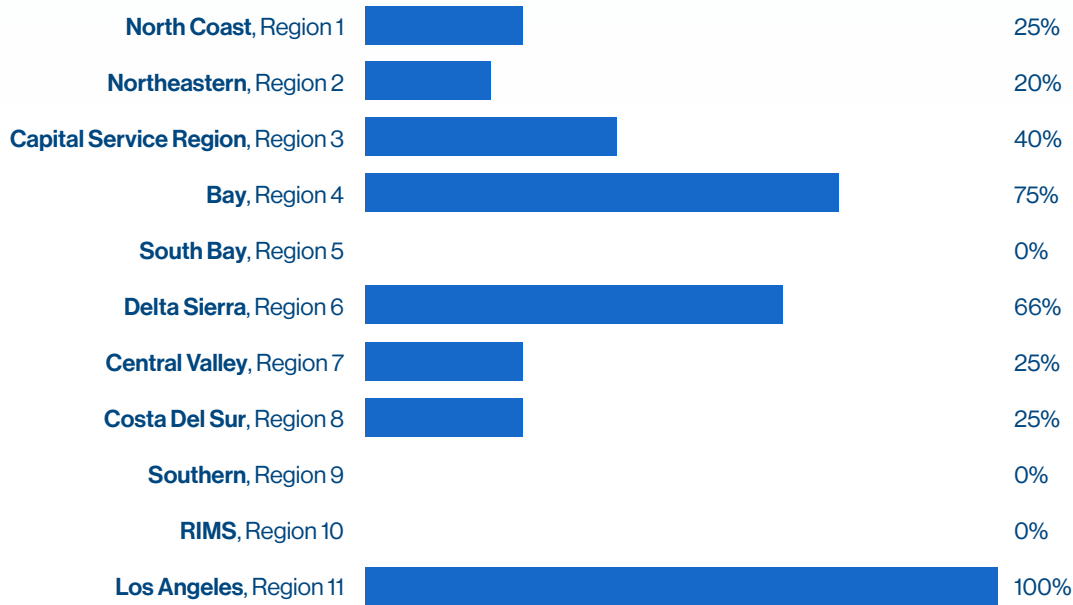
Figure 23. Across California Regions, the Highest Percentage of Completed COE Surveys Came From Region 8 (Costa Del Sur), Region 10 (RIMS), and Region 11 (Los Angeles)



COE Support for LEAs Implementing Holocaust and Genocide Education

Of the 37 COE responses, 12 (32 percent) replied that their COE has supported LEAs and/or schools with implementing Holocaust and genocide education systems (Figure 24).

Figure 24. Region 11 (Los Angeles) and Region 4 (Bay) Had the Largest Percentages of Respondents Saying Their COEs Support Holocaust and Genocide Education Implementation



The respondents for COEs that have supported LEAs/schools with Holocaust and genocide education implementation provided information on the topics included in their COEs' supports. Figure 25 provides a summary of how often each topic was selected.

Figure 25. The Holocaust Was Most Frequently Selected as the Topic for Which COEs Provide Support

Holocaust and Genocide Education Topic	Frequency of Selection
Holocaust	7
Mass killing and forced land removal of Native Americans by the United States	6
Mass killings of California Indians	5
Armenian Genocide	3
Mass killings of Cambodians by the Pol Pot regime	2

The frequency of Holocaust and genocide education topics supported by COEs is consistent with the frequency of topics selected by LEA survey respondents. In both LEA and COE surveys, the Holocaust was most frequently indicated to be a topic in Holocaust and genocide education systems. Six respondents indicated that their COE programs include at least two of these topics in their supports. On average, these COE programs include about three different Holocaust and genocide education topics in their supports.

Respondents were asked to identify all the different objectives of their Holocaust and genocide education supports. Figure 26 summarizes the frequency at which each objective was selected.

Figure 26. Respondents Most Frequently Selected Supporting LEAs/Schools in Providing Students With Factual Knowledge

Holocaust and Genocide Education Topic	Frequency of Selection
Support LEAs/schools in providing students with factual knowledge	9
Support LEAs/schools in providing students with instruction that affects their social and emotional learning	8
Support LEAs/schools in providing students with instruction that affects their critical thinking skills	8
Support LEA/schools in combating antisemitism and/or racism	7

In both the LEA and COE surveys, respondents most frequently selected providing students with factual knowledge as their system objective.

To understand the context of these supports, the survey asked whether COEs provide curricular supports to LEAs and schools (e.g., selecting topics, developing materials). Figure 27 presents the frequency of affirmative responses, disaggregated by subject areas and grade bands. No COE respondents selected “Elective” or “Other.”

Figure 27. Respondents Most Frequently Said Their COEs Provide Curricular Supports in Social Studies/History

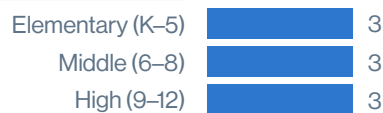
Social Studies/History



English Language Arts



Art



Mathematics



Science



Respondents most frequently indicated providing curricular support in the social studies/history and ELA content areas. Responses also indicated that curricular support is most frequent for the high school grade band. On open-response items, COE respondents indicated that their supports ranged from providing policy implementation guidance (e.g., supporting implementation of social studies standards) to developing and sharing instructional resources.

To share resources and information with LEAs, COEs have opened communication and resource-sharing channels. Five respondents indicated that their COEs have established regular meetings with LEAs to discuss instructional needs and share resources, including through an Ethnic Studies Community of Practice, History Teacher Leadership Network meetings, and other groups that meet monthly. Two other respondents shared that their COEs use newsletters and lending libraries as communication and resource-sharing channels for their LEAs. Additionally, two respondents noted that their COEs send staff directly to LEAs and schools to provide support, with one COE providing a “DEI Learning Specialist” to deliver trainings for LEA staff.

Multiple California COEs indicated that they are sharing resources and staff to support LEAs with delivering Holocaust and genocide education instruction.

COE-Provided Professional Learning Resources and Community Connections for Holocaust and Genocide Education

To understand the scope of COE-provided Holocaust and genocide education supports, the COE survey included questions focused on professional learning. Eight respondents indicated that their COE provides PD focused specifically on delivering Holocaust and genocide education. Eight respondents noted that their COE provides professional learning that supports educators in addressing other sensitive topics in their classrooms. One response named a particular individual as a resource for this professional learning: “When we had Dr. Judy Pace present last year on her framework and research for teaching controversial issues in the classroom, our educators sincerely appreciated her work and resources to help facilitate discussions on the Holocaust and genocide.” These survey responses provided high-level insights into the county-level professional learning supports that are being provided to educators.

On questions about curricular and professional learning supports, COE respondents indicated that they used resources from curricular and advocacy groups. One COE leveraged community supports to develop professional learning focused on discussing current events:

In planning our spring History Teacher Leadership Network meetings for this year regarding how educators can better understand and provide instruction regarding the Israel and Arab conflict, we sought to have a perspective and resources that were balanced and represented multiple perspectives which focused on primary source documents. As a result, we utilized a community member who is also an educator and the Director of Community Relations for one of our school districts.

Other respondents noted that their COEs had used materials and resources from the following organizations for instructional and professional learning supports:

- American Indian Advisory
- Anti-Defamation League
- Avenues of Change
- California Indian Museum and Cultural Center
- Facing History and Ourselves
- Jewish Family and Children’s Services
- Manzanar
- Museum of Tolerance
- Reagan Presidential Library
- Redbud Resource Group

On the topic of community engagement, four respondents described efforts to bring community members into schools as guest speakers. Two respondents specifically noted their COE's efforts to engage with local Tribal representatives as part of these connections.

COE Perspectives on Holocaust and Genocide Education Successes and Challenges

When asked about successes of COEs' Holocaust and genocide education supports, respondents identified LEA relationships, community connections, and student learning outcomes as examples. A respondent shared that their COE "has positive relationships and connections with our LEAs and can provide customized support in any area of need." Another respondent identified ongoing curriculum council meetings as a programmatic success, reflecting other sentiments shared about COEs building communication channels with LEAs and schools.

Respondents also identified connections built with community members as a programmatic success, noting the positive outcomes of field trips and relationships with community members. One respondent wrote the following when identifying field trips as a programmatic success: "The experience people have when they visit the Museum of Tolerance is a great starting point for educating and building empathy." A different COE respondent noted that their COE had developed a model for engaging Native American students and families, a model that can be used with other student and family groups. Survey responses indicate that COEs were successful in building community connections that supported student and staff learning.

COE respondents also identified increased student awareness of Holocaust and genocide education topics and further independent Holocaust and genocide education learning as successes. Responses indicated success in building fact-based understanding (e.g., "Students are aware of some of the American Indian Tribes that inhabited native lands in addition to their cultural practices and histories") and analyzing historical events and outcomes (e.g., "The success is found within the awareness of how institutional programs, practices, and policies denied the rights, freedom, and protections afforded to Jewish people"). One respondent observed students reading and learning about Holocaust and genocide education topics on their own and noted this as a programmatic success.

Respondents were also asked to identify the challenges their COEs have experienced in efforts to support LEAs and schools with Holocaust and genocide education implementation. Similar to LEA survey respondents, COE respondents described capacity challenges that impact Holocaust and genocide education support efforts. In particular, staffing for curriculum and for developing and delivering professional learning was identified as a challenge at both the LEA and COE levels. Seven respondents indicated that their COEs have staffing challenges, with two noting that their COEs do not currently have leadership overseeing history/social studies education. One respondent wrote the following:

Often, there is not a dedicated person supporting [history/social science] educators, and usually there is one person either supporting all curriculum, or they are focused on literacy. This causes gaps in how we are able to provide supports, professional learning and direct community to [history/social science] educators, specifically on topics including the Holocaust and genocide education.

Responses indicate that staffing challenges impacted COE allocation of staff and resources, given the different county priorities and responsibilities. One respondent noted, “We don’t have the staffing to lead all the initiatives the state has outlined as a priority so we must triage and determine our capacity for what we can do successfully.” Three respondents also identified time as a challenge, with one stating that “the challenge has been engaging teachers in professional learning due to time constraints.”

The COE survey included a prompt to gather more information about Holocaust and genocide education support requests that LEAs and schools have asked of COE staff. Respondents indicated that LEAs and schools are looking for curricular resources and for any resources that can help LEAs and schools respond to current events. A COE respondent noted that districts come to the COE for “support following acts of hate, racism, antisemitism.” A different respondent indicated that their COE had received “many requests for information on how to discuss the Israel/Gaza conflict with students and families.”

COE Survey Summary

The COE survey provided an additional layer of understanding and context regarding Holocaust and genocide education practices across California. Respondents provided a look into Holocaust and genocide education resources and connections that county offices are providing to their LEAs.

Of the responding COEs, nearly a third have supported their LEAs and/or schools with implementing Holocaust and genocide education. This support primarily takes the form of providing content and instructional resources, as well as supporting LEAs and schools in combating antisemitism and/or racism.

Respondents highlighted that their county-level curricular supports included COE-developed curricular materials, primarily in support of high school social studies/history and ELA instruction. This is consistent with LEA survey responses highlighting that Holocaust and genocide education instruction is most frequently taking place in the high school grade band in social studies/history and ELA. Respondents also shared that their COE support included providing resources for districts and schools to implement content standards.

Some COEs have developed connections with community members and organizations—including many of the same organizations that LEAs have built relationships with—and have leveraged these connections in developing PD and instructional resources. Similar to LEAs, COEs are using materials from professional organizations for instructional supports.

Most successes and challenges related to Holocaust and genocide education that were identified by COEs are similar to those described by LEA respondents, particularly in terms of how capacity influences Holocaust and genocide education implementation on a systemic level and on an individual school level. Like LEA respondents, COE respondents identified increased student knowledge as a programmatic success, with one COE respondent noting that students were engaging in Holocaust and genocide education learning independently. Also common across COE and LEA survey responses was an acknowledgment of the ways in which capacity affects organizations' abilities to implement Holocaust and genocide education programs. In particular, both COE and LEA respondents highlighted the importance of having appropriate staff for designing curricular materials and for designing and delivering PD focused on Holocaust and genocide education instruction. Insights from California COE and LEA respondents provide a valuable base from which to build a broad understanding of Holocaust and genocide education programmatic activities across California.

Interview Findings

The qualitative data collection component of the statewide study of Holocaust and genocide education implementation in California LEAs included individual or group interviews with 73 representatives from 72 California LEAs to seek deeper, more nuanced information than the LEA and COE surveys could provide. Interviews were conducted virtually via the Zoom videoconferencing platform and ranged from 20 to 65 minutes in duration. Most interviewees were district-level staff, such as directors of curriculum and instruction, superintendents, and assistant superintendents; a small number of school-level staff, such as principals and classroom teachers, also participated. The interview sample included LEAs that reported a wide spectrum of Holocaust and genocide education implementation on the LEA survey, from robust coverage to no related instruction at all. The sample is geographically representative across regions within the state and includes LEAs across all locale types and enrollment sizes.

Interviews sought to address three guiding questions:

1. What does Holocaust and genocide education look like in California schools?
2. What are the facilitators and barriers to implementing Holocaust and genocide education?
3. What resources and supports do LEAs and schools need in order to implement Holocaust and genocide education?

For additional information about qualitative data collection and analysis methods and tools for this study, see Appendix G. For a copy of de-identified transcripts from the interviews, please contact the Holocaust and Genocide Education Study team at HGEStudy@wested.org.

Holocaust and Genocide Education in California Schools

Interviews confirmed that Holocaust and genocide education in California LEAs varies dramatically in its delivery, emphasis, and scope. Although many LEAs reported integrating some form of Holocaust and genocide education, the extent and depth of instruction is profoundly inconsistent and highly variable. In interviews from across the state, the Holocaust emerged as the predominant topic within this area of study, followed by Native American genocide. A limited number of LEAs also reported teaching other mass atrocities such as the Cambodian, Armenian, or Rwandan genocides; however, interview data clearly indicated that the Holocaust is the key focus of genocide education taking place within the state.

Holocaust and Genocide Education in Elementary and Middle Schools

At the elementary school level, education about the Holocaust and other genocides is minimal. Several LEAs reported addressing the displacement of Native Americans in elementary grades; however, this is generally framed within discussions of early American history and U.S. expansion rather than covered as a genocide. Holocaust and genocide education becomes more common at the middle school level; some LEAs reported coverage of the Holocaust in 7th and 8th grade social studies classes. This instruction is generally limited to basic teaching about World War II, focusing on significant events and historical figures rather than exploring broader social, moral, and political implications. Many LEAs also reported including Holocaust-related literature in middle school English language arts (ELA) classes, most commonly *The Diary of Anne Frank*, *Number the Stars*, or *The Boy in the Striped Pajamas*. Interviewees discussed use of these texts, particularly personal narratives that bring human experiences of atrocity to the forefront, to introduce students to themes of historical injustice, empathy, and resilience. In some cases, history and ELA teachers or departments align lessons to reinforce key themes across subjects; however, such interdisciplinary efforts are not standardized at the LEA level, instead depending on the initiative of individual educators to collaborate. Overall, LEAs characterized coverage of the Holocaust in middle school as largely limited to historical World War II context in social studies and engagement with a Holocaust-themed book in ELA, with other genocides receiving little to no attention in the classroom.

Holocaust and Genocide Education in High Schools

Across LEAs, a majority of Holocaust and genocide education takes place at the high school level, particularly in the 10th grade World History curriculum. Within these courses, the Holocaust is commonly introduced as part of a World War II unit that details significant events, figures, and timelines. This instruction generally frames the Holocaust within the larger narrative of the war, focusing on the rise of the Nazi regime in Germany and its expanding influence across Europe. Although some teachers broaden instruction to include more in-depth coverage of the Holocaust, including its causes and aftermath, the primary emphasis in most classrooms

remains on conveying historical facts. In addition to referring to 10th grade World History, some LEAs noted inclusion of the Holocaust within 11th grade U.S. History courses. Instruction tends to emphasize the U.S. response to the Holocaust, including military involvement and postwar relief efforts, and typically centers around understanding specific historical events rather than exploring genocide.



Although some teachers broaden instruction to include more in-depth coverage of the Holocaust, including its causes and aftermath, the primary emphasis in most classrooms remains on conveying historical facts.

According to interviewees, ELA classes at the high school level also contribute to Holocaust and genocide education, primarily through study of texts such as *Night* by Elie Wiesel or *Maus* by Art Spiegelman. Examples of cross-curricular integration were limited but present. A few LEAs highlighted collaborative projects between history and ELA teachers, wherein students might study the historical context of the Holocaust in 10th or 11th grade history while concurrently reading Holocaust-themed literature in their ELA class. However, the data suggest that integrated approaches are the exception rather than the norm, with most instruction occurring within isolated classes. Consequently, even within LEAs or schools that offer Holocaust and genocide education in both history and ELA courses, students may not receive an integrated or cohesive understanding of the subject matter.

Spectrum of Student Experiences With Holocaust and Genocide Education

Data from both the LEA survey and interviews confirm that Holocaust and genocide education is highly variable across California LEAs, schools, and classrooms, creating a wide spectrum of student experiences. Interviews indicated that enrichment experiences such as field trips, museum visits, and classroom visits by guest speakers are among the most variable components. Unsurprisingly, LEAs located in areas such as the greater Los Angeles region or San Francisco Bay Area were more likely to report these kinds of experiences as part of their students' Holocaust and genocide education. Conversely, rural districts and those geographically distant from major metropolitan areas reported far fewer enrichment experiences. Access to these resources appears strongly linked to geographic proximity and local partnerships, creating an uneven landscape of experiential learning opportunities for students.



Data from both the LEA survey and interviews confirm that Holocaust and genocide education is highly variable across California LEAs, schools, and classrooms, creating a wide spectrum of student experiences.

Interview data afford the opportunity to identify a profile of a “typical” experience a California student might have related to Holocaust and genocide education—essentially, a narrow range of historical topics and literature, with emphasis on the Holocaust as part of the larger World War II narrative. Most commonly, a California student might learn about Native American displacement—although likely not framed as a genocide—in late elementary school, then read one or more Holocaust-related books in their middle or high school ELA class, and learn primarily fact-based historical content about the Holocaust as part of a World War II unit in 10th grade World History. This standard experience, although touching on key historical events and narratives, often lacks the depth and interdisciplinary integration that would provide students with a comprehensive understanding of genocide as a multifaceted topic.



Most commonly, a California student might learn about Native American displacement—although likely not framed as a genocide—in late elementary school, then read one or more Holocaust-related books in their middle or high school ELA class, and learn primarily fact-based historical content about the Holocaust as part of a World War II unit in 10th grade World History.

However, qualitative data indicate a wide spectrum of potential student experiences. At one end of the spectrum, some LEA representatives reported no knowledge of any Holocaust or genocide education taking place at either the district or school level. Conversely, some interviewees described examples of robust Holocaust and genocide education, primarily at the school level or in individual classrooms rather than districtwide. In these cases, a “champion teacher” often spearheads the effort to develop a comprehensive program. Champion teachers—typically

educators with a strong personal commitment to Holocaust and genocide education—frequently seek out professional learning opportunities to deepen their knowledge, curate a range of instructional materials, and integrate a variety of pedagogical approaches to make the subject matter engaging and impactful. As a result, students in these classrooms are more likely to receive rich, nuanced instruction that goes beyond the typical curriculum through avenues such as additional literature and primary resources; critical discussions that grapple with the ethical complexities and human impact of genocide; and experiences such as museum visits, survivor testimonies, or interactive projects that personalize these histories. However, interviewees were clear that these experiences are the exception rather than the rule, noting that this individual approach to Holocaust and genocide education is not aligned with best practices for ensuring high-quality instruction for all students. As one LEA representative conveyed,

We've done these individual efforts. That's not the way to implement anything. It should be cohesive, thought out, and systematic. And right now it's just a few people throwing darts at the dartboard.

Facilitators and Barriers to Holocaust and Genocide Education Implementation

LEA interviews identified some facilitators and supports for Holocaust and genocide education, including incorporation of Holocaust instruction in the 10th grade World History standards; the influence of highly committed educators who drive Holocaust and genocide education at their school sites; and partnerships with local organizations, museums, and community groups that provide resources and experiential learning opportunities. Overall, though, interview participants identified very few existing facilitators for implementing Holocaust and genocide education, instead expressing an extensive need for more supports and resources.

LEAs did describe a wide variety of challenges in implementing Holocaust and genocide education. Challenges fell broadly into three main categories: structural barriers, teacher-related challenges, and challenges stemming from community context.

Structural Barriers

LEAs cited several structural barriers that hindered or prevented their implementation of Holocaust and genocide education. Prominent among these were limitations in time, funding, and access to vetted educational resources.

Interviewees consistently identified time constraints within the academic year as a recurrent barrier. LEA representatives frequently spoke about the extensive amount of material included in mandated curricular content, state standards, and district initiatives, particularly in history at the high school level, where Holocaust and genocide education is most commonly taught.

Interviewees were clear that their LEAs prioritize teaching the topics that are explicitly required by the state standards. One summed up the general sentiment shared by a majority of interviewees by stating,

Time is the biggest resource in education. Unless it's in the standards, we are not going to teach it. There's just not time to teach things that are beyond what we are called to do.

In addition, a tight curricular schedule also impedes educators' ability to seek out and attend professional learning related to Holocaust and genocide education.

This prioritization also extended to funding, with district representatives indicating that they financially prioritize the material that is deemed most important due to inclusion in state standards and/or state testing. LEAs included in the qualitative data collection sample reported inconsistent access to funding for Holocaust and genocide curricula, resources, field trips, and professional learning opportunities. These funding barriers were especially pronounced in rural and lower-income districts.

Lastly, LEA representatives shared difficulties accessing vetted Holocaust and genocide curricula and resources. They reported challenges in locating curricula that are free, accessible, classroom-ready, multicultural, and politically neutral. Additionally, interviewees reported a particular dearth of vetted materials to cover genocides other than the Holocaust and Native American genocide. They also noted that they struggled to find and access vetted age-appropriate materials for students younger than high school age.

Teacher-Related Challenges

LEA interviewees reported a significant set of teacher-related barriers limiting effective Holocaust and genocide education in California schools, including a lack of foundational knowledge, discomfort with teaching sensitive topics or perspectives outside those traditionally taught, and inconsistent motivation to engage in this subject area. These challenges restrict teachers' confidence and capacity to provide effective instruction on the Holocaust and other genocides, especially in schools and districts where comprehensive resources, guidance, and support are limited.

LEA representatives noted that many teachers lack foundational content knowledge about genocides and mass atrocities, particularly those other than the Holocaust. This gap in understanding leaves teachers ill prepared to guide students in exploring complex historical issues and their causes, impacts, and ethical dimensions. Similarly, interviewees described many teachers as lacking experience, preparation, and confidence in teaching sensitive topics. Without adequate

support or resources, educators faced with teaching sensitive content sometimes default to familiar or traditional methods such as relying solely on textbook-based lessons or focusing on historical timelines rather than integrating approaches that might encourage inquiry-focused learning, perspective-taking, and critical thinking. Some LEA interviewees also pointed out that teachers may be uncomfortable discussing sensitive and potentially upsetting subject matter with certain student populations, such as those who may have personal connections to groups directly affected by mass atrocities. Similarly, some interviewees described teachers as hesitant or uncertain in navigating topics that intersect with issues of power, systemic violence, and historical trauma.



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Some interviewees noted that teachers who were trained under a more conventional view of history sometimes struggle to incorporate multiple perspectives or teach the broader contexts that surround historical atrocities. This can limit classroom discussions to a more one-sided or simplified version of events, such as the presentation of Native American history without recognition of genocide or systemic oppression. In some cases, educators may avoid discussing historical events through a modern, critical lens or may be hesitant to portray perspectives beyond the dominant narrative that they were taught. LEA representatives shared that some teachers, especially those in conservative communities, are reluctant to frame historical events in ways that might be perceived as political or controversial, such as addressing colonial violence as genocide. This hesitancy can be compounded by fears of criticism or backlash from parents or community members who may expect the subject matter and perspective to align more closely with traditional views of history. As one LEA representative said, “In some areas, if we start talking about Indian removal as genocide, we may get some pushback there . . . because it diverges from the dominant narrative of what parents learned.” As a result, teachers sometimes avoid genocide education altogether—particularly in districts without a mandated curriculum or clear administrative support.

Interviewees also identified a lack of motivation or willingness among some teachers to engage with Holocaust and genocide education, particularly if the subject does not align with their personal teaching interests. Although LEA representatives acknowledged that certain educators show a strong commitment to teaching these topics, there are also many who are less inclined to take on these topics and may avoid them altogether. In the absence of direct and explicit inclusion in state-mandated standards or administrative pressure to include Holocaust and genocide education, many teachers simply opt not to provide instruction about the Holocaust and other genocides.



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Challenges Stemming From Community Context

LEA interviewees described several community-related challenges impacting their ability to implement Holocaust and genocide education effectively. Some districts reported that the varied political and cultural values within communities—often divided along liberal and conservative lines—expose them to scrutiny from parents, community groups, and local interest holders. This tension has led many LEAs to approach Holocaust and genocide education cautiously, particularly in communities where certain topics are considered more controversial or politically sensitive.

The extent of community support for or resistance to Holocaust and genocide education varies significantly by geographic and demographic context, as well as by the specific genocide under discussion. Several districts that serve communities with large populations who previously faced genocide, such as Indigenous, Armenian, or Jewish populations, described strong community support for genocide education, especially pertaining to the specific genocides historically experienced by their community. In contrast, districts that lacked strong community support for Holocaust and genocide education were more likely to express concern that teaching these topics could be a catalyst for political polarization and community disagreement.

Additionally, some LEA interviewees identified a resistance both from community members and from some classroom teachers to adapting how history has traditionally been taught. Over the past 20 years the mainstream understanding of genocides and mass atrocities has grown more

complex, generally resulting in a deeper, more layered approach. Some LEA representatives described community pushback when teaching historical events through a modern, more critically reflective lens that may challenge common beliefs or established narratives. In some cases, interviewees perceived the potential for political repercussions as strong enough to discourage educators in their LEAs from fully addressing Holocaust and genocide education. This hesitancy can be especially pronounced during election seasons, when schools may feel pressured to avoid divisive topics in order to minimize controversy.

LEA representatives also identified a lack of clear guidance and support for navigating community concerns about Holocaust and genocide education as a challenge, particularly in districts where community pushback was common. In the absence of a strong state mandate, some interviewees expressed uncertainty about how to communicate the purpose and value of Holocaust and genocide instruction effectively to families and the broader community. They described a need for direction and guidance from the state to mitigate community pushback and maximize community understanding and support for teaching these topics. One interviewee described the lack of state-backed guidelines or a well-defined mandate for Holocaust and genocide education as putting districts in “a gray area . . . the vulnerability being if we can’t defend what we’re teaching based in the standards or policy or directive from California, that’s a losing battle.”

Resources and Supports for Holocaust and Genocide Education

Interviewees identified a wide range of resources and supports that they deem essential to implementing Holocaust and genocide education effectively. Responses varied significantly in specificity and focus, but consistent patterns emerged regarding the need for strong standards and guidance for LEAs; curated instructional materials and resources; professional learning opportunities and supports for teachers; and funding for resources, field trips, and guest speakers.

