



HOLOCAUST CENTER *for* HUMANITY



Educate. Inspire. Take Action.

1. Letter of Submittal

The Holocaust Center for Humanity respectfully submits this proposal to the Office of the Superintendent of Public Instruction (OSPI) to support public school access to high quality Holocaust and genocide education across Washington State. As a Washington State organization dedicated exclusively to Holocaust and genocide education, the Holocaust Center for Humanity has been a trusted partner to schools, districts, and educators for over three decades. We are committed and have a proven track record of providing support to Washington teachers, in acquiring and implementing lessons, as well as research-based, scholarly pedagogical practices regarding the Holocaust, and other examples of genocide.

Based on our state wide surveys conducted in part by our Educators for Change (EFC) teachers advisory group, Washington educators across the state are asking for reliable, age appropriate resources and professional support to meet state learning standards while engaging students in meaningful exploration of history, human rights, and the consequences of prejudice and indifference. This grant opportunity allows us to meet that need with rigor and accountability.

With OSPI's support, the Holocaust Center for Humanity's expert staff will implement a comprehensive six month work plan designed to ensure measurable outcomes. Through a coordinated effort, including professional development workshops, classroom resources, in person field trips, school-based artifact programs, teaching trunks, survivor and legacy speaker programs, and digital learning opportunities, we will empower educators to teach this difficult history with confidence and impact, ensuring their ability to address RCW 28A.300.115, Section 1. We will do so following Section Three's stipulation of ensuring these efforts follow the "best practices and guidelines" that the Holocaust Center for Humanity helped to create alongside OSPI.

Contact information Bidders Contact Point

Liisa Spink / liisa@holocaustcenterseattle.org
(206) 582 3000 x117 / 2045 2nd Ave Seattle, WA 98121

2. Technical Proposal

C.4.i. Project Approach/Methodology Overview

The Holocaust Center for Humanity will approach this project with a proven, evidence based methodology grounded in best practices for Holocaust and genocide education, aligned with RCW 28A.300.115 and 28A.300.116, and responsive to the diverse needs of Washington State educators and students. Our approach/methodology will encompass:

- A. Alignment with State Standards and Best Practices
- B. Educator-Centered Professional Development
- C. Proven Resources
- D. Curriculum Development and Resource Distribution
- E. Inclusive, Statewide Access
- F. Evaluation and Continuous Improvement
- G. Internal Controls and Accountability
- H. Sustainability

Project Approach/Methodology Breakdown

A. Alignment with State Standards and Best Practices

As the state's designated partner under SB5612, the Center co-developed these guidelines with the Office of the Superintendent of Public Instruction (OSPI) to ensure consistent, accurate, and age appropriate Holocaust and genocide education across Washington. All project activities, including professional development, curriculum creation, and educator support, will be designed to reflect these standards and uphold the intent of the legislation: to confront antisemitism, racism, and intolerance, while preparing students to be active, responsible citizens in a pluralistic democracy.

As co-developers of these standards, the Holocaust Center for Humanity has a strong grasp on how to implement them through our Professional Development and Educational Programmatic offerings. The Holocaust Center has been working with OSPI since 2019 to implement these guidelines and best practices throughout the state. Throughout this proposal, we will highlight a selection of the state standards that we will meet through proposed grant activities.

B. Educator-Centered Professional Development

The resources and methodology outlined in this proposal are the result of decades of close collaboration with Washington State educators. This ongoing partnership has shaped the core guiding principles that inform all of our work:

- Historical Foundations: Accurate, evidence-based instruction grounded in primary sources, survivor testimony, and artifacts.
 - See included work sample for our Teaching Trunk program.
- Pedagogical Strategies: Practical, classroom-ready approaches for teaching difficult content, including inquiry-based learning and student-centered discussion.
 - Examples include ready-to-implement lesson plans available on the Holocaust Center's website including: "Historical roots of antisemitism," "Introduction to Genocide" and resources that provide the skills to lead interactive activities in the classroom.
- Application and Practice: Opportunities for educators to collaborate, adapt lesson plans, and receive feedback from peers and expert facilitators.
 - Examples include our Day of Learning and Professional Development courses.

C. Proven Resources

We will offer the following programs that have been developed with state standards in mind, and have a history of successful management and educational impact across Washington State.

- Speakers Bureau: The Speakers Bureau consists of more than 30 active speakers who share their testimonies (from the Holocaust, Cambodian, and Rwandan genocides). Speakers go into schools for a 45 minute presentation followed by a 15 minute Q&A. Teacher resources are provided pre and post visit.
- Field Trips: Students visit the Holocaust Center for Humanity's exhibition *Finding Light in the Darkness*, which highlights the stories and artifacts of Washington State Holocaust survivors and looks at the patterns and warning signs of genocide.. Students engage with primary and scholarly-sourced materials highlighting original artifacts, using inquiry, written reflection, and dialogue facilitated by Museum Educators. Teacher resources are provided pre and post visit.
- Holding History: a Museum Educator visits schools, carrying replica artifacts from our *Finding Light in the Darkness* exhibition. The one hour session emphasizes personal narratives from local survivors, enhanced by replica artifacts from their own personal journeys. Teacher resources are provided pre and post visit.
- Teaching Trunks: Teaching Trunks contain either a selection of grade-appropriate books or a classroom set containing 35 copies of the same book. Books are also available in Spanish. All trunks contain an artifact kit, activities, and teachers guide. Additional resources are shared digitally with borrowers. Trunks include: 5th-6th Grade Trunk, 7th-8th Grade Trunk, Middle School Graphic Novel Trunk, Artifacts Only, High School Graphic Novel Trunk and a High School Trunk.
- Survivor Encyclopedia: The Survivor Encyclopedia is an online educational resource that highlights Holocaust survivors and eyewitnesses who live or have lived in

Washington State. Each Survivor has a dedicated landing page featuring student handouts, video testimonies, full transcriptions, photographs, and related press coverage.

- Student Leadership Board: Working closely with teachers in Spokane, Seattle, and Southwest Washington, Museum Educators provide resources for them to conduct an in-depth, year long curriculum for after school programs aimed at Middle-High School students, dedicated to learning about the Holocaust and other genocides.

D. Curriculum Development and Resource Distribution

The Holocaust Center will develop and provide comprehensive teaching materials, lesson plans, resource guides, educational videos, and student activities that align with State Standards. The following professional development workshops, with associated clock hours, will be available for schools and school districts to book both in-person and online:

- 'Navigating Critical Conversations and Tough Topics'
- 'Developing Students' Media Literacy Skills through Analyzing Nazi Propaganda'
- 'Sessions to Support Holocaust and Genocide Instruction'
- 'Foundational Lesson Plans for Teaching the Holocaust in a Secondary Classroom'
- 'Teaching the Holocaust in a World History Classroom: Practical Applications'
- 'Teaching the Holocaust in a United States History Classroom: Practical Applications'
- 'Teaching about the Historical Roots of Antisemitism'
- 'Teaching about the Holocaust through ELA'
- 'Teaching about the Holocaust through Social Studies'
- 'Teaching about Identity and the Holocaust in an ELA Classroom'
- 'Teaching about Identity and the Holocaust in a Social Studies Classroom'
- 'Tools, Tips and Resources to Teach Hard Histories in Elementary School'
- 'Day of Learning: Teaching about the Cambodian and Rwandan Genocide'

New resources will be created along with the associated state standards:

- New materials/lessons made in conjunction with local, national, and international Bosniak community partners on the Bosnian genocide. Washington State standards met will include:
 - H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
 - H2.11-12.4 Analyze how cultural identity can promote unity and division.
 - H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones.
 - C4.9-10.2 Analyze how governments have or have not valued individual rights over the common good throughout history.

- New lesson plans and resources for teaching both about the Rwandan genocide and Cambodian genocide (connected to our Cambodian and Rwandan survivor speakers). Washington State standards met will include:
 - H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
 - H2.11-12.4 Analyze how cultural identity can promote unity and division.
 - H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones.
 - C4.9-10.2 Analyze how governments have or have not valued individual rights over the common good throughout history.
- New lesson on Jewish identity and contemporary antisemitism. Washington State standards met will include:
 - H2.11-12.4 Analyze how cultural identity can promote unity and division.
 - C4.9-10.2 Analyze how governments have or have not valued individual rights over the common good throughout history.
- New lesson on Transitional Justice (how do communities heal post-human rights violations/genocide?) Washington State standards met will include:
 - C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.
- New lesson applying the "peace model" for civic responsibility in the face of both hatred/prejudice and systemic oppression. Washington State standards met will include:
 - H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
 - H2.11-12.4 Analyze how cultural identity can promote unity and division.
 - C4.9-10.2 Analyze how governments have or have not valued individual rights over the common good throughout history.
- 2 new speakers added to the Speakers Bureau.
- 5-10 minute Introductory Educational Video for Field Trips - to be shown in the museum when students arrive to set the stage for their experience and learning. (This is a request that has consistently appeared on post-trip surveys from both teachers and students.) This will also be available to teachers engaging with the Teaching Trunks and Holding History program to be shown in class to prepare students.
- A minimum of 6 new survivor profiles added to the Survivor Encyclopedia.
- 1 new Student Leadership Board semester-long curricula created

E. Inclusive, Statewide Access

Recognizing the geographic and socioeconomic diversity across Washington's school communities, this project will provide both in-person participation (Professional Development, Speakers Bureau, Student Leadership Board, Field Trips, Holding History) and virtual participation options (Professional Development, Speakers Bureau). Resources will also be available for teachers to use at their own pace, for example the Survivor Encyclopedia, online lessons plans, and Teaching Trunks.

We offer the flexibility of shipping our Teaching Trunks to any location in Washington State. All resources will be provided at no cost to ensure equitable access. Our Teaching Trunks and Field Trips will also be available in Spanish, further enhancing inclusive access.

Training sessions will be scheduled in partnership with school districts and Educational Service Districts (ESDs) to optimize participation. As part of our commitment to serve the entire state, we will offer in-person activities in Eastern Washington through our Speakers Bureau, Student Leadership Board, and Professional Development programs, ensuring broader regional engagement.

To reach educators effectively, we will implement a multi-channel outreach strategy that includes targeted marketing to past attendees, listings on OSPI's PD Enroller platform, features in our newsletters as well as OSPI's Social Studies and ELA newsletters, and promotion through ESD networks and their newsletters. Based on past experience, this approach has proven successful in reaching educators across the state. We have reached 167 school districts in WA state with our programming, and through those interactions we have built strong relationships.

As part of this grant funded initiative, we will create several promotional videos highlighting our educational resources, how to acquire them and how to implement them. These videos will be designed to engage teachers who may not be reached through our current networks, and we will promote them across social media channels to attract a broader audience of educators. The focus of these videos is to ensure that teachers have awareness of how to acquire these resources. This is a key strategy for ensuring that teachers outside of our already established networks are made aware and are able to access our programming.

The RFP states that the successful bidder must “provide support to Washington teachers in **acquiring** and implementing lessons.” Without targeted outreach, clear communication, and accessible presentation of resources, even the most well designed lessons risk going unused. Any successful strategy to fulfill the RFP's requirement must include deliberate

efforts to raise awareness among teachers, ensuring that they not only know these lessons exist but understand how to access and integrate them into their classrooms.

F. Evaluation and Continuous Improvement

Each grant funded engagement will include pre and post surveys to measure changes in teacher confidence, knowledge, and instructional intent. Data will be analyzed to inform ongoing improvements and included in the Holocaust Center's legislative reporting on the impact of SB5612. In addition, participant feedback will directly shape future training content, ensuring relevance and effectiveness. We will also combine our previous OSPI Consortium with our Educators for Change (EFC) group to create an advisory board for this work that reviews new curriculum, helps interpret survey data into actionable items, and provides a space for individuals in the classroom to have a say in our overall programming.

Past evidence of this responsive approach includes last spring's survey of our Consortium and EFC members, which asked for their perspectives on the rationale for teaching about the Holocaust and genocide and how to ensure its continued relevance in classrooms. Their feedback directly informed the creation of a new Professional Development session on teaching rationale, featuring internationally renowned scholar Paul Salmons.

