

# Genocide Education in Massachusetts Middle & High Schools

## *A Statewide Landscape Analysis & 2023-2024 School Year Grant Outcomes Report*

October 2024



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Prepared for the Massachusetts Department of Elementary and Secondary Education



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## ACKNOWLEDGEMENT

The evaluation team wishes to acknowledge the gravity and importance of genocide education before we delve into our evaluation methodology and findings. Genocide education that engages youth, explores their and others' identities, teaches them hard truths, and inspires them to be civically engaged, is of utmost importance to the success of our schools and the Commonwealth itself.

The topic of genocide is one that is generally both emotional and challenging - for youth, for the educators who teach them, and for the leaders who set learning priorities. Many of these individuals may belong to a community directly affected by genocide or have loved ones who lost their lives to genocide. This is also true for the evaluation team itself, as we too are individuals who bring our own personal experiences and lenses to our work.

It is all of our shared humanity, however, and our commitment to continued learning, with open minds and open hearts, that is key in understanding and improving the genocide education offered to our youth; and, as a result, we hope, in improving our democracy itself.

Thank you for reading this report and exploring this important topic.

Special thanks to:

Teachers and district staff who completed our surveys - your willingness to take time out of your extremely busy days to prioritize our surveys made this report possible; we are extremely grateful to each of you for that and most importantly for your daily work supporting, teaching, and uplifting our youth; Massachusetts Department of Elementary and Secondary Education staff - Rebekah Judson, Reuben Henriques, and Kendra Winner - who collaborated deeply with our team and helped ensure the right questions were asked and answered; and additional members of the MC² Education team who supported our efforts in various ways - Zoe Flanagan and Mariano Fernandez.

*Images throughout this report are stock images, and do not depict any actual study participants.*

## INTRODUCTION

In 2021, the Commonwealth of Massachusetts passed Bill H. 692 Genocide Education, which requires districts to implement genocide education instruction in its middle and high schools. The bill also provided grant funding to support genocide education in a subset of Local Education Agencies (LEAs) or districts that apply for and receive a grant (the average amount of that grant being \$32,389 during the 2023-2024 school year). The final section of this report evaluates that grant.



At the time of this report, Massachusetts is among 41 states that encourage or require genocide education in some form. Twenty-eight states mandate Holocaust education specifically,<sup>1</sup> and 21 of those states require education on other genocides as well.<sup>2</sup> While requiring Holocaust and genocide education is an important first step, we also need to understand the type, amount, and quality of genocide education being offered to youth.<sup>3</sup>

In 2023, the Massachusetts' Department of Elementary and Secondary Education (DESE), contracted MC<sup>2</sup> Education LLC (MC<sup>2</sup> Education) to conduct a landscape analysis and evaluation of the DESE Genocide Education Grant. MC<sup>2</sup> Education is an independent education evaluation and research firm with organization leaders who have roots in Massachusetts and a research team dedicated to using an objective, culturally competent approach in our work. We believe this to be the first state-level landscape analysis of how genocide education is implemented across a state, and its districts.

This landscape analysis describes district-level efforts in Massachusetts to provide genocide education, coupled with classroom-level information from district leaders and classroom teachers reporting on their experiences, perceptions, comfort, and concerns about genocide education. As states – including Massachusetts – continue their efforts to require genocide education, learning how districts and teachers implement genocide education can help us understand what is working and what merits improvement as the field strives for remembrance, recognition, and prevention of genocide.

<sup>1</sup> <https://echoesandreflections.org/interactive-map/> and <https://tinyurl.com/asumandatesreport>

<sup>2</sup> <https://echoesandreflections.org/interactive-map/>

<sup>3</sup> <https://www.splcenter.org/hatewatch/2024/05/03/holocaust-education-mixed-bag-us-schools>

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## EVALUATION GOALS, RESEARCH QUESTIONS, AND DESIGN

This MC<sup>2</sup> Education evaluation has two broad goals: first, to describe the larger context of genocide education across Massachusetts in a landscape analysis, and second, to document the implementation and effectiveness of the DESE Genocide Education Grant. These broad goals were operationalized into one set of four research questions guiding the landscape analysis, and another set of six questions about the grant's implementation and effectiveness.

### **Landscape Analysis Research Questions**

1. What does genocide education at the secondary level currently look like in Massachusetts? That is, in what middle and high school grade levels and courses does it primarily occur, which genocides, what topics and concepts are prioritized, how much time is spent on genocide education, which topics are being left out, etc.?
2. Are there differences in genocide education for schools/districts that serve different groups of students? (e.g., urban districts, predominantly students of color, predominantly low income, etc.)?
3. What types of supports, resources, and/or opportunities are most in need to support educators in providing high-quality genocide education in middle and high school?<sup>4</sup>
4. What factors facilitate or impede educators' ability to provide meaningful genocide education?

### **Genocide Education Grant Evaluation Research Questions**

1. To what extent and how, if at all, did participation in grant-funded activities influence expansion and improvement in genocide education? Specifically, where, how, and how much expansion and improvement occurred (e.g., in which courses, at which grade levels, how many instructional hours)?
2. In what ways did grant recipients use the funding they received?
3. How is genocide education integrated into the curriculum for recipient districts (in which courses, at which grade levels, for how many instructional hours)?
4. To what extent and how, if at all, did varied approaches to professional development and partnerships support educator comfort and readiness to implement instruction on genocide education?
5. To what extent and how, if at all, did participation in grant-funded activities positively influence educators' knowledge about and readiness to teach about the history and patterns of genocide?
6. To what extent and how, if at all, did participating schools use grant-funded activities to support programming that is sustainable long-term?