Strong Standards and Guidance for LEAs

To implement effective Holocaust and genocide education, LEA representatives emphasized the importance of strong state standards and clear mandates as foundational support. They repeatedly highlighted that educational resources and instructional time are tightly allocated, and districts prioritize content explicitly required by state standards. In discussing district goals for Holocaust and genocide education, many LEA representatives framed compliance with state requirements as their primary aim, while only a few focused on broader objectives such as enhancing students’ critical thinking, empathy, or historical awareness. This compliance-driven approach underscores the need for a cohesive state mandate that establishes Holocaust and genocide education as a nonnegotiable part of the curriculum. Interviewees stressed that such a mandate not only would clarify what should be taught and when, but also would empower teachers and administrators to address these sensitive topics confidently. In communities where teaching genocide-related content may face resistance, a state mandate provides a clear

justification, allowing educators to reference state requirements rather than rely solely on their own discretion, which can be perceived as biased or political.

Furthermore, many LEA representatives expressed a desire for supportive guidance from the state to facilitate communication with parents, students, and community members about the importance of Holocaust and genocide education. Currently, communication tends to be reactive, addressing concerns as they arise rather than proactively sharing the value and purpose of genocide education. To address this, interviewees requested that the state provide resources and sample language for communicating about Holocaust and genocide education, including a toolkit for discussing the rationale behind teaching these topics. Interviewees noted that such resources would allow them to establish consistent, supportive messaging that underscores the educational importance of Holocaust and genocide studies, helping to reduce friction within communities and foster a greater understanding of why these lessons are important for students.



[M]any LEA representatives expressed a desire for supportive guidance from the state to facilitate communication with parents, students, and community members about the importance of Holocaust and genocide education.

Curated Instructional Materials and Resources

Interviewees strongly affirmed that districts would benefit from a central clearinghouse of classroom-ready, vetted materials for Holocaust and genocide education. LEAs are seeking a plethora of supports to populate this repository, including updated curricula and model curriculum guides; classroom-ready lesson plans and activities for a variety of subjects and grade levels; lists of a wide variety of available resources, such as guest speakers and field trip opportunities; and recommended content, such as primary sources, documentaries, articles, and videos. Interviewees requested that the clearinghouse be accessible to both district leaders and classroom teachers and that it be organized by resource type, subject matter, and grade level. In addition, LEAs are looking for curated resources that include not only Holocaust-focused content but also materials addressing other genocides. Several LEA representatives also noted the importance of identifying and including materials that are age-appropriate for younger students.

Many LEA representatives also highlighted the need for materials to be politically neutral. They emphasized that in today's polarized climate, resources that present balanced perspectives are critical to gaining community acceptance and support. A consistent theme was the need

for state-approved or recommended curricula that would alleviate the burden on LEAs to independently source and evaluate materials. Many districts stated that a standardized set of resources approved by the state would not only streamline instruction but also bolster community trust in the curriculum.



A consistent theme was the need for state-approved or recommended curricula that would alleviate the burden on LEAs to independently source and evaluate materials.

Professional Learning Opportunities and Supports for Teachers

Many interviewees highlighted a need for robust, accessible professional learning opportunities for teachers. Respondents indicated that teachers would benefit greatly from foundational training that includes covering content on genocide in general and on specific genocides, how to integrate Holocaust and genocide education into their existing curricula, how to teach the subject sensitively and objectively, and how to facilitate conversations about Holocaust and genocide education among students. In the words of one interviewee, “You’re asking English teachers or history teachers to embark on this journey. . . . These are tricky subjects to navigate without having explicit training on those topics. So I think [there is a need for] teacher preparation and teacher professional development that’s affordable and convenient.”

Although some districts reported accessing training workshops through external partnerships with museums and organizations, these opportunities were typically limited to schools in proximity to institutions or those with funding available for external training. Rural and low-income districts in particular faced challenges in accessing professional learning opportunities. Several LEA representatives emphasized the need for state-funded and state-coordinated professional learning that could ensure equal access across all districts, regardless of their geographic location or financial resources.



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Additionally, some LEA representatives expressed a desire for networks to connect teachers who are engaging in or interested in teaching Holocaust and genocide education. Although there are clear opportunities for coordination, including multidisciplinary collaboration such as between history and ELA teachers, there are largely no formal systems or structures to support these efforts, which interviewees characterized as a missed opportunity. Instead, any joint ventures tend to be limited and organic, according to interviewees.

Funding for Resources, Field Trips, and Guest Speakers

Funding emerged as a critical support that LEA interviewees from across California deemed essential for implementing meaningful Holocaust and genocide education. Interviewees consistently pointed to several financial needs, including funding for professional learning for teachers—particularly for hiring external providers and for covering the cost of substitute teachers—and purchasing curriculum resources and materials. In addition, funding that is designated specifically for Holocaust and genocide education could help mitigate current inequities in student access to impactful learning experiences such as museum visits and guest speakers, particularly for those in rural or underfunded districts. Also, interviewees shared an important message about the critical need for mandates and requirements from the state to come with financial support. One interviewee captured the frustration felt by many, explaining,

[It] depends on what the state is ultimately wanting us to do. If there's going to be a 'You must do this,' there should be some financial support behind that. Because from my position, nothing is more frustrating than being told you have to do this and there's no support to get it done.

Summary of Qualitative Data Findings

Findings from the qualitative data collection reveal a deeply varied landscape of Holocaust and genocide education across California's LEAs. Although many districts have integrated some form of Holocaust and genocide education, there is significant variation in the depth, scope, and quality of such instruction. The Holocaust is overwhelmingly the primary focus within these educational efforts, with limited attention given to other genocides. Typically, instruction is embedded within broader history or ELA curricula and often relies on historical context rather than a comprehensive exploration of the causes, impacts, and ethical implications of genocide.

Based on the interviews, key challenges identified in implementing effective Holocaust and genocide education include structural barriers, teacher preparedness, and community context. LEA interviewees reported constraints related to time, funding, and access to vetted materials as major obstacles. Teacher-related challenges, including a lack of foundational knowledge and

discomfort with teaching sensitive topics, further hinder consistent and effective instruction. Community context also plays a significant role, as polarized views and political sensitivities around these topics can lead to resistance and hesitancy in instruction.

Amid discussing these barriers, LEA interviewees identified a pressing need for additional resources and supports to enhance effective Holocaust and genocide education. Interviewees indicated that strong state standards, clear guidance, vetted classroom-ready instructional materials, ongoing professional learning, and sufficient funding are essential to establishing cohesive and sustainable programs. LEA representatives also highlighted the need for state-supported frameworks and language to help communicate the importance of Holocaust and genocide education to communities, promoting greater acceptance and understanding.

In sum, while pockets of robust Holocaust and genocide education exist within California, these efforts are largely fragmented and dependent on the initiative of individual educators. The findings indicate a need for a systematic, state-supported approach to ensure equitable, high-quality Holocaust and genocide education for all California students.



In sum, while pockets of robust Holocaust and genocide education exist within California, these efforts are largely fragmented and dependent on the initiative of individual educators. The findings indicate a need for a systematic, state-supported approach to ensure equitable, high-quality Holocaust and genocide education for all California students.

Cross-State Policy and Practice Analysis

This cross-state policy and practice analysis examines state-level Holocaust and genocide education investments made in the United States. This analysis aims to support the California Governor’s Council on Holocaust and Genocide Education in designing informed recommendations and taking actions to improve access in schools across California to quality Holocaust and genocide education.

To provide the most useful information for the State of California, the analysis focused on efforts made at the state level, either directly by states or through state-supported partnerships. The analysis did not aim to collect data about Holocaust and genocide education efforts led by LEAs, schools, or classrooms.

The research team conducted this analysis through detailed review of publicly available records, including legislation, academic standards and instructional guidance documents, and state and partner websites. In limited instances, the team communicated directly with state personnel for clarifications and additional information. Because this report synthesizes publicly available data, the information provided does not reflect *all* Holocaust and genocide education activity in each state. For more details on the research methods for this cross-state analysis, see Appendix H.

The information in this section is intended to identify patterns and promising approaches seen in states, not to evaluate states or provide a state-by-state report card.

This section of the report presents the following:

- **A framework** for understanding key investments made by states in Holocaust and genocide education, including both patterns and examples within each area of the framework.

- **Profiles** of four states that are making investments in Holocaust and genocide education that may be illustrative for the Council, particularly when considering a coherent or strategic approach to Holocaust and genocide education.
- **Reporting on current California investments** in Holocaust and genocide education across the elements of the framework to highlight opportunities for policy shifts and enhancements.

State Holocaust and Genocide Education Policy Framework

For the cross-state policy and practice analysis, WestEd’s research team collected data about Holocaust and genocide education policies for all 50 U.S. states and conducted further investigation in any states for which the team found evidence of an investment in Holocaust and genocide education. Through the analysis of these data, WestEd researchers surfaced six categories in which states are making investments to advance Holocaust and genocide education: legislation, partnerships, instructional supports, professional learning, monitoring and impact, and funding. Additionally, the team collected data about each state’s purpose for Holocaust and genocide education to contextualize the specific investments and supports provided by the state.

These six categories and the vision or stated purpose from each state were used to establish a framework to capture investments within each area, as well as to analyze the relationships between the strategies that states were using across each area (Figure 28). In this framework, each of the categories represents a “lever” that can be pulled strategically by the state to advance Holocaust and genocide education. At the center of the framework is the stated vision for Holocaust and genocide education. The analysis focused on identifying patterns, promising practices, and examples where these levers have been pulled in coordination and were well aligned with a clearly articulated vision.

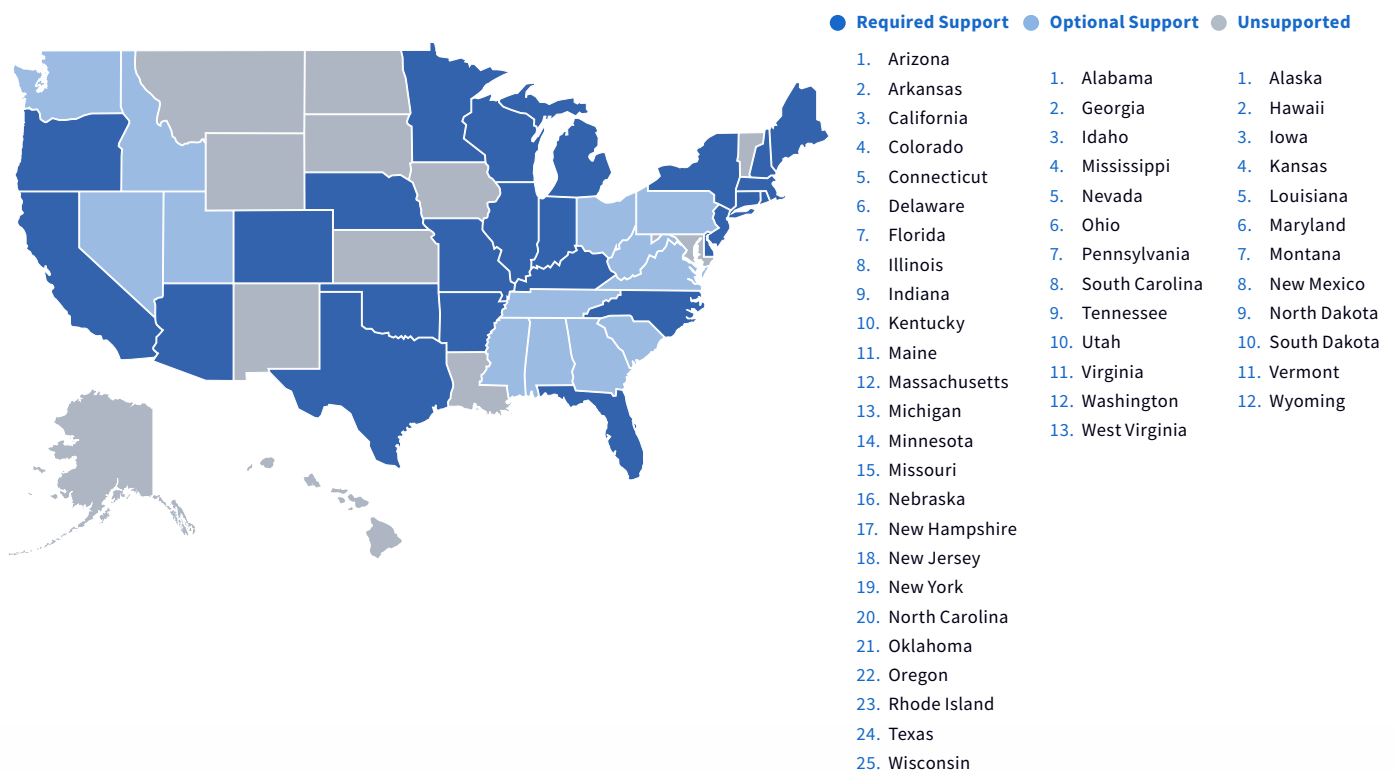
Figure 28. Holocaust and Genocide Education State Policy Framework



State Support for Holocaust and Genocide Education

WestEd’s analysis found that many states are making investments to support Holocaust and genocide education across these different categories. The review identified 38 states with evidence of state-level support for Holocaust and genocide education (Figure 29). Among these states, 25 have legislative mandates that—to varying degrees of specificity—require Holocaust and genocide education in the state. Another 13 states have enacted legislation that supports but does not require Holocaust and genocide education; this support generally takes the form of either a recommendation for or the creation of an advisory body related to the topic of Holocaust and genocide education.

Figure 29. Thirty-Eight States Have State-Level Support for Holocaust and Genocide Education



However, the data from these 38 states did not always reflect a coordinated or coherent approach within a state to policy investments across all of the levers. There were states where the only investment the team was able to identify consisted of a recommendation or requirement passed through the legislature, possibly with some general mention of the Holocaust or genocide in the social studies standards. The team also found instances where state investments

did not appear to be well aligned toward the state’s articulated vision. These instances may reflect missed opportunities to maximize the impacts of Holocaust and genocide education.

Vision for Holocaust and Genocide Education

Each state’s articulated vision for Holocaust and genocide education lies at the center of the analysis’s framework to indicate the key role that a unifying vision can play in the creation and implementation of Holocaust and genocide education across a state. Although the vision is not identified as a specific lever like the other components in the framework, it is an important place to start because it is central to the question of coherence. A state’s vision explicitly communicates the reasoning for why Holocaust and genocide education is important in the state. In a strong system, this vision, or the “why,” can serve as a North Star to guide the investments across the framework’s levers. An effective shared vision articulates the purpose, focus, and intended outcome for Holocaust and genocide education in the state.

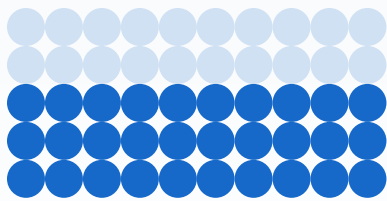
The WestEd team looked for evidence of a vision for Holocaust and genocide education in the language of legislation, public websites, and communication materials issued by the state about Holocaust and genocide education. Across states, the vision could be explicit, implicit, or unidentifiable or absent. The team found at least minimal evidence of an articulated vision for Holocaust and genocide education in 32 states.

Beresniova (2024) emphasizes the importance of determining the intent, or “to what end” Holocaust and genocide education is implemented, noting that Holocaust and genocide education is implemented for different reasons, sometimes without clarity about how or whether specific strategies align with these outcomes. The following wide-ranging potential outcomes reflect the purposes often identified for Holocaust and genocide education (Beresniova, 2024):

- Knowledge acquisition (facts)
- Knowledge application (skills)
- Resultant action (behaviors)
- Commemoration
- Subjectivity and personal growth (self)

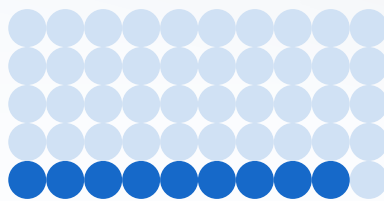
For states that have evidence of a vision or an intended outcome, the research team categorized these outcomes using the broad areas identified above. These findings and additional elaboration about the broad outcome areas are presented in Figure 30. Note that in many states, the articulated vision addresses more than one intended outcome area.

Figure 30. Count of State-Level Intended Outcomes for Holocaust and Genocide Education



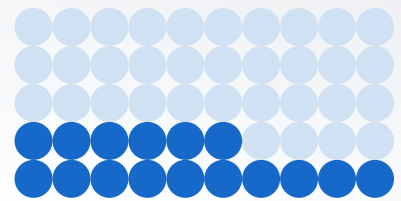
30 States
Knowledge Acquisition and Application (Facts and Skills)

Ensuring students gain factual understanding about the Holocaust and genocide, including information about history, human rights, racism, antisemitism, and prejudice



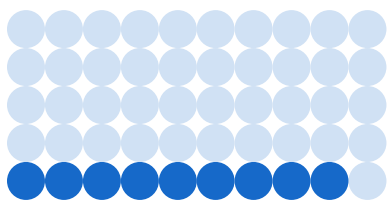
9 States
Knowledge Application (Skills)

Ensuring students gain the skills to apply knowledge, including critical analysis and other disciplinary skills and making sense of modern contexts and experiences



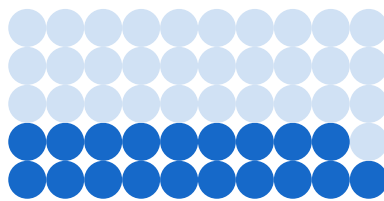
16 States
Resultant Action (Behaviors)

Promoting civic engagement and values, including action in the present—state-level data included focus on actions such as responding to incidents of hate and bullying; being an upstander; and combating antisemitism, hate, and discrimination



9 States
Commemoration

Honoring victims of genocide

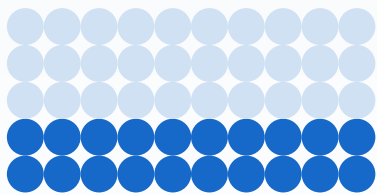


19 States
Subjectivity and Personal Growth (Self)

Cultivating empathy and understanding—state-level data included focus on ethical, civic, and social-emotional capacities in students

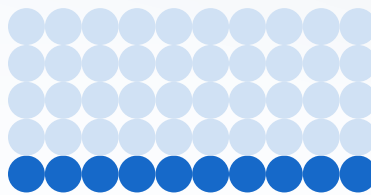
The team also reviewed publicly available information to identify the specific topical focus of expected learning for students in a state. The genocide topics described in documentation about each state’s vision for Holocaust and genocide education varied across states, sometimes driven by grassroots advocacy from groups in the state with historical experiences of genocide. The analysis identified the topical focal areas that states articulated, as shown in Figure 31.

Figure 31. Focal Areas Identified in States' Visions for Holocaust and Genocide Education



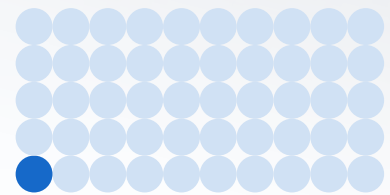
**20 States
Holocaust and Genocide**

The vision names the Holocaust specifically but attends to genocide more broadly as well, which may or may not include naming instances of genocide beyond the Holocaust. At minimum, the vision addresses genocide as a concept outside of the Holocaust.



**10 States
Holocaust**

The vision explicitly focuses on education about the Holocaust; mention of other genocides is either absent or mentioned only in passing.



**1 State
Genocide**

The vision focuses on genocide as a concept, sometimes with specific instances of genocide listed; the Holocaust is listed along with other instances of genocide.

The team also collected data from states about which specific historical instances of genocide were identified in the vision for Holocaust and genocide education. The following genocides were explicitly named: Armenian, Bosnian, Cambodian, Darfur, Guatemalan, Holodomor (Ukraine), Herero and Nama, the Holocaust, Indigenous (in America), Iraq and Syria, Rwandan, and Uyghur.

Legislation

The team identified 38 states that have current legislation or resolutions related to Holocaust and genocide education. Although an increasing number of states have passed legislation creating a directive or recommendation for educators to teach Holocaust and genocide content to students across the state, the strength of legislation, the specificity of requirements, and the implementation support vary widely from state to state.

Strength of Legislation

The research found that one of the most common functions of legislation related to Holocaust and genocide education is to establish expectations for instruction on this topic in schools. Twenty-five states have passed a legislative mandate for instruction, establishing a requirement that educators in the state teach Holocaust and genocide education content. In another four states, the legislation only recommends or endorses instruction of Holocaust and genocide topics, without instituting a requirement. An additional nine states have enacted legislation or passed a resolution supporting Holocaust and genocide education without mandating or explicitly recommending instruction. This type of legislation most frequently takes the form of establishing a leadership body such as a commission, committee, council, or task force.

Specificity of Requirements

The legislation requiring Holocaust and genocide education can vary widely in terms of specificity. Of the 25 states that the research team identified as having a legislative requirement to teach Holocaust and genocide topics, 7 frame their requirements with some specific guidance about the nature, timing, and/or extent of required Holocaust and genocide education. In the remaining 18 states, these requirements are presented without specific information about what should be taught, how, or when. In some cases, the language of the legislation explicitly leaves implementation decisions to LEAs.

Specificity of Legislative Mandates

- **Example of a state mandate that provides only general guidance:**
Connecticut’s Holocaust and genocide education and awareness legislation was enacted in 2018 and requires public schools to provide Holocaust and genocide education to their students. The mandate states that “each local and regional board of education shall include Holocaust and genocide education and awareness as part of the social studies curriculum for the school district.” The act also authorizes local and regional school boards to make use of “existing and appropriate public or private materials, personnel and other resources” (An Act Concerning the Inclusion of Holocaust and Genocide Education and Awareness in the Social Studies Curriculum, 2018).

- **Example of a state mandate that provides more specific guidance and requirements:** Delaware enacted legislation in 2020 requiring Holocaust and genocide education. This legislation states, “Each school district and charter school serving students in 1 or more of the grades 6 through 12 shall provide instruction on the Holocaust and genocide at least 1 time in each grade” (An Act to Amend Title 14 of the Delaware Code Relating to Holocaust and Genocide Education, 2020, Section 1.4141(a)(2)). The legislation notes that to meet these requirements, instruction must be designed to do the following:
 - Prepare students to confront the immorality of the Holocaust, genocide, slavery, and other acts of mass violence and to reflect on the causes of related historical events.
 - Develop students’ respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people.

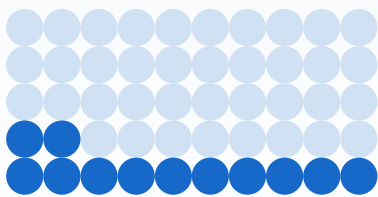
- Promote students' understanding of how the Holocaust contributed to the need for the term "genocide" and led to international legislation that recognized genocide as a crime.
- Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform, and celebration.
- Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim, and rescuer.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies.
- Provide students with a foundation for examining the history of discrimination in this State.
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.
(An Act to Amend Title 14 of the Delaware Code Relating to Holocaust and Genocide Education, 2020, Section 1.4141(2)(b))

Finally, the legislative mandate also requires LEAs to provide in-service training to teachers and to submit a report to the Department of Education annually, no later than June 20, describing how the requirement was met.

Legislative Implementation Support

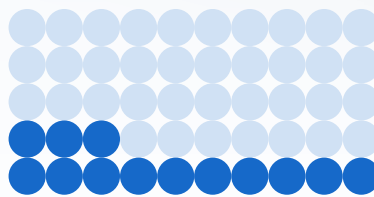
Data about the effectiveness of legislative mandates for changing teacher practice are inconclusive, with evidence suggesting that policy mandates on their own have little impact (Beresniova, 2024). However, beyond simply mandating or recommending instruction, some states also use Holocaust and genocide education legislation to support the implementation of these requirements or recommendations. The research team identified 23 states where legislation establishes or sustains implementation supports. These states have used legislation to support a range of investments in the other framework levers, as shown in Figure 32.

Figure 32. Count of States With Legislation Investing in Each of the Other Holocaust and Genocide Education Levers

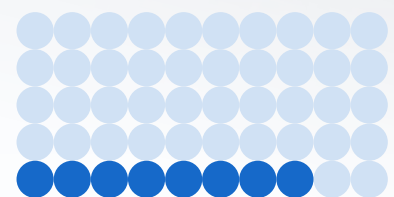


**12 States
Partnerships**

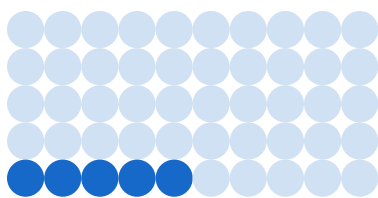
(including the creation of a leadership body)



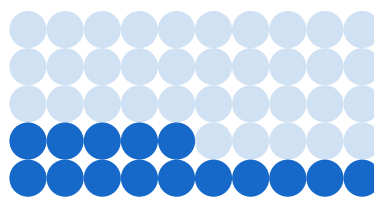
**13 States
Instructional
Supports**



**8 States
Professional
Learning**



**5 States
Monitoring and
Impact**



**15 States
Funding**

Note. The Funding count of 15 states reflects only those states for which the research team could find specific budget appropriations related to Holocaust and genocide education in fiscal year (FY) 2021 through FY2024. The number of states might not include those that made appropriations related to Holocaust and genocide education outside of that time period. The fiscal analysis also examined only the 25 states with legislative mandates for Holocaust and genocide education instruction.

Investments in these framework levers are explored further below, along with profiles of four states where mandates have been enacted with aligned implementation supports.

Current Context and Trends in Holocaust and Genocide Education Legislation

Legislative actions do not take place in a vacuum. The team noted several states, including New Hampshire (Wertheimer, 2023) and Florida (Milwicky et al., 2024), in which legislative mandates requiring teaching about the Holocaust and genocide are constrained by real or perceived legislative prohibitions on teaching adjacent topics such as racism and discrimination. Even in states without legislation explicitly forbidding or limiting instruction about topics that may surface in lessons about the Holocaust and genocide, perceived community concerns can also have a cooling effect on district priorities and on individual teachers' enthusiasm about teaching the Holocaust, genocide, and other difficult history.

Partnerships

The United States is rich with institutions and organizations with deep expertise in areas related to education about the Holocaust and other genocides. According to the International Holocaust Remembrance Alliance, the United States has 324 national and regional Holocaust organizations (International Holocaust Remembrance Alliance, n.d.) and numerous other educational organizations and advocacy groups that support Holocaust and genocide education, including groups focused on specific historical instances of genocide. For many states, engaging partner organizations can be a way to extend the state's understanding, expertise, credibility, capacity, and resources to improve the quality and reach of its Holocaust and genocide education efforts.

State Approaches to Partnerships

The data analysis revealed that partnering with external organizations is an important component of many states' Holocaust and genocide education strategies, with approaches to partnership ranging widely from state to state. The research team looked for evidence of partnerships that reflect some shared work or mutual investment in Holocaust and genocide education efforts in the state. Because the team identified partnerships made by the state, this analysis does not reflect partnerships established independently by LEAs and among other groups within a state to support local Holocaust and genocide education efforts. It also does not reflect instances in which a state may link to resources created by an external entity without any evidence of partnership or collaboration between the state and the external entity.

The research found at least minimal evidence of one or more named partners in 29 states. Partner groups include institutions of higher education, community and local organizations, national organizations, regional and national museums, foundations, and regional intermediary groups, such as state agencies other than the state Department of Education.