OSPI staff requirements will include posting the Professional Development opportunities on the PD Enroller, as well as participation from at least one OSPI staff on our Educators for Change group.

G. Internal Controls and Accountability

Project implementation will be overseen by the CEO and Director of Education, with support from program staff. Clear role assignments, regular team check-ins, and transparent budget monitoring will ensure adherence to project timelines, deliverables, and fiscal responsibility. Similar processes to those developed for the 2023-2025 OSPI contract will be used, including QuickBooks reports, survey compilation reports, and regular grant specific meetings to review deliverables and outcomes. This provides a regular cadence for project personnel to meet and address any potential issues or challenges as they arise.

H. Sustainability

Beyond the contract period, we will integrate the resources, training modules, and evaluation findings into our ongoing offerings, ensuring long-term availability and sustainability.

Past OSPI funding has helped expand our reach, and with continued support, we will build lasting relationships beyond the grant period. The promotional videos we're creating will be

evergreen, ensuring that teachers across Washington are informed about our resources, and are able to access and participate in programs past the contract end date.

C.4.ii-iii. Work Plan / Project Schedule

The plan below outlines the required tasks, services, and activities necessary to accomplish the scope of work, in collaboration with OSPI. Given the condensed timeframe of this grant, several project phases will occur concurrently to ensure the full scope of work outlined in the RFP is completed efficiently and effectively. This ambitious timeline was put together using past experience of creating new materials, and expanding existing programs.

Phase 1 – Planning & Coordination (early January 2026, due Jan 31)

- Convene project leadership team (CEO, Director of Education, Teaching and Learning Specialist, 2 Museum Educators, Sr Institutional Giving Manager, Speakers Bureau Manager, Speakers Bureau Intern) for project kickoff.
- Identify priority districts and Educational Service Districts (ESDs), emphasizing underserved and rural regions.
- Ensure project evaluation and surveys align with all requirements in the granting contract. Create/modify evaluations and surveys to ensure compliance.
- Finalize project calendar, outreach plan, and communication protocols.
- Ensure clear communication channels and that all staff understand their roles and responsibilities as they relate to project deliverables.
- Contract all subcontractors.

Phase 2 – Curriculum Development & Resource Preparation (January–March 2026, due March 31, 2026)

- The Holocaust Center will create the following new lessons and accompanying resources, in collaboration with teacher advisory groups and community partners:
 - ‘Bosnian Genocide & Transitional Justice’ – developed with local, national, and international Bosniak community partners.
 - ‘Jewish Identity & Contemporary Antisemitism’ – addressing rising antisemitism and resilience.
 - ‘Transitional Justice’ – exploring how communities heal after human rights violations/genocide.
 - ‘Peace Model & Civic Responsibility’ – applying models for civic responsibility in response to hatred, prejudice, and systemic oppression.
 - ‘Teaching about the Rwandan and Cambodian Genocide’ – developed with our Cambodian and Rwandan Speakers Bureau Speakers.
- EFC (now representing the Holocaust & Genocide Education Consortium, including OSPI staff) will guide content development, review draft lessons, and ensure classroom relevance.

- Promotional videos will be scripted, filmed and edited.
- Speakers Bureau Intern will begin work on research for the additional entries to the Survivor Encyclopedia.
- Speakers Bureau manager will meet with new Speakers to create their presentations and ready them for classroom/school delivery.
- Field Trip video scripted, filmed, and edited.
- Student Leadership Board project devised and shared with participating teachers (due Jan 31)

Phase 3 – Outreach & Educator Recruitment (mid to late January–April 2026, due April 2026)

- Promote opportunities via OSPI newsletters (Social Studies & ELA), PD Enroller (with involvement of OSPI staff), ESDs, the Holocaust Center’s statewide network, and social media. Ensure direct access to sign up is included in promotional materials.
- Direct outreach to underserved districts (e.g., rural, tribal, and Central/Eastern WA).
- Begin educator registrations for both in-person and virtual sessions.
- Broadly share promotional videos when complete.

Phase 4 – Program Delivery (February–May 2026, due first week of June 2026)

- The Holocaust Center will deliver a robust selection of resources aligned with the RFP, facilitated by the Director of Education, Teaching & Learning Specialist, 2 Museum Educators, Museum Docents and our Speaker’s Bureau.
- Survey information collected.
- Educator participation tracked in our CRM system.
- Introductory film for Field Trips edited and incorporated into Field Trips (due by April 2026).
- 5 sessions of Student Leadership Board take place in 3 locations across the state

Phase 5 – Program Evaluation (June 2026)

- All quantitative and qualitative evaluations gathered.
- Evaluation material given to Sr Institutional Giving Manager for summative final report.
- EFC group to meet and discuss report findings, making suggestions for improvement across all programs.

C.4.iv. Deliverables

Phase 1 Deliverables:

- Project work plan finalized and approved by the internal team.

- Evaluation and surveys aligned with grant requirements created.
- District/ESD outreach list prepared.
- Sign up information/technical structure is live and ready to receive requests.
- All Professional Development programs listed on the OSPI statewide system.
- Contracts with subcontractors signed.

Phase 2 Deliverables:

- 5 new lesson plans/resources aligned with state best practices.
- Advisory group meeting (EFC) and feedback integration.
- 6 new entries to the Survivor Encyclopedia
- 2 new Speakers will be added to the Speakers Bureau
- Script and filming of 2 promotional videos complete.
- Script and filming of Field Trip video complete.
- 1 new curricula developed for Student Leadership Board

Phase 3 Deliverables:

- Educator recruitment materials distributed through identified outreach channels.
- Professional Development courses registered and available on PD Enroller.
- Field Trips, Holding History, and Speakers Bureau registration available and functional online.
- Teachers begin to sign up/enroll for resources.
- Promotional videos distributed.

Phase 4 Deliverables

- Total Unique Engagements - 343
 - Minimum 12 Professional Development sessions statewide, including:
 - New Professional Development sessions based on 5 new lessons above (virtual delivery).
 - Professional Development sessions in collaboration with community partners (Bosnian, etc.).
 - 'A Day of Learning' (3–4 virtual sessions) focusing on teaching about multiple genocides.
 - District-specific Professional Developments (e.g., Issaquah, Spokane, Vancouver, and additional districts across Central/Eastern WA).
 - 110 Speakers Bureau Engagements
 - 90 Teaching Trunks
 - 75 Field Trips
 - 40 Holding History Engagements
 - 15 sessions of Student Leadership board (3 locations, 5 sessions each) plus 1 final celebration for all three.

Phase 5 Deliverables

- Final report for grant activity created and submitted.
- Recommendations submitted from EFC Group.

C.4.v. Performance-Based Contracting

- January 31, 2026
 - Planning & Coordination Complete
 - \$38,621
- March 31, 2026
 - Delivery of new resources
 - ½ school outreach complete as outlined in Phase 4
 - \$228,030
- June 30, 2026
 - Delivery of final report
 - ½ school outreach complete as outlined in Phase 4
 - \$225,849

C.4.v. Outcomes and Performance Measurement

The Holocaust Center for Humanity anticipates that the delivery of this project will result in the following quantitative reach (Director of Education calculated the below number in collaboration with his staff based off of data from the past few years):

- Teachers Reached - 648 (approx. 20% middle, 30% junior, 50% high)
 - 300 teachers statewide in our Professional Development
 - 75 teachers reached through our Speakers Bureau
 - 40 Teachers reached through our Field Trips
 - 40 teachers reached through our Holding History program
 - 90 Teachers reached through our Teaching Trunks
 - 100 Teachers reached through our Survivor Encyclopedia
 - 3 Teachers reached through the Student Leadership Board
- Students - 22,090 students reached
 - 9,000 students reached through our Speakers Bureau
 - 2,500 students reached through our Field Trips
 - 1,810 students reached through our Holding History program
 - 8,230 students reached through our Teaching Trunks
 - 500 students reached through our Survivor Encyclopedia
 - 50 students reached through Student Leadership Board
- Schools - 353 reached
 - 40 reached through our Professional Development
 - 90 schools reached through our Speakers Bureau

- 50 schools reached through our Field Trips
- 15 schools reached through our Holding History program
- 75 schools reached through our Teaching Trunks
- 80 schools reached through our Survivor Encyclopedia
- 3 schools reached through our Student Leadership Board
- Video
 - 5% click through rate for social media campaign targeting WA Teachers in geographic areas where we have had limited engagement.
 - At least 10 new engagements from teachers, schools and/or school districts that we have not previously engaged.

Qualitative

- 648 educators will gain knowledge, tools, and strategies to effectively teach the Holocaust and other genocides, strengthening classroom instruction in alignment with state standards.
- Educators will report increased confidence in teaching sensitive historical content and applying best practices for civic responsibility and critical thinking.
- Students will demonstrate stronger historical understanding, empathy, and the ability to connect lessons of the Holocaust and genocide to contemporary issues of prejudice, antisemitism, and civic responsibility.
- Teachers will report that new resources enhance classroom engagement, support differentiated learning, and provide adaptable, standards-aligned materials that can be used across grade levels and subjects.
- Educators and administrators in underserved districts will report improved capacity to deliver culturally responsive, historically accurate, and inclusive instruction.

Measurement tools will include:

- Participant Rosters and Attendance Data: Collected for every program to track educator and student participation by district, grade level, and school.
- Pre and Post Session Surveys: Customized for both educators and students, capturing changes in knowledge, skills, attitudes, and confidence related to Holocaust and genocide education. Surveys will be aligned with OSPI-approved evaluation frameworks and grant requirements.
- District/Regional Analysis: Attendance data will be disaggregated to monitor equitable geographic reach.
- Advisory Group Feedback: Teacher advisory groups (including our EFC on which OSPI's Praxis Apostle, Associate Director of Secondary English Language Arts, serves) will review curricular products, ensuring quality, cultural accuracy, and classroom relevance.
- Google Analytics focused on Survivor Encyclopedia usage.

- Social Media analytics on click through rates and conversion.

Findings will be consolidated into interim and final reports for OSPI, including both quantitative metrics (participation, reach, program completion) and qualitative insights (educator/student testimonials, advisory feedback). Sample feedback from our Professional Development program from participating teachers:

Please rate your level of agreement for the below statements (Scale from 1-5, with 5 being the highest and 1 the lowest):	Average Response	#
1. The resources and information shared were relevant and practical for my work as an educator and/or personally.	4.97	68
2. (Holocaust/genocide-related content) This session contributed to my knowledge about, and/or ability to engage my students more meaningfully in lessons about the Holocaust and/or other genocides.	4.96	68

C.4.vii. Risks

While the Holocaust Center for Humanity has extensive experience delivering high quality professional development and educational resources, several risks could impact the success of this project:

Time Constraints

- Risk: With a condensed grant period from January to June 2026, overlapping phases could create scheduling and resource pressures.
- Mitigation: The project team will follow a detailed timeline with clearly defined milestones aligned to key deliverables, supported by monthly check-ins to track progress. Contingency plans, led by the CEO and Director of Education, will ensure flexibility to adapt as needed. For example, if demand for Field Trips exceeds expectations while Speakers Bureau engagement is lighter, the Museum Educator assigned to Speakers Bureau will assist with Field Trips. Similarly, if there is a surge in Teaching Trunk requests, all staff will participate in a coordinated prep session—a strategy we’ve successfully implemented in the past.

There are also several automatic systems in place to help reduce staff pressure. Our payroll system requires all staff to approve and allocate their hours per project, allowing for the Director of Operations and Sr Institutional Giving Manager to create quick reports on staff expenditure as part of the budget management for this grant. Similarly, all expenses for the grant will be coded specific to the grant, and quick

reports with associated invoices and proof of payment will be available in automatically created monthly reports.

Educator Participation and Outreach

- Risk: Ensuring broad statewide participation, especially from underserved and rural districts, could be challenging within the tight timeframe.
- Mitigation: Active coordination with OSPI, ESDs, and district contacts will ensure broad and effective outreach. Registration will be monitored in real time, allowing our Content Marketing Manager to deploy targeted promotional strategies, such as emails, newsletters, and social media campaigns, as needed to boost engagement in target districts. The promotional videos are specifically designed to expand our reach by engaging educators on social media platforms, helping us connect with new audiences beyond our existing networks.