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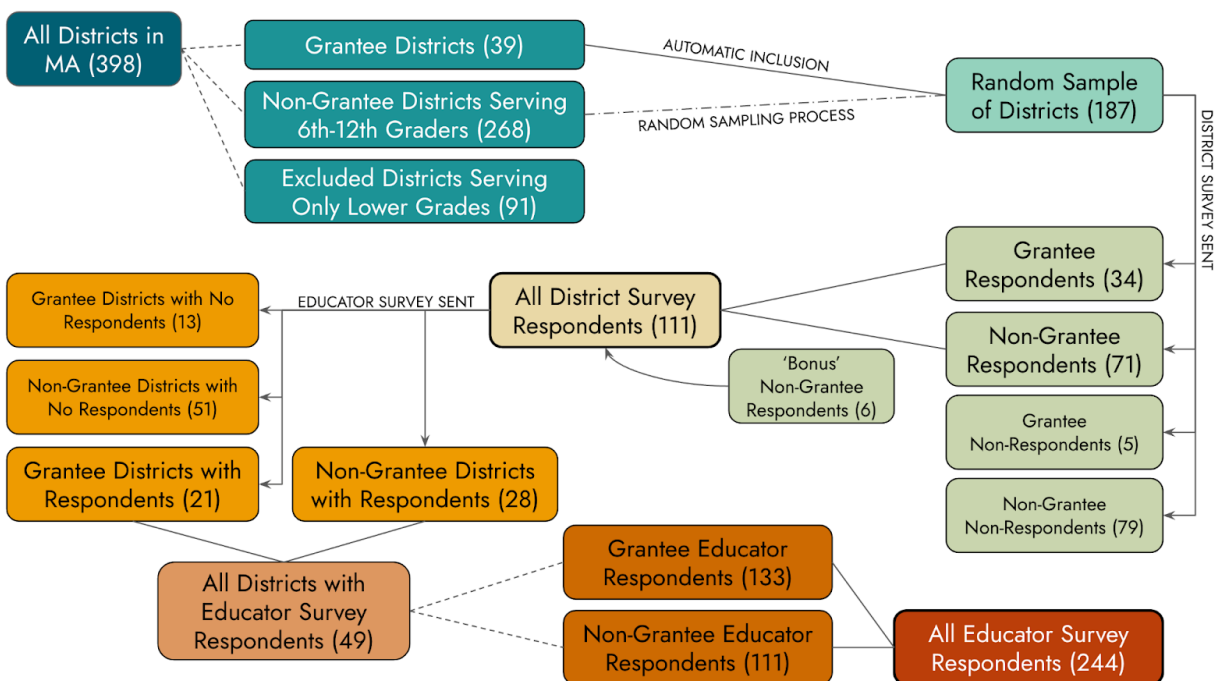
<sup>4</sup> While landscape research questions 3 and 4 draw data from the educator survey, we report educator responses separately. Based on the composition of our educator respondent sample, we do not consider the data relevant for a landscape analysis.

Because the specifics of genocide education in Massachusetts are largely determined by individual districts, we expected substantial variation across districts in all things related to genocide education. The data for both the landscape analysis and the evaluation of grant-funded activities come from surveys of classroom educators, and school and district leaders.

**Instruments:** We developed separate surveys for district leaders overseeing history/social studies in their districts and educators responsible for teaching those subjects in the relevant grades (6th through 12th). The district leader and classroom educator surveys contained similar questions to help us understand what occurs both at the district and classroom levels [copies of the actual surveys are in Appendix 3]. The *district survey* included such topics as grades served, professional development and partnerships, supports/resources, and plans for sustainability. The *educator survey* included those same general topics plus questions about professional development experiences and educator knowledge and efficacy.

## Focal Populations

**Exhibit 1: Sampling and Data Collection Flowchart for District and Educator Surveys**



Read Exhibit 1 as: "Of the 398 traditional public school and charter districts in Massachusetts, 39 are grantee districts and 268 are non-grantee districts serving 6th-12th graders."

Note: Exhibits are usually accompanied by a 'read as' statement that uses the top left or otherwise first piece of information in a chart or table.

**Overview:** Exhibit 1 depicts the inclusion and exclusion (due to not serving grades between 6th and 12th) of districts in Massachusetts and their educators. This exhibit includes information about



how the study moved from defining its focal population both for the landscape and the grant analyses, the sampling approach for each, and the district and educator respondents.



**Landscape Analysis:** The focal population for our landscape analysis includes all Massachusetts traditional public and charter districts serving middle and/or high school students. This population was selected to help us understand the breadth of genocide education across the Commonwealth – and to ensure our resultant findings can truly be considered a landscape analysis. From within this focal population of districts, we used a grouped random sampling approach to determine a sample of 187 districts [see Appendix 1 for further details on sampling].

**Genocide Education Grant Evaluation:** The 39 traditional public and charter districts<sup>5</sup> (and their schools, educators and students) that received grant funding are the focal population for our evaluation of the grant program. It is important to note that all grantee districts were also included in our landscape analysis population. We purposefully included all 39 grantee districts in the landscape analysis because we also wanted to ensure that both grantee and non-grantee district perspectives informed the landscape analysis.

**School and educator inclusion in the evaluation:** For both the grant evaluation and landscape analysis, schools and educators included in the study population are determined by their district inclusion described above. Namely, district representatives were asked to forward surveys to the educators in their district most likely to be teaching genocide education (as allowed per their respective district research protocols).

The *district survey* was sent to district leaders (including curriculum/subject matter leads, superintendents, school leaders, department heads, and others) for all districts in our samples [see Exhibit 1 for flowchart of sampling and data collection]. After completion of the *district survey*, we provided those same leaders with information on and links to our *educator survey*. Additionally, we requested that these district leaders forward the educator survey link to any 6th-12th grade educators in their respective districts responsible for courses in which genocide education is covered. Therefore, the respondents to our *educator survey* are all from districts for which we received a completed *district survey*.

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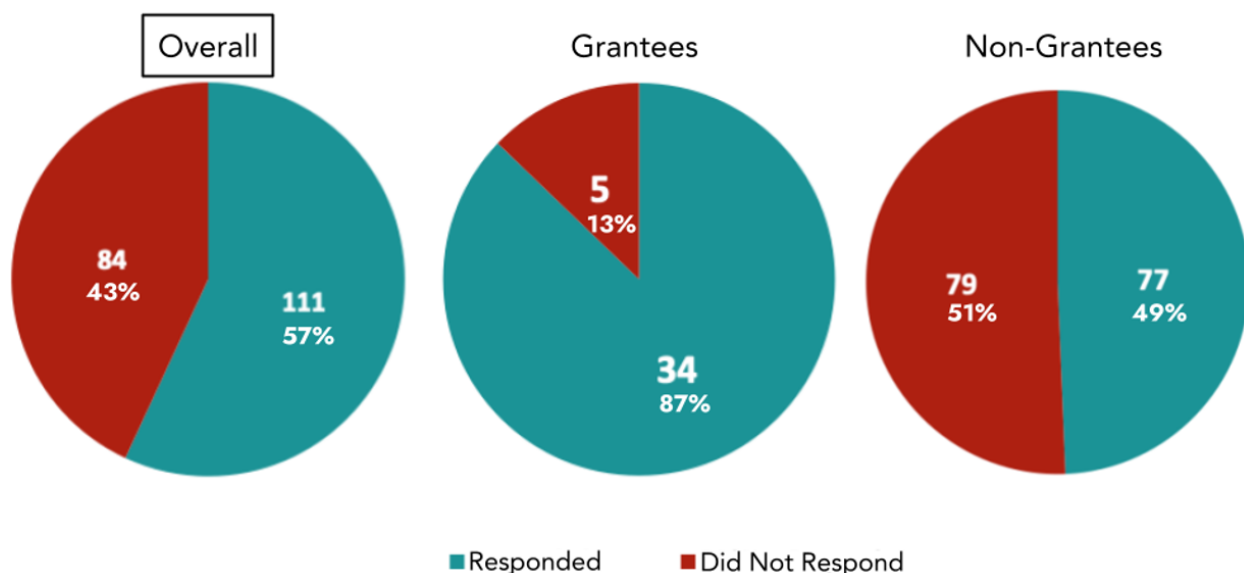
<sup>5</sup> Note that two pairs of districts received joint awards. As such, 39 total districts received grant funding from 37 grant awards. All 39 districts which received grant funding were sent the evaluation surveys. In addition, 13 additional districts and four previous awardees received FY24 grant funding; new grantees' grant activities were not reflected in survey results due to survey timing.