States appeared to engage partners in a variety of ways, with some states working collaboratively with partners to shape support for Holocaust and genocide education, some states funding and outsourcing support for Holocaust and genocide education directly to partner organizations, and other states endorsing specific partners and encouraging or supporting LEAs to work with partner organizations at the local level. The team found several categories of support that partners provide to states' Holocaust and genocide education efforts, including participating in state leadership bodies, providing instructional materials, providing teacher professional learning opportunities, and collecting data to help determine needs and monitor outcomes.

Leadership Bodies

The research team also identified Holocaust and genocide education leadership bodies—including commissions, committees, councils, and task forces—as a common element in states’ support for Holocaust and genocide education. These leadership bodies often include staff from key partner organizations. The team found evidence of leadership bodies in 25 states. Although determining the influence of these bodies based on available information was difficult in many cases, the team did identify instances in which leadership bodies appear to constitute significant state-level partnerships and to have some authority for meaningful impact in the state. The data indicated that the ongoing commitment to these leadership bodies varies. For some states that used legislation to assemble a leadership body, the research team found no evidence that the body had been tasked with any specific or sustained responsibility. By contrast, other states have established or permanent leadership bodies that continue to support state-level Holocaust and genocide education efforts. Across states, these leadership bodies appear to serve a variety of roles, from convening for a specified task such as revising academic standards, to distributing grants to regional Holocaust and genocide centers, to providing ongoing, institutionalized guidance, leadership, and support in the state.

Advisory Body: Tennessee Holocaust Commission

The analysis found that a common function of a number of state Holocaust and genocide advisory bodies is to provide an online clearinghouse for resources and to assist educators to implement Holocaust and genocide education. For example, the [Tennessee Holocaust Commission](#) provides a variety of educational services and opportunities to learn about the Holocaust, including workshops, conferences, exhibits, and travel learning experiences. The commission supports a student art and essay contest focused on “Learning from the Holocaust,” a high school student ambassador program, a college student internship program, and a teacher fellowship program. The commission also facilitates requests for experiential learning opportunities such as survivor talks from its speaker’s bureau, traveling exhibits, and books for classroom use. For educators, this commission provides guidance about teaching the Holocaust, a listing of Tennessee social studies standards related to the Holocaust, curated resources to build teacher knowledge of content and instructional approaches, and information about an annual statewide teacher award program. Additionally, the website provides a space to engage with video testimony from Holocaust experts. The site includes critical thinking questions, writing prompts, and additional resources for each expert (Tennessee Holocaust Commission, n.d.).

See the “State Profiles” section later in this report for examples of states engaging partners to support Holocaust and genocide education, including New Jersey’s engagement with a commission to fund partner Holocaust centers.

Instructional Supports

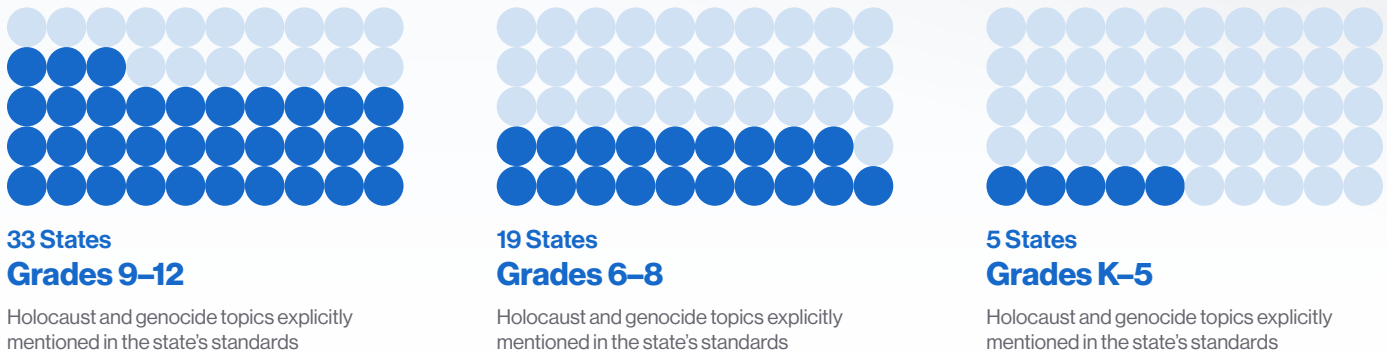
Academic content standards and associated instructional resources are intended to provide guidance about key learning outcomes for students. They also play an important role in informing decisions about classroom instruction, local curriculum adoption, professional development planning, and assessment design. Academic content standards and other instructional resources promoted by the state are a critical lever in a policy framework for enacting a state’s approach to Holocaust and genocide education. School and LEA leaders and classroom educators may turn to academic content standards for guidance on decisions about instructional priorities, particularly when legislative recommendations and requirements about what to teach are not enforced, monitored, or strategically communicated.

Standards

Academic content standards identify the specific learning that students are expected to master by the end of a period of instruction, typically a single academic year. These standards list what teachers are expected to teach in a specific discipline and are usually organized by grade level or grade band. Social studies standards can serve as important drivers for Holocaust and genocide education by signaling the state’s priorities for student learning, through both the inclusion and exclusion of topics such as the Holocaust and genocide. The [National Council for the Social Studies](#) describes the aim of social studies education as the “promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life” (National Council for the Social Studies, n.d.-b).

The research team reviewed social studies standards in each state to determine which states have standards that specifically identify Holocaust and genocide topics. The team found explicit mention of the Holocaust and genocide in the history and social studies standards in 37 states. More precisely, Holocaust and genocide topics were explicitly mentioned in the standards for grades 9–12 in 33 states, in the standards for grades 6–8 in 19 states, and in the standards for grades K–5 in 5 states (Figure 33).

Figure 33. States With Standards That Mention the Holocaust and Genocide



Standards and Curriculum

Standards articulate learning goals for students and are distinct from curriculum, which is often locally controlled. Curriculum, which reflects the plan for instruction, or the “how” of teaching and learning, is not selected at the state level in states that use a local-control model. Standards do not inherently constrain or limit what students learn in school, but they do indicate what students are *expected* to learn and therefore can play an important role in supporting Holocaust and genocide education.

Figure 34 indicates the instances of explicit identification of Holocaust and genocide topics in state standards. The figure includes both content that is *required* in the standards and examples of what the standards suggest as *possible* content.

Figure 34. Specific Instances of Genocide Identified in State Social Studies Standards

Header	Count
Holocaust	34
Genocide (as a concept)	17
Armenian Genocide	9
Rwandan	7
Cambodian Genocide	6
Darfur	5
Bosnian	3
Holodomor (Ukraine)	3
Indigenous genocide in the United States	3
Uyghur	2
Herero and Namaqua	1
Aztecs	1
Carthage by Rome	1
Congo	1
Somalia	1

Social studies standards are designed in different ways from state to state, with some standards emphasizing specific content learning and others prioritizing themes and skills associated with the discipline.

There is a great deal of variance among state social studies standards regarding their scope, length, disciplinary focus, and level of content specificity. Some standards are framed as broad, general conceptual statements, while others include more detailed lists of content topics. (National Council for the Social Studies, n.d.-a, Purpose of Standards)

Of the 13 states for which the research team did *not* find explicit reference to the Holocaust or genocide in the state academic content standards for social studies, 5 have standards that focus on concepts and skills for history and social studies, without specific reference to history or social

studies content. In some instances, these conceptual or skill-based standards do include themes or inquiry areas that could support Holocaust and genocide education instruction even though the standards do not explicitly address Holocaust or genocide topics. However, concepts and skills are not mutually exclusive from content. Academic standards can be written in ways that emphasize concepts and skills while also providing direction about specific content learning. The following are examples of some different approaches to history and social studies standards.

Example of Factual Standards: Alabama

Context: Alabama has a legislative recommendation for Holocaust and genocide education.

Source: Alabama Department of Education, 2010

6th Grade U.S. History Standard

Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō

11th Grade U.S. History Standard

Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.

- Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention

Example of Conceptual and Skill-Based Standards Without Content: Illinois

Context: Illinois has a legislative mandate to teach Holocaust and genocide education topics.

Source: Illinois State Board of Education, 2017

- High School History: SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically under-represented groups.
- High School History: SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.

Example of Standards with Skills/Concepts and Holocaust and Genocide Content: Rhode Island

Context: Rhode Island has a legislative mandate to teach Holocaust and genocide education.

Source: Rhode Island Department of Education, 2023

High School Civics Standard:

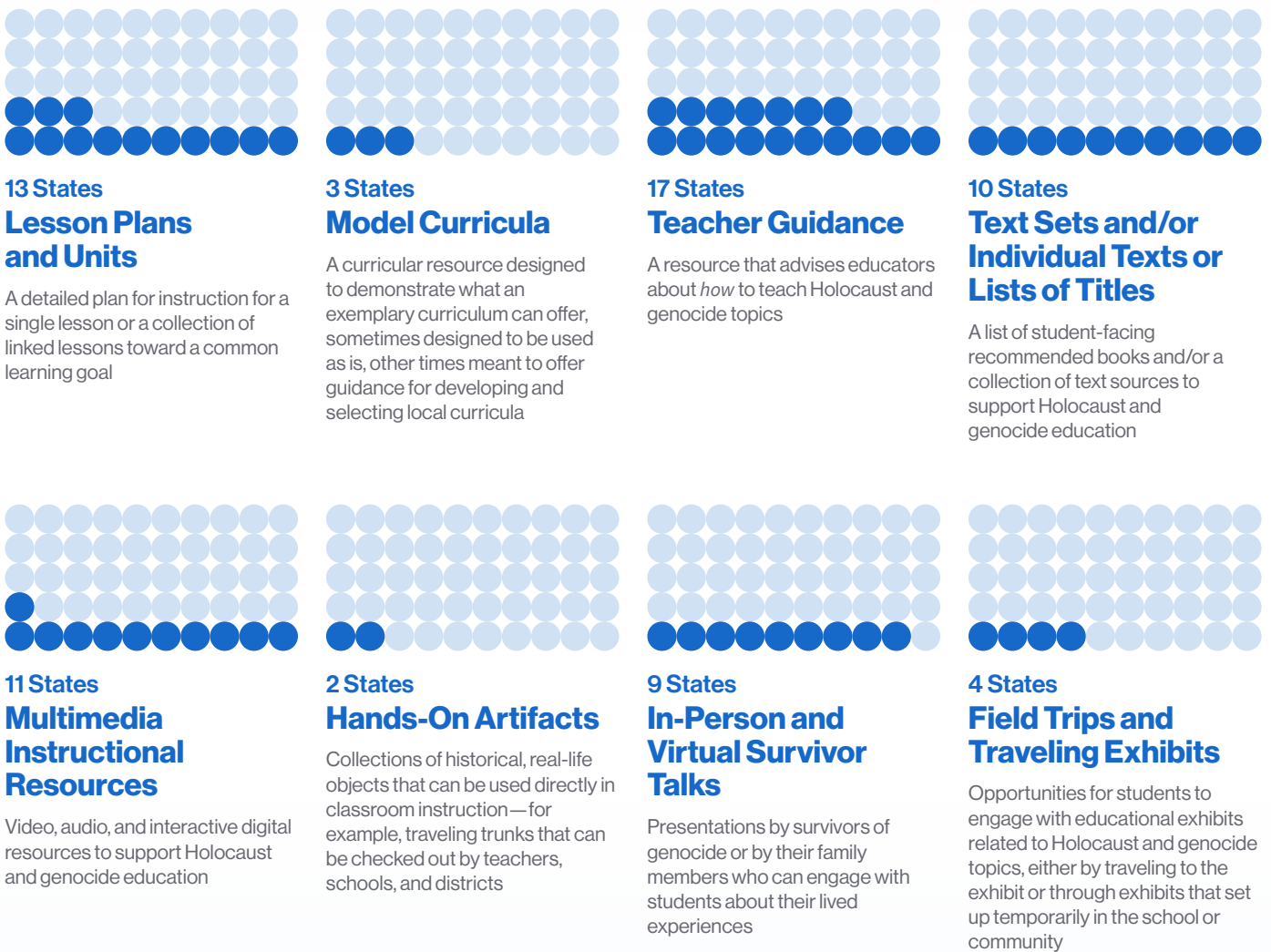
<p>SSHS.CVC.8.2 The role the United States plays in securing human rights</p> <p>Argue the impacts of the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights</p>	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Y		Y	Y	Y	Y						Y
<p>Guiding Questions for Instruction:</p> <ul style="list-style-type: none"> Who decides how to allocate the resources of the United States? What is the history of American involvement in the affairs of other nations regarding human rights? How has the United States responded to incidents of genocide? What is the United States' own history of genocide? What are the political, social, and economic influences on foreign involvement? 	<p>Learning Assessment Objectives: Students demonstrate an ability to:</p> <ul style="list-style-type: none"> a. Analyze the people and positions in the United States government who make decisions on where and when to allocate resources to other countries (e.g., funds, military, weapons, food, medicine), and argue their impacts b. Analyze the rationales for and U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Somalian genocide, Darfur genocide, Rwandan genocide), and argue their impacts c. Analyze genocides in the United States (e.g., both physical and cultural genocides of Indigenous peoples), and argue the impact d. Analyze the rationale for foreign interventions (e.g., the United States' involvement in the politics of Vietnam, Western Asia (Middle East), and other countries), and argue the impacts of those interventions 											

The analysis identified some instances of tension between a state’s academic standards and the state’s articulated vision for Holocaust and genocide education—which may focus on aspirational goals related to application, action, and growth for students. This misalignment could result from standards that do not explicitly mention Holocaust and genocide education or from standards focusing more narrowly on knowledge acquisition, framing learning solely on factual information about World War II, despite larger goals identified in legislation or other documentation. In some instances, the research team identified standards that do not align with the minimum learning expectations identified in legislation. State-level adoption of new academic standards is a significant effort, and this process is governed by a predetermined calendar in some states. Some misalignments between legislation and standards may result from the standards revision process and the cycle being out of sync with the timing of state legislative efforts.

Instructional Resources

Twenty-six states supplement their academic standards with additional teaching resources focused on supporting instruction. Examples of such resources can be found in Figure 35. The state-provided instructional resources include those developed by the state or created in collaboration with partners, and resources developed by outside organizations that are shared by the state.

Figure 35. Types of Holocaust and Genocide Education Instructional Resources Provided by States



See the “State Profiles” section of this analysis for examples of instructional supports provided by states, including learning progressions and online learning opportunities in Maine and financial support for curricular resources and learning experiences in Massachusetts.

Missouri: Designing and Piloting Instructional Resources in Support of a New Approach to Holocaust Education

In 2022, the Missouri legislature enacted new legislation building on 2006 legislation that created a permanent [Holocaust Education and Awareness Commission](#) (S.B. 681 & 682, 2022). The new 2022 legislation updated the definition of the Holocaust, established a statewide Holocaust Education week, and required developmentally appropriate Holocaust education in grades 6 through 12, outlining specifics about the required instruction. To support this mandate, the legislation required the Missouri Department of Elementary and Secondary Education to develop and pilot a curriculum framework for instruction about the Holocaust in the 2023/24 school year and to expand that framework’s use to all schools in the 2025/26 school year. The framework development process engaged 25 LEAs in a pilot effort. LEAs piloting the framework will also be expected to submit a plan for professional development to ensure that teachers are adequately prepared to implement the instruction. Finally, the Department of Elementary and Secondary Education is responsible for conducting a program evaluation after the first year of the pilot program, reporting the results to the general assembly to assess the success and impact of the Holocaust education initiative.

A draft version of the framework document (Missouri Department of Elementary and Secondary Education, 2023) shared with the research team provides the following information:

- Guidelines for teaching about the Holocaust
- When and where to incorporate Holocaust in the current Missouri curriculum—specifically outlining two pathways, one in ELA and the other in social studies/history
- How to select materials for teaching the Holocaust in both ELA and social studies/ history
- How to design Holocaust units and lessons in both ELA and social studies/history—including ideas about how to assess students in these areas
- Activities, events, and resources for Holocaust Education Week
- An appendix of resources specifically geared toward supporting students who are English language learners and additional lesson resources from Holocaust education organizations

On its website, the Missouri Holocaust Education and Awareness Commission promotes opportunities for free, differentiated professional learning focused on teaching the Holocaust in Missouri schools. These learning experiences are designed to help educators implement the requirements of the legislation and to develop the “essential historical context, pedagogical strategies, and resources to effectively and sensitively teach about the Holocaust” (Missouri Holocaust Education and Awareness Commission, 2024).

Professional Learning

Although requirements or recommendations for teaching about the Holocaust and genocide can signal a state's learning priorities, the requirements must be enacted by classroom teachers in school districts across the state. Individual teachers might not have the complicated set of competencies needed to teach about the Holocaust and genocide, including historical content knowledge and context, pedagogical skills, and the confidence and comfort to engage in challenging discussions, or the capacity to discern high-quality instruction (Beresniova, 2023). Professional learning is a crucial tool for building the capacity of educators to teach about these challenging topics in ways that support the intended outcomes for Holocaust and genocide education that undergird state mandates and recommendations.

The research team investigated teacher in-service professional learning opportunities offered, organized, coordinated, or supported by states. This study did not address preservice teacher education programs nor professional learning experiences accessed independently by LEAs or by individual educators. The researchers identified a number of states that provide links to external groups that offer professional learning nationally or in the state. However, the focus was on professional learning for which there was evidence that the state plays a supportive role. The level of state support or coordination for professional learning was not always easy to discern, but there was at least minimal evidence of professional learning strategies with some degree of state coordination or support in 22 states. The specific approach to providing professional learning, as well as the focus and model of the professional learning, varies across the states.

One model is having Holocaust and genocide education professional learning that is centrally supported, either through the state's internal capacity or through a partner group on behalf of the state. The research team found evidence of centrally supported professional learning in 17 states. Another model in which states provide support for LEAs to secure their own professional learning ranges from providing direct financial support to simply pointing LEAs to approved partners, often through links to professional learning providers and opportunities, with varying degrees of curation and strategy. After excluding examples in which states simply provided information about professional learning opportunities to which the states were not connected, the research team found evidence of only two states providing funding for LEAs to select and secure their own professional learning.

Washington State

States provide professional learning opportunities for teachers through a broad range of offerings, levels of investment, and partnerships with organizations that are well equipped to provide the subject matter expertise necessary for high-quality learning experiences. For example, the State of Washington has legislation that requires partnership “with an expert Washington nonprofit organization that teaches the lessons of the Holocaust [to] develop best practices and guidelines for high quality instruction . . . and encourage and support middle school, junior high school, and high school teachers in implementing these best practices and guidelines” (Wash. Rev. Code § 28A.300.115 (2017)). The state chose a local museum, the [Holocaust Center for Humanity](#), to provide professional learning for its teachers. The following are examples of learning opportunities offered by the museum that include both in-person sessions onsite and virtual offerings through a robust website (Holocaust Center for Humanity, n.d.):

- **The Lunch & Learn program**, which offers presentations once per month from children and grandchildren of Holocaust survivors, notable speakers on timely issues, and historical experts. Previously recorded Lunch & Learn sessions are available on the website and cover diverse topics such as the following:
 - 10 Stages of the Uyghur Genocide
 - Escaping Auschwitz: A True Story
 - An Eyewitness Account of the Cambodian Genocide
 - The Seattle Police Department Responses to Antisemitism, Bias Incidents and Hate Crimes
- **Professional development for individuals** held regularly and making use of both in-person and virtual options, including presentations made by partner organizations engaged in similar work. An example of a professional development presentation in 2024 is “Allyship and Implications of Memory: Learning about the Holocaust and Japanese American Incarceration.”
- **District professional development** sessions in which presenters travel to districts and instruct for 45–90 minutes on topics relevant to educators, such as the following:
 - Foundational Lesson Plans for Teaching the Holocaust in a Secondary Classroom
 - Teaching about the Historical Roots of Antisemitism
 - Tools, Tips and Resources to Teach Hard Histories in Elementary School
- **Powell Teacher Fellowship** that awards funding for educators to participate in an in-person, 3-day summer institute at the museum.
- **Teacher newsletter** that provides information for educators about teaching and learning resources, professional development, and more.

Monitoring and Impact

Meaningful data about implementation efforts are critical for any improvement initiative. Although 25 states have legislation mandating Holocaust and genocide instruction, the research team found limited evidence of states' efforts to understand the impact of those requirements. The team identified evidence in 14 states of some amount of systematic, state-level efforts to monitor and evaluate implementation of requirements and recommendations to carry out Holocaust and genocide education. Among these 14 states, the scale of these efforts varied widely. The evidence that the research team surfaced led to identifying the following categories that characterize these efforts.

Accountability

The team found evidence of strategies to hold school districts accountable for implementation of Holocaust and genocide education mandates in six states. Some examples include the following:

- New York State enacted a Holocaust education mandate in 1994. In 2021, the state adopted legislation requiring a statewide survey to determine whether this law was being appropriately implemented. This survey required school district superintendents to attest that their districts were teaching about the Holocaust in accordance with New York State Social Studies Learning Standards and the Holocaust mandate. Any district that did not attest to being in alignment with the law would be required to implement a corrective action plan. A [report](#) on the survey is publicly available on the state's Department of Education website. Responses to the survey indicate that 100 percent of districts serving secondary students teach about the Holocaust at the middle and high school levels. In addition, most districts feature instructional programming focused on the Holocaust beyond what is required by law and the state's academic standards (New York State Education Department, 2022).
- Arizona adopted a requirement that took effect in 2021 to teach Holocaust and genocide education at least once in middle school and once in high school. In 2024, State Superintendent of Public Instruction Tom Horne required all LEA superintendents to report on their compliance with this state law, including information about how much time is dedicated to the subject and what curriculum is used. Responses from districts were required by January 24, 2024. Statements by Superintendent Horne link this requirement directly to incidents of antisemitism in the state following October 7, 2024 (Office of Communication, 2024).

Understanding Implementation and Needs Assessment

The research team also found examples in four states of pilot studies and surveys focused on understanding more details about Holocaust and genocide education implementation. Nevada is one example.

- Although the State of Nevada does not have a legislative mandate or formal recommendation that all students receive Holocaust and genocide education, the state enacted legislation in 2021 establishing the Nevada State Board of Education Subcommittee on Holocaust and Other Genocides. This subcommittee was charged with conducting a review of curricula, an inventory of resources, and a review of professional learning offerings. The subcommittee is required to submit a report of findings and recommendations every other year, with the first report submitted in 2022. The [report](#) includes recommendations to create an interdisciplinary crosswalk of relevant standards, curate high-quality resources, develop on-demand professional learning, and create a professional learning network (Nevada Department of Education, 2022).

Measuring Impact on Student Learning

The research team found very limited evidence of state-level efforts to determine the impact of Holocaust and genocide education on student learning. The team found evidence of one state engaging in student assessment and another state engaging in efforts to measure impact. For example, Michigan enacted a mandate for Holocaust and genocide education in 2016. Michigan is one of a small number of states that include social studies in their statewide summative assessment systems. Michigan requires tests in grades 5, 8, and 11. The 2016 legislation also requires that the Michigan Merit Examination social studies component and the M-Step (as well as any successor state assessment for social studies, as appropriate) must include questions related to the learning objectives concerning genocides, including the Holocaust and the Armenian Genocide (H.B. 4493, 98th Leg., Reg. Sess. [Mich. 2016]). Because these assessments are 1-hour, fixed-form online assessments (Michigan Department of Education, 2023), they are unlikely to yield meaningful information about deeper learning of these topics. Instead, inclusion on the assessment is more likely to serve a signaling and accountability role for educators to promote and prioritize Holocaust and genocide education.

Additional Strategies

The analysis found two states requiring reporting on spending and three states requiring public reporting or reporting to the legislature on the activities of Holocaust and genocide advisory bodies or the state education agency.

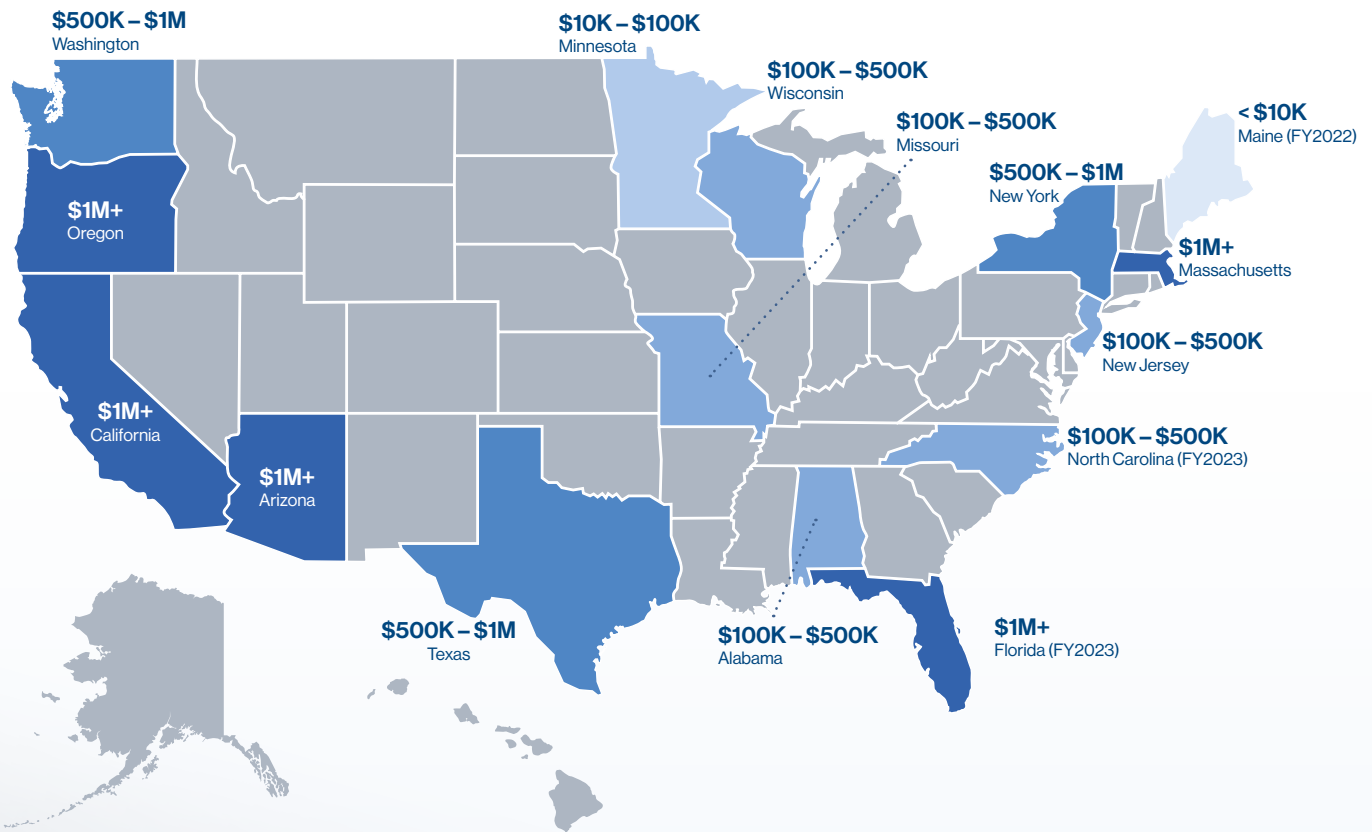
The “State Profiles” section later in this report provides more information about New Jersey’s recent report on a statewide survey about Holocaust education in the state.