Technology and Virtual Delivery Risks

- Risk: Virtual sessions may be impacted by connectivity issues or platform limitations.
- Mitigation: All virtual sessions will be tested in advance, with technical support available during sessions. Recorded sessions and supplemental materials will be provided for participants who experience technical difficulties.

Curriculum Preparation Delays

- Risk: Developing new lesson plans and professional development content with advisory groups and community partners could encounter delays.
- Mitigation: Project staff will establish clear timelines, regular check ins, and deadlines with advisory groups. Draft content will be reviewed iteratively to ensure timely completion.

Data Collection and Evaluation Challenges

- Risk: Collecting/analyzing surveys from participants may be impacted by low response rates.
- Mitigation: Pre and post surveys will be designed to be concise and easy to complete. Reminders will be sent, and participation will be encouraged during Professional Development sessions and in-person classroom activities to maximize response rates.

Staff Turnover

- Risk: A primary risk to the success of this project is potential staff turnover, particularly among key education staff or project leads responsible for coordinating and delivering Professional Development and student-facing sessions. Maintaining instructional quality is essential.
- Mitigation: To mitigate this risk, the Holocaust Center for Humanity invests in cross-training and documentation to ensure project continuity. All lesson plans, workshop materials, and communications are stored in a shared project management system accessible to multiple team members. Each program area is

supported by at least two staff members trained in the curriculum and familiar with grant deliverables (i.e. for Teacher Professional Training both Paul Regelbrugge and Branda Anderson are equipped to deliver the programming. For Field Trips, both Lexi Jason and Charlotte Campbell, etc.).

Grant Compliance

- Risk: staff turnover among personnel responsible for grant compliance, reporting, and coordination with OSPI. Changes in staff could temporarily disrupt communication, delay deliverables, or impact consistency in meeting contractual and fiscal requirements, potentially increasing administrative burden on OSPI staff.
- Mitigation: the Holocaust Center for Humanity maintains clear internal systems for grant oversight and documentation. All project-related tasks, communications, and reporting templates are stored in a shared digital workspace accessible to the CEO, Director of Education, and Sr Institutional Giving Manager. Cross-training among these team members ensures that responsibilities related to contract deliverables, invoicing, and compliance are never dependent on a single individual. In the event of staff transitions or short-term disruptions, the Holocaust Center will maintain uninterrupted communication and deliverables through shared systems, backup personnel, and remote work capabilities. These measures minimize any potential impact on OSPI contract management staff, ensuring the agency continues to receive timely, accurate, and complete reports.

Monitoring and Management

The project team will track risks using a centralized project dashboard, with monthly internal meetings to review status, discuss challenges, and implement adjustments. The CEO and Director of Education will oversee risk management and ensure timely communication with OSPI regarding any issues that may impact project outcomes. If anything comes up that may impact deliverable delivery, the CEO and Sr Institutional Giving Manager will communicate immediately with the Agency contract manager and discuss mitigation solutions.

3. C.5. Management Proposal

C.5.i. Project Management/Team Structure/Internal Controls

The project will be overseen by senior leadership, implemented by program staff with specialized expertise in Holocaust and genocide education, and supported by administrative and financial staff who provide internal controls and compliance.

Ilana Cone Kennedy, Chief Executive Officer (50% FTE spent on project)

Ilana will provide executive leadership, strategic oversight, compliance measures, subcontractor contracting and management, and ensure the project's alignment with the Holocaust Center's mission and vision. She will manage the Director of Education, the Director of Development, and the Director of Finance and Operations as part of their project participation and will be the main liaison for all subcontractors.

With over 20 years of experience designing and leading Holocaust and other genocide education programs, Ilana has pioneered nationally recognized initiatives including the Lunch and Learn series, Student Leadership Board, and our Survivor Encyclopedia. Ilana is a recipient of the Pamela Waechter award for Jewish Communal Service, an Alfred Lerner Fellow from the Jewish Foundation for the Righteous, a Jackson Leadership Fellow, and has participated in numerous Holocaust education programs nationally and internationally. Ilana has helped to plan and lead several international Holocaust study trips.

Paul V. Regelbrugge, Director of Education (90% of FTE spent on project)

Paul will manage program design, implementation, and educator engagement. He will also manage the Teaching and Learning Specialist, both Museum Educators, and the Legacy Speaker Project Developer. Paul will aid in developing curricula, leading the Professional Development program, writing the scripts for the video components, and ensuring pedagogical rigor across all project components.

With a background in law and 14 years of teaching experience in K-8 classrooms, Paul has led Professional Development programs for over 2,000 teachers across 500 schools in 150 districts. He is a United States Holocaust Memorial Museum Teacher Fellow, Powell Teacher Fellow, and author of two books on Holocaust history.

Branda Anderson, Teaching and Learning Specialist (92% FTE spent on project)

Branda will lead curriculum development, teacher training and the EFC group.

With nearly two decades of classroom teaching experience, Branda is a United States Holocaust Memorial Museum Teacher Fellow and Mentor, Alfred Lerner Teaching Fellow, Powell Teacher Fellow, Defiant Requiem Teacher Ambassador, and 2023 University of Washington Department of History's Outstanding Teacher of High School History. Branda brings unmatched expertise in instructional design and teacher facilitation. Her role will focus on creating classroom resources, delivering workshops, and mentoring educators in the field, including managing our EFC teacher advisory group. Branda holds a Master's in Holocaust and Genocide Studies and is currently writing her PhD dissertation on Holocaust and Genocide education.

Liisa Spink, Sr Institutional Giving Manager (5% FTE)

Liisa's responsibility on this project will be to report data on program outcomes, including educator participation, satisfaction scores, and instructional impact. She will also be responsible for maintaining compliance with all reporting requirements.

Liisa has over 20 years experience working in nonprofits. She has extensive experience managing data, collecting evaluations, and writing government reports. She managed education projects while living in the UK, earning a Children and Young People Now award from the Minister of Education for her excellence in the field. She was part of a large government consortium in the UK that wrote several evaluation based reports on the quantitative evidence for arts education. The teacher professional development resources she created are still widely available, and are ranked in the top 5% for usage by the Royal Shakespeare Company.

Cheryl Harmon, Director of Finance and Operations (5% FTE)

Cheryl will provide fiscal oversight, budget tracking, fiscal compliance monitoring, and all budgetary reporting. She will ensure that all expenditures align with the approved budget and meet funder guidelines.

Cheryl joined the Holocaust Center in 2025 as Director of Finance and Operations, bringing more than 25 years of operational leadership in the nonprofit sector and experience partnering with other global nonprofit organizations to expand K-12 educational opportunities for refugee and migrant students.

Charlotte Campbell, Museum Educator (90% FTE spent on project)

Charlotte Campbell joined the Holocaust Center for Humanity in 2024. She holds a B.A. in History with a focus on Holocaust Studies from the University of Washington. Charlotte began her involvement with Holocaust education as an Artifacts and Education Intern at the Holocaust Center for Humanity. Charlotte manages the Holding History program, Field Trips, and Teaching Trunk programs. She will help manage the filming for the introductory field trip video.

Charlotte's background spans education, behavioral health, and public engagement. From 2012-2018, she taught in both early and secondary education in Thailand, and upon returning to the States, worked in behavioral health supporting young adults in developing independent living skills through a patient centered approach.

Lexi Jason, Museum Educator (90% FTE spent on project)

Lexi is the project manager for the Speakers Bureau and Student Leadership Board. Her work includes teacher registration, project delivery, managing the Speakers, booking the Speakers, and evaluation distribution and collection.

Lexi joined the Holocaust Center in 2023, after teaching Holocaust Literature at Pacific Lutheran University and working as an Education Program Manager at the New York Museum of Jewish Heritage. She holds a graduate degree in Holocaust Studies.

Dr. Laurie Warshal Cohen, Legacy Speaker Project Developer (100% FTE spent on project)

Laurie is the Speaker Developer and will be responsible for developing the new Speakers brought on board as part of this grant. She will also be responsible for managing Annaliese

Laurie developed and taught an award-winning Holocaust Literature class at Seattle Central Community College. She served as Co-Executive Director of the Holocaust Center from 2002-2012. She then began to reach out to community members with Holocaust legacy in their families, and began a program to provide research and assistance to develop their stories. She holds a Doctorate in Education from Seattle University.

Annaliese Stahly-Dronkowski, paid Speakers Bureau Intern (100% FTE spent on project)

Annaliese will work closely with Laurie to research and design presentations for new speakers. She will also develop six new survivor profiles for the Survivor Encyclopedia, collaborating with our website subcontractor, Jennergy, to upload and prepare them for classroom use by educators across the state. This work includes editing video clips from survivor testimonies, selecting photographs from the archive, and creating accompanying student handouts and related educational materials.

Annaliese is a recent graduate of Seattle University with a degree in History and Women, Gender, and Sexuality Studies. Since the Summer 2024, she has worked as the paid Speakers Bureau Intern at the Holocaust Center for Humanity, where she researches individual Holocaust survivor narratives within their broader socio-historical context, develop presentations for Legacy Speakers, and updates existing materials with new information. She is contracted to be with us until the end of 2026.

Arlene Lugtu, Office Manager (24% FTE spent on project)

Arlene will ensure the seamless execution of all on-site professional training sessions, filming and educational programming. Her responsibilities include coordinating logistics, preparing and delivering training materials (e.g., booklets, books, and supplies), and managing catering arrangements for participants.

With over three decades of experience in office management, Arlene brings exceptional organizational skills and reliability, ensuring that each training runs smoothly and that educators have the resources they need for a successful experience.

Cameryn Zorb, Content Marketing Coordinator (21% FTE spent on project)

Cameryn will support the project by managing outreach, promotion, and communications related to professional development and educational resources. This includes creating and distributing digital and print materials, maintaining event listings, coordinating email newsletters, and managing social media posts to engage educators, school districts, and community partners. She will also track outreach metrics and ensure that all communications are consistent with the Holocaust Center's branding and messaging, helping to maximize participation and visibility of the project statewide.

Cameryn has a degree in Creative Writing from Pepperdine University. She has worked in various marketing and communications roles since graduating in 2021.

Jessica Michels, Director of Development (2% FTE spent on project)

Jessica will manage Cameryn, Liisa, and Jess as part of their grant responsibilities, and ensure that both are fully informed of the project, have any questions answered, and are held accountable for their deadlines and deliverables during their weekly 1:1 meetings.

Jessica has over 2 decades of experience working in nonprofits. Jessica holds an MA in public administration with a concentration in nonprofit management from New York University.

Jess Alley, Development Coordinator, (10% FTE spent on project)

Jess will be responsible for entering all quantitative data into the Holocaust Center for Humanity's database, Neon. This will include potentially over 21,000 records into Neon over the duration of the project.

In 2024, Jess Alley came to the Holocaust Center with a BA in Genocide Studies and a Master of Library and Information Science (MLIS), including a Kurt Mayer Fellowship and an international internship with Never Again Rwanda. They have fostered a multifaceted background spanning from complex global issues, to transforming information into tools for impact and change. They focus on translating and integrating the Holocaust Center's raw data into systems that can be easily accessed and utilized across departments.

Subcontractors

The Holocaust Center for Humanity will engage video company Story + Motion, security company Adaptive Threat Security, and website company Jennergy.

Story + Motion has worked with the Holocaust Center for the past two years, helping to create educational content. They will create all videos made as part of this grant. Their staff include:

Cameron Smith – Producer, Writer

Motivated by a desire to both serve and create, Cameron has produced video stories and content for the public and non-profit sector for more than 15 years. Trained in Theatre and Audio Design from Seattle Pacific University, Cameron is an award-winning media producer with experience as a communications director, writer, film director, and video editor. He believes storytelling highlights the extraordinary in the ordinary, gives a call to action, and motivates change.

Ian Knippel – Producer, Director of Photography

A talented director and cameraman in his own right, Ian is an award-winning DP and short film producer. He has extensive experience in documentary, music video, and commercial production. The constant learner, Ian is always looking to expand his visual language so that he can find those elusive images that bring stories to life.