## Response Rates

**Landscape Analysis:** Overall, 56% of the 187 districts in our sample completed a district survey [see Exhibit 2]. We also received six responses from additional districts<sup>6</sup> that were not selected for our initial target sample [see Exhibit 1] bringing our response rate to 58%. Our respondents included the vast majority of grantee districts (see above), and a smaller proportion of the non-grantees districts from our random sample (49%).

**Genocide Education Grant Evaluation:** The vast majority (34) of the 39 grantee districts in the Commonwealth responded to our survey (87%). This was not unexpected, as grantee district staff may be more invested in improving genocide education offerings.

**Exhibit 2: District Survey Response Rates Overall and Among Grantees and Non-Grantees**



Read Exhibit 2 as: "One hundred and eleven districts, or 57% of the entire sample, responded to the district survey."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

The section of the report describing grant-funded activities compares the 34 responding grantee districts to responding non-grantee districts from the landscape analysis to understand whether differences exist between the two types of districts, recognizing that any observed differences may be attributable not just to the grant itself, but to other pre-existing differences and district philosophy, among other characteristics. As a result, we explored differences between grantee and non-grantee district respondents' characteristics, and there were some differences. For example, a

<sup>6</sup> During data collection, the advertisement of our survey at a DESE regional network meeting of district history or social studies leads meant that we received responses from an additional six 'bonus' districts that were not in our original sample, increasing our response pool by six districts.



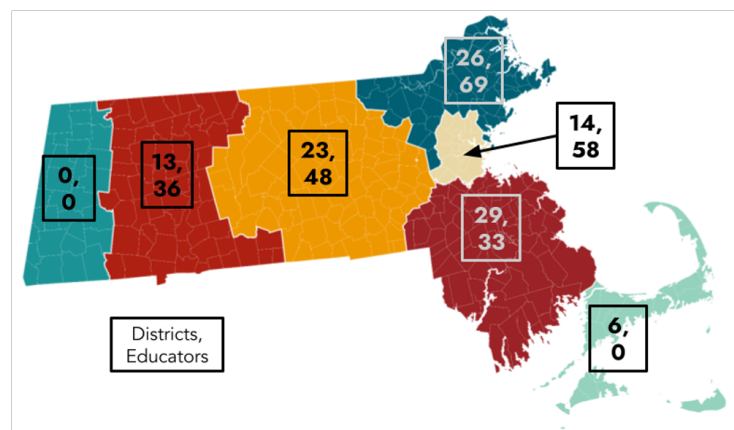
larger proportion of grantee than non-grantee districts are in the Greater Boston area (82% and 63%, respectively), and a smaller proportion of grantee than non-grantee districts are in the smallest district size tier that enrolls fewer than 1,000 students (9% and 22%, respectively). Grantee and non-grantee districts are similar on some other characteristics, such as student demographics, per-pupil expenditures, and teacher retention rates. Appendix Exhibit 1 provides further information.

## Landscape Analysis Respondent Characteristics & Representativeness

To provide the most useful information to DESE, our goal for the landscape analysis was to ensure that our actual respondent district sample:

- Reasonably represents geography both
  - regionally (i.e., Greater Boston, Central Massachusetts, Western Massachusetts, Cape and Islands) and
  - in urbanicity (i.e., rural, urban, suburban).
- Reasonably represents a diverse spread of student demographics including
  - race/ethnicity,
  - socioeconomic status,
  - English learners, and
  - students with disabilities or IEPs.
- Includes a wide spread of educator and leader experience as well as the grade levels taught or supported in genocide education.
- Includes all district size tiers as defined on the Genocide Education Grant application.

**Exhibit 3: Geographic Spread of District and Educator Survey Respondents Across Massachusetts**



Read as: "Zero responses to the district leader survey and zero responses to the educator survey came from the westernmost area of Massachusetts."  
 Source: MC² Education-Administered 2024 Genocide Education District & Educator Surveys

**Districts:** The exhibits below present these characteristics for the target population of districts as well as our respondents. Leaders from 111 districts (34 grantee and 77 non-grantee districts) responded to the district leader survey. These respondents were generally spread across the Commonwealth of Massachusetts [see Exhibit 3], although no district leaders from the state's westernmost region responded; the Berkshires region is more rural and less populated than other regions in the state.

As a group, district survey respondents were extremely similar to eligible<sup>7</sup> districts across the state in all categories, which include: district type, number of students, region, Title 1 status, enrollment, locale, proportion of low income students, teacher retention rates, and expenditure per pupil [see Exhibit 4]. Across all categories, there was no more than a five percentage point difference in these characteristics between respondents and eligible districts. Consequently, we are confident that our survey sample can meaningfully represent the landscape of genocide education in Massachusetts districts.

**Educators:** Educators from 49 districts (n=244, 133 grantee and 111 non-grantee) responded to the educator surveys. Our 244 educator responses come from 44% of the 111 responding districts, and among those 49 districts with educator responses, we likely heard from a self-selected and thus non-representative set of respondents from a larger educator pool. The lower response rates across districts led us to exclude educator data from the landscape analysis; instead, we include it in a standalone section of this report that is not intended to imply representation of the target population.




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<sup>7</sup> Eligible districts are those serving students in grade 6-12, and that could have been randomly selected into our sample.