Funding

The number of states that have enacted legislative requirements or recommendations for students in their state to learn about the Holocaust and genocide reflects a level of value placed on this learning across the country. At the same time, districts, schools, and educators that do not have sufficient funding are not set up to successfully enact these requirements or recommendations. The implementation supports of the various levers cannot be developed, implemented, improved, and scaled without financial support. In other words, academic supports, teacher learning, and monitoring efforts require labor, money, and time. A lack of funding for the requirements and recommendations calls into question states' commitment to the intended outcomes and reduces the likelihood of success.

To better understand the investments made by states in the implementation of mandates to teach Holocaust and genocide education, the research team focused its analysis on the 29 states with legislative recommendations or requirements in place. Of these, 15 states have appropriated funds in the past 4 fiscal years (FY2021 through FY2024) to support Holocaust and genocide education. To allow for comparison, the research team identified each state's highest single-year appropriation during this period (Figure 36). For most of the states, the year with the highest appropriation was FY2024. In a few circumstances, the highest appropriation year was prior to FY2024.

Figure 36. State 1-Year Appropriations for Holocaust and Genocide Education



Note. The data represented in Figure 36 are in [Appendix J, Table J4](#).

The analysis of state appropriations for Holocaust and genocide education does not include appropriations for Holocaust museums. Although these museums might provide education services, separating out what portions of their appropriations are for legislatively required education rather than other museum functions is not possible. Many states legislatively allow for private grants and donations to be used to fund Holocaust and genocide education initiatives. Although these funding sources may be used in some states, accurately tracking details about these funding sources can be very difficult. Due to this difficulty, private funding and grants are not included in the analysis.

Among states with funded Holocaust and genocide education legislation, funds are earmarked for professional learning, grants, development of materials, monitoring and impact, state staff salaries, and expenses or stipends to support a state advisory body.

The research team found one state, Massachusetts, where fines from hate crimes violations can be directed to support Holocaust and genocide education through the state's Genocide Education Trust Fund. For more information on Massachusetts, see the "State Profiles" section below.

State Profiles

Maine: A Developmental Approach to Learning About the Holocaust and Genocide

Legislation Articulates a Bold Vision

In 2021, Maine enacted legislation entitled An Act to Integrate African American Studies and the History of Genocide into the Statewide System of Learning Results. It requires the history of genocide to be included in the required units of instruction for Maine students. The bill is part of a larger vision of education. In 2020, the Maine Department of Education and other educational organizations in the state released a Joint Statement of Commitment and Support for Diversity, Equity, and Inclusion in Maine Schools:

We believe in the power and responsibilities that are bestowed on our educational institutions to provide a safe and equitable place in which all students can thrive, and where students are encouraged to examine their world, their beliefs and their role in society through multiple perspectives. (Maine Department of Education Newsroom, 2020)

To support educators to implement the legislation's requirements, Maine drew on the work of Facing History and Ourselves to identify resources that support intellectual rigor, emotional engagement, and ethical reflection centering civic agency. This work was foundational for curating teacher and student resources to address challenging issues and widen the scope of students' learning experience as a way to support antibias education and engaged citizenship.

Partners Collaborate to Create Learning Progressions

In response to the legislative mandate, Maine established partnerships between teachers, community advisors, members of the Wabanaki Nations, and the Holocaust and Human Rights Center of Maine to develop resources to support learning across the state. The results are a unique set of preK–12 modules that represent learning progressions for teachers and students to explore topics such as African Diaspora in Maine, History of Genocide and the Holocaust, and Wabanaki Studies. The learning progressions are available statewide through a pandemic-era digital platform called [Maine Online Open-Source Education](#) (MOOSE).

The History of Genocide and the Holocaust Learning Progression describes developmentally appropriate learning opportunities that begin with concepts of empathy and belonging for the youngest students and move into concepts of historical context, bravery, resistance, human rights, and healthy relationships in middle and high school. Although the modules for this progression are fact-based, they also explore civic engagement, self-reflection, and social and emotional learning. More information and access to the 14 modules in this learning progression can be found on a [dedicated page](#) on the Maine Department of Education website.

Massachusetts: Genocide Education Trust Fund Supports Local Implementation

Supporting Vision Through Legislation

A coalition of diverse groups worked for years to establish a common vision for genocide education in the state to ensure that students learn about the history, patterns, prejudice, and inhumanity of genocide. The groups that worked on this vision include Armenian, Ukrainian, and Cambodian organizations; the Anti-Defamation League; the Jewish Community Relations Council of Greater Boston; the National Association for Armenian Studies and Research; the Massachusetts Association of School Superintendents; and the Massachusetts Association of School Committees.

After years of effort and some failed legislation, Senate Bill 2557 was enacted in 2021. Entitled [An Act Concerning Genocide Education](#), it mandates genocide education for middle and high school students. The legislation was written to maximize local flexibility, allowing decisions about duration, timing, and specific content to be determined by schools and educators.

Instruction on genocide shall be taught consistent with the history and social science curriculum framework to: (i) promote the teaching of human rights issues in all public schools and school districts, with particular attention to the study of the inhumanity of genocide; (ii) address the history and patterns of genocide that demonstrate how hatred against national, ethnic, racial or religious groups impacts nations and societies; and (iii) reject the targeting of a specific population and other forms of prejudice that can lead to violence and genocide. (An Act Concerning Genocide Education, 2021, Section 4, Section 98 (b))

Recurring Funding Sustains Education Efforts

Importantly, Massachusetts legislation also established the Genocide Education Trust Fund to support implementation of the requirements. The Genocide Education Trust Fund was started in FY2023 with \$1.5 million from the state appropriations budget and with potential funding through private donations and from fines imposed for hate crimes and civil rights violations in the state. Grants through the fund are administered by the Massachusetts Department of Elementary and Secondary Education and are intended to provide funding support directly to LEAs for professional learning, curricula, and student learning experiences (Commonwealth of Massachusetts, n.d.). The FY2023 Report to the Legislature on the Genocide Education Trust Fund shows a total of \$1,193,400 was awarded through grants split across FY2023 and FY2024 to a total of 39 LEAs. Grant awards ranged from \$6,100 to \$60,000, with 17 LEAs or LEA partnerships awarded the maximum grant allowed based on their LEA size (Massachusetts Department of Elementary and Secondary Education, 2023b).

LEAs may apply as individuals or as a partnership with other LEAs, and the total amount awarded is based on the quality of the grant proposal submitted. Table 3 shows the maximum grant award allowed based on the total student enrollment for an LEA or an LEA partnership in 2023.

Table 3. Maximum Grant Award, 2023

LEA Size Tier	Total Student Enrollment	Maximum Grant Awarded
1	up to 1,000 students	\$20,000
2	1,001–6,000 students	\$40,000
3	6,001 or more students	\$60,000

Source. Massachusetts Department of Elementary and Secondary Education, 2023a

For FY2024, state appropriations for the trust fund were \$2 million (see Table 4). Project expenses include funds for evaluation purposes. FY2025 appropriations will be \$3 million.

Table 4. Anticipated Expenditures in FY2024 for Genocide Education Fund

Activity	Estimated Expenditure
Grant Awards	\$900,158 (FY2024) \$1,134,120 (FY2025 anticipated)
Evaluation	\$153,963
Total Estimated Expenditure	\$2,188,241

Source. R. Judson, personal communication, August 29, 2024

Fiscal Monitoring and Needs Sensing

The legislation requires fiscal monitoring and evaluation, stating that each year, “the commissioner shall report to the clerks of the house of representatives and senate, the joint committee on education and the house and senate committees on ways and means on the fund’s activity” (An Act to Promote and Enhance Civic Engagement, 2018, Section 2CCCCC (d)).

As of May 2024, the Massachusetts Department of Elementary and Secondary Education was in the process of conducting a landscape analysis of genocide education across the state to include interest holder surveys and focus groups of students, educators, district leaders, and relevant community organizations. Findings from that landscape analysis will be used alongside other grant evaluation work to refine the grant program design and priorities.

Grant-Funded Learning Activities

Through the grant program, the state supports LEAs to do the following:

- Develop or purchase **curriculum** aligned to the History and Social Science Framework for use in social sciences and other subject areas. The program prioritizes curricula that integrate with existing resources and build conceptual knowledge.
- Implement **professional development** that builds content knowledge, pedagogical strategies, and understanding of curricular materials and develops educator capacity to discuss sensitive material with students. Priority is given to LEAs that identify expert organizations known for high-quality materials and programs. Professional development opportunities can include trainings, seminars, conferences, and materials development provided by or created with expert partner organizations.
- Provide student **enrichment activities** such as field trips, survivor talks, and performances that deepen student understanding of the history of genocide.

New Jersey: A Legacy of Commitment to Supporting and Understanding Holocaust Education

A Vision Supported by Legislation

New Jersey joined just a handful of states when it mandated Holocaust instruction in 1994. The law states that “every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens” (New Jersey Commission on Holocaust Education, n.d., Legislation tab, Section 2.a.). This legislation establishes a broad requirement that provides guidance about the nature or intended outcome of Holocaust and

genocide education in New Jersey but does not articulate specifics about when or how much Holocaust and genocide education students should experience.

A primary mechanism for supporting Holocaust and genocide education is the New Jersey Commission on Holocaust Education. The Commission began as a small, grassroots network of educators, professors, and Jewish federations in the mid-1970s, with a commitment to teaching about the Holocaust. It was formalized through an executive order from the governor and through state appropriations funding in 1981. Its core mission is to promote Holocaust education in the state, along with the study of other examples of genocide, which includes providing assistance and advice to schools.

Partnerships That Foster Learning

The Commission recognizes the pivotal role of partnership in its strategy to support Holocaust education in the state. It provides support to the more than 30 regional Holocaust resource centers across the state through an annual grant program, distributing small grants to support professional learning and direct educational programs for school-age children. In addition, the Commission has funded ongoing educator professional learning trips to central Europe and was responsible for providing professional learning before transitioning to supporting regional groups to offer professional learning and student learning experiences.

Academic Supports for Teachers and Students

The Commission plays a key role in supporting the implementation of the law and the New Jersey Student Learning Standards, through its long history of developing curriculum resources for schools. For example, the Commission has developed curriculum guides for elementary, middle, and high school that use Universal Design for Learning (UDL) to support instruction about the Holocaust, genocide, prejudice, and bullying. The Commission also supports firsthand learning by funding opportunities for students to connect with survivors through lunches and a speakers bureau, and funding for traveling Holocaust trunks with artifacts that can support interactive and hands-on learning experiences.

Needs Assessment and Accountability Reporting

Over the years, the Commission has engaged in efforts to learn more about the implementation of Holocaust and genocide education in New Jersey. The Commission conducted a statewide survey as early as 1983, gathering data about the extent of implementation of Holocaust and genocide education, and regularly conducted surveys until 2015. The Department of Education monitors compliance with the mandate through the annual [New Jersey Quality Single Accountability Continuum](#) process, the state's system for monitoring and evaluating public school districts (New Jersey Commission on Holocaust Education, n.d.).

In April 2023, the state enacted legislation requiring a survey to gauge how each LEA is meeting the state requirement and to inform the Commission's ongoing work to promote Holocaust and genocide education. School districts are also required to submit an attestation affirming their compliance with the law. However, Frank Stebbins, a member of the Commission, noted in a 2024 interview with the WestEd research team that the Commission made a great effort to signal that this survey was not designed to be a compliance tool but rather was designed as a learning opportunity to maximize respondents' willingness to provide candid information about what teachers, schools, and districts need for successful Holocaust and genocide education efforts.

The survey was conducted in fall 2023, and the [New Jersey Holocaust and Genocide Education Survey Report](#) was released in April 2024. The 596 LEAs that responded (out of 678 total in the state) represent approximately 1,304,230 students and 124,920 educators. The report contains not only information about whether and when LEAs are implementing Holocaust and genocide education but also details about curriculum and instructional materials, teaching strategies, perceived barriers, identified needs, and recommendations based on the survey data (New Jersey Commission on Holocaust Education, 2024).

Funding Commitment

New Jersey is one of the few states that has funded Holocaust and genocide education in every fiscal year that the research team examined, demonstrating a consistent commitment to financially supporting initiatives. For the past 3 fiscal years, New Jersey has funded the Commission with \$255,000 per year, and in the other 2 years that the team examined, the Commission was funded with at least \$155,000 per year.

Oregon: Enacting Legislation to Shape Inclusive Social Studies Education

Coordination of Legislation and Funding to Achieve a Collective Vision

In the past 6 years, the state of Oregon has passed several complementary bills intended to support equity and cultural relevance in social studies that will have a meaningful impact throughout the state on teaching and learning about the Holocaust and other genocides. These bills are often grouped together in Oregon Department of Education (ODE) communications under the heading [Inclusive Education](#) (ODE, n.d.-b) or [Inclusive Social Studies Standards](#) (ODE, n.d.-c).

In 2017, the legislature passed [House Bill \(H.B.\) 2845](#), which required the ODE to establish an ethnic studies advisory board charged with recommending ethnic studies standards for integration into the social studies standards. Building on H.B. 2845, [H.B. 2023](#) (2019) adjusted the timeline for the implementation of new standards that would add a requirement for instructional materials to include the history, contributions, and perspectives of traditionally underrepresented individuals and groups. [H.B. 2905](#) (2023) added people of Jewish descent for the inclusive Social Science Standards.

In 2018, Oregon enacted [Senate Bill \(S.B.\) 664](#) (2019), mandating Holocaust and genocide education, articulating nine learning concepts, and requiring the Department of Education to provide technical assistance to school districts to support the implementation of the law. The bill identified the following learning concepts for Holocaust and genocide education in Oregon:

- Prepare students to confront the immorality of the Holocaust, genocide, and other acts of mass violence and to reflect on the causes of related historical events.
- Develop students' respect for cultural diversity, and help students gain insight into the importance of the protection of international human rights for all people.
- Promote students' understanding of how the Holocaust contributed to the need for the term "genocide" and led to international legislation that recognized genocide as a crime.
- Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform, and celebration.
- Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim, and rescuer.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies.
- Provide students with a foundation for examining the history of discrimination in Oregon.
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

Also passed in 2017, [S.B. 13](#) establishes the Tribal History/Shared History initiative, which directs the ODE to create K–12 curriculum, to offer professional learning for educators, and to provide funding to the nine federally recognized Tribal governments in Oregon to create individual place-based curricula. The ODE partnered with the Tribal governments to create Essential Understandings of Native Americans in Oregon. These [Essential Understandings](#) center the lives and histories of Native Americans in Oregon and support learning about genocide through Essential Understanding 9: Genocide, Federal Policy, and Laws (ODE, n.d.-a).

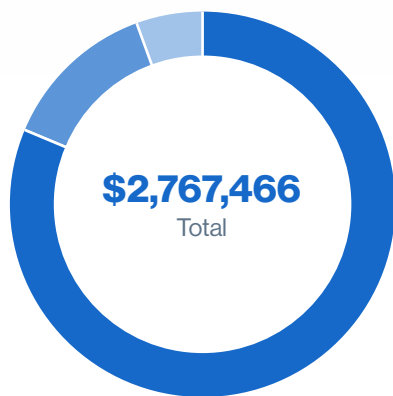
[S.B. 1050](#), passed in 2023, allocates \$2.8 million for the 2023–25 biennium and estimates that another \$4.3 million will be needed for the 2025–27 biennium (Graham, 2023). The majority of this funding is allocated for professional learning to ensure school districts integrate Holocaust/Genocide and Ethnic Studies as part of the K–12 Social Science Standards no later than the

2026/27 school year. The rest of the allocated funding is to invest in a full-time equivalent (FTE) position at the state agency to support implementation and pay for services and supplies needed to support the advisory committee and other implementation needs (Figure 37).

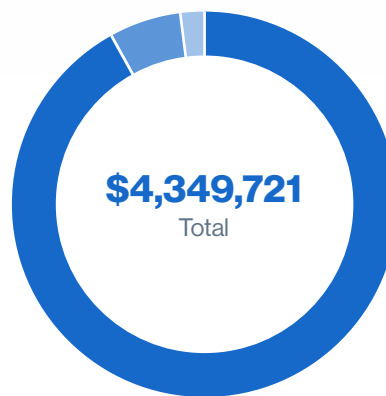
Figure 37. Oregon S.B. 1050 Allocations

Allocated: 2023-25 Biennium

Estimated: 2025-27 Biennium



- **Professional Learning**
\$2,250,000
- **Service and Supplies**
\$363,647
- **State Agency Support**
\$153,819 (0.88 FTE)



- **Professional Learning**
\$4,000,000
- **Service and Supplies**
\$87,896 (0.5 FTE)
- **State Agency Support**
\$261,825

Note. The 2023–25 biennium budget has been legislatively adopted, and the resources have begun to be appropriated (ODE, n.d.-d). The 2025–27 biennium budget numbers come from the fiscal impact statement for Senate Bill 1050 and are subject to actual appropriations in spring 2025.

Taken together, this collection of legislation reflects the state’s vision for a more “expansive and inclusive narrative so that students are engaged and connected to their classrooms, schools, communities, and the world around them” (ODE, n.d.-c).

Integrated Learning Opportunities

In February 2021, the Oregon State Board of Education adopted supplemental Social Science Standards that integrate learning concepts from ethnic studies. School districts had the option of implementing the integrated standards or continuing to use the 2018 standards featuring a multicultural approach to social science knowledge (ODE, 2021). New Social Science Standards were adopted by the State Board of Education in June 2024, and school districts are required

to implement these standards no later than the 2026/27 school year. These standards are much more explicit than previous standards in identifying and integrating concepts from Holocaust and genocide education.

These new standards require students not only to learn about the historical facts of the Holocaust but also to develop an understanding of genocide and responses to genocide. The introduction to the High School U.S. and World section of the standards states, “A significant new addition to the U.S. and World History standards includes an exploration of the events and policies of the Holocaust, the international community’s response, and efforts to hold perpetrators accountable. Students also analyze the conditions and response of the world community to other 20th-century genocides through international tribunals and truth and reconciliation commissions” (ODE, 2024, p. 69). Examples of standards that focus on building student understanding of genocide can be found in Table 5. The standards and examples are drawn directly from the standards document.

Table 5. Examples of Oregon Social Studies Standards Focused on Genocide

Standard	Examples
<p>6/7.C.DP.9: Research and assess the effectiveness of individual and collective attempts towards the repair of civic society with recognition, reconciliation, and restorative justice in response to genocide and other historical injustices.</p>	<p>Brazil-National Truth Commission • Canada-Truth and Reconciliation Commission • DRC-Truth and Reconciliation Commission • Ecuador-The Truth Commission • Europe (multiple examples) - Reparations to Holocaust survivors • Gambia-Truth, Reconciliation, and Reparations Commission • Germany-Reparations to Israel • Guatemala-Historical Clarification Commission • Norway-Truth and Reconciliation Commission • Oregon-Remembrance Project • Poland-Institute of National Remembrance • Solomon Islands-Truth and Reconciliation Commission • Taiwan-Transitional Justice Commission • United States-Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission • United States-National Memorial for Peace and Justice</p>
<p>HS.WR.CP.18: Analyze the conditions and responses to genocides of the 20th century.</p>	<p>Examples include, but not limited to: • Herero & Nama • Armenian • Holodomor • Cambodia • Rwanda • Guatemala • Myanmar</p>
<p>HS.WR.CP.19: Analyze efforts among nation-states and in the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.</p>	<p>• The Nuremberg and Tokyo trials • UN-Prevention and Punishment of the Crime of Genocide • UN Declaration of Human Rights • International Criminal Tribunal for Former Yugoslavia • Argentina-Commission on Disappearance of Persons • Ecuador-The Truth Commission • Bangladesh-War Crimes Fact Finding Committee • Rwanda-National Unity and Reconciliation Commission • South Africa-Truth and Reconciliation Commission</p>

Source. ODE, 2024

The standards also include requirements across grade levels for students to learn about Indigenous life and history in what is now the United States, including specific references to Indigenous genocide. Table 6 provides examples of Oregon’s state standards that focus on Indigenous genocide and examples of what the instruction might focus on to address each of these standards.

Table 6. Examples of Oregon Social Studies Standards Focused on Indigenous Genocide

Standard	Examples
5.H.CC.5: Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide, on Indigenous cultures in what became the United States.	• Disease • Violence and warfare • Forced removal • Religious conversion
8.H.CH.2: Utilize the grade 8 Tribal History/Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler colonialism.	• Armed resistance • Cultural persistence • Language preservation • Treaties • Cooperation and trade • Alliances • Adoption and adaptation of cultural practices

Source. ODE, 2024

In support of Tribal History/Shared History, the ODE’s Office of Indian Education also hosts a series of online modules to support educators in deepening their knowledge of the Essential Understandings. This series includes a dedicated module focused on genocide, federal policy, and laws.

In addition, S.B. 1050 provides funding for the ODE to engage with community partners to create online professional learning experiences by 2025 focused on Holocaust and genocide education and ethnic studies standards.⁵

⁵ WestEd has contracted with the ODE to support the implementation of the professional learning and community engagement required by SB 1050.

California Holocaust and Genocide Policy and Practice Analysis

This section, organized by the Holocaust and genocide education state policy framework, describes California’s current investments in Holocaust and genocide education. The information here is intended to build a shared understanding of the current state of Holocaust and genocide policy and supports in California. This understanding may be useful for promoting reflection on the coherence and effectiveness of current investments and to inform thinking about improvements and refinements to support Holocaust and genocide education in the state. This section is based on data from publicly available sources and may not be exhaustive.

Reflecting on California’s Approach to Holocaust and Genocide Education

Using the Holocaust and genocide education state policy framework, WestEd developed targeted reflection questions, which are provided in Appendix I, to help clarify thinking and priorities about California’s approach to promoting, sustaining, and improving Holocaust and genocide education in the state. These reflection questions are for state-level policymakers to consider across each lever in the framework to inform thinking about how to enact coherent and strategically aligned policies and supports that contribute to achievement of the state’s vision for Holocaust and genocide education.

Vision

The California Governor’s Council for Holocaust and Genocide Education plays a key role in not only supporting Holocaust and genocide education but also signaling the value and intended purpose of such instruction. The research team applied Beresniova’s (2024) framework

(discussed in more detail in the “Vision for Holocaust and Genocide Education” section earlier in this report, p. 69) to categorize the range of potential outcomes intended for Holocaust and genocide education in the state:

- Knowledge acquisition (facts)
- Knowledge application (skills)
- Resultant action (behaviors)
- Commemoration
- Subjectivity and personal growth (self)

From a brief review of publicly available information about the Council, including press releases on the [gov.ca.gov website](https://www.gov.ca.gov) and the [Holocaust and Genocide Education Study website](#), the research team found frequent reference to resultant action and personal growth as primary purposes, specifically combating antisemitism and hate, promoting civic engagement, and promoting empathy and understanding.

Examples of Language Articulating California’s Vision for Holocaust and Genocide Education

Combating Antisemitism and Hate

Example: “We know that comprehensive Holocaust education implemented at all schools is an essential part of our effort to combat antisemitism and all forms of hate. The work of this council, along with the California Department of Education’s anti-bias education training and Education to End Hate initiative, gives me hope that through education we can work in solidarity towards a better future for California students.” (State Superintendent of Public Instruction, Tony Thurmond, as quoted in WestEd, n.d.)

Promoting Civic Engagement

Example: “Now is the moment we must take an honest look at whether our public schools are helping the next generation understand what happens when politicians use economic crises, ethnic and identity-based hatred, and clever coordinated mass communication to achieve monstrous results.” (Senator Henry Stern, as quoted in WestEd, n.d.)

Promoting Empathy and Understanding

Example: “The purpose of such Holocaust and genocide education is to help develop a morally courageous next generation and a unified, socially responsible society by fostering an environment of compassion, empathy, understanding, and advocacy that will help decrease antisemitism, hatred, and discrimination.” (WestEd, 2023)

The Council has drafted a vision statement for effective Holocaust and genocide education that describes the outcomes it seeks, including having young people invested in their communities, engaging actively in democracy, and standing up to hate in all forms.

Legislation

With regulations passed in 1985, California was among the earliest states to require students to learn about the Holocaust and other instances of genocide. In the years since, the California legislature has enacted additional legislation to promote Holocaust and genocide education. The following list highlights some key legislative milestones related to Holocaust and genocide education in California:

- In 1985, Section 51220 of the Education Code began requiring age-appropriate teaching of human rights topics, including attention to the Holocaust and other genocides. This law requires students in grades 7–12 to learn about human rights issues, including genocide, the Holocaust, and slavery.
- Additional updates to the Education Code (EC 51226.3) require the California Department of Education (CDE) to include age-appropriate Holocaust and genocide curricular materials in publications; encourage the use of oral testimony in teaching about human rights, the Holocaust, and genocide; encourage state and local professional learning activities to support educators in instruction about the Holocaust, genocide, and related human rights topics; recommend inclusion of specific incidents of genocide in an updated history–social science curriculum framework; and require the development of the Model Curriculum for Human Rights and Genocide (California Legislative Information, n.d.).
- In addition to requiring the Model Curriculum for Human Rights and Genocide, the California legislature created requirements for the CDE to create model curricula for ethnic studies (A.B. 2016), Native American studies, the Vietnamese American refugee experience, the Cambodian genocide, and Hmong history and cultural studies (A.B. 895) (California Department of Education, n.d.).
- S.B. 1277 was signed by the governor and went into effect on January 1, 2024, and will institutionalize the California Teachers Collaborative to provide a statewide teacher professional development program on genocide, including the Holocaust, for school district, county office of education, and charter school teachers (California Legislative Information, 2024).

Partnerships

In recent years, California’s strategy to support Holocaust and genocide education has reflected a high degree of partnership among organizations and leaders across the state. The California Governor’s Council on Holocaust and Genocide Education includes representatives from the following partners (Governor Gavin Newsom, 2022):

- State government, including the governor, the attorney general, the superintendent of public instruction, and other Department of Education staff
- Holocaust Museum LA
- Facing History and Ourselves
- Jewish Family and Children’s Services Holocaust Center
- University of Southern California Shoah Foundation for Visual History and Education
- Museum of Tolerance
- The Genocide Education Project
- Anti-Defamation League
- Redbud Resource Group
- The California Legislative Jewish Caucus
- Sigi Ziering Institute

Additionally, the California Teachers Collaborative for Holocaust and Genocide Education engages many of the organizations represented on the Governor’s Council, including the following, to support teacher professional learning and development of instructional resources for classroom use (Jewish Family and Children’s Services Holocaust Center, n.d.):

- Anti-Defamation League: Echoes and Reflections
- Avenues for Change: Holocaust and Genocide Education
- Cambodian Genocide Resource Center
- Central Valley Holocaust Educators’ Network
- Facing History and Ourselves
- The Genocide Education Project
- Holocaust Museum LA

- Jewish Family and Children’s Services Holocaust Center
- Jewish Partisan Educational Foundation
- Museum of Tolerance
- Redbud Resource Group: Indigenous History and Education
- TWIGE Project: Teaching About the Genocides in Rwanda and Guatemala
- University of Southern California Shoah Foundation for Visual History and Education
- Uyghur Genocide Online Resource Center

Instructional Supports

Standards

The [History–Social Science Content Standards for California Public Schools](#) (History–Social Science Standards) articulate the content that students need to acquire at each grade level from kindergarten to grade 12. This document was last updated in 1998. The standards have only limited references to the Holocaust and genocide. The standards contain only one explicit mention of genocide (in the context of the Armenian Genocide in the study of World War I) and two explicit mentions of the Holocaust in the context of World War II and the formation of the state of Israel. All three instances occur in the grade 10 standards. Grades 5 and 8 include standards focused on Indigenous displacement in the United States and use vague terms, without describing genocide or human rights atrocities. There are additional points that may be relevant to Holocaust and genocide education in the areas of civic engagement, human rights, and other atrocities (such as slavery). Some key references in the standards are provided below.