Richard Green – Animation, Graphic Design

Richard Green has over 25 years of experience creating top-selling games and award winning designs and animations. His contributions include concept art, 3D environments, UI elements and vehicle designs, as well as motion graphics and other marketing initiatives. Richard has a Bachelor of Science degree in Industrial Design from Art Center College of Design in Pasadena, California.

Jennergy has worked with the Holocaust Center for Humanity on their latest website update and is very familiar with their website functionality. They will be responsible for the backend support in creating 6 new Survivor Encyclopedia entries on our website.

Adaptive Threat Solutions is a Veteran Run business that has worked with the Holocaust Center for over 5 years. Since its transformation in 2021, ATS has continued to grow and adapt to the evolving security landscape. The company has become a trusted partner for a diverse range of clients, offering armed and unarmed security professionals in uniform or plainclothes, depending on the situation. Mobile patrol units remain a cornerstone of ATS's offerings, providing added layers of protection and visibility. Notably, ATS has become a leading name in providing specialized services for vulnerable communities, including schools, religious organizations, and foreign embassies. The company's commitment to cultural sensitivity, professionalism, and excellence has earned it recognition both locally and beyond. They will provide security for all in person events at the Center that are grant funded.

Internal Controls

The Holocaust Center for Humanity has established systems to ensure responsible project management and fiscal accountability:

- Regular team meetings (monthly) led by the Project Director to track progress against timelines and deliverables.
- Monthly financial reviews conducted by the Director of Operations, with oversight from the CEO.
- Board Finance Committee oversight of budget compliance and reporting.
- Grant launch meeting with all project personnel, led by the Sr Institutional Giving Manager. All project deliverables and accountability measures will be reviewed, and contract compliance will be assigned to staff roles. (i.e. Director of Operations will track expenses in QB, etc.)

ORGANIZATIONAL CHART

Annaliese researches and creates the PowerPoints for new speakers as well as creates new entries to our Survivor Encyclopedia. 100% of her time is dedicated to grant related work.

Paul oversees the entire Education Department. 90% of his time is allocated to grant related work. He also creates professional development materials each year. The remaining 10% of his time is spent on general admin and fundraising.

Ilana oversees the entire Center. This includes: board management, budgets, managing the Directors, and the overseeing and implementation of strategic plan. 50% of her time is dedicated to grant related work. Her remaining time is spent on fundraising, managing Perri and Michael and board relations.

Ilana has prime responsibility and final authority for the work

Lexi manages the Student Leadership Board and the Speakers Bureau. 90% of her time is dedicated to grant related work. The remaining 10% of her time is spent on general admin and survivor support.

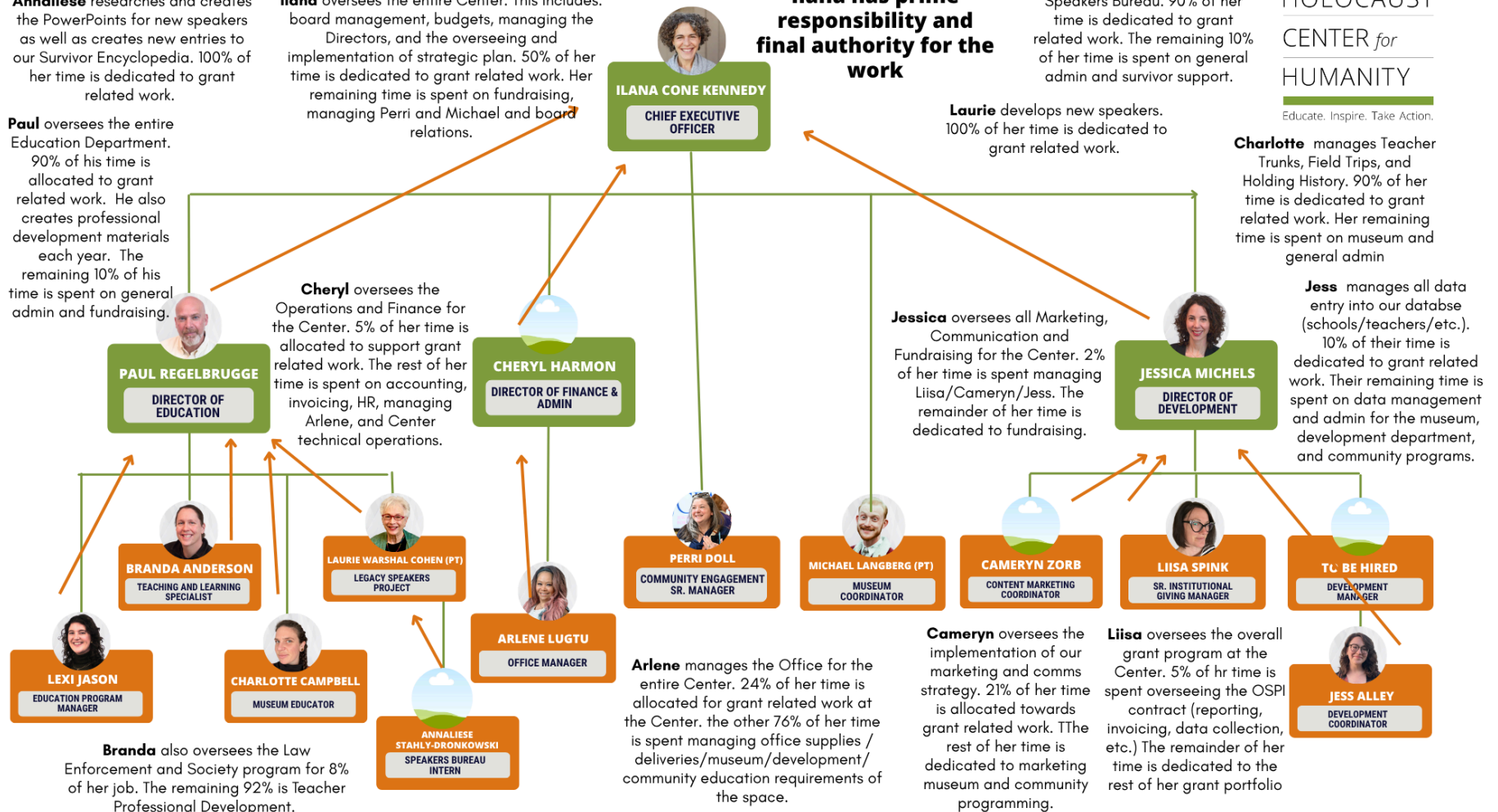
HOLOCAUST CENTER for HUMANITY

Educate. Inspire. Take Action.

Laurie develops new speakers. 100% of her time is dedicated to grant related work.

Charlotte manages Teacher Trunks, Field Trips, and Holding History. 90% of her time is dedicated to grant related work. Her remaining time is spent on museum and general admin

Jess manages all data entry into our database (schools/teachers/etc.). 10% of their time is dedicated to grant related work. Their remaining time is spent on data management and admin for the museum, development department, and community programs.



C.5.ii. Experience of the Consultant/Staff/Subcontractors

The Holocaust Center for Humanity and its team bring expertise in Holocaust and genocide education, professional development, and statewide policy leadership. With decades of combined classroom and nonprofit experience, as well as a proven record of systemic impact, the Holocaust Center is uniquely positioned to deliver high quality, standards based educator training and resources as laid out within the RFP.

Relevant Experience

In 2019, the Holocaust Center for Humanity played a central role in the passage of Holocaust Education Bill SB5612, signed into law by Governor Jay Inslee after unanimous approval in both chambers of the Washington State Legislature. Codified as RCW 28A.300.115 and 28A.300.116, this bipartisan legislation created a formal partnership between the Holocaust Center and the Office of the Superintendent of Public Instruction (OSPI). Together, the Holocaust Center and OSPI developed statewide best practices and guidelines for teaching Holocaust and genocide studies, and the Holocaust Center continues to provide a statewide Professional Development program supporting educators in applying these standards. This leadership demonstrates the Holocaust Center's ability not only to design and deliver impactful programs but also an in-depth knowledge of state standards on the subject.

In addition, the Holocaust Center has a consistent track record of delivering large scale educator professional development. In the 2024–2025 program year, the Holocaust Center provided professional development sessions serving 3,047 educators as well as reaching 167 school districts across all of our programming. Evaluation data consistently shows high levels of participant satisfaction and instructional impact, with educators rating teacher trainings an average of 4.9 out of 5 for relevance and applicability.

Minimum Qualifications

The Holocaust Center for Humanity meets and exceeds the minimum and desirable qualifications outlined in the RFP through decades of leadership in Holocaust and genocide education across Washington State.

- Licensed and Established Nonprofit in Washington:
 - The Holocaust Center is a Washington State based 501(c)(3) nonprofit organization in good standing. We have successfully contracted with state and local government agencies, school districts, and nonprofit partners.
- Expertise in Holocaust and Genocide Education:
 - Since its founding in 1989, the Center has consistently provided teaching resources for Holocaust and other genocide education. Our staff includes educators with advanced degrees, extensive teaching backgrounds, and

- specialized training in Holocaust and genocide studies. In addition to the Holocaust, we provide lessons and resources on other genocides, including the Armenian Genocide, Cambodian Genocide, Bosnian Genocide and Rwandan Genocide.
- Expertise in Secondary Public Education:
 - The Holocaust Center partners directly with public middle schools, junior highs, and high schools statewide, supporting educators through curriculum, workshops, classroom presentations, and professional development. Each year, the Holocaust Center reaches over 30,000 students and 3,000 teachers in public schools across Washington.
 - Knowledge of Washington State Learning Standards:
 - Our lessons, teacher resources, and professional development sessions are aligned with Washington State Social Studies Learning Standards, and also incorporate elements of English Language Arts and Social-Emotional Learning standards. The Holocaust Center participated in OSPI's work group to develop the 'Best Practices and Guidelines for Holocaust Education' (pursuant to RCW 28A.300.115). Paul and Branda were both certified teachers in Washington state and therefore have deep knowledge of the state standards.
 - Catalog of Instructional Resources:
 - The Holocaust Center maintains an extensive library of instructional resources, including ready to teach lessons, survivor testimony, an online artifact catalogue (Survivor Encyclopedia), primary sources (Archive), and classroom-ready materials that align with the best practices previously established under RCW 28A.300.115. These resources are free and accessible online, and are regularly updated to meet pedagogical standards as influenced by our EFC Teacher Advisory Group.
 - Professional Learning Opportunities for Educators:
 - The Holocaust Center has over 30 years of history in offering statewide professional development for teachers, including in-person workshops, regional trainings, and online seminars. Our Powell Summer Institute, now in its 9th year, is a nationally recognized teacher-training program. These sessions meet the definition and scope of professional learning established in RCW 28A.415.430.
 - Data Collection and Evaluation:
 - The Holocaust Center has systems in place to collect and analyze both qualitative and quantitative data from educators. We conduct pre and post surveys at trainings, collect participant demographics, measure student reach, and solicit teacher feedback to inform continuous improvement. These findings are compiled into regular reports and program evaluations. This data is then used to iterate on our programming over the summer months to ensure that our programming remains relevant to a modern classroom.

Desirable Qualifications

- Approved Clock Hour Provider:
 - The Holocaust Center is an approved Washington State Clock Hour Provider through the Professional Educator Standards Board and regularly offers clock hours for Professional Development programs.
- Contract Management and Organizational Capacity:
 - The Holocaust Center has successfully managed state, federal, and foundation-funded contracts of comparable size and scope. Our staff includes experienced project staff, finance staff, and an experienced grants manager.
- Instructional Resources Aligned to State Standards:
 - The Holocaust Center's instructional resources are fully aligned to Washington State Social Studies Learning Standards, and many integrate English Language Arts and Social-Emotional Learning standards as well.
- Demonstrated Responsiveness to Educator Feedback:
 - Educator feedback consistently informs the design and delivery of our programs. For example, feedback received this past year emphasized the value of more student-led learning and engagement within both the Field Trip and Holding History experiences. In response, the Holocaust Center pivoted to focus more intentionally on the exploration of artifacts and the individuals behind them, developing content sheets that allow teachers to actively engage students with these primary sources.
- Experience facilitating professional development for Washington educators:
 - The Holocaust Center has extensive experience facilitating professional learning for teachers across Washington, including rural and underserved regions. Our partnerships include Educational Service Districts (ESDs), tribal compact schools, and public charter schools.