**Exhibit 4: District Characteristics and Categories for Respondents and Eligible Districts**

OTHER CHARACTERISTICS AND CATEGORIES		% of Eligible Districts (n=307)	% of Respondents (n=111)
District Type	Public School District	84	16
	Charter District	87	13
Number of Students	< 1000	23	18
	1000 - 6000	67	69
	> 6000	9	13
DESE-Defined Region	Coastal	65	69
	West/Central	34	31
	Strategic Transformation	1	0
Title 1 Status	Title 1 District	97	98
	Non-Title 1 District	3	2
Locale / Urbanity	Rural	10	10
	Suburban	79	81
	Urban	11	9
Proportion of Low Income Students*	0-30%	43	47
	31-60%	38	33
	61-90%	19	20
Teacher Retention Rates **	41-60%	4	5
	61-80%	18	13
	81-100%	77	82
Expenditure per Pupil	\$10,000 - \$20,000	66	65
	\$20,001 - \$30,000	32	32
	> \$30,000	2	3

Read Exhibit 4 as: "Eighty-four percent of eligible districts are public school districts compared to 87% of respondent districts."

Source: DESE District Profiles and NCES Locale Lookup Tool

\* Note: No districts have proportions of low income students between 91-100%.

\*\* Note: One percent of eligible districts have teacher retention rates between 31-40%, not shown in table above.

## Analysis Methods

Below we provide a brief overview of our analytic methods. Further details are in Appendix 1.

### Quantitative Data Analysis

Our quantitative data analyses are largely descriptive, providing metrics that help the reader understand the types and distribution of genocide education offerings and the extent to which those offerings vary across district characteristics. Exhibit 5 summarizes the approach we used to conduct these analyses.

Our quantitative analyses primarily use univariate and bivariate descriptive analyses to answer our key research questions. We also considered using Propensity Score Matching, as in theory it should allow for quasi-experimental methods that help support understanding the extent to which grant funding and other pre-existing characteristics (i.e., district size, urbanicity, student population) each drive observed differences. We ultimately did not use this method as it was not an appropriate analytical approach, given that the number of non-grantee matches was low enough to create methodological challenges applying Propensity Score Matching. Further details can be found in Appendix 1.

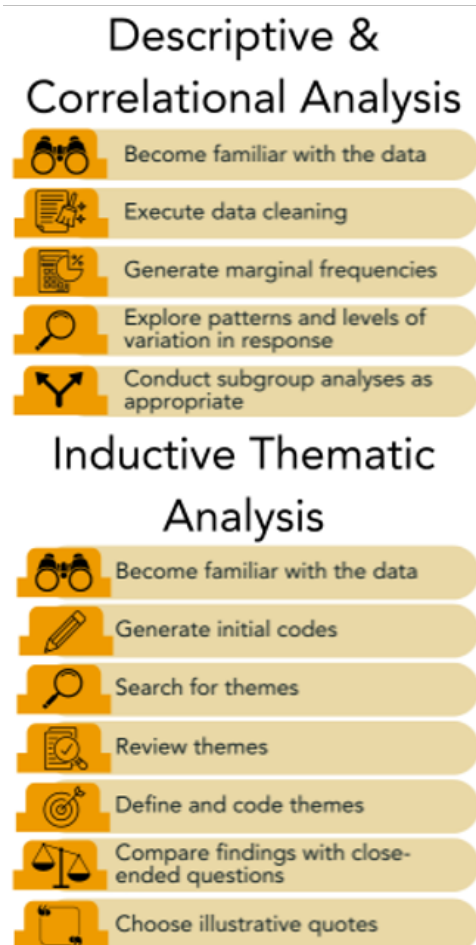
As shown in Exhibit 5, we began all quantitative analyses by becoming familiar with data structure, variable values and ranges, etc. Next, we cleaned the data to ensure they were in a usable format for answering our research questions. Then, we generated marginal frequencies (or the relative frequencies across each row and column of data) and explored student group and district group variations in the data (using one-way ANOVAs with adjustments to p-values for multiple comparisons and chi-square tests of independence, also with adjustments to the p-values of pairwise tests).

### Qualitative Data Analysis

Our qualitative data analysis focuses on open-ended survey responses, and it identifies themes using inductive thematic analysis to help understand the types of genocide education being offered and the extent to which programmatic offerings vary across key groups. Exhibit 5 summarizes the approach we used to conduct these analyses.

We began by cleaning the data, which involved removing blank responses and organizing the remaining data by item/question. Next, we familiarized ourselves with the data by reading and re-

#### Exhibit 5: Overview of Quantitative and Qualitative Analytic Methods



reading the responses to each open-ended question. Then, we generated codes for each question's responses. Following the initial coding, we collated responses into groups of similarity and next defined themes. We then reviewed the themes by checking them against all responses. Next, we defined and named the themes to refine the specifics and identified representative quotes. Finally, we compared findings across close-ended and open-ended survey questions and, where appropriate, we provided illustrative quotes to describe respondent perceptions.

When we conduct focus groups in the 2024-2025 school year [see Next Steps section], we will use the same inductive thematic analysis approach. We will use focus group data [to be auto transcribed in Zoom and/or using transcription software in-person] to systematically identify, code for, summarize, and choose illustrative examples of the themes in our data. This means we will look for themes in our data without having any formalized system for identifying themes.

# LANDSCAPE ANALYSIS OF GENOCIDE EDUCATION IN THE COMMONWEALTH

The landscape analysis examines district perspectives about genocide education across the state as of the 2023-2024 school year. It also provides information to DESE about how districts have reported accessing and using DESE offerings, resources, and supports. In addition, these findings may provide a useful resource for other state educators and policymakers as they implement/support genocide education.

In 2021, the Commonwealth of Massachusetts enacted new state legislation requiring all Massachusetts secondary schools (grades 6 through 12) to provide instruction on the history of genocide. Chapter 98 of the Acts of 2021 includes three goals for genocide education:

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

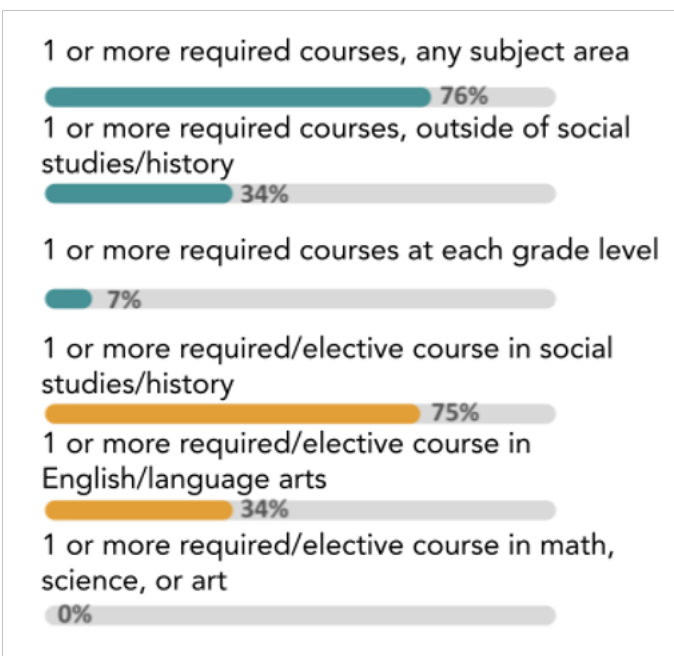
## What does genocide education at the secondary level currently look like in Massachusetts districts?