The History–Social Science Content Standards for California Public Schools (History–Social Science Standards) articulate the content that students need to acquire at each grade level from kindergarten to grade 12. This document was last updated in 1998.

Holocaust and Genocide in California's History–Social Science Standards

- Explicit Holocaust and genocide education content appears only in grade 10 and consists of three specific mentions of the Holocaust and genocide, with no mention at other grades.
 - 10.5.5: Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
 - 10.8.5: Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
 - 10.9.6: Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
- Grades 5 and 8 standards address Indigenous experiences as follows:
 - Grade 5:
 - › 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
 1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
 3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
 4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
 5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
 6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

- Grade 8:
 - › 8.5.3: Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
 - › 8.8.1: Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
 - › 8.8.2: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
 - › 8.12.2: Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

(California Department of Education, 2000a)

Curriculum Frameworks

The History–Social Science Framework for California Public Schools was published in 2017. The framework is intended to guide educators in the design and implementation of a coherent course of study in the social sciences. The state does not require LEAs to use the framework. The framework was written to help educators enact the existing content standards and was developed with what was new scholarship at the time and meant to reflect California's commitment to a more inclusionary view of history. This resource provides more context and support for instruction about the Armenian Genocide, the Holocaust, and the broader concept of genocide and its root causes, with specific reference to Cambodia, Rwanda, and Darfur. It also acknowledges the emotional effect that learning about genocide may have on teenagers (California Department of Education, 2017).

Based on a legislative requirement, the CDE developed the Model Curriculum for Human Rights and Genocide in 2000 (California Department of Education, 2000b). This resource is freely available on the CDE website. Due to its age, the Model Curriculum contains resources that are hard to find or access and others that date back to the early 1990s. It also provides examples of genocides that may not correspond with the current priorities and preferred language of the Council. For instance, the examples of genocide listed in the document are "annihilation of the Armenians by the government of the Ottoman Empire; Famine in the Ukraine caused by the

Soviet government; Nazi extermination of European Jews (the Holocaust); Mass murders of the Poles; Mass killings of Cambodians by the Pol Pot regime” (p. 2).

California has established additional Model Curriculum Projects, including the Ethnic Studies Model Curriculum, which, in part, discusses the following (California Department of Education, 2022):

- Native American Removal
- Populations Displaced by War and Genocide (Armenian Genocide and the Holocaust are included)
- Sample lessons in Seeking Models of Interethnic Bridge Building, including lesson on antisemitism and Jewish Middle Eastern Americans
- Sample lessons in Asian American and Pacific Islander Studies, including lesson on Cambodian Americans and the Killing Fields genocide

The state has awarded approximately \$14 million for the development of model curricula focusing on the following:

- Vietnamese American Experience (Orange County Office of Education)
- Cambodian American Studies (Orange County Office of Education)
- Hmong History and Cultural Studies (Orange County Office of Education)
- Native American Studies (Humboldt County Office of Education and San Diego County Office of Education)

The recent investments in model curricula represent an opportunity for instructional resources to support educators in bringing Holocaust and genocide education into their classrooms.

Professional Learning

The California Teachers Collaborative for Holocaust and Genocide Education (California Teachers Collaborative) represents a significant investment in teacher professional learning in California. Established by the Jewish Family and Children’s Services (JFCS) Holocaust Center and funded by the CDE, the Marin County of Education, and the State of California, the collaborative seeks to ensure that all secondary students in California engage with well-trained teachers in high-quality learning on topics of the Holocaust and genocide. The 14 partner organizations of the California Teachers Collaborative provide professional learning to create new, standards-aligned lessons; empower and unify educators; and combat antisemitism and hate.

Between January 1, 2023, and June 30, 2024, the collaborative trained 1,317 educators, representing 448 public schools, 155 public school districts, 100 private schools, and 11 universities.

The collaborative estimates that more than 1,000 additional educators have had the opportunity to learn about the collaborative’s instructional materials through a variety of channels, including the [California Teachers Collaborative website](#), launched in late 2024. With new budget allocations going toward expanding and institutionalizing the collaborative, there may be an opportunity to strategically align participation to the statewide learning goals of the Council (J. Norman [JFCS Holocaust Center], personal communication, October 15, 2024).

Monitoring and Impact

The Council has invested more than \$1 million in the California Holocaust and Genocide Education Study (which funds, in part, this analysis) to gather data on the current status of Holocaust and genocide education, including information about materials, resources, and partners. The study also collects information about needs and barriers. These data will be used to inform recommendations by the Council to improve Holocaust and genocide education in the state (WestEd, n.d.).

In parallel with teachers taking part in professional development activities with the 14 partner organizations of the California Teachers Collaborative and accessing curricula and resources aligned with the Common Core State Standards, the JFCS Holocaust Center is also undertaking an implementation study of the California Teachers Collaborative to understand how teachers are using the knowledge and resources they are gaining through participation. The results from the study for the first year will be shared with the Council in fall 2024 (J. Norman, personal communication, September 11, 2024).

Funding

The State of California has recently allocated significant funding to support Holocaust and genocide education in the state, alongside additional investments to address hate and bias. Figure 38 provides an overview of state investments since 2019.

Figure 38. California Appropriations for Holocaust and Genocide Education



Source. M. Migdail (California Legislative Jewish Caucus, Office of Cochair Senator Scott Wiener), personal communication, September 5, 2024

Recommendations

The following recommendations represent a set of strategic actions that California can take to improve education in schools about the Holocaust and other genocides. While local organizations, museums, and university centers actively support schools and districts by providing teacher training, curriculum resources, digital archives, testimonies, and community outreach and education programs, their efforts have largely not been part of a comprehensive and coherent program. The recommendations, if funded and implemented well, represent a new, systemic approach to improving Holocaust and genocide education in California. This systemic approach will support the state's and the Council's efforts to address antisemitism, racism, bigotry, and other forms of hate experienced in communities across the state. The Council recommends the following actions, including seeking legislation as appropriate, to improve effective Holocaust and genocide education in California.

Communicate California's Vision for Holocaust and Genocide Education

Since the establishment of a state mandate in 1985, California has required Holocaust and genocide education as part of school curricula, as stated in California Education Code Section 51220. The study conducted by the Council has shown that many educators are unaware of this requirement. The Council can work with state leaders to consider updating the mandate language to strengthen its message. This change would create an opportunity to develop and disseminate targeted information about the mandate to schools, districts, and communities.

In addition to strengthening and communicating about the existing mandate, the state must communicate a clear vision for Holocaust and genocide education in California. A vision for Holocaust and genocide education plays a role in the creation and implementation of systemic Holocaust and genocide education across a state. The vision supports coherence. The vision explicitly communicates the reasoning for why Holocaust and genocide education is essential. In a strong system, this vision—or the “why”—can serve as a North Star to guide state investments and ongoing efforts.

The Council is well positioned to support this effort. The Council has drafted a vision statement for effective Holocaust and genocide education that describes the outcomes it seeks, including having young people invested in their communities, engaging actively in democracy, and standing up to hate in all forms. Communicating this vision and information on the mandate sends a clear signal to the public education system. To communicate a vision throughout the state, the Council should develop a strategic and coherent plan for implementing any recommendations.

Revise the California History–Social Science Content Standards

Content standards are designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. History–social science standards can serve as essential drivers for education about the Holocaust and other genocides by signaling the state’s priorities for student learning through both the inclusion and exclusion of topics such as the Holocaust and genocide.

The current History–Social Science Content Standards for California Public Schools were adopted in 1998 and have only limited references to the Holocaust and genocide. Although the California Education Code mandates Holocaust and genocide education, updated standards that outline specific Holocaust and genocide education learning outcomes for each grade level would be a more robust lever for impact. The existing standards contain only one explicit mention of genocide (in the context of the Armenian Genocide in the study of World War I) and two explicit mentions of the Holocaust in the context of World War II and the formation of the state of Israel. All three instances occur in the grade 10 standards. Grades 5 and 8 include standards focused on Indigenous displacement in the United States and use vague terms without describing genocide or human rights atrocities.

The study data show that schools and teachers prioritize instruction that is aligned with California standards, and doing so does not allow time to focus on topics that are not in the standards. This compliance-driven approach underscores the need for a cohesive state mandate that establishes Holocaust and genocide education as a nonnegotiable part of the curriculum. Revised History–Social Science Standards will be critical in this effort. When the History–Social Science Standards are next revised, the Instructional Quality Commission should consider including standards that outline specific learning outcomes within each grade span. Initiating the standards revision process through legislation and adequately funding the effort of revising the History–Social Science Standards can help ensure students across California are learning about the Holocaust and other genocides.

Revise the History–Social Science Framework for California Public Schools

The History–Social Science Framework for California Public Schools was published in 2017. The state does not require LEAs to use the framework. The framework intends to guide educators in designing and implementing a coherent course of study in the social sciences. The framework is designed to help educators enact the existing content standards, was developed with new scholarship at the time, and was meant to reflect California’s commitment to a more inclusionary view of history. This resource provides more context and support for instruction about specific genocides and the broader concept of genocide and its root causes, with specific references to Cambodia, Rwanda, and Darfur. It also acknowledges the emotional effect that learning about genocide may have on students.

After the History–Social Science Standards are next revised, the History–Social Science Framework should be revised to align with the revised standards. Initiating and adequately funding a revision of the framework to align with any revisions to the History–Social Science Standards can ensure better alignment and coherence between the two sources.

Update, Distribute, and Provide Guidance for the Model Curriculum for Human Rights and Genocide

The Model Curriculum for Human Rights and Genocide was last published in 2000. The state does not require LEAs to use the model curriculum. In California, model curriculum projects are initiated in response to specific legislation calling for a state-developed curriculum in a specified topic or discipline of study. The Model Curriculum for Human Rights and Genocide serves as a guide for teaching students about historical human rights violations and genocides. The curriculum aims to help students understand how human rights abuses and genocide happen, analyze the role of democratic institutions in protecting human rights, and recognize students’ responsibility as citizens to prevent future atrocities. The curriculum document emphasizes the importance of teaching these complex topics with historical accuracy and moral clarity while encouraging students to think critically about causes and consequences, understand the value of human rights, and develop civic engagement to defend democratic principles.

Due to its age, the Model Curriculum for Human Rights and Genocide contains resources that are hard to access and others that date back to the early 1990s. It also provides examples of genocides that may not correspond with the current priorities of California or the Council.

When the History–Social Science Framework is next revised, the Instructional Quality Commission should consider updating the Model Curriculum for Human Rights and Genocide. Updating the Model Curriculum for Human Rights and Genocide would allow for the inclusion of contemporary examples of human rights violations and genocides, making the content

more relevant and relatable for today's students. The revision would align with any updates to the History–Social Science Standards and the History–Social Science Framework. An update could incorporate modern teaching methods, digital resources, and guidance for addressing human rights issues in the age of social media and technology. Additionally, the update would strengthen connections between historical events and present-day challenges, helping students better understand how past human rights violations relate to current global issues and students' role in preventing future atrocities. This updating could be led by or done in partnership with the Instructional Quality Commission of the California State Board of Education, the advisory body responsible for developing and recommending curriculum frameworks.

Continue to Create a Vetted Central Clearinghouse for Curriculum, Instruction, Assessment, and Professional Learning

The study found that California LEAs would benefit from a statewide, online central clearinghouse of classroom-ready, vetted materials for Holocaust and genocide education. LEA representatives described difficulties accessing such curricula and resources. They reported challenges in locating curricula that are free, accessible, classroom ready, multicultural, and politically neutral. They also noted that they struggled to find and access vetted age-appropriate materials for students younger than high school. A consistent theme was the need for state-approved or recommended curricula to alleviate the burden on LEAs of having to source and evaluate materials independently. Many LEAs stated that a standardized set of resources approved by the state would streamline instruction and bolster community trust in the curriculum.

Without adequate support or resources, educators faced with teaching sensitive content sometimes default to familiar or traditional methods, such as relying solely on textbook-based lessons or focusing on historical timelines rather than integrating approaches that might encourage inquiry-focused learning, perspective-taking, and critical thinking.

The Council has already begun addressing the resource needs expressed by California educators by recommending the development of the [California Teachers Collaborative for Holocaust and Genocide Education website and digital curriculum library](#). The California Teachers Collaborative for Holocaust and Genocide Education is a statewide network of organizations, genocide survivors, and educators with a common goal of eliminating antisemitism and hate by ensuring that students in California receive impactful Holocaust and genocide education. Through the collaborative's website, California educators can access standards-aligned curricula for grades 6–12 and digital resources to empower educators with the tools they need to teach these complex subjects effectively.

The Council should continue to build upon these efforts to address the needs that LEAs have identified. The study found that LEAs are accessing support and resources from organizations throughout California. By enlisting these organizations that provide resources to California

educators on Holocaust and genocide education, and by collaborating with existing resource collections such as those found on the [California Educators Together website](#), there is an opportunity to create a formal system, structures, and standards for Holocaust and genocide education resources. The Council should also promote the website and its resources when communicating to educators so they are aware of existing supports. The Council should collaborate with California Department of Education (CDE) staff to connect the department's website to the California Teachers Collaborative for Holocaust and Genocide Education website to increase its visibility to LEAs and educators.

Increase Direct Funding to Districts and Schools for Holocaust and Genocide Education

The study found that funding was a persistent barrier to Holocaust and genocide education for LEAs. LEA representatives indicated that they financially prioritize the material that is deemed most important due to inclusion in state standards and state testing. LEAs consistently pointed to several financial needs, including funding for professional learning for teachers—particularly for hiring external providers and covering the cost of substitute teachers—and purchasing curriculum resources and materials.

Funding designated specifically for Holocaust and genocide education could help mitigate current inequities in student access to impactful learning experiences such as museum visits and guest speakers. These funding barriers were especially pronounced in rural and lower-income districts.

The Council should work with philanthropy in order to supplement funding to support a direct grant program for districts, allocated for curricular resources, professional learning, and student learning experiences, to help provide the resources that LEAs and COEs indicated they need to more effectively implement Holocaust and genocide education.

Expand Existing Statewide Professional Learning on Holocaust and Genocide Education

Most respondents to the LEA survey shared that their LEAs do not provide professional learning focused on Holocaust and genocide education. A key component of implementing Holocaust and genocide education is ensuring that school staff have the professional learning support to deliver associated instruction and activities. Many LEA interviewees highlighted a need for robust, accessible professional learning opportunities for teachers, indicating that teachers would benefit from foundational training that includes covering content on genocide in general and on specific genocides and includes how to integrate Holocaust and genocide education into their existing curricula, how to teach the subject sensitively and objectively, and how to facilitate conversations about Holocaust and genocide education among students.

Although some districts reported accessing training workshops through external partnerships with museums and organizations, these opportunities were typically limited to schools near institutions or those with funding for external training. Rural and low-income districts in particular faced challenges in accessing professional learning opportunities. Several LEA representatives emphasized the need for state-funded and state-coordinated professional learning that could ensure equal access across all districts, regardless of their geographic location or financial resources. LEA representatives also wanted networks to connect teachers engaging in or interested in teaching Holocaust and genocide education.

California Senate Bill 1277 was signed into law in September 2024 by Governor Newsom, permanently establishing the California Teachers Collaborative on Holocaust and Genocide Education, which also received \$2 million in one-time funds in the 2024 Budget Act. Using this state investment, the Council has already begun addressing the professional learning needs expressed by California educators by developing the [California Teachers Collaborative for Holocaust and Genocide Education](#). The collaborative has led a statewide initiative over the past 2 and a half years, uniting 14 partner organizations to provide free, high-quality training for California middle and high schools. Between January 2023 and June 2024, the collaborative trained 1,317 educators while reaching over 2,000 educators through curriculum sharing and outreach. During the 2023/24 school year, an implementation study revealed that over 95 percent of trained teachers found the curricula highly relevant, with 94 percent applying it across various subjects and 75 percent sharing insights with colleagues. This collaboration underscores the growing influence of the initiative and educators' commitment to improving Holocaust and genocide education. The collaborative's goal is to train 8,500 teachers by 2029.

The Council should support the current efforts of the California Teachers Collaborative for Holocaust and Genocide Education and its collaboration with the CDE to expand its offerings throughout the state. The study found that LEAs are accessing support and resources from organizations throughout California. By enlisting the other organizations that are also providing professional learning to California educators on Holocaust and genocide education, there is an opportunity to create a formal system, structures, and standards for Holocaust and genocide education professional learning. Expansion should address access issues identified by respondents in this study (e.g., geographic distance, lack of funding, limited local resources) and use existing structures (e.g., engage COE staff regionally) to improve access and scale up efforts.

Monitor and Evaluate Educational Outcomes

Having meaningful data is critical for any improvement effort. Monitoring and evaluating outcomes and the impact of Holocaust and genocide education is crucial for assessing the effectiveness of teaching methods and measuring whether students are developing the intended knowledge, understanding, and ethical awareness. Through systematic evaluation, educators

can identify gaps in curriculum implementation, make timely adjustments to teaching strategies, and share best practices, ultimately leading to continuous improvement in how these critical topics are taught. The process can provide accountability by demonstrating the program's value to interest holders and supporting advocacy for continued funding while documenting the long-term impact on student civic engagement. Most importantly, monitoring and evaluation can help students develop the critical thinking skills, moral reasoning, and understanding of democratic principles necessary to become informed citizens who can actively work to prevent future atrocities.

There is no state system or process in place to monitor if or how well Holocaust and genocide education is occurring in California classrooms. As the study shows, it is occurring and supported by some LEAs and schools, but not consistently across the state. The study shows that LEAs are accessing expert support from organizations and institutions across the state. Still, there is no mechanism to understand how effective the training is or its impact. The Council is best positioned to put a system in place to collect these data. For example, the California Teachers Collaborative for Holocaust and Genocide Education has conducted [an implementation study](#) of the professional learning offerings of the collaborative to understand how teachers are using the knowledge and resources they are gaining through participation.

California could improve Holocaust and genocide education by collaborating with researchers to understand student learning outcomes for Holocaust and genocide education and the factors that contribute to them. Coordination with researchers and establishing systems for monitoring and evaluating the effectiveness of existing policies, initiatives, and resources would support data collection to inform improvement cycles and future statewide policies.

Continue to Conduct Additional Research to Inform the Council's Future Actions

The Council should continue to collaborate with researchers on questions that will help inform the future of Holocaust and genocide education in California. By conducting this study, along with the additional significant investments the state has made that are outlined in this report, California has communicated its commitment to improvement. With the baseline understanding of Holocaust and genocide education efforts implemented in California's LEAs from this study, the Council should continue to engage in research and collaborate with researchers to inform future Holocaust and genocide education improvement efforts and state policies.

Potential questions to explore include the following:

- How are students and teachers experiencing Holocaust and genocide education in the classroom?
- Which LEAs across the country are engaged in systemic support for Holocaust and genocide education, and what are their policies and practices?
- What conditions need to be in place at the state and local levels to support the implementation of Holocaust and genocide education?
- What are effective methods for evaluating the efficacy of Holocaust and genocide education efforts?

Expand, Publicize, and Strengthen the Role of the Governor’s Council on Holocaust and Genocide Education

Successfully improving Holocaust and genocide education in California will require sustained leadership that can actively shape policy, implement ongoing improvements, and monitor outcomes. Holocaust and genocide education leadership bodies, including commissions, committees, councils, and task forces, are common elements of states’ support for Holocaust and genocide education. These leadership bodies often constitute significant state-level partnerships and have some authority for meaningful impact in the state.

The Council’s role in supporting state-level Holocaust and genocide education improvement efforts and providing institutionalized guidance and leadership in the state should continue. The Council’s role should include providing oversight for any current or future recommendations that are implemented and overseeing the status of Holocaust and genocide education in California.

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Appendix A. LEA Survey Participation Data— Response Rates

The tables in this appendix provide a breakdown of participation rates—by region, locale type, and local education agency (LEA) enrollment size—for the LEA survey and for the interviews. For an LEA to be considered a participant in the survey, a representative of the LEA had to have answered the question indicating whether the LEA implements a Holocaust and genocide education program. Interview participants were in a scheduled group or individual interview with a member of the research team.

Participation Rates by Region

Table A1 describes LEA survey participation rates by region. Regions were determined using the California County Superintendents' 11 service regions (California County Superintendents, n.d.). Response rates were calculated by comparing the number of responding LEAs in each region to the total number of LEAs in the region. Table A2 has survey participation rates by region proportionate to the total number of participants in the state. The response rate for each region was calculated by comparing the total number of responding LEAs compared to the total of responding LEAs ($n = 559$). The ratio of total LEAs per region compared to the state total is also provided for reference.

Table A1. LEA Survey Participation Rates by Region

Region Name	Number of LEAs in Region	Number of Responding LEAs	Regional Survey Response Rate
Region 1: North Coast	133	50	38%
Region 2: Northeastern	142	40	28%
Region 3: Capital Service Region	150	46	31%
Region 4: Bay	197	65	33%
Region 5: South Bay	131	43	33%
Region 6: Delta Sierra	99	27	27%
Region 7: Central Valley	155	53	34%
Region 8: Costa Del Sur	147	63	43%
Region 9: Southern	239	69	29%
Region 10: Riverside, Inyo, Mono, and San Bernardino (RIMS)	137	31	23%
Region 11: Los Angeles	383	72	19%

Data Representation

The final LEA survey respondent pool included respondents from across California, with representation from city-, suburban-, rural-, and town-designated LEAs. For a closer look at the proportion of responding LEAs in each region, Table A2 breaks down the number of responding LEAs relative to the number of total LEAs in the region.

Table A2. LEA Survey Participation Rates by Region Compared to Total

Region Name	Number of LEAs in Region	Percentage of LEAs Compared to State Total	Survey Response Rate Compared to Total
Region 1: North Coast	133	7%	9%
Region 2: Northeastern	142	7%	7%
Region 3: Capital Service Region	150	8%	8%
Region 4: Bay	197	10%	12%
Region 5: South Bay	131	7%	8%
Region 6: Delta Sierra	99	5%	5%
Region 7: Central Valley	155	8%	9%
Region 8: Costa Del Sur	147	8%	11%
Region 9: Southern	239	12%	12%
Region 10: RIMS	137	7%	6%
Region 11: Los Angeles	383	20%	13%

Note. Percentages might not total 100 due to rounding.

Table A3 provides interview participation rates by region. Participation rates were calculated by comparing the total number of participating LEAs to the total number of LEA survey respondents in the region. Note that one LEA participating in an interview did not complete the survey. All of the other interview participants did submit survey responses. Table A4 provides interview participation rates by region proportionate to the total number of participants. Participation rates were calculated by comparing the total number of participating LEAs in the region to the total number of interview participants ($n = 72$). Similarly, the ratio of total LEAs per region compared to the state total is provided for reference.

Table A3. Interview Participation Rates by Region

Region Name	Total Number of LEAs in Region	Number of LEA Survey Respondents	Number of LEAs Participating in Interviews	Regional Interview Participation Rate
Region 1: North Coast	133	50	5	1%
Region 2: Northeastern	142	40	4	1%
Region 3: Capital Service Region	150	46	7	15%
Region 4: Bay	197	65	9	14%
Region 5: South Bay	131	43	5	12%
Region 6: Delta Sierra	99	27	3	11%
Region 7: Central Valley	155	53	4	8%
Region 8: Costa Del Sur	147	63	8	13%
Region 9: Southern	239	69	6	9%
Region 10: Riverside, Inyo, Mono, and San Bernardino (RIMS)	137	31	7	23%
Region 11: Los Angeles	383	72	14	19%

Table A4. Interview Participation Rates by Region Compared to Total

Region Name	Number of LEAs in Region	Percentage of LEAs Compared to State Total	Interview Participation Rate Compared to Total
Region 1: North Coast	133	7%	7%
Region 2: Northeastern	142	7%	6%
Region 3: Capital Service Region	150	8%	10%
Region 4: Bay	197	10%	13%
Region 5: South Bay	131	7%	7%
Region 6: Delta Sierra	99	5%	4%
Region 7: Central Valley	155	8%	6%
Region 8: Costa Del Sur	147	8%	11%
Region 9: Southern	239	12%	8%
Region 10: RIMS	137	7%	10%
Region 11: Los Angeles	383	20%	19%

Region 10 (RIMS) and Region 11 (Los Angeles) are the only regions where the percentage of responses was lower than the region’s percentage of total California LEAs. Otherwise, the LEA response rates match or exceed the ratio of LEAs within the state.

Participation Rates by Locale Type

Table A5 provides LEA survey participation rates by locale type. Locale types were determined using the [National Center for Education Statistics locale definitions](#). Response rates were calculated by comparing the total number of responding LEAs to the total number of LEAs with the respective locale type in the state. Table A6 has LEA survey participation rates by locale type proportionate to the total number of participants. A response rate for each locale was calculated by comparing the number of responding LEAs with the locale type to the total of responding LEAS ($n = 559$). The ratio of total LEAs per locale type compared to the state total of LEAs is also provided for reference.

Table A5. LEA Survey Participation Rates by Locale Type

Locale Type	Number of California LEAs	Number of Responding LEAs	Survey Response Rate
Rural	414	113	27%
Town	142	84	59%
Suburban	616	189	30%
City	672	156	23%

Table A6. LEA Survey Participation Rates by Locale Type Compared to Total

Locale Type	Number of California LEAs	Percentage of LEAs Compared to State Total	Survey Response Rate Compared to Total
Rural	414	22%	19%
Town	142	11%	10%
Suburban	616	32%	49%
City	672	35%	22%

Table A7 has interview participation rates by locale type. Participation rates were calculated by comparing the total number of participating LEAs to the total number of LEA survey respondents with the locale type. Table A8 provides interview participation rates by locale proportionate to the total number of participants. Participation rates were calculated by comparing the total number of participating LEAs with the locale type to the total number of interview participants ($n = 72$). The ratio of total LEAs with each locale type compared to the state total is also provided for reference.

Table A7. Interview Participation Rates by Locale Type

Locale Type	Number of California LEAs	Number of LEA Survey Respondents	Number of LEAs Participating in Interviews	Interview Participation Rate
Rural	414	113	14	12%
Town	142	84	7	8%
Suburban	616	189	35	19%
City	672	156	16	10%

Table A8. Interview Participation Rates by Locale Type Compared to Total

Locale Type	Number of LEAs With LEA Type	Percentage of State Total LEAs With Locale Type	Interview Participation Rate Compared to State Total
Rural	414	22%	24%
Town	142	11%	15%
Suburban	616	32%	34%
City	672	35%	28%

Participation Rates by Enrollment Size

Table A9 has LEA survey participation rates by enrollment size. Enrollment sizes were categorized into small, medium, and large LEAs by calculating markers for the 25th, 50th, and 75th percentiles of total student enrollment. Response rates were calculated by comparing the total number of responding LEAs to the total number of LEAs with the respective enrollment size category. Table A10 has LEA survey participation rates by enrollment size proportionate to the total number of participants. The response rate for each enrollment size category was calculated by comparing the number of responding LEAs in each category to the total of responding LEAs ($n = 559$). The ratio of total LEAs per enrollment size category compared to the state total of LEAs is also provided for reference.