Additional Relevant Experience

- Survivor and Descendant Engagement:
 - The Holocaust Center connects teachers and students with Holocaust survivors and other genocide survivors, descendants, and eyewitnesses through our Speakers Bureau. Survivor testimony provides unparalleled opportunities for students to understand history and its contemporary relevance.
- Collaborative Partnerships:
 - We maintain strong partnerships with OSPI, Washington State legislators, higher education institutions, school districts, teachers, student leaders and community organizations, ensuring that our programs remain relevant, research based, and sustainable.

- Regular collaborators include: The Olga Lengyel Institute for the Holocaust and Human Rights, Spokane Falls Community College, Western Washington University, University of Washington, Gonzaga University, Bellevue College, Walla Walla College, Seattle Community College, Washington State University, Pacific Lutheran University, Echoes and Reflections, Institute for Curriculum Services, Facing History and Ourselves, Spokane Tribe of Indians, Muckleshoot, Korematsu Institute for Human Rights, Densho, Temple Beth Shalom (Spokane), Temple de Hirsch Sinai (Seattle), Washington Education Association, Yahad in Unum, United States Holocaust Memorial Museum, and the Anne Frank Center at USC, and others.

Through its longstanding expertise, proven statewide impact, and deep alignment with the requirements of RCW 28A.300.115 and 28A.300.116, the Holocaust Center for Humanity is uniquely positioned to fulfill this contract and support Washington's teachers in implementing high-quality Holocaust and genocide education.

Related Contracts

Grantor	Reference #	Contract Period	Contact	Phone Numbers	Email Addresses
WA State - OSPI	20240098	11/2/2023 - 6/30/25	Amber De Villers	360-489-4893	amber.devillers@k12.wa.us
WA State - Department of Commerce	25-33718-026	- 6/30/25	Susan Larson	564.669.1118	Susan.Larson@Commerce.Wa.Gov
WA State - Historical Society	23-22	12/6/2021 - 6/30/25	Jay Baersten	253-244-1683	jay.mortensen@wshs.wa.gov

C.5.iii. References

Name: Jenai Sheffels Email Address: jsheffels@lwsd.org, jenai@sheffels.com

Address: Tesla STEM High School / 4301 228th Ave NE / Redmond, WA 98053-8304

Telephone: (425) 922-1517 Fax: (425) 936-2927

Services provided: Jenai has participated in our Professional Development courses, Writing and Art Contest, Speakers Bureau, EFC, Lunch and Learns, and an Educator trip to Poland.

Name: Rose Nelson Email: rose.nelson@vansd.org

Address: Vancouver Public Schools / 2901 Falk Rd. / Vancouver, WA 98661

Telephone: 360-313-1020 Fax: 360-313-1001

Services provided: Rose is the Social Studies, 6-12 ELA, and World Languages Curriculum Specialist at the Vancouver Public Schools District. She has utilized our programs and services, and can speak about the impact of our diverse programming on all educators, as well as how we build relationships at the School District level.

Name: Susie Gerard, Coordinator, Instructional Programs Special Programs, Spokane Schools

Address: 200 N. Bernard / Spokane / WA 99201

Telephone: 509-354-7334 Fax: (509) 354-5959

Email: SusieG@spokaneschools.org

Services provided: Susie has participated in our Professional Development courses.

C.5.iv. Past Performance

We have not received notification of contract breach in the past five (5) years.

C.5.v. Examples/Samples of Related Projects/Previous Work

Three (3) examples or samples of previous work/deliverables for related projects.

- 'Holocaust by Bullets' In partnership with American Friends of Yahad-In Unum, the Holocaust Center for Humanity completed a 2-day workshop for educators focused on a little known chapter of history, titled by researchers as the 'Holocaust by Bullets.' This 16-hour program for WA State educators shed light on the most up to date findings in the field of Holocaust education and illustrated the contemporary implications for students. Deliverables included:
 - 23 participating teachers (free of cost)
 - 1,800 students impacted (we ask the teachers how many students they will reach with this education - this is the total from all participating teachers' answers).
 - School Districts (SD) reached: Lake Stevens SD, Shoreline SD, Yakama Nation Tribal SD, Puyallup SD, Edmonds SD, Bellevue SD
 - Topics taught: 12 ELA, 8 History/Social Studies, 1 Art, 2 Elementary General
 - Average 4.91 response to the statement: This session contributed to my knowledge about, and/or ability to engage my students more meaningfully in lessons about the Holocaust and/or other genocides.
- The 2025 Powell Advanced Summer Institute focused on providing teachers with access to scholars who offered insight into the complex role America played in the history of the Holocaust. Teachers were given the opportunity to work collaboratively and engage with classroom-ready lesson plans to add this content to their courses. Scholars/Presenters included: Deborah Dwork, Kristin Thompson,

Beth Griech-Polelle, Danny Greene, Peter Hayes, and Jack Goldberg, a descendant of a Holocaust survivor. Deliverables included:

- 18 participating teachers (free of cost)
 - 1,200 students impacted (from teacher survey)
 - School Districts (SD) reached: Olympia SD, Longview SD, Northshore SD, Seattle SD, Edmonds SD, Lake Washington SD, Spokane SD, Lake Stevens SD
 - Topics Taught: 11 ELA, 6 History/Social Studies, 1 Elementary General
 - Average 4.92 response to the statement: This session contributed to my knowledge about, and/or ability to engage my students more meaningfully in lessons about the Holocaust and/or other genocides.
- 'Day of Learning: Rwandan and Cambodian Genocides' This online presentation explored best practices for teaching about genocide in the secondary classroom. From the historical roots of the word genocide, to the development of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, and an introduction to the 10 Stages of Genocide framework, educators were provided with important contextual information and classroom ready resources. Deliverables included:
 - 80 teachers reached (free of cost)
 - 4,290 students impacted (from teacher survey)
 - School Districts reached: Tukwila, Seattle, Highline, Kent, Grandview, Bickleton, Mead, Yakima, Olympia, Mukilteo, Clover Park, Coupeville, Mt Vernon, Port Angeles, West Valley, Evergreen, Entiat, Steilacoom, Toledo, Hoquiam, Oak Harbor, East Port Orchard, Central Kitsap, Naches Valley
 - Topics Taught: 40 ELA, 29+ History/Social Studies, 3 Holocaust/Genocide Elective, 1 Math, Art 2, General Elementary 5
 - Average 4.87 response to the statement: This session contributed to my knowledge about, and/or ability to engage my students more meaningfully in lessons about the Holocaust and/or other genocides.

Three (3) specific examples of quantitative impact of previous work for related projects.

Statewide Reach & Participation

Over the course of the past two academic years, the Holocaust Center for Humanity significantly expanded its Professional Development programming for educators, both in scale and impact. In 2023-2024, the Center reached 1,943 educators. In 2024-2025, educator participation surged to 3,047. This growth was especially evident in the third quarter, which alone accounted for an extraordinary 1,423 participants, marking the highest attendance of any quarter in the two-year period.

High Satisfaction & Relevance

Across multiple survey cycles, participants consistently rated our Professional Development sessions extremely highly. For example, educators rated their agreement with the statement, “The resources and information shared were relevant and practical for my classroom” at an average of 4.97 out of 5 (n=68) in one quarter, and at 4.94 out of 5 (n=55) in another. These scores demonstrate that our sessions not only reach large numbers of teachers but also provide them with directly applicable tools for classroom practice.

Instructional Impact & Teacher Preparedness

Exit surveys from the 2023–2024 EFC cohort (n=20) showed measurable instructional outcomes:

- “I understand how to provide foundational lessons for my students about the Holocaust” received a 5.0 average score (n=10).
- “I feel better equipped to establish a safe and reflective classroom” scored 4.58 (n=39).

These data points show that our programs directly increase educators’ confidence and capacity to teach Holocaust and genocide studies with nuance, accuracy, and empathy.

At least (3) instructional materials that best align with the requirements with this RFP

Selected Materials:

- Title: Analyzing Nazi Propaganda / Program: Professional Development
 - Pages: 37-43
- Title: Unpacking the Holocaust: Artifact Activity Teacher / Program: Teacher Trunks
 - Notes: Selection of Teacher materials delivered digitally for those borrowing
 - Pages: 44-55
- Title: Term 2 Project - Upstander Behavior in the Holocaust and Today / Program: Student Leadership Board.
 - Notes: From 2025 Spring Semester. Given to teachers running Student Leadership Boards in Seattle, SW Washington and Spokane.
 - Pages: 56-57
- Title: Survivor Encyclopedia / Henry Friedman Profile Page Screenshots / Program: Survivor Encyclopedia.
 - Resource for teachers to use in classrooms, with associated student handouts embedded on site.
 - Pages: 58-60
- Title: Teaching about Genocide / Program: Professional Development
 - Notes: Outline and teacher handout for Professional Development course on Teaching Genocide
 - Pages: 61-62

Analyzing Nazi Propaganda

Subject: History/Social Studies, English Language Arts

Time Required: 1 class period

Introduction:

Before Adolf Hitler was appointed [German Chancellor in January of 1933](#) by President Paul von Hindenberg, the Nazi Party never received more than 37% of the vote in a free election. Beyond never having majority support, the party's share of the vote was declining before Hitler's appointment.¹

Even before gaining full control of the [German government in 1934](#), the Nazis effectively used propaganda to promote their party and ideology as an alternative to the chaos and instability of the Weimar Republic as well as to target those they viewed as responsible for Germany's problems.

Having already established an effective political propaganda machine, Hitler and the Nazi Party turned their attention to using propaganda to shape public opinion toward embracing their racial-based [Weltanschauung \(worldview\)](#). Using all available media (film, radio, and print), the Nazis bombarded the German people with messages intended to bind them together as a *Volksgemeinschaft* (people's community or national community) while also galvanizing them against groups whom they believed were a danger to the nation (the Jews and other marginalized groups).² In this way, the Nazi party used propaganda to unify the German people around the Nazi ideological view of the master race and demonize those who did not match its racialized view of the nation.

Essential Question:

How does propaganda influence individuals' attitudes and actions?

¹ Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust* (Lanham: Rowman & Littlefield, 2016), 70.

² "1933-1939: Dictatorship," United States Holocaust Memorial Museum, accessed September 25, 2024, <https://exhibitions.ushmm.org/propaganda/home/state-of-deception-the-power-of-nazi-propaganda>.

Rationale:

- In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people's understanding of diversity, identity, and difference.
- Digital media literacy encourages young people to question, evaluate, understand, and appreciate their multimedia culture. It teaches them to become active, engaged media consumers and users.
- Analyzing Nazi propaganda provides students the opportunity to critically examine how the Nazi Party weaponized stereotypes and fear to shift public opinion in Germany about Jews and other marginalized groups.

Teacher Preparation:

Please familiarize yourself with the [Guidelines for Teaching about the Holocaust](#) and the [Best Practices For Teaching about the Holocaust](#).

This lesson assumes that students have a basic understanding of the Nazi regime and its ideology. If they do not, consider having them read this entry from the United States Holocaust Memorial Museum's Encyclopedia, [Victims of the Nazi Era: Nazi Racial Ideology](#). The end of the article contains several critical thinking questions to guide their reading.

The [Teaching about the History of Antisemitism Lesson Plan](#) can also provide context for understanding the antisemitic stereotypes used in some of the propaganda examples.