Genocide education is more than just the types of courses offered; it refers to the learning purposively built into those courses, the nature of activities students experience through curricula, interactions with cultural organizations, and opportunities to engage with survivors, among other activities. Using surveys to document district offerings about genocide education to students is an important initial step in describing the landscape for genocide education in the Commonwealth. This report uses survey responses from our sample of 187 districts to describe what districts require as well as what students are offered via elective courses addressing genocide education. As such, it provides a baseline understanding of genocide education across the state. We will augment the survey information with insights from focus groups of educators and district leaders in the 2024-2025 school year.





**Exhibit 6: Courses Covering Genocide Education by District (n=91)**



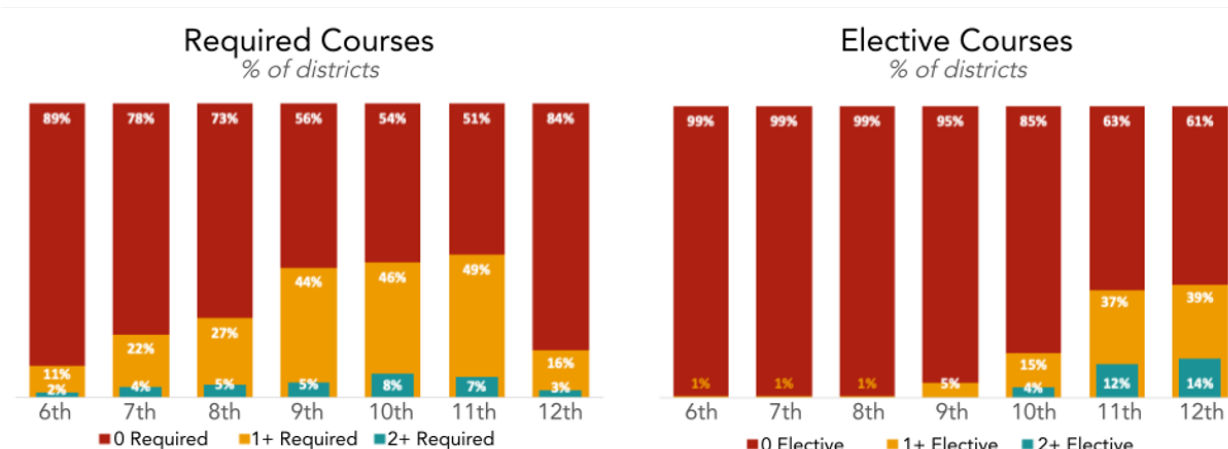
Read Exhibit 6 as: "Seventy-six percent of the 91 respondent districts have one or more required courses covering genocide education in any subject area."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Three-quarters of district respondents reported that they require at least one course covering genocide education [see Exhibit 6], and those are predominantly taught in social studies/history. About one-third have at least one course, whether required or elective, outside of social studies – all of which were reported to be in English/language arts. Very few district respondents (7%) have a required course at each of the seven secondary grade levels at which genocide education is addressed.

When we examine reported course offerings grade by grade, survey results indicate that most respondents are meeting their requirements to offer courses to secondary students in grades 9-11 [see Exhibit 7]. About 40% of respondents require one or more genocide education course offerings in grades 7 and 8 (32% and 39% require one course, and 5% and 7% require two, respectively). Fewer respondents require one course for grade 6 (16% require one course, and 3% require two or more). Roughly two-thirds of respondents who reported course information (n=91) have at least one

**Exhibit 7: Number of Required and Elective Courses about Genocide Education by Grade**



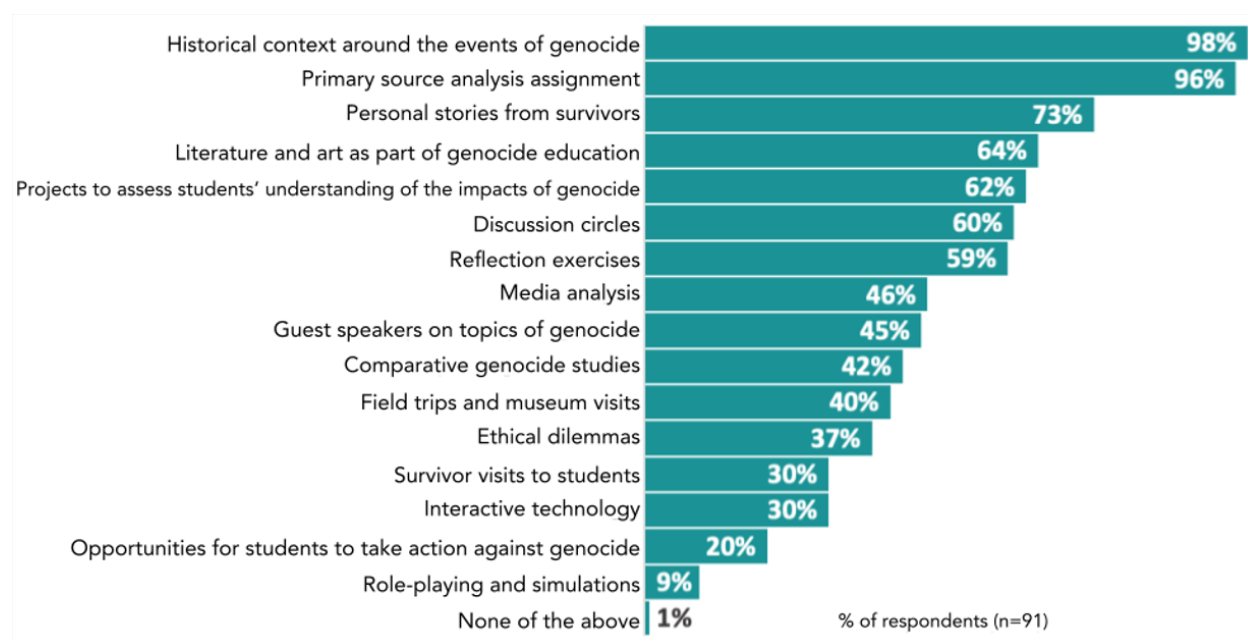
Read Exhibit 7 as: "Sixteen percent of the 73 districts that provide 6th grade offered 1 or more required courses covering genocide education."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

required course covering genocide education in each of 9th, 10th, and 11th grades; however, district staff indications that required courses are offered at various grade levels do not necessarily mean that students must take such courses in each respective grade. Elective courses covering genocide education are rarely offered in grades 6-9, and are offered in about half the responding districts serving 11th and 12th graders.