Table A9. LEA Survey Participation Rates by Enrollment Size

Enrollment Size	Total Number of LEAs by Enrollment Size	Number of Responding LEAs	Response Rate
Small	473	129	23%
Medium	948	211	37%
Large	490	223	40%

Table A10. LEA Survey Participation Rates by Enrollment Size Compared to Total

Enrollment Size	Total Number of LEAs by Enrollment Size	Percentage of State Total LEAs by Enrollment Size	Percentage of LEA Response Rate Compared to State Total
Small	473	26%	23%
Medium	948	50%	37%
Large	490	26%	40%

Table A11 provides interview participation rates by enrollment size. Participation rates were calculated by comparing the total number of participating LEAs to the total number of LEA survey respondents in the enrollment size category. Table A12 has interview participation rates by enrollment size proportionate to the total number of participants. Participation rates were calculated by comparing the total number of participating LEAs in the enrollment size category to the total number of interview participants ($n = 72$). The ratio of total LEAs in each enrollment size category compared to the state total is also provided for reference.

Table A11. Interview Participation Rates by Enrollment Size

Enrollment Size	Total Number of LEAs by Enrollment Size	Number of LEA Survey Respondents	Number of LEAs Participating in Interviews	Participation Rate
Small	473	129	11	9%
Medium	948	211	20	9%
Large	490	223	40	18%

Table A12. Interview Participation Rates by Enrollment Size Compared to Total

Enrollment Size	Total Number of LEAs by Enrollment Size	Percentage of State Total LEAs by Enrollment Size	Percentage of LEA Participation Rate Compared to State Total
Small	473	26%	15%
Medium	948	50%	28%
Large	490	26%	56%

Appendix B.

Communication and Outreach

A comprehensive communication and outreach plan was developed to engage with California educational organizations, county offices of education (COEs), and local education agencies (LEAs) to encourage participation in the study. Participation in the survey by LEAs was not mandatory, and so to ensure a representative sample of data was collected for this study, significant emphasis was placed on outreach and engagement. Outreach took place in three phases: (1) project awareness, (2) survey administration, and (3) qualitative data collection. The phases were sequential, but there were times when multiple phases were taking place concurrently. Internal tracking systems were used for outreach team members to have access to up-to-date information on project status, communications, contacts, and participation status for each California LEA. These systems ensured that the WestEd research team maintained an organized, cohesive presence with educational partners.

Phase 1: Project Awareness

Phase 1 of outreach focused on making connections with LEAs, COEs, and identified organizations to make them aware of and provide information about the study. A website was created for educational partners to access information about the study, and an email address was created for participants to contact the research team with questions.

Initially, outreach focused on contacting organizations within the state that have an investment in social studies education. These organizations included the California County Superintendents Educational Services Association (CCSESA), the CCSESA Curricular and Improvement Support subcommittee, the California Teachers Collaborative for Holocaust and Genocide Education, the California History–Social Science Project, the Association of California School Administrators, and the California Charter Schools Association. Conversations with these groups aimed to make them aware of the study, answer their questions, and explore potential communication channels that could be leveraged to reach study participants.

COEs were also identified as critical partners to engage early in the process because they could provide insight into their local contexts, successful outreach strategies, and identification of the correct points of contact for districts in their county. Select counties were chosen for initial outreach based on their location and size, largely focusing on regions with small, rural districts where capacity to participate in the study might be limited. Outreach team members were successful in contacting and meeting with COE representatives for the following counties: Humboldt, Marin, Mendocino, Nevada, Santa Barbara, Solano, and Tehama.

WestEd also identified ambassadors within organizations that could also help message the importance of the study to their colleagues in California LEAs. In phase 1, these ambassadors were provided with information about the study to share with their colleagues should questions arise about the work.

Lastly, before launching the survey, the WestEd team emailed LEAs to notify them that the study would begin soon. First, district superintendents were provided an overview of the study. The email they received also included the name and contact information for the person in their district identified by WestEd to receive the survey (study participant). Study participants were identified as persons in leadership positions directly involved with curriculum and instruction at the district level. In some cases, a study participant was identified as the superintendent, but most often the designated participant held the title of director of curriculum and instruction or the equivalent. A similar follow-up email was sent to each study participant to provide information about the study and to advise them that a survey would be sent soon. The research team sent a similar communication to charter school administrators. Each email included an option for recipients to change the designated study participant for their LEA.

MailChimp was used to send emails to LEAs. A mass-email system allowed the research team to analyze the success of each email campaign and to conduct an error analysis. Emails that bounced back or generated errors were researched by WestEd staff, and additional communications were sent to ensure that districts received information about the study.

Phase 2: LEA and COE Survey Administration

Phase 2 of outreach focused on encouraging LEA participation in the survey. Outreach efforts primarily focused on contacting study participants and sending periodic reminders to district superintendents. Additionally, the WestEd team developed a communications package for partner organizations to use with their constituents. The package included sample text to use in emails, newsletters, and social media posts for encouraging LEAs to participate in the study.

The study's survey platform, Qualtrics, was used to send weekly reminders to study participants. The platform allowed the outreach team to view which LEAs had completed the survey or unsubscribed from communications, and which contacts had emails bounce back to the system. For LEAs that unsubscribed from Qualtrics communications, research staff periodically reached out to confirm the correct point of contact for the LEA and to encourage participation. Emails with errors were researched and revised accordingly. Schools, districts, and county offices often have strict firewalls in place to protect their

online systems, so automated emails that originate from systems such as Qualtrics may not appear in users' inboxes. When the outreach team thought a firewall was the likely cause of an error, the team used alternative methods of contact, such as using MailChimp and/or conducting direct outreach to the study participant.

In addition to using the automated weekly reminders, the outreach team conducted direct outreach to participating LEAs. Twenty-five team members participated in sending multiple emails and making phone calls to LEAs that had not yet completed the survey. LEAs were prioritized weekly based on the current sample obtained. Aiming to achieve a representative sample in the study, the outreach team shifted which LEAs were prioritized due to representation totals based on region, locale, and LEA size.

Outreach team members also attempted to contact each of the COEs throughout the state for assistance in encouraging districts to participate in the study. The communications package was provided to the counties that were amenable to sending out email reminders to their districts about participating in the survey. COE staff also confirmed the correct point of contact for each school district within their county.

Finally, Council members played a critical role in promoting participation in the survey. Members leveraged their connections with LEAs in the state to encourage participation in the survey. The Council also connected the outreach team to the California Legislative Jewish Caucus. State senators and assembly members were provided lists of LEAs in their legislative districts in order to contact them and ask for their participation in the study.

Diversifying outreach methods was successful and resulted in a 29 percent participation rate. See Appendix A for more information on participation and the representative sample obtained in the survey.

Phase 3: Interviews

Phase 3 of outreach focused on encouraging study participants who responded to the survey to participate in individual or group interviews. When study participants completed the survey, they were asked to provide contact information if they were interested in participating in an interview. The outreach team emailed these participants to confirm their interest and to schedule a time to meet with them. The outreach team messaged all participants who had completed the survey to encourage their participation. As was done in phase 2, outreach was targeted to specific LEAs to encourage them to sign up for interviews. The WestEd team conducted direct outreach to survey participants based on LEA size, region, and locale type, seeking a representative group of respondents. The team also analyzed responses to the survey and determined the level of Holocaust and genocide education implementation in each LEA so that interview groups could be composed with representatives of LEAs at a similar level to one another. These data were also used to aid in outreach efforts aimed at collecting data from a range of implementation levels.

The outreach team updated the communications packages to shift their messaging to interview participation (the survey was closed at this point). The team provided the updated package to Council members, organizations, and the Jewish Caucus to assist in outreach to LEAs. Outreach efforts resulted in 13 percent of survey respondents participating in the interviews.

Appendix C.

Survey Development and Administration

Survey Development

The development of both the local education agency (LEA) and county office of education (COE) surveys was done collaboratively between WestEd’s research team and the California Governor’s Council on Holocaust and Genocide Education (the Council). The WestEd team drafted survey items and accompanying materials, all of which were shared with the Council for review and feedback. Both the LEA survey and the COE survey included a mix of closed-response items—for topics on which a standardized response was important for making comparisons—and open-response items to provide opportunities for respondents to add nuance and detail. The COE survey was additionally reviewed by the California Curricular and Improvement Support Committee, which provides recommendations for curricular and professional learning resources. The WestEd team reviewed all comments and suggestions about the draft survey items and proposed survey structure and incorporated Council feedback into the final protocols.

Initial reviews of the survey items raised concerns about the length of both surveys, so WestEd researchers worked with the Council to develop a branching strategy for the survey items. Branching logic prompts the survey to adapt to responses so that respondents see only applicable items, reducing the total number of survey items presented to a given respondent. For example, if a respondent indicated that their LEA does not have any professional development focused on Holocaust and genocide education, related questions would be passed over and the respondent would be moved to the next survey section.

On the LEA survey, all respondents were asked to respond to questions related to LEA-provided professional development to support Holocaust and genocide education instruction and to support instruction for other sensitive topics, school-specific Holocaust and genocide education instruction and activities (those that are not required at a district level), community partnerships cultivated to provide Holocaust and genocide education instruction and activities, and LEA-identified successes and challenges in implementing Holocaust and genocide education instruction and activities. Only respondents who indicated that their LEA has a Holocaust and genocide education system were prompted to respond to questions related to Holocaust and genocide education system topics, curriculum, and decision-making.

Both the LEA survey and the COE survey included open-response items to provide respondents with space to share additional details on their responses. The WestEd team systematically reviewed all responses on those items to analyze and categorize the perspectives, strategies, challenges, and successes that respondents shared about their LEA and COE Holocaust and genocide education activities. WestEd researchers developed a protocol for coding open-ended responses, including a codebook for capturing common themes across responses. Not all respondents submitted open-ended responses, which limits the generalizability of findings.

After reviewing Council feedback, WestEd researchers created final versions of the LEA and COE surveys and programmed items in Qualtrics to create web-based surveys. Before sending the surveys throughout the state, the WestEd team conducted internal survey testing to identify any issues that might hinder the surveys' functionality. WestEd researchers also worked with the Council to identify LEAs to pilot the survey and provide feedback on the survey's format. Leadership from three LEAs (a large city district, a medium rural district, and a large suburban district) received survey links prior to the administration period to test the survey functions and provide feedback on the items; the pilot LEAs did not suggest changes to the survey items. Pilot LEA responses were recorded and included in the final dataset. Members of the California Curricular and Improvement Support Committee reviewed the final COE survey version, though they did not pilot it in the survey's web-based format.

Survey Administration

Individual survey links were developed for each California LEA and COE and emailed directly to designated respondents. Each survey link was programmed to save responses as they were entered, and respondents were informed that the survey could be completed over multiple sessions, if needed.

While the objective was to survey all California LEAs to develop a comprehensive inventory of systematic Holocaust and genocide education practices, the WestEd team also prepared a sampling plan in the event that some LEAs were unresponsive. The team developed a clustered sampling approach to build a response pool that reflects California's diversity across regions, locale types, and sizes. This approach reflected the Council's interest in identifying similarities and differences in Holocaust and genocide education practices across the state's LEAs. WestEd researchers used the 11 service regions delineated by the California County Superintendents (n.d.), locale type definitions developed by the National Center for Education Statistics (NCES),⁶ and quartiles for the total student population as a measure of LEA size. Data on LEA regions, locale types, and student population were pulled from NCES and the California School Dashboard.⁷

The LEA survey was open from November 27, 2023, through February 29, 2024. The COE survey was open from January 22, 2024, through March 7, 2024.

⁶ The NCES's [locale framework](#) uses urban and rural definitions developed by the U.S. Census Bureau. The four basic locale types are city, suburban, town, and rural. These locale types are characterized by population size and proximity to urban areas.

⁷ The California School Dashboard presents data from the state's accountability system indicators, including data on LEA student enrollment: <https://www.caschooldashboard.org/about/accountability>.

Appendix D.

Local Education Agency Survey Tool

Note to Participants

Governor Gavin Newsom launched the Governor’s Council on Holocaust and Genocide Education (the Council) in 2021 to combat the recent rise in antisemitism and other forms of hate and discrimination. Cochaired by Dr. Anita Friedman, Superintendent of Public Instruction Tony Thurmond, Attorney General Rob Bonta, and State Senator Henry Stern, the Council will elevate awareness of and promote Holocaust and genocide education throughout the State of California.

The Council has been asked by the Governor to study the current state of Holocaust and genocide education in California and make recommendations to leadership in the California Department of Education, the state Legislature, and other agencies or organizations.

On behalf of the entire Council, we are requesting your participation in an important survey. Your responses, combined with those of local education agencies (LEAs) statewide, will inform our planning and support the implementation of the highest-quality Holocaust and genocide education.

We thank you for your participation in helping to develop a more empathetic and morally courageous generation of young people who will help create a more unified, socially responsible society.

Sincerely,

Co-Chairs

Dr. Anita Friedman

Superintendent of Public Instruction Tony Thurmond

Attorney General Rob Bonta

State Senator Henry Stern

Survey Introduction

To understand the consistency and efficacy of existing Holocaust and genocide education in California, the Council is asking all California local education agencies (LEAs) to respond to this survey and share information on how their agency is approaching Holocaust and genocide education. Your participation will contribute to an understanding of the current LEA systems for designing and delivering Holocaust and genocide education to students in California.

Your responses will be used to strengthen Holocaust and genocide education across the state, increasing the knowledge and awareness of these atrocities and fostering compassion, empathy, understanding, and advocacy that will help decrease antisemitism and combat hatred and discrimination.

- **This survey is designed to be a learning tool, not an evaluative tool.**
- All reporting will be done in the aggregate and LEAs will not be identified.
- The Council will use survey responses to identify and recommend resources and supports to improve future Holocaust and genocide education and awareness.

Before filling out this survey, please consult with teachers, administrators, and other relevant partners within your LEA to ensure your response is comprehensive.

For questions, contact the Holocaust and Genocide Education Study team at HGEStudy@wested.org. More information about the survey can be found here: [HGE Survey Overview](#).

Description of Holocaust and Genocide Education

For the purposes of this survey, **Holocaust and genocide education** refers to classroom instruction and/or supplemental activities about the Holocaust and other historical and current occurrences of genocide.

Genocide: Genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; and/or (e) Forcibly transferring children of the group to another group.

For the purposes of this study, genocide education might include, but is not limited to these chronologically presented examples:

- Mass killing and forced land removal of Native Americans by the United States
- Mass killing of California Indians
- Armenian Genocide

- Holocaust: mass killings of European and North African Jews by Nazis
- Mass killings of Cambodians by the Pol Pot regime
- Mass killings in Rwanda
- Mass killings in Darfur
- Mass killings of Uyghurs

There are a number of other serious, violent crimes that do not fall under the specific definition of genocide. They might include but are not limited to crimes against humanity, war crimes, ethnic cleansing, and mass killing.

- Enslavement of Africans and African Americans in the U.S.
- Chinese Exclusion Act of 1882 in California
- Forced relocation of Japanese Americans during World War II on the West Coast of the U.S.
- Discrimination against Blacks, Asians, Hispanics, American Indians, women, people with disabilities, and people who identify as LGBTQ+ in the U.S.
- Apartheid in South Africa

Respondent Information

Please share your name and email address. This information is used for internal project management only; neither your name nor email will be shared publicly.

- Full Name: _____
- Email Address: _____

Local Education Agency Holocaust and Genocide Education

Has your LEA formally implemented Holocaust and genocide education? This refers to instructional programs or activities that are required across your LEA and are not developed or administered by individual schools and/or teachers.

- Yes
- No

Local Education Agency Holocaust and Genocide Education (Continued)

What topics are covered in your LEA’s Holocaust and genocide education? Please select all that apply.

- Mass killing and forced land removal of Native Americans by the United States
- Mass killings of California Indians
- Armenian Genocide
- Holocaust
- Mass killings of Cambodians by the Pol Pot regime
- Mass killings in Rwanda
- Mass killings in Darfur
- Mass killings of Uyghurs
- Other (please specify) _____

Is your LEA’s Holocaust and genocide education required or optional?

- Required
- Optional

If required, please select all subject areas that include required Holocaust and genocide education.

- Social Studies/History
- English Language Arts
- Mathematics
- Science
- Art
- Not applicable—Holocaust and genocide education is a stand-alone subject

What are your LEA’s objectives for your Holocaust and genocide education? Please select all that apply.

- Combat antisemitism and/or racism
- Provide students with factual knowledge
- Provide students with instruction that affects their social and emotional learning
- Provide students with instruction that affects their critical thinking skills
- Other (please specify) _____

Did your LEA institute Holocaust and genocide education as part of systemic efforts to affect school climate?

- Yes
- No

Who within your LEA makes curricular decisions regarding Holocaust and genocide education? Please select all that apply.

- LEA Superintendent
- LEA Assistant Superintendent
- LEA Program Director
- Educational Specialist(s)
- Classroom Educator(s)
- Other (please specify) _____

External Resources for Holocaust and Genocide Education

Has your LEA used instructional resources from the following organizations to inform or supplement Holocaust and genocide education?

- Anti-Defamation League
 - Avenues for Change: Holocaust and Genocide Education
 - California Teachers Collaborative for Holocaust and Genocide Education
 - Echoes and Reflections
 - Facing History and Ourselves
 - The Genocide Education Project
 - Holocaust Museum LA
 - Jewish Partisan Educational Foundation
 - Jewish Family and Children's Services Holocaust Center
 - Museum of Tolerance
 - Redbud Resource Group
 - USC Shoah Foundation Institute for Visual History and Education
 - United States Holocaust Memorial Museum
 - Yad Vashem
-
- Yes
 - No

Holocaust and Genocide Education in California

Please select all grades for which your LEA used these organizational resources.

	Elementary (K-5)	Middle (6-8)	High (9-12)
Anti-Defamation League	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avenues for Change: Holocaust and Genocide Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Teachers Collaborative for Holocaust and Genocide Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Echoes and Reflections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facing History and Ourselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Genocide Education Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holocaust Museum LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewish Partisan Educational Foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewish Family and Children's Services Holocaust Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Museum of Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other LEAs (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redbud Resource Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USC Shoah Foundation Institute for Visual History and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United States Holocaust Memorial Museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yad Vashem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please select all subject areas for which your LEA used these organizational resources.

	Social studies/ history	English language arts	Math	Science	Art	Elective	Other
Anti-Defamation League	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avenues for Change: Holocaust and Genocide Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Teachers Collaborative for Holocaust and Genocide Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Echoes and Reflections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facing History and Ourselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Genocide Education Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holocaust Museum LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewish Partisan Educational Foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewish Family and Children's Services Holocaust Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Museum of Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other LEAs (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redbud Resource Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USC Shoah Foundation Institute for Visual History and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United States Holocaust Memorial Museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yad Vashem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Local Education Agency-Provided Professional Development for Educators

Does your LEA provide professional development focused on delivering Holocaust and genocide education? Professional development refers to learning or training that your LEA provides (whether mandatory or voluntary) to support educators in delivering Holocaust and genocide education in their classrooms.

- Yes
- No

Is your LEA's Holocaust and genocide education professional development mandatory or voluntary for applicable educators?

- Mandatory
- Voluntary
- Other (please specify) _____

If applicable, how many hours of Holocaust and genocide education professional development are educators required to complete?

- 1-3 hours
- 4-6 hours
- 7-9 hours
- 10 or more hours

In a typical school year, approximately how often does your LEA offer Holocaust and genocide education professional development?

- 1-3 times per year
- 4-6 times per year
- 7 or more times per year
- Asynchronously; educators complete professional development on their own determined schedule.

Please provide a brief description of your LEA's professional development for Holocaust and genocide education. Who participates in these sessions? Who facilitates these sessions? What is the format of these sessions?

What other instructional resources does your LEA provide educators for their Holocaust and genocide instruction? Please select all that apply.

- Audio/visual media
- Classroom activity or lesson plans
- Other (please specify) _____

In terms of delivering professional development related to Holocaust and genocide education, what challenges does your LEA face? Please select all that apply.

- Difficulty finding appropriate facilitators for professional development
- Difficulty securing substitutes
- Lack of instructional resources for delivering professional development
- Lack of funding for delivering professional development
- Limited time, given other professional development needs
- Other (please specify) _____

What resources would bolster your LEA's capacity to deliver professional development that supports Holocaust and genocide education? Please select all that apply.

- Additional funding for delivering professional development
- Available substitutes
- State-identified professional development resources
- Other (please specify) _____

Does your LEA provide professional development to support educators in addressing other sensitive topics in their classrooms?

- Yes
- No

How does your LEA support educators in addressing other sensitive topics in their classrooms?

School-Specific Holocaust and Genocide Education

Are you aware of school-based Holocaust and genocide education or activities that are taking place within your LEA? This refers to any education or activities that were designed at the school level or by individual teachers, independent of your LEA.

- Yes
- No

Please share the school's name and briefly describe what this education or activity looks like. If there are multiple schools that develop their own Holocaust and genocide education programs, please feel free to include information on all applicable schools. School information will not be shared publicly.

Within the school year, approximately how often is this school-specific instruction or activity conducted at the school level?

- 1–3 times per year
- 4–6 times per year
- 7–10 times per year
- 11 or more times per year
- I do not know

For all school-specific Holocaust and genocide education and activities, please select all subject areas and grade bands where education/activities take place.

	Elementary (K–5)	Middle (6–8)	High (9–12)
Social Studies/History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have schools shared any requests for resources to help them deliver Holocaust and genocide education? If so, please share these requests.

Local Education Agency Engagement with Community Organizations for Holocaust and Genocide Education

Does your LEA engage any community organizations or resources (e.g., community members, museums) for Holocaust and genocide education?

- Yes
- No

How does your LEA engage with community organizations as part of its Holocaust and genocide education? Please select all that apply.

- Field trip(s) to local museums and/or memorials (please specify)

- Holocaust survivor speaker(s) (please provide brief description of event and whether this discussion took place in person or online)

- Genocide survivor speaker(s) (please provide brief description of event and whether this discussion took place in person or online)

- Community organization(s) specializing in Holocaust and genocide education (please specify)

- No connections currently exist

How does your LEA engage parents/guardians in Holocaust and genocide education? Please select all that apply.

- Parent/guardian workshops or seminars
- Informational sessions or events
- Provides educational resources to parents/guardians
- Collaborative projects with parents/guardians
- Limited or no parental involvement efforts
- Other (please specify) _____

Successes in Implementing Holocaust and Genocide Education

What do you identify as successes or highlights in your LEA’s Holocaust and genocide education program?

How well do you think your LEA’s Holocaust and genocide education addresses its stated objectives?

- Not at all
- To a minimal extent
- To a moderate extent
- To a great extent
- Not applicable

Challenges in Implementing Holocaust and Genocide Education

To what extent has your LEA experienced the following challenges in Holocaust and genocide education?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not applicable
Lack of appropriate instructional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time to develop curricula or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent would the following supports increase your LEA’s ability to provide high-quality Holocaust and genocide education to your students?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not applicable
Access to speakers who present on Holocaust and genocide education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom resources (e.g., posters, displays, exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connections to other LEAs and their instructional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connections to relevant organizations (e.g., museums, nonprofit organizations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional resources (e.g., textbooks, primary sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development resources for delivering Holocaust and genocide education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-provided curricula and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondent Interest in Focus Group/Interview Participation

The Council research team is interested in collecting more nuanced information about Holocaust and genocide education in California’s LEAs. This includes learning about how Holocaust and genocide education looks in the classroom and educators’ experiences with delivering Holocaust and genocide instruction.

If you or another member of your LEA team might be interested in participating in a virtual interview or focus group, please share your contact information and a member of the research team will follow up. Your contact information will not be publicly shared.

○ Full Name: _____

○ Email Address: _____

Local Education Agency Curricula for Holocaust and Genocide Education

Of the California Department of Education-approved curricula for Social Studies/History, which does your LEA use for Holocaust and genocide education? What grade band is your LEA’s selected curricula used in? Please select all that apply.

	Elementary (K–5)	Middle (6–8)	High (9–12)
Discovery Education Social Science Techbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750–1900	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact: California Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Geographic World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California History–Social Science: myWorld Interactive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Studies Weekly–Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies Alive! California Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History Alive! California Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None of the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has your LEA developed its own Holocaust and genocide education curricula?

- Yes
- No

What subject is your LEA’s developed curricula used in? What grade band is your LEA’s developed curricula used in? Please select all that apply.

	Elementary (K–5)	Middle (6–8)	High (9–12)
Social Studies/History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you be willing to share Holocaust and genocide education materials your LEA has developed with the Council? If so, please use the optional upload button to share your materials. Your instructional materials will not be publicly shared.

Has your LEA used additional instructional materials not previously mentioned to supplement Holocaust and genocide education?

- Yes
- No

What supplemental resources has your LEA used? Please select all that apply.

- Audio/visual media
- Classroom activity plans
- Lesson plans
- Primary source material(s)
- Other (please specify) _____

Appendix E.

County Office of Education Survey Tool

Note to Participants

Governor Gavin Newsom launched the Governor’s Council on Holocaust and Genocide Education (the Council) to combat the recent rise in antisemitism and other forms of hate and discrimination. Cochaired by Dr. Anita Friedman, Superintendent of Public Instruction Tony Thurmond, Attorney General Rob Bonta, and State Senator Henry Stern, the Council will elevate awareness of and promote Holocaust and genocide education throughout the State of California.

The Council has been asked by the Governor to study the current state of Holocaust and genocide education in California and make recommendations to leadership in the California Department of Education, the state Legislature, and other agencies or organizations.

On behalf of the entire Council, we are requesting your participation in an important survey. Your local education agencies (LEAs) received a separate survey on November 17, 2023, to ask about their own Holocaust and genocide education programs. The survey we are asking you to complete focuses specifically on Holocaust and genocide education supports that your county has provided to its LEAs and schools. Your responses, combined with those of LEAs statewide, will inform our planning and support the implementation of the highest-quality Holocaust and genocide education.

We thank you for your participation in helping to develop a more empathetic and morally courageous generation of young people who will help create a more unified, socially responsible society.

Sincerely,

Co-Chairs

Dr. Anita Friedman

Superintendent of Public Instruction Tony Thurmond

Attorney General Rob Bonta

State Senator Henry Stern

Survey Introduction

To understand the status of existing Holocaust and genocide education in California, the Council is asking all California county offices of education (COEs) to respond to this survey and share information about how their agency is supporting Holocaust and genocide education. A separate but similar survey was distributed to your local education agencies (LEAs) to collect information about LEA-level Holocaust and genocide education activities. Your participation will contribute to an understanding of the current state of Holocaust and genocide education in California's counties and LEAs.

Your responses will be used to strengthen Holocaust and genocide education across the state, increasing the knowledge and awareness of these atrocities and fostering compassion, empathy, understanding, and advocacy that will help decrease antisemitism and combat hatred and discrimination.

- **This survey is designed to be a learning tool, not an evaluative tool.**
- All reporting will be done in the aggregate and COEs and LEAs will not be identified.
- The Council will use survey responses to identify and recommend resources and supports to improve future Holocaust and genocide education and awareness.

Before filling out this survey, please consult with relevant staff within your COE to ensure your response is comprehensive.

For questions, contact the Holocaust and Genocide Education Study team at HGEStudy@wested.org. More information about the survey can be found here: [HGE Survey Overview](#).