Materials:

"Analyzing Nazi Propaganda" Handout

Procedure:

Step 1 Defining Propaganda

- Ask students to work in partners/groups to define propaganda.
 - Have each group share their definitions.
- Present students with a shared definition of propaganda: *false or partly false information intended to shape people's opinion and action that fulfills the propagandist's intent*
 - Ask students to define intent (in this case, it means to do something on purpose or for a specific reason)

**Holocaust Center
for Humanity**

2045 2nd Avenue
Seattle, WA 98121
206.582.3000

Learn more at: HolocaustCenterSeattle.org

- Remind students that the goal of the person or group that creates the propaganda is to share people's views or opinions on a topic or idea.
- Discuss the fact that propaganda is not all-powerful and does not always work. Factors to consider include message, technique, means of communication, the context in which it is spread, and the audience's predisposition to be receptive to the message.
- Introduce and discuss the six ways that propaganda functions.
 - Remind students that propaganda may use one or more of these techniques with the goal of shaping people's opinions and actions³:
 - **Omits information selectively** - propaganda often uses true or partially true information but leaves out key details to support its message.
 - **Simplifies complex issues or ideas** - one of the key tactics is oversimplifying questions/issues that are complex to point to a simplistic answer, which seeks to replace nuanced critical thinking about tough topics.
 - **Plays on emotions** - one way to influence people's views or beliefs is through attempting to invoke emotions. This can include fear, pride, hope, patriotism, anger, hatred, and resentment.
 - **Advertises a cause** - propaganda will always have a message it is trying to convey.
 - **Attacks opponents** - propaganda can be used for political or social warfare, that is, to attack political enemies or create social division. This is done by questioning the legitimacy, credibility, accuracy, or character of an opponent or their ideas.
 - **Targets desired audiences** - propaganda targets its message, ideas, and language in a way that appeals to specific groups, both big and small.

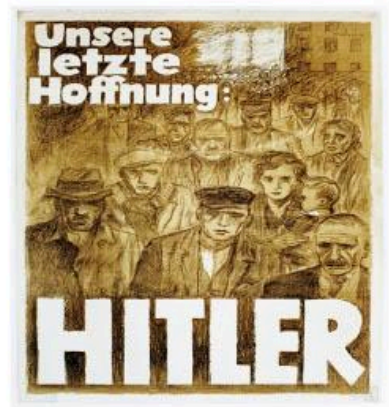
Step 2 Analyzing Nazi Propaganda

Give each student a copy of the "Analyzing Nazi Propaganda" Handout

- Explain to the students that they will be looking at several examples of Nazi Propaganda to identify the types of techniques used in each.
- Model the process by analyzing the first example as a class.

³ <https://propaganda.mediaeducationlab.com/techniques>
<https://exhibitions.ushmm.org/propaganda/home/state-of-deception-the-power-of-nazi-propaganda>

- Poster by Mjölñir [Hans Schweitzer], titled "**Our Last Hope—Hitler,**" 1932. In the presidential elections of 1932, Nazi propagandists appealed to Germans left unemployed and destitute by the Great Depression with an offer of a savior.



How Propaganda Functions:	Examples from the image: Possible responses
Omits information selectively	
Simplifies complex issues or ideas	The message that Hitler is the last hope makes it seem like only he can save them.
Plays on emotions	The dark colors and sad faces of the people reflect despair.
Advertises a cause	The cause is to vote for Hitler for president.
Attacks opponents	It could be argued that the slogan implies that Hitler's political opponents offer no hope.
Targets desired audiences	This poster is meant for groups of people who are struggling economically because of the Great Depression. The people depicted in the poster represent those groups.

- Have students work in pairs to complete the "Analyzing Nazi Propaganda" Handout.

Step 3: Reflection

Ask students to respond to the following reflection questions individually (these are also on the handout):

- Why is it important to understand how propaganda works?
- When is propaganda most dangerous?
- Some scholars caution that there are limits to the power of propaganda; they think it succeeds not because it persuades the public to believe an entirely new set of ideas but because it validates beliefs people already hold. Scholar Daniel Goldhagen writes:
 - “No man, [no] Hitler, no matter how powerful he is, can move people against their hopes and desires. Hitler, as powerful a figure as he was, as charismatic as he was, could never have accomplished this [the Holocaust] had there not been tens of thousands, indeed hundreds of thousands of ordinary Germans who were willing to help him.”
 - Do you agree or disagree with Goldhagen’s ideas about the power of propaganda? Would people have rejected Nazi propaganda if they did not already share, to some extent, the beliefs it communicated?⁵
- Discuss the reflection questions as a class.

Possible Extension:

1. Ask students to discuss how the examples reflect Nazi Ideology and worldview.
 - a. For more information, see [Nazi Propaganda](#).
2. Have a class discussion about how propaganda appears and is used in our society today:
 - Can you think of examples of propaganda in society today?
 - How is propaganda similar to advertising? How is it different?
 - How do you think such propaganda influences the attitudes and actions of people today?⁶

⁵ <https://www.facinghistory.org/resource-library/impact-propaganda>

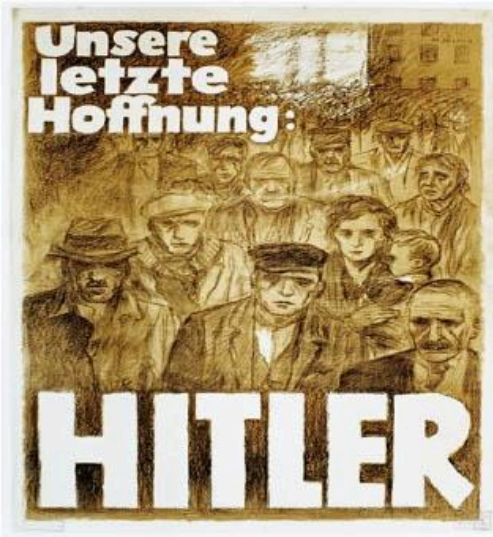
⁶ <https://www.facinghistory.org/resource-library/power-propaganda-1>

Name: _____

Analyzing Nazi Propaganda

Task:

- Identify the techniques used in each of the following examples of Nazi propaganda. Remember that each example may use more than one technique.
 - Make sure to cite specific details from the example.
1. Poster by Mjölpir [Hans Schweitzer], titled "Our Last Hope—Hitler," 1932. In the presidential elections of 1932, Nazi propagandists appealed to Germans left unemployed and destitute by the Great Depression with an offer of a savior.



How Propaganda Functions:	Examples from the image:
Omits information selectively	
Simplifies complex issues or ideas	
Plays on emotions	
Advertises a cause	
Attacks opponents	
Targets desired audiences	

Reflection Questions

1. Why is it important to understand how propaganda works?
2. When is propaganda most dangerous?
3. Some scholars caution that there are limits to the power of propaganda; they think it succeeds not because it persuades the public to believe an entirely new set of ideas but because it validates beliefs people already hold. Scholar Daniel Goldhagen writes:

"No man, [no] Hitler, no matter how powerful he is, can move people against their hopes and desires. Hitler, as powerful a figure as he was, as charismatic as he was, could never have accomplished this [the Holocaust] had there not been tens of thousands, indeed hundreds of thousands of ordinary Germans who were willing to help him."

Do you agree or disagree with Goldhagen's ideas about the power of propaganda? Would people have rejected Nazi propaganda if they did not already share, to some extent, the beliefs it communicated?

Unpacking the Holocaust: Artifact Activity Teacher Instructions

PROCEDURE

- Students should be introduced to the subject of the Holocaust *prior* to this activity.
 - Recommended: Show students the films:
 - ["Survivor Voices: Bearing Witness from the Holocaust to Today"](#)
 - [Yad Vashem's "Glimpses of Jewish Life Before the Holocaust"](#) (from 2min 17sec)
- Students should be in groups of 3 or 4. **Each** group member should have the associated activity sheets. 40 minutes, or longer

ARTIFACT ACTIVITY

Let students know that all artifacts in this activity come from the Holocaust Center for Humanity's collection and have a local connection to Seattle or the Pacific Northwest. Each artifact represents a different perspective or experience from the Holocaust, helping to build a more complete understanding of this history.

Part I: First Impressions

- Divide students into small groups.
- Distribute one replica artifact per group along with the activity packet
- Students spend ~5 minutes observing their artifact and filling out the **First Impressions** section (pg 5).
- Then, facilitate a short whole-group discussion with the prompt:

"How might these items be connected to the Holocaust?"

Part II: The Story Behind the Artifact

- Hand out the background information for each artifact.
- Groups read and complete the second part of the activity (pg 5).

Part III: Answer the Questions

- Have students answer the questions stated at the end of their artifact sheet.

Part IV: Sharing & Connecting

- Have students from each group partner with someone from another group (as in, with a different artifact).
- In these pairs, students take turns sharing what they learned about their original artifact.
- The goal is to identify similarities, differences, or connections—no matter how small—between the artifacts (pg 7).

Part V: Discussion

Have students individually journal their responses (pg 8) *before* discussing as a group:

1. Write one meaningful connection you made with a person, story or artifact you learned about in this activity?
2. How did what you learned in this activity contribute to your understanding of the Holocaust?
3. What was uniquely valuable about this lesson?

OPTIONAL ADDITION: Artifacts and Roles Involved During the Holocaust (15 more minutes)

Every artifact or story you explore involves many people—each of them made different choices.

Let's start by thinking about the roles people played:

Victim – someone who was hurt, targeted, or killed. **Bystander** – someone who saw what was happening but didn't get involved. **Upstander** – someone who tried to help or stand up against injustice. **Collaborator** – someone who helped the Nazis carry out their goals. **Perpetrator** – someone who directly hurt or killed others

Now Think About These Questions:

- Who stamped the passports?
- Who built the camps (including people forced to)?
- Who made the poison gas?
- Who planned the train schedules?

Which role(s) do you think the above people played?

Big Questions:

Are these roles fixed?

Can one person be in **more than one role at the same time?**

For example:

- Can someone be a bystander and a victim?
- Can a collaborator also be an upstander in a different moment?

Think about the initial artifact your first group was studying.

- Who did you identify in each role—and why?
- Do some people not fit clearly into just one category? How does this complicate your thinking?

Content Standards Addressed:

Language Arts

- RI-5-12.2 (central idea/theme)
- RI-5-12.3 (interaction among individuals, ideas, events)
- W-5-12.1 (evidence and reasoning to support claims)
- W-5-12.2 (informative/explanatory texts to convey ideas)
- W-5-12.4 (relevant, coherent writing appropriate to task, purpose and audience)

Literacy in History/Social Studies

- ♦ LHSS.6-12.1 (cite textual evidence to support analysis of sources, connecting insights.)
- ♦ LHSS.6-12.2 (determine central ideas of sources)
LHSS.6-12.7 (integrate and evaluate multiple sources of information presented in diverse formats)

Name _____ Group _____



Holding History Artifact Activity

Part I: First Impressions.

Together with your group, discuss and share your thoughts below. There is no wrong answer – simply do your best and make reasonable inferences based on what you know and observe:

What do you believe that your artifact is?

How do you think it might relate to the Holocaust?

Part II. The Story Behind the Artifact.

After reading about the story behind the artifact, discuss with your group and answer the following questions.

What is your artifact?

To *whom* did your artifact belong? Share something about *them*:

What are three important facts others should know about the *artifact* and/or its “*story*.”

1

2

3

Why was this item saved, or kept?

Name _____



Group _____

Part IV: (New) Artifact.

Together with your *new* group, discuss your *initial* artifact and record your thoughts below on the *new* artifact. There is no wrong answer – simply do your best and make reasonable inferences based on what you learn from your new group member(s).

What is this new artifact?

Person(s) to whom the artifact belonged:

What is the significance of this item? (Important facts about it and/or the person):

1

2

3

In your opinion, how does this *new* artifact relate, or connect, to your *initial* artifact?

Name _____

Artifacts and Roles Involved During the Holocaust: Student Note Sheet

Consider the story and information you have about the artifact. Consider the categories of victims, bystanders, collaborators, upstanders and perpetrators (defined below). How many of each of these can you come up with related to this artifact/story?

Victim individual harmed, injured, or killed	Bystander watches something happen without intervening & sometimes benefits from the actions of the perpetrators	Upstander act or speak out for justice on behalf of others	Perpetrator oppress or commit violence against a victim group or individual victims	Collaborator helps the perpetrator carry out their crimes

CLASS PHOTO Frieda Soury

HOLOCAUST
CENTER
HUMANITY
INSTITUTE

Frieda Soury's school photo c. 1941 in her hometown of Ostrava, Czechoslovakia.

Frieda is just to the left of the instructor in the middle of the photo.