As illustrated in Exhibit 8, almost all district leaders reported that they encourage educators to use historical context around the events of genocide (98%) and primary source analysis assignments (96%) as pedagogical methods during genocide education. About three quarters of district respondents encourage using personal stories from survivors (73%) and about two-thirds encourage using literature and art (64%), projects (62%), discussion circles (60%), and reflection exercises (59%).

### Exhibit 8: Pedagogical Approaches Encouraged by Districts for Genocide Education



Read Exhibit 8 as: "Ninety-eight of the 91 districts encourage educators to use historical context around the events of genocide when teaching genocide education."

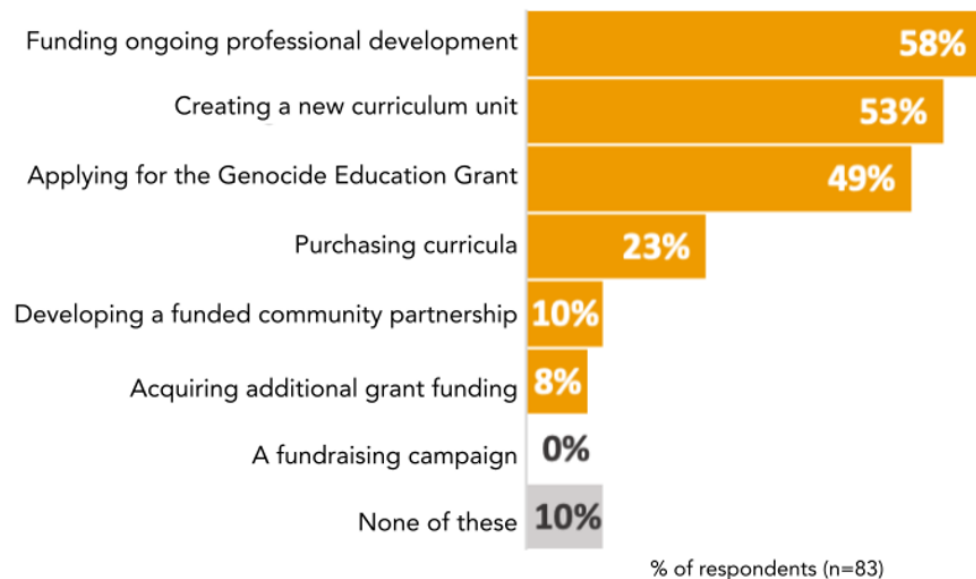
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Using data from multiple questions about professional development offerings, we determined that 60% of district respondents (total n=111) did not provide professional development on genocide education in the 2023-2024 school year.

Overall, 56% of district respondents (total n=91) indicated that their genocide education offerings are likely to expand in the 2024-2025 school year compared to the 2023-2024 school year. A further 39% indicated that their offerings are likely to remain about the same. Only 1% indicated that their offerings will decrease while 4% of respondents did not know.

Among those whose offerings are likely to expand in the 2024-2025 school year [see Exhibit 9] compared to the 2023-2024 school year, more than half of districts plan to fund ongoing professional development (58%) or create a new curriculum unit (53%). And, almost half of the responding districts (49%) plan to apply for the Genocide Education Grant.

**Exhibit 9: Strategies Intended by Districts (n=83) who Anticipate Sustaining or Increasing their Genocide Education Offerings (2023-2024 to 2024-2025 SY)**



Read Exhibit 9 as: "Fifty-eight percent of the 83 districts plan to sustain or increase their genocide education offerings in 2024-2025 by funding ongoing professional development."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Are there differences in genocide education for schools/districts that serve different student groups?

Exhibit 10 summarizes course offerings for several types of district characteristics: locale, enrollment, proportion of low-income students, and proportion of students of color. We divided each of these characteristics into three categories, as illustrated in the left-most column. The table shows the percent of district respondents in each of the three categories that 1) require any course(s), 2) require courses in social studies or history subject areas, 3) require any course(s) in other subject areas, and 4) offer any courses in English/language arts (ELA). These comparisons resulted in non-significant differences in frequencies across categories, for all outcomes, after adjustments were made to the Type 1 error probabilities (p-values) of the pairwise comparisons among the three groups. As such, the following comparisons of group frequencies are purely descriptive.

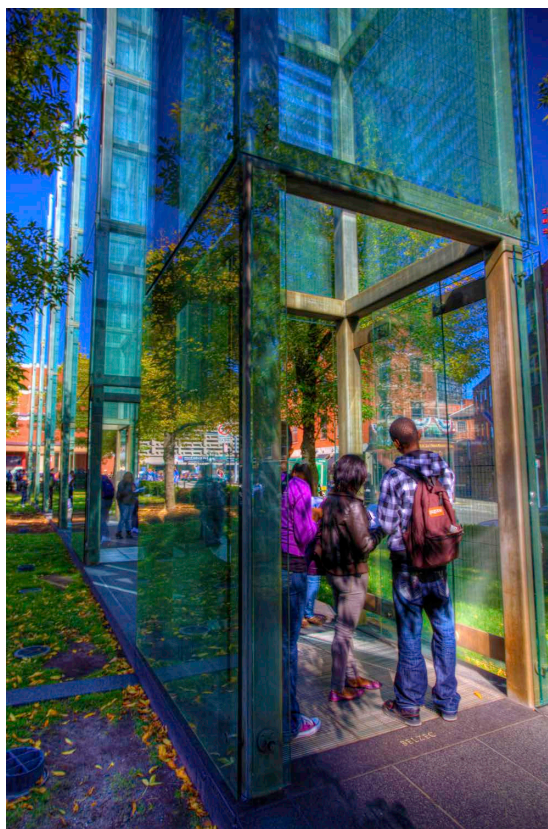
**Exhibit 10: Course Offerings Grouped by District Characteristics**

	Percent % of respondents (n=91) that have any course that is:			
	Required	Required/Elective in Social Studies or History	Required and not in Social Studies or History	Required/Elective in English/Language Arts
<b>OVERALL</b>				
	76	75	34	34
<b>LOCALE/URBANICITY</b>				
Urban (n=10)	90	90	50	50
Suburban (n=90)	73	72	34	34
Rural (n=11)	82	82	18	18
<b>DISTRICT SIZE</b>				
< 1,000 students	85	85	25	25
1,001 - 6,000 students	73	71	35	35
6,000+ students	79	79	43	43
<b>PROPORTION OF LOW INCOME STUDENTS</b>				
Low	71	71	27	27
Medium	80	77	30	30
High	77	77	46	46
<b>PROPORTION OF STUDENTS OF COLOR</b>				
Low	71	69	31	31
Medium	83	83	35	35
High	77	77	39	39