Description of Holocaust and Genocide Education

For the purposes of this survey, **Holocaust and genocide education** refers to classroom instruction and/or supplemental activities about the Holocaust and other historical and current occurrences of genocide.

Genocide: Genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, as such: (a) Killing members of the group; (b) Causing serious bodily or mental harm to members of the group; (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) Imposing measures intended to prevent births within the group; and/or (e) Forcibly transferring children of the group to another group.

For the purposes of this study, genocide education might include, but is not limited to these chronologically presented examples:

- Mass killing and forced land removal of Native Americans by the United States
- Mass killing of California Indians

- Armenian Genocide
- Holocaust: mass killings of European and North African Jews by Nazis
- Mass killings of Cambodians by the Pol Pot regime
- Mass killings in Rwanda
- Mass killings in Darfur
- Mass killings of Uyghurs

There are a number of other serious, violent crimes that do not fall under the specific definition of genocide. They might include but are not limited to crimes against humanity, war crimes, ethnic cleansing, and mass killing.

- Enslavement of Africans and African Americans in the U.S.
- Chinese Exclusion Act of 1882 in California
- Forced relocation of Japanese Americans during World War II on the West Coast of the U.S.
- Discrimination against Blacks, Asians, Hispanics, American Indians, women, people with disabilities, and people who identify as LGBTQ+ in the U.S.
- Apartheid in South Africa

Respondent Information

Please share your name and email address. This information is used for internal project management only; neither your name nor email will be shared publicly.

- Full Name: _____
- Email Address: _____

County Office of Education Holocaust and Genocide Education

Has your COE supported the implementation of Holocaust and genocide education in LEAs and/or schools within your county? This includes sharing curricular materials or activities developed by your COE. This does not include programs, activities, or resources developed directly by your LEAs or schools.

- Yes
- No

County Office of Education Holocaust and Genocide Education (Continued)

What topics does your COE include in its Holocaust and genocide education materials or activities? Please select all that apply.

- Mass killing and forced land removal of Native Americans by the United States
- Mass killings of California Indians
- Armenian Genocide
- Holocaust
- Mass killings of Cambodians by the Pol Pot regime
- Mass killings in Rwanda
- Mass killings in Darfur
- Mass killings of Uyghurs
- Other (please specify) _____

Does your COE provide curricular support (e.g., selecting topics, developing materials) to your LEAs and schools)?

- Yes
- No

If Yes, please describe what this support looks like. (open response)

How does your COE share Holocaust and genocide education resources with your LEAs and schools? (open response)

Please select all subject areas and grade levels for which your COE provides Holocaust and genocide education support.

	Elementary (K-5)	Middle (6-8)	High (9-12)
Social Studies/History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elective (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the objectives for the Holocaust and genocide education support provided by your COE? Select all that apply.

- Support LEAs/schools in combating antisemitism and/or racism
- Support LEAs/schools in providing students with factual knowledge
- Support LEAs/schools in providing students with instruction that affects their social and emotional learning
- Support LEAs/schools in providing students with instruction that affects their critical thinking skills
- Other (please specify) _____

Select any COE staff who support the development of Holocaust and genocide education materials and activities. Please select all that apply.

- COE Superintendent
- COE Deputy Superintendent
- COE Assistant Superintendent
- COE Curriculum and Instruction Director
- COE Curriculum Specialist
- COE Professional Development Specialist
- Other (please specify) _____

Professional Development Provided by County Office of Education

Does your COE provide professional development focused on delivering Holocaust and genocide education? Professional development refers to learning or training that the COE provides (whether mandatory or voluntary) directly to the LEA or school staff delivering Holocaust and genocide education.

- Yes
- No

Please provide a brief description of your COE’s professional development for Holocaust and genocide education. What are the topics included in your sessions? Who facilitates these sessions? What is the format (e.g., online, in person) of these sessions? In a typical school year, how often does your COE provide these sessions?

In terms of delivering professional development related to Holocaust and genocide education, what challenges does your COE face? (open response)

What resources would be most helpful for your COE's professional development efforts? (open response)

Does the COE provide professional development to support educators in addressing other sensitive topics in their classrooms? These may be topics that require additional nuance and careful classroom discussion.

- Yes
- No

How does your COE support educators in addressing other sensitive topics in their classrooms?

Please share any other ways your COE supports LEAs and schools with delivering Holocaust and genocide education. (open response)

External Resources for Holocaust and Genocide Education

Has the COE used instructional resources from any of the following organizations to inform or supplement Holocaust and genocide education?

- Anti-Defamation League
- Avenues for Change: Holocaust and Genocide Education
- California Teachers Collaborative for Holocaust and Genocide Education
- Echoes and Reflections
- Facing History and Ourselves
- The Genocide Education Project
- Holocaust Museum LA
- Jewish Partisan Educational Foundation
- Jewish Family and Children’s Services Holocaust Center
- Museum of Tolerance
- Redbud Resource Group
- USC Shoah Foundation Institute for Visual History and Education
- United States Holocaust Memorial Museum
- Yad Vashem

Yes

No

How has your COE used these resources to inform your Holocaust and genocide education materials and activities? (open response)

Please share any other resources used from organizations not listed previously. (open response)

If you would like to share Holocaust and genocide education programs that are being led by an LEA or school in your county, please share the LEA/school name and briefly describe their activities. If there are multiple LEAs or schools that develop their own Holocaust and genocide programs, please feel free to include information on all applicable entities. Access to individual survey responses will be limited to the WestEd research team and will not be publicly reported.

Have LEAs or schools in your county shared any requests for resources to help them deliver Holocaust and genocide education? If so, please share these requests.

County Office of Education Engagement with Community Organizations for Holocaust and Genocide Education

Does your COE engage any community organizations or resources (e.g., community members, museums) for Holocaust and genocide education?

- Yes
- No

How does the COE engage with community organizations as part of its Holocaust and genocide education? (open response)

Successes in Implementing Holocaust and Genocide Education

What do you identify as successes or highlights in supporting Holocaust and genocide education in your county?

Challenges in Supporting Holocaust and Genocide Education

What challenges has your COE experienced in supporting LEAs and schools in implementing Holocaust and genocide education? (open response)

Respondent Interest in Focus Group/Interview Participation

The Council research team is interested in collecting more nuanced information about Holocaust and genocide education in California's COEs. This includes learning about the different ways COEs are supporting their LEAs and schools with implementing Holocaust and genocide education.

If you or another member of your COE team might be interested in participating in a virtual interview or focus group, please share your contact information and a member of the research team will follow up with you. Your contact information will not be publicly shared.

○ Full Name: _____

○ Email Address: _____

Appendix F. LEA Survey Participation Data— Characteristics of Holocaust and Genocide Education Systems

Overall, the majority of LEA survey respondents indicated that their LEAs do not have a Holocaust and genocide education system. Across these responses, the majority of LEAs that responded affirmatively to having a Holocaust and genocide education system also noted that these systems are required. Tables F1–F3 provide a look at these responses across region, locale type, and student population.

Table F1. Across Regions, Region 1 (North Coast) Respondents Were Most Likely to Say Their LEA's Holocaust and Genocide Education Systems Are Required; Region 5 (South Bay) Respondents Were Least Likely to Say Their LEA's Holocaust and Genocide Education Systems Are Required

Region Name	Yes, LEA Has Holocaust and Genocide Education System	Yes, Holocaust and Genocide Education System Is Required
Region 1: North Coast	9 (18%)	8 (89%)
Region 2: Northeastern	7 (18%)	4 (57%)
Region 3: Capital Service Region	14 (30%)	9 (64%)
Region 4: Bay	16 (25%)	12 (75%)
Region 5: South Bay	6 (14%)	2 (33%)
Region 6: Delta Sierra	6 (22%)	5 (83%)
Region 7: Central Valley	15 (28%)	12 (80%)
Region 8: Costa Del Sur	18 (29%)	14 (78%)
Region 9: Southern	17 (25%)	11 (65%)
Region 10: RIMS	12 (38%)	10 (83%)
Region 11: Los Angeles	23 (32%)	17 (74%)

Table F2. Across Locale Types, Town LEA Respondents Were Most Likely to Say Their LEAs' Holocaust and Genocide Education Systems Are Required; Rural LEA Respondents Were Least Likely to Say Their LEAs' Holocaust and Genocide Education Systems Are Required

Locale Type	Yes, LEA Has Holocaust and Genocide Education System	Yes, Holocaust and Genocide Education System Is Required
City	48 (31%)	35 (74%)
Rural	31 (24%)	20 (65%)
Suburb	45 (24%)	34 (76%)
Town	19 (22%)	15 (79%)

Table F3. Respondents From Large LEAs Were Most Likely to Say Their LEAs' Holocaust and Genocide Education Systems Are Required; Respondents From Small LEAs Were Least Likely to Say Their LEAs' Holocaust and Genocide Education Systems Are Required

LEA Size	Yes, LEA Has Holocaust and Genocide Education System	Yes, Holocaust and Genocide Education System Is Required
Small	31 (25%)	20 (65%)
Medium	47 (24%)	34 (72%)
Large	65 (29%)	50 (77%)

Appendix G.

Qualitative Data Collection Methods

Protocol Development

For the group and individual interviews, the WestEd research team initially identified key topic areas of interest to align with the local education agency (LEA) survey. In addition, LEA responses to open-ended survey items informed preliminary interview questions. Interview protocol instruments were then developed collaboratively between WestEd’s research team and the Council. WestEd drafted protocols and shared with the Council for review, then incorporated Council feedback into final protocols. Based on the different experiences of LEAs with varied levels of Holocaust and genocide education implementation and grade level of the student population, three protocols were developed based on LEA categorization:

- Phase 1: No evidence in survey response of any Holocaust and genocide education taking place at the LEA
- Phase 2: Evidence in survey response of some level of Holocaust and genocide education taking place at the LEA
- Elementary: Districts serving *only* elementary-level students (grade 7 and below) regardless of survey evidence of Holocaust and genocide education taking place at the LEA

Data Collection

Interview data collection took place between May 6, 2024, and August 1, 2024. Ultimately, 73 representatives from 72 LEAs participated in group or individual interviews. Each interview was conducted over the Zoom videoconferencing platform and included one or more LEA representatives and one WestEd research team facilitator. Sessions lasted approximately 45–60 minutes and were audio-recorded and transcribed for analysis.

Data Analysis Procedures

Interview transcripts underwent thematic content analysis using the qualitative software program MAXQDA. First, a subset of the research team engaged in the process of familiarization by reading all interview transcripts (Ritchie et al., 2003). Simultaneously, the team reviewed post-session reflections that were completed by facilitators after each interview and developed a preliminary codebook capturing emergent themes. The team then received training on the codebook and engaged in a calibration pilot, which included each team member independently coding two sample interview transcripts. To bolster agreement for all codes, the coding team engaged in discussion and additional training, and the codebook was refined to ensure shared understanding across coders. All interviews, including the initial two sample transcripts, were then divided among members of the research team, and each interview was coded by a single coder. Analysts then conducted thematic analysis of coded excerpts by topic area using thematic analysis templates to guide identification of key themes, particularly those that contributed to the identified learning goals of the qualitative data collection.

Phase 1 Interview Protocol

Hello, and welcome! Thank you for taking part in this discussion. My name is [NAME], and I'm a researcher at WestEd. We are a nonprofit education research organization working on behalf of the Governor's Council to conduct the California Holocaust and Genocide Education Study. This study is intended to determine how Holocaust and genocide education is currently implemented, and provide guidance for improving the curricula and awareness of these topics.

We recognize that your district may not currently be implementing Holocaust and genocide education. It's important to emphasize that **this discussion is not an evaluation**. Rather, your contribution will help the Governor's Council understand topics such as the challenges LEAs face, and the resources and supports that could bolster LEAs' ability to provide high-quality Holocaust and genocide education in the future.

Today's conversation should take about 45–60 minutes. Please speak freely and honestly about your experiences. You are welcome to use the Zoom chat if you would like to share something while others are speaking or if you feel more comfortable communicating in the chat. **Again, we are not evaluating your district's performance**. We will not be sharing any names in our reporting to the Council—the Council is interested in what LEAs have to say, not in who says what. In this spirit of respecting each other's confidentiality in this space, I'd like to ask that the conversations that take place here stay here.

I will be recording today's session strictly for transcription purposes to allow us to capture all the information shared here. Only the audio recording will be used, and recordings will be destroyed at the conclusion of the study. Does anyone have any objections?

- *[If anyone objects to recording]* Thank you for letting me know. We will reach out to your LEA in the next day or two to schedule a conversation instead of a recorded interview.

Does anyone have any questions for me before we begin?

[Once any questions are answered, **BEGIN RECORDING.**]

Holocaust and Genocide Education at the LEA Level

We've gathered LEAs who reported on the survey that they don't have a districtwide program of Holocaust and genocide education.

- What is the context under which you're joining us? What prompted you to talk to us today?
- Let's talk about your LEA's history with and relationship to Holocaust and genocide education. Have any efforts have been made to implement Holocaust and genocide education at your LEA? Please explain.
- Are there any current plans to implement Holocaust and genocide education? Please explain.
- What would you characterize as the primary reason your LEA does not currently teach Holocaust and genocide education?

School-Specific Holocaust and Genocide Education

Understanding that your LEAs don't have a districtwide program of Holocaust and genocide education, we'd still like to capture anything that might be happening at the school or classroom level.

- Are you aware of any Holocaust and genocide education taking place at individual school sites within your LEA?
 - [If yes:] Please share what that looks like. [Prompts: curriculum? classroom resources? projects? field trips? guest speakers? professional development (PD)? etc.]
 - [Request that they share materials]
 - [If relevant:] We would love to follow up with [school/educator] to learn more about what you just shared. Everyone will receive an email after this session with the opportunity to provide additional information or recommend people in your LEA we should speak with. Please do share contact information for this [school/educator] on that form.
- How receptive do you expect your teachers would be to teaching Holocaust and genocide education?
 - Have any teachers expressed interest in teaching about the Holocaust or other genocides? [If yes:] What did those conversations look like?
 - What do you expect they would need in order to be successful in teaching about the Holocaust or other genocides?

Challenges of Holocaust and Genocide Education

- What are the challenges or barriers to implementing Holocaust and genocide education? [**Query deeply here**—for example, if they say *funding*, probe, “*funding for what?*” (e.g., *textbooks, field trips, PD*). If they say *time*, probe, “*how so?*” (e.g., *curricular scope is too crowded, not enough time for sufficient PD*).]
- What resources or supports would help your LEA overcome these challenges?
- The Council is charged with making recommendations on how to support and improve Holocaust and genocide education in California schools.
 - What recommendations do you think should be a priority?

Local Context

We understand that local context plays a large role in the workings of each individual LEA. We’d like to develop an understanding of how that comes into play with Holocaust and genocide education.

- How supportive do you perceive your community is of Holocaust and genocide education?
 - Does that support differ for certain genocides or mass atrocities? [*If yes:*] How so? Why do you think that is?
- How has Holocaust and genocide education been discussed in your community? What questions or feedback have your community members shared with your district or schools?
 - In what contexts are these conversations happening? (e.g., *board meetings, direct emails*)
 - Does the conversation differ by genocide or mass atrocity? If so, how?
- Do you have any concerns about implementing Holocaust and genocide education in your LEA? [*If yes:*] Please explain.

Awareness of Requirements

- Are you aware of any mandates, requirements, or standards related to teaching Holocaust and genocide education?

Closing and Thanks

- That concludes our questions for this session. . . . Is there anything else anyone would like to share related to Holocaust and genocide education? Is there anything else you want the Governor’s Council to know?

- Thank you again for being here today! Be on the lookout for the follow-up email with a link to share additional information such as curriculum and resources, and contact information for others who might be able to speak to Holocaust and genocide education at your LEA.

Phase 2 Interview Protocol

Hello, and welcome! Thank you for taking part in this discussion. My name is [NAME], and I'm a researcher at WestEd. We are a nonprofit education research organization working on behalf of the Governor's Council to conduct the California Holocaust and Genocide Education Study. This study is intended to determine how Holocaust and genocide education is currently implemented, and provide guidance for improving the curricula and awareness of these topics.

Our goal for today's conversation is to learn how districts implement Holocaust and genocide education, the challenges they face in doing so, and what resources and supports could be beneficial in their efforts. It's important to emphasize that **this discussion is not an evaluation**. Rather, your contributions will help the Governor's Council better understand what Holocaust and genocide education looks like in California and make recommendations for what districts and schools need to address this topic well.

Today's conversation should take about 45–60 minutes. Please speak freely and honestly about your experiences. You are welcome to use the Zoom chat if you would like to share something while others are speaking or if you feel more comfortable communicating in the chat. **Again, we are not evaluating your district's performance**. We will not be sharing any names in our reporting to the Council—the Council is interested in what LEAs have to say, not in who says what. In this spirit of respecting each other's confidentiality in this space, I'd like to ask that the conversations that take place here stay here.

I will be recording today's session strictly for transcription purposes to allow us to capture all the information shared here. Only the audio recording will be used, and recordings will be destroyed at the conclusion of the study. Does anyone have any objections?

- *[If anyone objects to recording:]* Thank you for letting me know. We will reach out to your LEA in the next day or two to schedule a conversation instead of a recorded interview.

Does anyone have any questions for me before we begin?

*[Once any questions are answered, **BEGIN RECORDING.**]*

Holocaust and Genocide Education at the LEA Level

We'll start by discussing what Holocaust and genocide education looks like at your LEA.

- What are the goals of Holocaust and genocide education in your LEA?
- What genocides are taught in your LEA?

- What does your LEA's Holocaust education look like?
 - When and where does Holocaust education generally take place? In what grade bands, courses, subject areas?
 - What materials, curricula, and instructional resources are used?
 - › Everyone will receive an email after this session with the opportunity to upload curricular materials, resources, lesson plans, etc.
 - Any field trips, guest speakers, community/museum partnerships, or other external resources?
 - Any specific pedagogical approaches identified at the LEA level?
- [Repeat prompts as appropriate for **each genocide taught**]

School-Specific Holocaust and Genocide Education

Let's move to Holocaust and genocide education that may not necessarily be taking place LEA-wide, but rather in individual schools or classrooms.

- Are you aware of any Holocaust and genocide education taking place at individual school sites within your LEA?
 - [If yes:] Please share what that looks like. [Prompts: curriculum? classroom resources? projects? field trips? guest speakers? professional development? etc.]
 - [Request that they share materials via link in follow-up email]
 - [If relevant:] We would love to follow up with [school/educator] to learn more about what you just shared. Please share contact information for this [school/educator] on the form you will receive after this session.

Challenges of Holocaust and Genocide Education

- What are the challenges or barriers to implementing Holocaust and genocide education? [**Query deeply here**—for example, if they say *funding*, probe, “funding for what?” (e.g., textbooks, field trips, PD). If they say *time*, probe, “how so?” (e.g., curricular scope is too crowded, not enough time for sufficient PD).]
- What resources or supports would help your LEA overcome these challenges?
- The Council is charged with making recommendations on how to support and improve Holocaust and genocide education in California schools.
 - What recommendations do you think should be a priority?

Successes of Holocaust and Genocide Education

- What do you consider to be the key successes of Holocaust and genocide education at your LEA?

Local Context

We understand that local context plays a large role in the workings of each individual LEA. We'd like to develop an understanding of how that comes into play with Holocaust and genocide education.

- How supportive do you perceive your community is of Holocaust and genocide education?
 - Does that support differ for certain genocides or mass atrocities? [If yes:] How so? Why do you think that is?

Awareness of Requirements

- Are you aware of any mandates, requirements, or standards related to teaching Holocaust and genocide education?

Closing and Thanks

- That concludes our questions for this session. . . . Is there anything else anyone would like to share related to Holocaust and genocide education? Is there anything else you want the Governor's Council to know?
- Thank you again for being here today—be on the lookout for the follow-up email with a link to share additional information such as curriculum and resources, and contact information for others who might be able to speak to Holocaust and genocide education at your LEA.

Elementary Protocol

Hello, and welcome! Thank you for taking part in this discussion. My name is [NAME], and I'm a researcher at WestEd. We are a nonprofit education research organization working on behalf of the Governor's Council to conduct the California Holocaust and Genocide Education Study. This study is intended to determine how Holocaust and genocide education is currently implemented, and provide guidance for improving the curricula and awareness of these topics.

Our goal for today's conversation is to learn how districts implement Holocaust and genocide education, the challenges they face in doing so, and what resources and supports could be beneficial in their efforts. It's important to emphasize that **this discussion is not an evaluation**. Rather, your contributions will help the Governor's Council better understand what Holocaust and genocide education looks like in California and make recommendations for what districts and schools need to address this topic well.

Today’s conversation should take about 45–60 minutes. Please speak freely and honestly about your experiences. You are welcome to use the Zoom chat if you would like to share something while others are speaking or if you feel more comfortable communicating in the chat. **Again, we are not evaluating your district’s performance.** We will not be sharing any names in our reporting to the Council—the Council is interested in what LEAs have to say, not in who says what. In this spirit of respecting each other’s confidentiality in this space, I’d like to ask that the conversations that take place here stay here.

I will be recording today’s session strictly for transcription purposes to allow us to capture all the information shared here. Only the audio recording will be used, and recordings will be destroyed at the conclusion of the study. Does anyone have any objections?

- *[If anyone objects to recording:]* Thank you for letting me know. We will reach out to your LEA in the next day or two to schedule a conversation instead of a recorded interview.

Does anyone have any questions for me before we begin?

*[Once any questions are answered, **BEGIN RECORDING.**]*

Holocaust and Genocide Education at the LEA Level

We’ll start by discussing what Holocaust and genocide education looks like at your LEA. We understand that most of you are here representing elementary districts that may not be teaching Holocaust and genocide education, but we’d like to capture whatever is happening.

- Are there goals for Holocaust and genocide education in your LEA? If so, what are they?
- What genocides are taught in your LEA?
- What does your LEA’s Holocaust education look like?
 - When and where does Holocaust education generally take place? In what grade bands, courses, subject areas?
 - What materials, curricula, and instructional resources are used?
 - › Everyone will receive an email after this session with the opportunity to upload curricular materials, resources, lesson plans, etc.
 - Any field trips, guest speakers, community/museum partnerships, or other external resources?
 - Any specific pedagogical approaches identified at the LEA level?
- *[Repeat prompts as appropriate for **each genocide taught**]*

School-Specific Holocaust and Genocide Education

Let's move to Holocaust and genocide education that may not necessarily be taking place LEA-wide, but rather in individual schools or classrooms.

- Are you aware of any Holocaust and genocide education taking place at individual school sites within your LEA, beyond what you've already shared at the LEA level?
 - [If yes:] Please share what that looks like. [Prompts: curriculum? classroom resources? projects? field trips? guest speakers? professional development? etc.]
 - [Request that they share materials via link in follow-up email]
 - [If relevant:] We would love to follow up with [school/educator] to learn more about what you just shared. Please share contact information for this [school/educator] on the form you will receive after this session.

Challenges of Holocaust and Genocide Education

- What are the challenges or barriers to implementing Holocaust and genocide education? [**Query deeply here**—for example, if they say funding, probe, “funding for what?” (e.g., textbooks, field trips, PD). If they say time, probe, “how so?” (e.g., curricular scope is too crowded, not enough time for sufficient PD).]
- What resources or supports would help your LEA overcome these challenges?
- The Council is charged with making recommendations on how to support and improve Holocaust and genocide education in California schools.
 - What recommendations do you think should be a priority?

Successes of Holocaust and Genocide Education

- What do you consider to be the key successes of Holocaust and genocide education at your LEA?

Local Context

We understand that local context plays a large role in the workings of each individual LEA. We'd like to develop an understanding of how that comes into play with Holocaust and genocide education.

- How supportive do you perceive your community is of Holocaust and genocide education?
 - Does that support differ for certain genocides or mass atrocities? [**If yes:**] How so? Why do you think that is?

Closing and Thanks

- That concludes our questions for this session. . . . Is there anything else anyone would like to share related to Holocaust and genocide education? Is there anything else you want the Governor’s Council to know?
- Thank you again for being here today—be on the lookout for the follow-up email with a link to share additional information such as curriculum and resources, and contact information for others who might be able to speak to Holocaust and genocide education at your LEA.

Post-Session Reflection Template

Facilitator Name:

Session ID:

Date/Time of Interview:

Attendees:

1. General reflections on how the session went:
2. Key findings or themes that emerged:
 - a. What Holocaust and genocide education (HGE) is happening among LEAs
 - i. HGE at the LEA level
 - ii. School-specific HGE
 - b. Challenges of HGE
 - c. Successes of HGE
 - d. Resources and supports to address challenges
 - e. Local context
 - f. Awareness of requirements
3. LEAs or schools you recommend contacting for further investigation and why (e.g., high-implementer program, innovative practice):
4. Specific notes/quotes to identify in the transcript (with approximate time stamp):
5. Proposed new questions or items for QDC Team to discuss:
6. Additional thoughts or notes that you wish to capture:

Codebook

Guidance:

- Coding of LEA transcripts is intended to lift relevant themes and paint an overall picture of the qualitative data.
- If there is no subcode for something you think is important to capture, use the related parent code.