Early Life in Ostrava

Frieda Soury was born in 1929 in Ostrava, Czechoslovakia (today the Czech Republic). She described her childhood as happy, filled with holidays and outdoor play. Her father was Jewish and her mother was not, so the family celebrated both Passover and Christmas. Frieda later reflected: "I knew I was Jewish, but religion was not a central part of my life. When Germany invaded Czechoslovakia in 1939, my religion came to define me."¹

School and Exclusion

After the German occupation, Jewish students were no longer permitted to attend public schools. Frieda was forced to leave her school, attend a separate Jewish school, and wear a yellow star on her clothing. These visible and legal restrictions made daily life more difficult, while also setting Jews apart from their neighbors.²

Deportation to Theresienstadt

In 1943, at age 14, Frieda was deported to Theresienstadt (Terezin), a camp that combined elements of a ghetto and a transit camp. Because her mother was not Jewish, Frieda was classified as a Mischling (half-Jewish). She was housed with more than twenty other girls, many of whom were later deported to Auschwitz.³

At Theresienstadt, Frieda worked on the camp farm: planting, harvesting, moving rocks, and hauling supplies. The work was physically demanding, but it sometimes allowed her to steal a small piece of food. Out of approximately 140,000 people imprisoned at Theresienstadt, about 15,000 were children. Only 1,500 children survived the war — Frieda was among them.⁴



Frieda at age 9, circa 1938.

Liberation and Return

Theresienstadt was liberated by Soviet forces in May 1945. Frieda and her family returned to Ostrava, where she discovered she was the only survivor among her classmates. Most families had no photos or belongings left. Frieda, however, had managed to save her class photo. She cut out the faces of children who had been killed and gave them to surviving relatives — an act of remembrance that turned a simple school picture into a powerful artifact of memory and loss.⁵

Later Life

At age 18, Frieda immigrated to Israel, where she met her husband, Aaron. They later moved to the United States, living in California and Seattle. Frieda became an active member of the Holocaust Center for Humanity's Speakers Bureau, sharing her story with students for many years. She passed away in 2022.⁶

Questions

1. Why might a photograph, like Frieda's class photo, become one of the few surviving connections to people who were killed in the Holocaust?
2. How does Frieda's experience as a Mischling show that Nazi persecution was not the same for everyone?
3. What might it have felt like for Frieda to be separated from her non-Jewish classmates and forced into a different school?
4. In what ways can ordinary childhood items (like a class photo) reveal extraordinary truths about survival, memory, and loss?

Endnotes

1. Holocaust Center for Humanity, "Frieda Soury - Survivor Encyclopedia," Holocaust Center for Humanity, <https://holocaustcenterseattle.org>.
2. United States Holocaust Memorial Museum, "The Yellow Star," Holocaust Encyclopedia, <https://encyclopedia.ushmm.org/content/en/article/yellow-star>.
3. United States Holocaust Memorial Museum, "Theresienstadt," Holocaust Encyclopedia, <https://encyclopedia.ushmm.org/content/en/article/theresienstadt>.
4. Ibid.
5. Holocaust Center for Humanity, Artifact Collection (Class Photo of Frieda Soury), Holocaust Center for Humanity, Seattle.
6. Holocaust Center for Humanity, "Remembering Frieda Soury," Holocaust Center for Humanity, <https://holocaustcenterseattle.org>.



BLANKET

Survival in Camps and Ghettos

HOLOCAUST
CENTER for
HUMANITY
Creating Hope, Inspiring Change

Siegfried Fedrid received this wool blanket during his imprisonment in Auschwitz, and managed to keep the blanket while in Dachau and Dachau's sub-camps. Later, in America, Fred explained that this single blanket could keep him and five other men warm.

Early Life in Austria

Siegfried "Fred" Fedrid was born in April 1920 in Vienna, Austria. Fred was born deaf to Jewish parents who were also deaf. In 1936 Fred graduated from the School for the Deaf in Vienna. At 16 years old, he began an apprenticeship in a custom tailor shop. He trained there until 1938, when the Nazis forced the owner of the shop, a Jewish man, to close his business.

Life in Lodz Ghetto

In October 1941, the Gestapo (Nazi secret police) arrested Fred and his family, and sent them to the Lodz Ghetto in Poland. Living conditions for the roughly 210,000 people forced to live in Lodz were horrendous. Most of the ghetto had neither running water, nor a sewer system. Hard labor, overcrowding, and starvation were the dominant features of life. One survivor stated, "the whole ghetto was designed, actually, to starve the people out." More than 20 percent of the ghetto's population, including Fred's mother and father, died as a direct result of the harsh living conditions.

Fred, meanwhile, was relatively fortunate to have a job in the ghetto as a tailor – a job meant food and life. For long hours he was forced to work in a factory altering uniforms from dead soldiers to fit current Nazi recruits.

Deportation to Auschwitz-Birkenau

In the summer of 1944, the Nazis liquidated the Lodz ghetto, and Fred was deported to the Auschwitz-Birkenau killing center. At Auschwitz-Birkenau alone, over 1.1 million men, women, and children were murdered. There, he managed to receive a wool blanket that helped keep him warm. From there he was taken to Dachau concentration camp in Germany. At each camp, Fred could fit under the blanket with up to five other men, sharing warmth that helped him survive.

Liberation

He was liberated by the American army at the beginning of May 1945 near Dachau. When Fred returned to Vienna to look for his friends and relatives, he found no one. Further, he was told that the Nazis had sold all of the possessions he and his parents had left behind. He had lost everyone and everything.

Post Liberation and Legacy

Fred was hired at a custom tailor shop, lived in a rented room, and supported himself. Fred later immigrated to New York where his aunts and uncle lived. There, he met his future wife Doris Rosenstrauch, also a deaf Holocaust survivor.

"It was very important to him to never rely on handouts or government subsidies to live. He wanted people to know that deaf people are capable, intelligent, and able to support themselves financially," wrote Fred's daughter Eleanor Corner, in an article published by the Jewish Deaf Community Center in California in 1999. Eleanor lived in the Seattle area and donated some items from her parents' Holocaust experience to the Holocaust Center for Humanity. Since 2017, Fred's blanket has traveled on loan to be displayed as part of the international exhibit "Auschwitz: Not Long Ago, Not Far Away."

Seven year-old Siegfried "Fred" Fedrid with his sisters, circa 1927. Fred was the only one to survive.



Questions

- Explain in your own words how this artifact – and the person connected to it – helps you better understand the Holocaust?
- How does this connect to your own life, something you've read or watched, or something happening in the world today? Why is this connection meaningful or important to you?
- Explaining why for each, what is one thing you learned that:
 - Surprised you?
 - Interested you?
 - Troubled you?
- Why do you believe Fred might have kept the blanket for the rest of his life?
- Considering that Fred and his parents were deaf, what additional challenges do you believe Fred, and his parents, faced during the Holocaust?

Endnotes

- United States Holocaust Memorial Museum. "Łódź." Holocaust Encyclopedia. Last modified August 9, 2021. <https://encyclopedia.ushmm.org/content/en/article/lodz>
- United States Holocaust Memorial Museum. "Nazi Camps." Holocaust Encyclopedia. Accessed September 23, 2025. <https://encyclopedia.ushmm.org/content/en/article/nazi-camps>

Term 2 Project - Upstander Behavior in the Holocaust & Today

Project Abstract

This year we have been exploring paradigms such as the Pyramid of Hate and the relationships between perpetrators/bystanders/upstanders. Through our Project Citizen unit, we identified problems our communities face and researched ways that we can address these through public policy. This project is designed to continue building on our previous lessons, projects, and discussions as we think about what upstander behavior looks like in the contexts of both the Holocaust and today.

For this project, you will identify and complete research on two individuals: one who acted as an upstander during the Holocaust and one who you believe exhibits upstander behavior today.

What is an **upstander**?

- Stands up for other people and their rights
- Combats injustice, inequality, or unfairness
- Sees something wrong and works to make it right

Resources

- ☐ [German Resistance Memorial Center](#) - see their [Biographies](#) page
- ☐ [US Holocaust Memorial Museum](#)
- ☐ Yad Vashem - [Righteous Among the Nations](#) is a program that honors non Jewish people who aided Jewish people during the Holocaust
- ☐ [Rescue](#) (USHMM)
- ☐ [Organizations and Individuals that Aided Jews, 1933-1945](#) (USHMM)

Narrowing Your Search

- ☐ People using their power to help many: diplomats like [Chiune Sugihara](#) or [Raoul Wallenberg](#)
- ☐ Individuals within resistance groups like the [White Rose](#)
- ☐ A member of a family like [Ingrid Kanis Steppic's](#), who helped hide 40 Jewish people in the Netherlands (Ingrid is a member of our Speakers Bureau)

- ☐ What were the impacts of the choices the individual has made?
- ☐ Remember that they don't have to be a famous activist! This can be another student you know, someone who volunteers their time at an organization that helps others, a community member advocating for a policy change, or someone in a grassroots group working to enact positive change.

Presentation

There are many ways to show your work, but keep in mind we will need something to display on a table for our final presentation on **Saturday, May 31st**. This can be a trifold, poster, 3D graphic, art piece (painting, drawing, cartoon) or if you do an interview, podcast, or event, you could create a slideshow of photos showing you doing this. The Spokane and Southwest SLBs will be present displaying their work as well, as they are doing the same project. Friends and family are invited to view your displays and it will be a great celebratory time for all, with food and drinks.

Timeline

Wednesday, January 8 - start date

Wednesday, May 7 - we will potentially have some time in our meeting to work on the project

Wednesday, May 21 - we will be working on the project during our meeting

Saturday, May 31 - presentation to friends and family, other SLBs & final SLB meeting

HENRY FRIEDMAN - POLAND

HOME > SURVIVOR ENCYCLOPEDIA



Henry Friedman, Gliwice, Silesia 1945

"When I was in hiding, I feared I would be the only Jew who survived. A terrible empty feeling came over me at the loss of so many cousins, and I felt as though I were standing all alone in a huge stadium." - Henry Friedman

Henry Friedman was born in 1928 to a Jewish family in Brody, Poland (present-day Ukraine). When the Nazis invaded Brody in 1941, they swiftly deprived Jews of their basic rights. One day in February 1942, a young woman named Julia Symchuck ran to the Friedman's house and warned Henry's father that the Gestapo was coming for him. Thanks to Julia, Henry's father was able to flee. In the fall of 1942, the Nazis forced the remaining Jews in the area into a ghetto in Brody. Henry, his mother, his younger brother, and their female teacher hid in a barn owned by Julia Symchuck's parents. The Friedmans remained in hiding for 18 months, freezing and slowly starving as food became scarce. Finally, in March 1944 they were liberated by the Russians. Julia Symchuck was later recognized as [Righteous Among the Nations](#).

Henry helped found the Holocaust Center for Humanity in 1989 and is an active member of the Speakers Bureau.