Read Exhibit 10 as: "Seventy-six percent of the 91 overall respondents have a required course that covers genocide education."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

The first set examines how course requirements vary as a function of district urbanicity. The majority of district respondents, regardless of their locale, require students to take a course (90%, 73%, and 82%, respectively, for urban, suburban, and rural districts) and nearly the same proportions of respondents offer any course covering genocide in social studies or history subjects. The next two columns show the proportion of respondents requiring any courses in subject areas other than social studies or history, and offering any courses in ELA. Here, too, the trends are nearly identical for 'any required course offerings' in other subjects and in ELA. The large majority (three-quarters or



more of districts) of required course offerings are in social studies/history, not surprisingly. Fewer districts require courses in other subjects or in ELA. Urban districts are more likely to require such courses, perhaps because they have more educators/subjects available.

The next set examines the course offerings as a function of district size. Again, the trends are nearly identical for required and any social studies/history course offerings, as well as for the 'required course offerings' in other subjects and in ELA. For the large majority (three-quarters or more of respondents) the required course offerings are in social studies/history; again not surprisingly. Fewer respondents require courses in other subjects or in ELA specifically. And here, larger districts are indeed more likely to require such courses, perhaps because they have more educators/subjects available.

The next two panels focus on student demographics, including the proportions of students who are low income and of color. The patterns are very similar for both characteristics in terms of required courses and

courses in social studies/history subject areas. Fewer respondents require courses in other subjects or in ELA, and for these groups, approximately two-fifths of districts with high proportions of low income students or students of color either require or offer courses outside of social studies or history. While we don't know why, perhaps it is because larger districts with more heterogeneous student populations as well as larger numbers of educators might have more—and more varied—courses in which genocide education could be addressed.

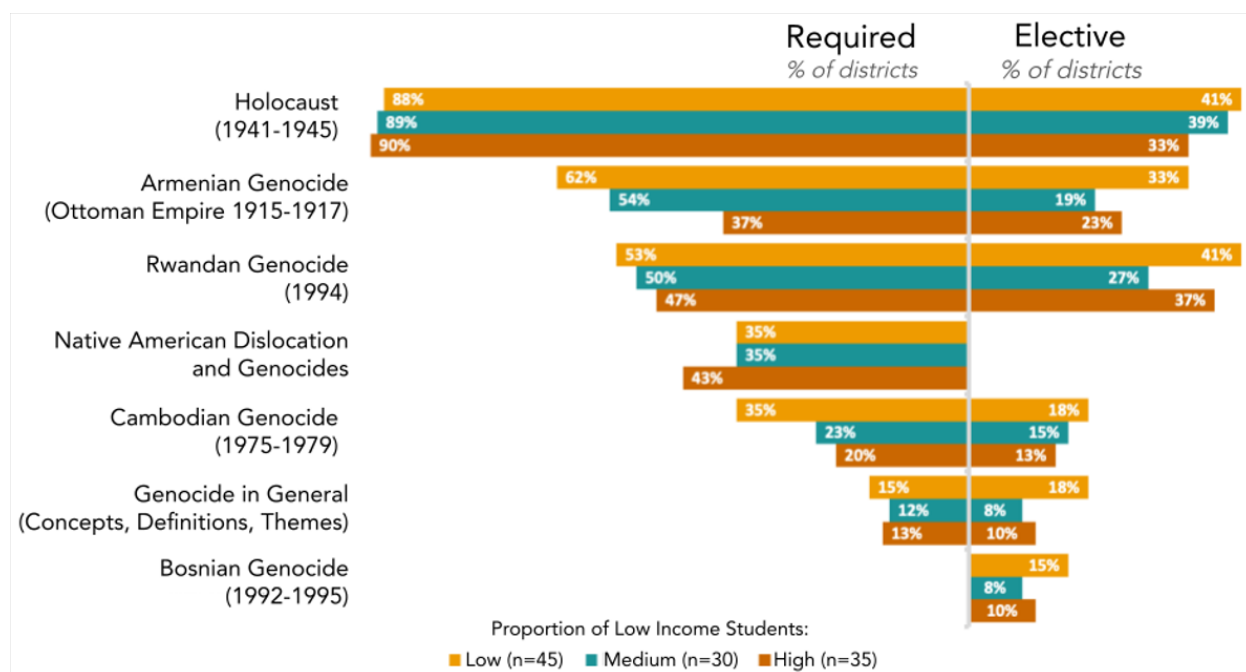
Exhibit 11 displays the top six specific topics of genocide addressed in required courses for respondents according to the three categories of districts' proportion of low income students [See Appendix 1 for details on how low/medium/high categories were defined]. The most frequently covered topics in required courses are shown on the left, and elective course topics are presented on the right.

The Holocaust was by far the most frequently covered topic, covered by about 90% of respondents, and it was also the most frequently addressed topic in elective courses, addressed by about 40% of respondents. Other genocides addressed include Armenian, Rwandan, Native American Dislocation, Cambodian, and genocides in general. There is not much variation as a function of the proportion of low income students; rather there is somewhat more differentiation in rankings of topics in required versus elective courses.

**"The range of genocides is generally limited to a few universally recognized ones; that needs to expand while also adhering to the accepted definitions of the term 'genocide'."**

**- District Leader**

**Exhibit 11: Top Six Topics District Leaders Report are Covered in Required and Elective Genocide Education Courses by Proportion of Low Income Students (n=110)**



Read Exhibit 11 as: “Eighty-eight percent of the 45 districts with a low proportion of low income students have a required course covering the Holocaust.”

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Notes: District leaders provided information on up to 15 separate courses, including narrative responses about which topics were addressed in a given course. Their responses were then grouped according to an established list of genocides, and we added more categories when appropriate.

## What types of supports are most in need to support educators in providing high-quality genocide education in middle and high school? What factors facilitate/impece educators’ ability to do so?

### *Requests from District Leaders and Educators*

The surveys asked both district leaders and educators open-ended questions about other topics not explicitly addressed, including other supports and guidance from DESE (e.g., “Is there anything else that you feel is important about genocide education in your district that we have not yet asked you about?”).