Topic: HOLOCAUST AND GENOCIDE EDUCATION (HGE) AT THE LEA	
Codes	Subcodes
Goals	<ul style="list-style-type: none"> Increased student knowledge Increased student critical thinking Increased student empathy Equip students to recognize/stop genocide Compliance (e.g., follow standards and frameworks) Other
PD Resources	<ul style="list-style-type: none"> Museums Community orgs and nonprofits (e.g., ADL, FHAO, Jewish Federation of LA) County Offices of Ed Guest speakers (e.g., genocide survivors) Other
Student Resources	<ul style="list-style-type: none"> Museums, field trips Community orgs and nonprofits (e.g., ADL, FHAO, Jewish Federation of LA) Guest speakers (e.g., genocide survivors) Other
Subjects, Grades, Genocides Taught	<ul style="list-style-type: none"> History 4–5 History 6–8 History 9–12 ELA 4–5 ELA 6–8 ELA 9–12 Ethnic studies (current, not planned) Art Cross-curricular Genocides taught Other

Topic: HOLOCAUST AND GENOCIDE EDUCATION (HGE) AT THE LEA

Codes	Subcodes
Materials	<ul style="list-style-type: none"> • SBE-approved curricula <ul style="list-style-type: none"> › <i>History Alive! CA Series</i> › <i>Impact: CA Social Studies, CA Studies Weekly–Social Studies</i> › <i>CA History–Social Science: myWorld Interactive</i> › <i>National Geographic World History</i> › <i>Discovery Education</i> › <i>Social Studies Alive!</i> • Other textbooks/curricula • Literature (e.g., <i>The Diary of Anne Frank, Night, Maus</i>) • TV and movies (e.g., <i>The Boy in the Striped Pajamas</i>) • Primary sources (e.g., photographs, audio recordings) • Cross-curricular approaches • Multimedia curriculum (e.g., YouTube videos, podcasts) • Other
Events and Observances	<ul style="list-style-type: none"> • Remembrance events • LEA-wide event or observance • Other
Pedagogical Approaches	
No HGE	<i>Use this code if interviewee indicates no HGE takes place</i>
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: SCHOOL-SPECIFIC HGE

Codes	Subcodes
Teacher-Related	<ul style="list-style-type: none"> • “Champion” teacher, highly involved • Teacher-created curriculum, lessons, resources • Teacher collaboration around HGE • HGE-related PD for teachers
Student Experience	<ul style="list-style-type: none"> • Museums, field trips • Guest speakers (e.g., genocide survivors) • Other
Events and Observances	<ul style="list-style-type: none"> • Remembrance events • Schoolwide event or observance • Other
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: CHALLENGES	
Codes	Subcodes
Teacher-Related	<ul style="list-style-type: none"> • Unprepared to teach HGE (e.g., lack of training) • Uncomfortable teaching HGE • Lack of buy-in, motivation, willingness • Teachers union opposition • Other
Student-Related	<ul style="list-style-type: none"> • Lack of interest or necessary maturity • Uncomfortable with the topic • Other
Lack of Funding	<ul style="list-style-type: none"> • For curriculum/resources • For external PD providers • For substitutes (e.g., so teachers can attend HGE-related training) • For field trips • Other
Lack of Time	<ul style="list-style-type: none"> • For professional development • Curricular year too crowded; other topics or standards are prioritized • Other
Resources	<ul style="list-style-type: none"> • Lack of vetted/approved resources • Lack of curriculum about non-Holocaust genocides • Existing curriculum is facts-focused, limited coverage of HGE • Lack of age-appropriate materials • Proximity to resources (e.g., museums, field trips) • Holocaust survivors age/dying • Other
Controversial Topic	<ul style="list-style-type: none"> • District reluctance to offer HGE • Reluctance to change how history is taught • Community pushback • Current events (e.g., Gaza, presidential election) • Other
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: RESOURCES/SUPPORTS	
Codes	Subcodes
Classroom Materials	<ul style="list-style-type: none"> • Vetted curriculum and resources • "Classroom-ready" sample lessons, activities, etc. • List of guest speakers • Other

Topic: RESOURCES/SUPPORTS	
Codes	Subcodes
Guidance	<ul style="list-style-type: none"> • Explicit rationale, goals, or purpose for teaching HGE • How to speak to parents/community about HGE • How to develop partnerships • How to integrate HGE into current curriculum • How to approach conversations about current events (e.g., Gaza) • Other
Standards-Related	<ul style="list-style-type: none"> • Improve existing standards (e.g., clarify, make more concise) • Add HGE to the standards • Other
Funding	<ul style="list-style-type: none"> • For PD (e.g., to pay providers, to pay for substitutes) • For external organizations or partners
Council Recommendation	<i>Use this code if the interviewee offers a specific recommendation to the Council that is not captured in the resources/supports list above</i>
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: SUCCESSES	
Codes	Subcodes
Work w/External Orgs/Consultants	
Shifts in Attitudes and Behaviors	<ul style="list-style-type: none"> • Teachers (e.g., more open to teaching HGE; more prepared) • Students (e.g., more empathic) • District or county staff • Community
Curriculum or Instruction	<ul style="list-style-type: none"> • Teach multiple genocides • Developed curriculum • Other
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: LOCAL CONTEXT

Codes	Subcodes
Support for HGE	<ul style="list-style-type: none"> • LEA includes population with a history of genocide • Tribal collaboration/involvement in HGE • Other
Challenges Around HGE	<ul style="list-style-type: none"> • Conservative LEA/community • Resistant to topics critical of US or Christians • Desire to avoid bringing up current events in Gaza/Israel/Palestine • Fear of being viewed as political • Parental pushback • Concerns about triggering refugee students • Other
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>
Quote	<i>Use this code to identify any excerpt that you think might make a good exemplar or pull quote</i>

Topic: AWARENESS

Codes	Subcodes
Standards	<ul style="list-style-type: none"> • High school history/WWII
Other Mandates	
Spotlight	<i>Use this code to spotlight an interesting case or a prime thematic example</i>

Additional Codes

Codes	Subcodes
Questions for Team Discussion	
Personally Identifiable Information to Redact	

Appendix H.

Cross-State Policy and Practice Analysis Methods

Study Design

This state-level policy and practice analysis was undertaken to provide information on state-level investments in Holocaust and genocide education across the United States. To better understand the role states are currently playing in supporting Holocaust and genocide education, the analysis focused on data reflective of state-level investments and did not examine efforts to support or implement Holocaust and genocide education made by other organizations, local education agencies (LEAs), schools, individual educators, and community groups without evidence of direct involvement or support by the state.

Data Collection

Data were collected from publicly available information sources, including legislative records, state agency websites, and publicly available documentation. For each state, the social studies academic content standards and related social studies guidance documents were also analyzed. In select instances, representatives from states were contacted by email or Zoom for clarification or elaboration of publicly available information.

Data Analysis Procedures

To establish preliminary parameters, researchers engaged in an open-ended inquiry process with a selected subset of states, sharing findings to develop a common focus and approach. Using this as a foundation, the team created a state-by-state database to capture evidence of state-level investments and supports provided to promote Holocaust and genocide education. Each team member was assigned a set of states to review and documented subsequent findings. These broad findings were analyzed using an inductive approach to surface preliminary themes, patterns, and unique approaches across states. Using these emergent understandings, the study team identified the lever areas that constitute the Holocaust and genocide education state policy framework and considered key research questions in each lever area.

To conduct final data analysis, a codebook was developed to provide detailed instructions for categorizing state information across each research question within each of the levers. A subset of researchers then used a deductive approach and conducted all final data review, ensuring calibration and verifying data through back-read requests, spot checks, and calibration meetings. The final data set was captured in Smartsheet to support reporting. The codebook is included at the end of this appendix.

Limitations and Avenues for Future Research

The data reported in this study are based on publicly available evidence of state-level policies. This study may not reflect policies and investments made by the state that the research team did not encounter in the search of public information. Additionally, this study does not support conclusions about all Holocaust and genocide activities taking place in states, particularly any that are led independently by organizations, LEAs, schools, or educators. Finally, evaluating the effectiveness of state-level policies and supports is beyond the scope of this study, and therefore this analysis does not support conclusions about the quality and impact of Holocaust and genocide education efforts in states.

Codebook

Notes for coders: Rely on publicly available information including state legislation records, Department of Education, other state websites, and in limited cases saved email communication from correspondence with state. Code based only on information directly available in data sources, not assumptions or speculation.

Item #	Question	Guidance on Scoring
1	Name of State	
2	Preliminary Reviewer	Person completing the initial state analysis
3	Final Data Entry (Name)	Person completing this final analysis
General State Information		
	No State Investment in Holocaust and Genocide Education	Check this box if no evidence of a state investment in Holocaust and genocide education was found.
4	Evidence of Holocaust and Genocide Education Policies	Is there at least minimal evidence of state support of any kind of Holocaust and genocide education? Y/N
5	Legislation	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N
6	Instructional Supports	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N
7	Professional Learning	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N
8	Funding	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N
9	Monitoring and Impact	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N
10	Partnerships	Is there at least minimal evidence of a state investment in this lever? This is not evaluating the quality of the investment, only if we identified evidence that the state put something in place themselves. This should not reflect merely linking to other organizations without evidence of coordination or support. Y/N

Item #	Question	Guidance on Scoring
Vision		
11	Vision	<p>Did we find evidence that a vision (purpose, focus) for Holocaust and genocide education has been articulated by the state? (in legislation, public-facing websites, instructional guides, external communications)</p> <p>Y/N</p>
12	Vision – Purpose	<p>If we found evidence of a vision, what is the stated purpose of Holocaust and genocide education in the state? Select all that apply.</p> <ul style="list-style-type: none"> • Knowledge acquisition (facts): This may include learning factual information about history, human rights, racism, antisemitism, and prejudice. • Knowledge application (skills): This may include critical analysis and other disciplinary skills and making sense of modern contexts and experiences. • Resultant action (behaviors): This includes promoting civic engagement and values, promoting action in the present including responding to incidents of hate and bullying, being an upstander, combating antisemitism. • Commemoration: honoring victims • Subjectivity and personal growth (self): cultivating empathy and understanding
13	Vision Focus	<p>Select the primary focus of Holocaust and genocide education; select only ONE.</p> <ul style="list-style-type: none"> • Holocaust: The vision explicitly focuses on education about the Holocaust, mention of other genocides is either absent or mentioned only in passing. • Holocaust and genocide: The vision names the Holocaust specifically, but attends to genocide more broadly as well, which may or may not include naming instances of genocide beyond the Holocaust. At minimum, addresses genocide as a concept outside of the Holocaust. • Genocide: The vision focuses on genocide as a concept, possibly with specific instances of genocide listed; the Holocaust is listed along with other instances of genocide.
14	Vision – Genocide Topics	<p>If the stated vision (from legislation, public websites, press releases, etc.) lists specific incidents of genocide, note which instances are named explicitly. Select all that apply.</p> <ul style="list-style-type: none"> • Armenian • Bosnian • Cambodian • Darfur • Guatemalan • Holdomor (Ukraine) • Indigenous genocide in America • Iraq and Syria (by ISIS) • Rwandan • Uyghur • Other: please write the name in the cell called “Vision – Topic Other (List)”

Item #	Question	Guidance on Scoring
Legislation		
15	Legislation	<p>Did you identify evidence that this state has passed any legislation or legislative resolutions related to Holocaust and genocide education?</p> <p>Y/N</p>
16	Strength of Legislation	<p>What is the strength of the legislation in terms of its intended influence on instruction? Select ONE.</p> <ul style="list-style-type: none"> • Required: Legislation is framed as a requirement to teach Holocaust and genocide content. Note this option is only about evidence of a requirement, not an evaluation of the quality or effectiveness of the mandate. • Recommended: Legislation endorses, recommends, encourages instruction of or exposure to Holocaust and genocide content, not framed as a requirement. This can include establishment of a Remembrance Day or week when schools are encouraged to teach Holocaust and genocide content. • Other ONLY: Select this if the legislation ONLY establishes an advisory body like a council or commission or sets up a process to explore Holocaust and genocide education WITHOUT a recommendation or requirement. Do not select this if a state with a requirement or recommendation where there is also an advisory body in place (we will capture that information in a later section).
17	Specificity of Legislation	<p>Only respond for states that were marked required. Select ONE.</p> <ul style="list-style-type: none"> • Specific guidance: Specific guidance about the nature, timing, and/or learning for the requirement. This would include information about which grades, instructional time, specific content to be addressed, or other details that could guide implementation. • General only: The requirement provides only a general expectation to teach the content, without specifics. Legislation that says only "teach one time during [x grade band]," or should offer a course during high school, should be considered general if no other details are provided.
18	Legislative Implementation Supports	<p>Respond only for states that have legislative requirements or recommendations. Does the legislation identify supports for implementation of Holocaust and genocide education? (Include creation of an advisory body or council if created through legislation.)</p> <p>Y/N</p>
19	Specific Legislative Implementation Supports	<p>Does the legislation also include supports for implementation of requirement or recommendation? Respond only for required or recommended states. Select a specific lever if legislative language explicitly identifies implementation supports in this area. Do not select if you find evidence of these levels in the state, but they are not explicitly named in legislation. Select all that apply:</p> <ul style="list-style-type: none"> • Instructional supports • Teacher learning • Partnerships (including creation of an advisory body, like a council, commission, or task force) • Monitoring and impact • Funding

Item #	Question	Guidance on Scoring
20	Pending Legislation	<p>Did we find evidence of pending legislation related to Holocaust and genocide education in this state? Only include currently active legislation, not legislation that has recently been killed.</p> <p><i>(Note: This will need to be rechecked before submission as these data may not be accurate at that time)</i></p> <p>Y/N</p>
Partnerships		
21	Named Partners	<p>Is there at least minimal evidence of partnership between the state and a named organization? Partners can be named in legislation or on public websites.</p> <ul style="list-style-type: none"> • Yes: Mark yes if there is some evidence of partnership between the state and an organization—some level of state coordination, mutual investment, including financial or shared work (creation of an advisory body constitutes a partnership). • No: Mark no if you find no evidence of partnerships with external organizations. Mark no if the state only links to the resources of an outside organization with no evidence of partnership. Mark no if external organizations partner directly with school districts independently of a state role.
22	Partner Organization Types	<p>Respond only for states that were marked yes for named partners. Identify the type of partner group identified. Select all that apply:</p> <ul style="list-style-type: none"> • IHEs • Community/local/statewide organizations • National organizations (e.g., Facing History, Echoes and Reflections) • Regional/national museums • Foundations • External government agency (state agency or office, regional intermediary, county offices, ESDs, etc.)
23	Role of Partner	<p>Respond only for states that were marked yes for named partners. What role do partners play in the state?</p> <p>Select all that apply:</p> <ul style="list-style-type: none"> • Instructional supports • Teacher learning • Partnerships (including named role on advisory body/council) • Monitoring and impact • Funding • Not evident (select only if others are not selected)
24	Partnership Model	<p>How does the state support partnership with external organizations? Select ONE.</p> <ul style="list-style-type: none"> • Centralized partnership: organized by state • Externalized partnership: responsibility transferred from state to partner (with state support) • Support to LEAs to engage with partners • Not evident

Item #	Question	Guidance on Scoring
25	Advisory Body	<p>Did we find evidence that the state created an advisory body focused on Holocaust and genocide education? This may be called a commission, committee, task force, etc.</p> <p>Y/N</p>
Instructional Supports		
26	Included in Standards	<p>Is the Holocaust or genocide explicitly named in the instructional content of the state social studies standards? (reminder about legislative mandate without context in the standards does not constitute a yes) Y/N</p>
27	Standards Grade Level	<p>Answer only for states for which YES was selected for explicit inclusion of Holocaust and genocide topics in the standards. Select which grade levels are included. Select the whole grade band whether there is only one mention at a specific grade in this band or if it is mentioned across multiple grades. Select all that apply.</p> <ul style="list-style-type: none"> • K–5 • 6–8 • 9–12
28	Genocide Topics in Standards	<p>Answer only for states for which YES was selected for explicit inclusion of Holocaust and genocide topics in the standards. Which topics are named in the standards? Select all that apply.</p> <ul style="list-style-type: none"> • Holocaust • Concept of genocide • Armenian • Bosnian • Cambodian • Darfur • Guatemalan • Holodomor (Ukraine) • Indigenous genocide in America • Iraq and Syria (by ISIS) • Rwandan • Uyghur • Other (please write the name in the cell along with the selected topics)
29	Conceptual Standards	<p>Answer only for states for which NO was selected for explicit inclusion of Holocaust and genocide topics in the standards.</p> <p>Are the standards designed around skills and concepts with no reference to any specific historical incidents?</p> <ul style="list-style-type: none"> • Yes: Select yes if there are no references to specific historical instances in the social studies standards. • No: Select no if the standards do include identification of some historical instances, but not to Holocaust and genocide.

Item #	Question	Guidance on Scoring
30	Framework that Supports Holocaust and Genocide Education	<p>Is there evidence that the state has a specific social studies framework that provides context about Holocaust and genocide education?</p> <ul style="list-style-type: none"> • Yes: Select yes if you find a specific document called a framework that elaborates on the social studies academic standard and contains explicit reference to Holocaust and genocide education. • No: Select no if the state does not have a social studies framework OR if the state has a framework, but the framework does not include information about Holocaust and genocide education.
31	Additional Instructional Supports	<p>Is there evidence of additional instructional resources to support Holocaust and genocide education provided by the state, or is some level of coordination or involvement of the state evident (beyond standards and framework)?</p> <ul style="list-style-type: none"> • Yes: Select yes if the state offers or directly supports additional instructional supports (including teaching materials and experiential learning opportunities); select yes if there is evidence of state support for a partner that manages or provides these supports. • No: Select no if you find no evidence of the state providing resources to support instruction; select no if there is only evidence of the state linking out to other resources with no evidence of coordination, curation, support, etc.
32	Specific Instructional Supports	<p>Respond only for states where YES was answered for additional instructional supports.</p> <p>If there is evidence of instructional resource provided with some level of coordination or involvement of the state, which types of supports are provided or directly supported? (Note: Do not include resources that are merely linked on a website with no evidence of coordination, curation, or cooperation.)</p> <p>Additional Instructional Supports:</p> <ul style="list-style-type: none"> • Lesson plans and units • Model curricula • Teacher guides/guidance • Text sets and/or individual texts/titles • Multimedia instructional resources including film lists • Hands-on artifacts • In-person and virtual survivor talks • Field trips and traveling exhibits • Student courses and/or groups • Website/online hub with resources or other resource that links to (evidence of curation, coordination, and support for resources) • Other (please list)

Teacher Learning

33	State-Supported Teacher Learning	<p>Is there at least minimal evidence of professional learning coordinated or supported by the state?</p> <ul style="list-style-type: none"> • Yes: Select yes if there is evidence of professional learning offered, supported, or coordinated by the state. • No: Select no if the state merely mentions or links to external organizations that offer professional development that can be procured by local districts without state support. Select no if it is not clear what the state's role is in the professional learning.
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Item #	Question	Guidance on Scoring
34	Teacher Learning Organizer	<p>For states that YES was selected for evidence of professional learning only.</p> <p>Based on available evidence, is the professional learning provided centrally by the state or does the state provide support for LEAs to access their own professional learning? Select all that apply. If you select “not evident”, do not select another answer.</p> <ul style="list-style-type: none"> • Centrally provided: Select this option if there is evidence that the state (either directly or in partnership with an external organization) provides professional learning, with individual educators or districts opting in. • LEA organized: Select this option if evidence indicates that the state provides direct support to districts to access their own professional learning locally. • Not evident: Select if evidence is unclear.
35	Teacher Learning Mechanism	<p>For states for which YES was selected for evidence of professional learning only.</p> <p>Based on available evidence, how do participants engage in the professional learning? Select “not evident” if there is no evidence available to support an answer.</p> <ul style="list-style-type: none"> • In person • Virtual synchronous • Asynchronous/independent learning • Other • Not evident
Monitoring and Impact		
36	Monitoring and Impact Investment	<p>Is there any evidence that the state has invested in understanding the impact of requirements or recommendation for Holocaust and genocide education?</p> <ul style="list-style-type: none"> • Yes: Select yes if you find evidence of state-level investment in accountability measures (surveys, attestations, other), needs assessment, evaluation, student assessment. • No: Select no if there is no evidence or if it is unclear from available evidence.

Item #	Question	Guidance on Scoring
37	Method for Monitoring and Impact	<p>Respond only for states for which YES was selected for Monitoring and Impact.</p> <p>In states that have evidence of a state-led investment to understand Holocaust and genocide education, what method(s) are being used by the state? Select all that apply.</p> <ul style="list-style-type: none"> • LEA accountability: Select this for efforts to hold LEAs and schools accountable for instruction of required content; may include attestations, surveys, inclusion in annual accountability programs. Select this for efforts to determine IF the law is being implemented. • Reporting on SEA activity: Select this option for official or required reporting on state (or advisory body) activities. • Understanding implementation and needs assessment: Select this option for efforts to understand the current status of Holocaust and genocide education and to learn about what is needed by LEAs, schools, and teachers to improve Holocaust and genocide education. This may be surveys, focus groups, interviews, pilot implementation studies. Select this for efforts to learn about the nature of the implementation. • Measuring impact: Select this option for efforts to understand the impact of Holocaust and genocide education on student learning, behaviors, and other outcomes. Select this for efforts that aim to evaluate the outcomes from implementation. • Student assessment: Select this option if the state invests in assessment of student learning through the summative assessment system (end of year state test or other mandated assessments). Select this for tests or other assessments of student learning. • Spending: Select this if the state requires reporting to monitor spending on Holocaust and genocide education. Select this for monitoring financial investments.
38	Reporting for Monitoring and Impact	<p>Respond only for states for which YES was selected for Monitoring and Impact.</p> <p>Is there any evidence that the state publishes reports on their efforts related to Holocaust and genocide education?</p> <ul style="list-style-type: none"> • Yes: Select yes if you find evidence of state-level reporting, including one or multiple reports. • No: Select no if there is no evidence or if it is unclear from available evidence.

Funding

39	Evidence of Funding	<p>Answer only for states for which "required" was selected for Strength of Legislation.</p> <p>Is there evidence of appropriation or allocation specifically set aside to fund the mandate?</p> <p>Yes/No</p>
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Item #	Question	Guidance on Scoring
40	Funding Source	<p>Answer only for states for which “required” was selected for Strength of Legislation and if marked “yes” for Evidence of Funding.</p> <p>Did we find evidence of funding for state Holocaust and genocide education support from any of the following sources?</p> <ul style="list-style-type: none"> • Federal • State • Grants • Private
41	Fiscal Impact Statement	<p>Answer only for states for which “required” was selected for Strength of Legislation and if marked “yes” for Evidence of Funding.</p> <p>Is there a fiscal impact statement available in legislative records?</p> <p>Yes/No</p>
42	Funding Term	<p>Answer only for states for which “required” was selected for Strength of Legislation and if marked “yes” for Evidence of Funding.</p> <p>What is the period of funding for which we could find evidence?</p> <ul style="list-style-type: none"> • 1–2 years • 2–4 years • Recurring (mark if there is evidence of 5 or more years of concurrent funding)
43	Use of Funds	<p>Answer only for states for which “required” was selected for Strength of Legislation and if marked “yes” for Evidence of Funding.</p> <p>Based on available evidence, how are states/LEAs/schools using funding?</p> <ul style="list-style-type: none"> • Professional development • Instructional supports • Partnerships (includes for advisory body, e.g., task force, council, commission) • Monitoring and impact

Appendix I.

Framework Reflection Questions

The questions in this appendix are designed to support the California Governor’s Council on Holocaust and Genocide Education in reflecting on the state’s current investments across the Holocaust and genocide education framework lever areas and to help inform the Council’s priorities and recommendations.

Vision

- What is the shared vision for Holocaust and genocide education among policymakers, educators, and community interest holders?
- How is this vision communicated and disseminated?
- Is there consensus on the goals and objectives of Holocaust and genocide education?
- How does this vision align with broader educational goals and values in the state?
- Are there any inconsistencies between the shared vision and the instructional supports and professional learning provided for educators?
- How does the shared vision guide partnership initiatives and funding strategies?

Legislation

- Are there legislative mandates in place at the state level regarding Holocaust and genocide education?
- How specific and actionable are the legislative mandates?
- How do these mandates align with other educational standards and curriculum requirements?

- How are they integrated into broader educational policies?
- How are the mandates communicated to educational leaders, teachers, and families and community members?
- How are these mandates monitored?
- What (if any) are the discrepancies between legislative mandates and the resources available for implementing Holocaust and genocide education?
- How do legislative mandates support or hinder the effectiveness of other factors such as instructional supports and professional learning?

Partnerships

- What partnerships exist between educational institutions, government agencies, nonprofit organizations, and community groups?
- How are these partnerships leveraged to enhance Holocaust and genocide education efforts?
- Are there mechanisms for coordinating and aligning activities among different interest holders?
- How do partnerships contribute to the sustainability and effectiveness of Holocaust and genocide education initiatives?
- How do partnerships enhance the coherence of efforts across legislative mandates, shared vision, academic supports, teacher learning, funding strategies, and monitoring/impact?
- Are there any inconsistencies between partnership initiatives and the goals outlined in legislative mandates and shared vision statements?
- How do partnerships facilitate the alignment and coordination of resources and activities among interest holders?

Instructional Supports

- What role do the current content standards currently play in signaling the importance of Holocaust and genocide education and in indicating priority learning?
- What supplemental resources (frameworks, model curricula, guidance documents) are available to support leaders and classroom educators in implementing learning aligned to the standards?
- What direct instructional resources, including plans for classroom-ready learning experiences, are made available to support Holocaust and genocide education in schools? What is the quality of these materials? How do educators learn about them?

- How well are instructional supports aligned, including the content standards, to the legislative mandates and the vision for Holocaust and genocide education in the state?
- Do the instructional supports reflect an intentional and developmentally appropriate learning progression from early grades through high school?

Professional Learning

- What professional learning opportunities are available for teachers regarding Holocaust and genocide education?
- Is there a strategy behind who has access to and who participates in professional learning?
- Can the current professional learning model support the scale and spread needed to achieve the vision for Holocaust and genocide education?
- How are teachers trained to effectively teach sensitive and complex topics?
- Are there ongoing supports and resources for teachers once they have completed initial training?
- How are best practices in Holocaust and genocide education disseminated among educators?
- How does teacher learning contribute to the realization of the shared vision for Holocaust and genocide education?
- Are there any discrepancies between the training provided to teachers and the expectations outlined in legislative mandates or shared vision?
- How do teacher learning initiatives integrate with academic supports and partnership efforts?

Monitoring and Impact

- How is the impact of Holocaust and genocide education assessed?
- What metrics or indicators are used to measure success?
- How is student learning and understanding evaluated?
- Are there mechanisms in place for ongoing monitoring and evaluation?
- Are there any discrepancies between the metrics used to assess impact and the objectives outlined in legislative mandates and shared vision statements?
- How does monitoring and evaluation inform funding strategies, academic supports, and teacher learning opportunities? Is data used to support improvement?

Funding

- How do funding strategies support the implementation of legislative mandates and the achievement of shared vision goals?
- If funding is available, to whom is it directed and for what intended use?
- How is the impact of funding strategies evaluated, and how is evaluation data used to refine strategies?
- How sustainable are current funding strategies?
- Are there opportunities for leveraging external funding sources or partnerships?
- Are there any inconsistencies between funding allocations and the resources required for effective Holocaust and genocide education?
- How do funding strategies impact the sustainability of instructional supports and professional learning initiatives?

Coherence

- Are there any gaps or inconsistencies among these factors that need to be addressed?
- How can coherence be enhanced to maximize the effectiveness of Holocaust and genocide education efforts?

Appendix J.

Data Tables for Selected Figures

Table J1. Table Display of Figure 14 Data

	To a great extent	To a moderate extent	To a minimal extent	Not at all	Not applicable
Lack of time to develop curricula or activities	230	106	56	28	52
Lack of appropriate instructional resources	132	149	82	54	57
Lack of personnel	104	105	92	96	70
Lack of community resources	123	132	93	51	65
Other	25	5	2	5	47

Note. See [Figure 14](#).

Table J2. Table Display of Figure 21 Data

	To a great extent	To a moderate extent	To a minimal extent	Not at all	Not applicable
Lack of time to develop curricula or activities	230	106	56	28	52
Lack of appropriate instructional resources	132	149	82	54	57
Lack of personnel	104	105	92	96	70
Lack of community resources	123	132	93	51	65
Other	25	5	2	5	47

Note. See [Figure 21](#).

Table J3. Table Display of Figure 22 Data

	To a great extent	To a moderate extent	To a minimal extent	Not at all	Not applicable
Connections to relevant organizations	220	153	55	13	33
Instructional resources (e.g., textbooks, primary sources)	215	155	51	17	35
Access to speakers who present on HGE	254	125	44	16	37
Professional development resources for delivering HGE	247	127	52	13	36
Classroom resources (e.g., posters, displays, exhibits)	205	131	74	24	41
State-provided curricula and resources	239	109	67	25	33
Connections to other LEAs and their instructional resources	166	143	89	28	40
Other	12	4	0	2	30

Note. See [Figure 22](#).

Table J4. Table Display of Figure 36 Data

One-Year Appropriation	Number of States	States
Over \$1 million	5	Arizona California Florida (FY2023) Massachusetts Oregon
\$500,000 to \$1 million	3	Texas New York Washington
\$100,000 to \$500,000	5	Missouri New Jersey North Carolina (FY2023) Wisconsin Alabama
\$10,000 to \$100,000	1	Minnesota
Under \$10,000	1	Maine (FY2022)

Note. See [Figure 36](#).