1928-



MORE ABOUT THIS SURVIVOR:

[Transcripts for Video Clips](#) — Henry Friedman (doc)

- [Full Testimony](#) Henry Friedman (1990, 2:20:28)
- [Reunion with Rescuer](#) (1:27)
- ["What advice do you have for teens today?"](#) (0:29)

[A Tearful Thanks That Waited 47 Years - Reunited with Julia Symchuck](#) (Seattle Times, July 14, 1989)

[Biography Booklet](#) (student handout)

[Oral History Audio and Transcript](#) - Washington State Jewish Historical Society/University of Washington Libraries Special Collection

- [Kids Meet a Holocaust Survivor | HiHo Kids](#) (10:25)



Professional Development overview for course on teaching about Genocide - created by Branda Anderson

Scope and Sequence (Genocide)	Resources
<p>Unit I Introduction to Genocide</p> <ul style="list-style-type: none"> ● Introduce and define genocide, ethnic cleansing, crimes against humanity ● Analyze the United Nations Convention on Genocide ● Introduce the 10 Stages of Genocide 	<p><u>Introduction to Genocide Mini Unit</u> (Holocaust Center for Humanity Seattle)</p> <p><u>Teaching about Genocide</u> (Echoes and Reflections)</p> <p><u>10 Stages of Genocide</u></p> <p><u>Stages of Genocide A Tool Kit for Educators</u> (OER Commons)</p> <p><u>EIHR.org</u> (register for free lesson downloads)</p> <p><u>USHMM Case Studies</u></p>
<p>Unit II Armenian Genocide and the Holodomor</p> <ul style="list-style-type: none"> ● Introduce the historical and social context of the Armenian Genocide ● Analyze the Armenian Genocide through the 10 Stages of Genocides ● Analyze the American and World Response to the Armenian 	<p>Armenian Genocide Resources</p> <p><u>The Genocide Education Project</u> (register for free lesson downloads)</p> <p><u>Armenian Genocide and the 10 Stages of Genocide</u></p> <p><u>Crimes Against Humanity and the Civilizations: The Genocide of the Armenians</u></p> <p>The Holodomor (Ukraine)</p> <p><u>Resources for teaching about the Holodomor</u></p>
<p>Unit III Cambodian Genocide</p> <ul style="list-style-type: none"> ● Introduce the historical and social context of the Cambodian Genocide ● Analyze the Cambodian Genocide through the 10 Stages of Genocides ● Analyze the American and World Response to the Armenian Genocide ● Analyze if the Cambodian Genocide met the criteria for the UN Genocide Convention. 	<p>Cambodia</p> <p><u>Cambodia Timeline Reflections Lesson Plan</u></p>
<p>Unit IV Rwandan Genocide</p> <ul style="list-style-type: none"> ● Introduce the historical and social context of the Rwandan Genocide ● Analyze the Rwandan Genocide through the 10 Stages of Genocide ● Analyze the American and World Response to the Rwandan Genocide 	<p>Rwanda</p> <p><u>Rwanda Timeline Reflections Lesson Plan</u></p>

<ul style="list-style-type: none"> Analyze if the Rwandan Genocide met the criteria for the UN Genocide Convention 	
Unit V Bosnia/Srebrenica <ul style="list-style-type: none"> Introduce the historical and social context of the genocide in Bosnia/Srebrenica Analyze the genocide in Bosnia/Srebrenica through the 10 Stages of Genocide Analyze the American and World Response to the genocide in Bosnia/Srebrenica Analyze if the genocide in Bosnia/Srebrenica met the criteria for the UN Genocide Convention 	Bosnia/Srebrenica History Channel Overview of the Bosnian Genocide 10 Stages of Genocide Workshop
Unit VI Darfur and Current Conflicts <ul style="list-style-type: none"> Introduce the historical and social context of the ongoing conflicts Analyze the ongoing conflicts through the 10 Stages of Genocides Analyze the American and World Response to the ongoing conflicts Analyze if the ongoing conflicts meet the criteria for the UN Genocide Convention 	Darfur Genocide in Darfur: Is the World Doing Enough? Documentary Darfur: On Our Watch (PBS Frontline) Rohingya Modern Day Genocide A Study of the Rohingya Minority in Burma (USHMM) Uyghurs Chinese Persecution of the Uyghurs

Washington State Holocaust Survivors Project

Project: Students research and create a presentation about a Washington State Holocaust Survivor Resources: [Survivor Encyclopedia: Washington State](#)

C.5.vi. Subcontractors

The Holocaust Center for Humanity will engage video company Story + Motion, security company Adaptive Threat Security, and website company Jennergy.

C.6. COST PROPOSAL

C.6.i. Identification of Costs

Expenses			
Item	Unit Cost	Unit #	Total
Personnel			
Branda Anderson, Teaching & Learning Specialist	\$ 100,000.00	92%	\$ 46,000
Paul Regelbrugge, Director of Education	\$ 112,200.00	90%	\$ 50,490
Charlotte Campbell, Museum Educator	\$ 68,289.00	90%	\$ 30,730
Ilana Cone Kennedy, CEO	\$ 198,900.00	50%	\$ 49,725
Cameyn Zorb, Content Marketing Coordinator	\$ 71,400.00	21%	\$ 7,497
Cheryl Harmon, Director of Operations	\$ 112,200.00	5%	\$ 2,805
Lexi Jason, Museum Educator	\$ 75,000.00	90%	\$ 33,750
Liisa Spink, Sr Institutional Giving Manager	\$ 91,800.00	5%	\$ 2,295
Jessica Michels, Director of Development	\$ 153,211.00	2%	\$ 1,532
Arlene Lugto, Office Manager	\$ 63,036.00	24%	\$ 7,564
Annaleise Stahly-Dronkowski, Speaker Intern	\$ 60,000.00	100%	\$ 30,000
Jess Alley, Development Coordinator	\$ 65,000.00	10%	\$ 3,250
Laurie Warshal Cohen, Speakers Bureau	\$ 66,000.00	100%	\$ 33,000
Fringe Benefits			
18% of Total Salary Cost	\$ 298,638	18.00%	\$ 53,755
Event Costs			
			-
Food and Beverage	\$ 5,300	1	\$ 5,300
Printed Materials	\$ 3,500	1	\$ 3,500
Shipping	\$ 4,968	1	\$ 4,968
Materials/Supplies	\$ 5,000	1	\$ 5,000
Zoom Costs	\$ 2,250	1	\$ 2,250
Space Costs	\$ 327	87	\$ 28,449
Subcontractors			
Security	\$ 65	348	\$ 22,620
Jennergy	\$ 500	6	\$ 3,000

Story + Motion	\$ 36,213	1	\$ 36,213
Marketing			
Advertising	\$ 5,000	1	\$ 5,000
Travel			
Mileage	\$ 0.70	6705	\$ 4,694
Hotels	\$ 126	10	\$ 1,260
Per Diem	\$ 86	10	\$ 860
Overhead			
10%		10% of all non staff costs	\$ 17,624
		Total Budget	\$ 492,500

Personnel - \$298,638

Calculations for staff time in this grant budget were determined as follows:

- Using the 2026 staff allocation plan developed by the CEO, the percentage of each staff member's time dedicated to this project was identified based on their role and responsibilities. For example, for Lexi Jason, whose annual salary is \$75,000 and who spends approximately 90% of her time on grant related work, the calculation for the six-month grant period is as follows:
 - $\$75,000 \times 90\% \times 6/12 = \$33,750$
- Details for all staff members in the grant budget above.

Fringe Benefits - \$53,755

Fringe benefits were calculated at a standard rate of 18% per employee. The total for this budget line was determined by applying the 18% rate to the total staff allocation for this grant budget (\$298,638), resulting in the total fringe benefit cost for the project listed above.

Event Costs - \$49,467

- Food and Beverage - \$5,300
 - This is the cost for coffee/tea, beverages, lunch and/or snacks for the following:
 - In person Professional Development (various locations) = $\$350 \times 12 = \$4,200$
 - In person Student Leadership Board meetings = $\$50/\text{session} \times 3 \text{ locations} \times 5 \text{ sessions} = \750
 - Student Leadership Board annual wrap up = \$350
- Printed Materials - \$3,500

- This amount, included in the 2026 organizational budget and developed collaboratively by the CEO, Director of Operations, and Director of Education, represents the portion allocated to programs supported by this grant. The total was prorated from the annual budget to reflect the duration of the contracted grant period.
 - Items covered under this budget category include printing and production of educational resources, student handouts, teacher guides, and books.
- Shipping - \$4,968
 - Shipping trunks to 90 schools with an average cost @ \$51.64/trunk = \$4,648
 - Shipping books to teachers participating in the Day of Learning. 30 teachers at \$10.69 per teacher = \$321
- Materials and Supplies - \$5,000
 - This amount, included in the 2026 organizational budget and developed collaboratively by the CEO, Director of Operations, and Director of Education, represents the portion allocated to programs supported by this grant.
 - This cost includes: binders, packing materials, restocking of damaged artifacts, printing paper, pens, and other consumable supplies used across all programs.
- Zoom - \$2,250
 - This is the cost for the Zoom license we pay per year, prorated for the duration of this project and for the usage of grant related programs (we spent \$5K on Zoom for 2024 and 90% of the total is for grant related program usage= $\$5,000 * 0.90 * 6/12 = \$2,250$)
- Space Costs - \$28,449
 - Each year, the cost of using our space is calculated based on the previous year's actual usage, including expenses such as HVAC, electricity, etc.. For in-person activities, the calculated per day cost is \$327. For this grant period, we anticipate using our space for 87 days, based on the anticipated program deliverables.
 - 75 Field Trips
 - 6 Professional Development
 - 5 Student Leadership Board meetings
 - 1 Student Leadership Board annual wrap up

Marketing - \$5,000

- These funds are allocated for targeted social media marketing aimed at school districts and geographic areas that are currently underutilizing or not accessing our programming, with a focus on Eastern and rural Washington. The campaign will be strategically scheduled over the six-month grant period and will be adjusted based

on program usage data to maximize reach and engagement of teachers using our resources.

C.6.ii. Travel Costs

Mileage Costs - \$4,963.50

Using the mileage reimbursement rate established by Washington State's Office of Financial Management of \$0.70 per mile, we calculate the following travel costs:

- Holding History - 40 trips from the Center to schools. Average mileage per round trip - 20 miles. $40 * 20 * \$0.70 = \560
- At least 5 in person Spokane Engagements for both Paul and Branda (SLB / Professional Development / Speakers Bureau). $558 \text{ miles} * \$0.70 * 5 * 2 = \$3,906$
- 15 In person Speakers Bureau for Seattle/King County @ an average of 15 miles round trip = $15 * \$0.70 * 15 = \157.5 .
- At least 5 in person Seattle/King County Professional Development courses. Average mileage per round trip - 20 miles. $5 * 20 * \$0.70 = \70

Hotels - \$1,260

- Using the hotel reimbursement rate established by Washington State's Office of Financial Management of \$126 per night, we calculate the following hotel costs:
 - 5 nights for both Paul and Branda in Spokane at $\$126/\text{night} = \$1,260$

Per Diem - \$860

- 5 full day meal reimbursements of \$39 D, \$25 L \$22 B established by Washington State's Office of Financial Management for days in Spokane for both Paul and Branda.
 - $\$86 * 5 * 2 = \860

C.6.iii. Subcontractor Costs - \$61,833

Our Speakers are volunteers and are therefore not included as subcontractors.

Subcontractors include:

- Web + Story - \$36,213
 - They will create a 6-10-minute video that will both be shown to students as they enter the museum space for Field Trips, and be given as a resource to teachers before they have a Teaching Trunk and/or a Holding History session.

This video will include archival testimony from Holocaust survivors, archival imagery from the Museum's collection, explanation of the importance of the

Holocaust and genocide education, instruction for engaging with the museum material, and testimony from students and other stakeholders. Production will include collaborating with Center staff to script, review and enhancement of archival testimony, review and enhancement of archival photographs, filming of staff, students, and stakeholders, Animation and Infographics, video editing, and music.

- They will also create a short series (2 videos) of 60-90 second videos that highlight the Holocaust Center's resources and their impact on education. These videos will be designed for digital distribution through website and social media. The series will feature use cases of the Holocaust Center's materials and testimony from educators and students. Production will include scripting, interviews, photography, motion graphics, video editing and digital distribution.
- Adaptive Threat Solutions - \$22,620
 - Due to the ongoing threats received at our downtown facility, including threatening voicemails and swastikas drawn on our doors, as well as feedback from multiple surveys of teachers and students indicating that many schools will only attend in-person events when a visible security presence is provided, the Holocaust Center for Humanity maintains professional security at all in-person events held at our Center.

We consider this presence essential to ensuring both the safety of our community and the continued participation of educators and students.

The cost for security is \$65 per hour, with a four-hour minimum per shift. Between January and June, we anticipate hosting in-person programs on 87 days, requiring a total of 348 hours of security coverage. This results in a projected cost of \$22,620 during the grant period.

While we have a separate grant from the Washington State Department of Commerce designated for security through June 2027, we intend to use those funds after the current grant period concludes, should this request be funded successfully.

- Jennergy - \$3,000
 - To create six new profiles for the Survivor Encyclopedia, , we will pay website company Jennergy \$500 per profile, for a total of \$3,000. This cost covers the web services required to ensure each new survivor profile is fully integrated, engaging, and accessible on our website. This includes: content optimization

for clarity, accessibility, and consistency, video embedding (up to 3 videos per profile), photo preparation, including cropping and resizing, content entry and formatting to match existing site standards, and quality assurance and testing to ensure proper display across devices and browsers.

- Jennergy is certified by the Office of Minority and Women's Business Enterprises.

C.6.iv. Indirect Costs

10% of budget, excluding direct staff costs, equals \$17,624.