District leaders requested more guidance from DESE on how to define genocide education and embed it into the curriculum, as well as resources to do so. They also requested more support from



DESE for educators given the current political climate and current events occurring around the world in 2023 and 2024. They requested more professional development for both district leaders and educators, as well as support to create cross-curricular humanities units and/or learn from other districts on how to embed genocide education. Classroom educators requested that DESE provide a formalized genocide education curriculum and update the History and Social Science Framework to include genocide education.



District leaders were asked to rank the top three most important supports [see Exhibit 12] and impediments [see Appendix Exhibit 3] from longer lists of options. Due to the ranked choice voting nature of these questions, we performed Instant Runoff analyses of the results to determine the top answers for each question [see Appendix Exhibits 2 and 3 for full results and notes on methods]. This method ensures that more than a respondent's first choice vote is taken into account. Note that the overall number one choice can turn out not to be the number one choice of smaller groupings due to the higher level of preference information collected in ranked choice questions and analyzed in Instant Runoff methodology.

Districts reported that professional development about both content and pedagogy, as well as instructional resources/curricula, were the most important resources needed to support genocide education in their districts. Dedicated time for instruction was ranked second to last.

#### Exhibit 12: Top Supports Needed for Genocide Education at the District Level According to District Leaders

Support	Ranking among All Respondents (n=74)
Professional development about content	1
Professional development about pedagogy	2
Instructional resources/curricula	3
Time for planning	4
Access to experiential learning	5
Availability of multiple teachers to brainstorm/co-plan	6
Assistance with integrating into curriculum	7
Dedicated time for instruction	8
Grade-appropriate assessments	9

Read Exhibit 12 as: "Professional development about content was ranked as the number one most important resource needed to support genocide education at the district level."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

# CLASSROOM EDUCATORS' INSIGHTS ON GENOCIDE EDUCATION IN THE COMMONWEALTH

We collected survey data from classroom teachers across the state of Massachusetts to describe the landscape at the classroom level as we have for the district level. However, because our pool of educator respondents is not a representative sample (see Educator Response Rates above), we cannot characterize the educator data as reflecting the complete landscape of the state. Nonetheless, the educator data can and does provide some insights about the status of genocide education and those who teach it from a subset of districts in the state.

## What does genocide education at the secondary level currently look like in Massachusetts schools?

Educators reported that 24 topics were covered in required courses and 17 in elective courses. Exhibit 13 presents the 10 most commonly reported topics addressed in required and elective courses [see Appendix Exhibit 29 for full data on all topics covered].

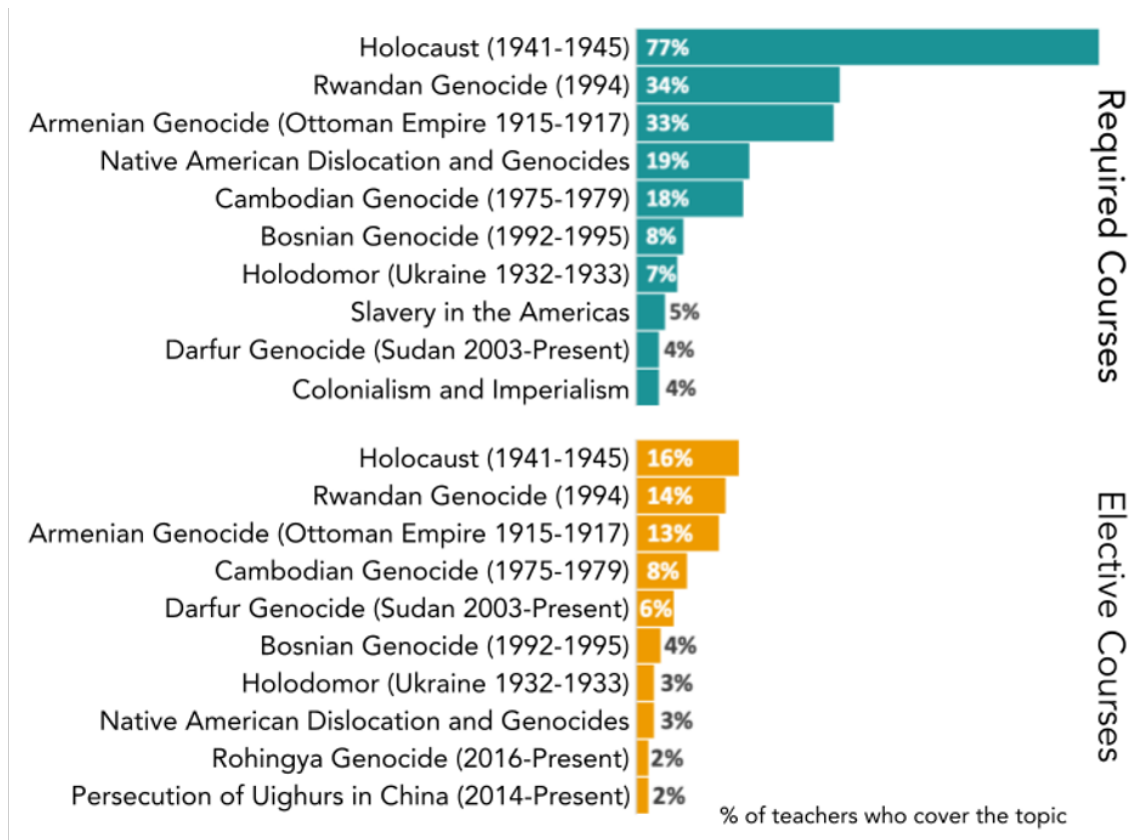
The Holocaust was reported as the most commonly covered topic in required courses. Seventy-seven percent of educators (n=146) reported covering it in at least one required course. The Holocaust was also the most commonly covered topic in elective courses; 16% of all educators reported covering it.

There were many similarities in the top 10 topics covered between required and elective courses. The Holocaust, Rwandan, Armenian, Cambodian, Bosnian, and Darfur Genocides, Native American Dislocation & Genocides, and the Holodomor all appeared in the 10 most common topics for both required and elective courses. Only four of the topics did not appear on both lists: Slavery in the Americas, and Colonialism and Imperialism were ranked 8th and 10th in required courses. Meanwhile, the Rohingya Genocide and the Persecution of Uighurs in China, two modern-day topics, ranked 9th and 10th in elective courses.

**"Teaching middle school students about genocide has always been extremely challenging due to the graphic and emotionally traumatic nature of the topic. Providing instruction in a tactful, sensitive, and objective manner will require dedicated training and resources that are age-appropriate."**

**- Classroom Educator, open-ended survey response**

**Exhibit 13: Top Ten Genocide Topics Educators Reported Addressing in Required and Elective Courses**



Read Exhibit 13 as: "Seventy-seven percent of educators report covering the Holocaust in at least one required course."

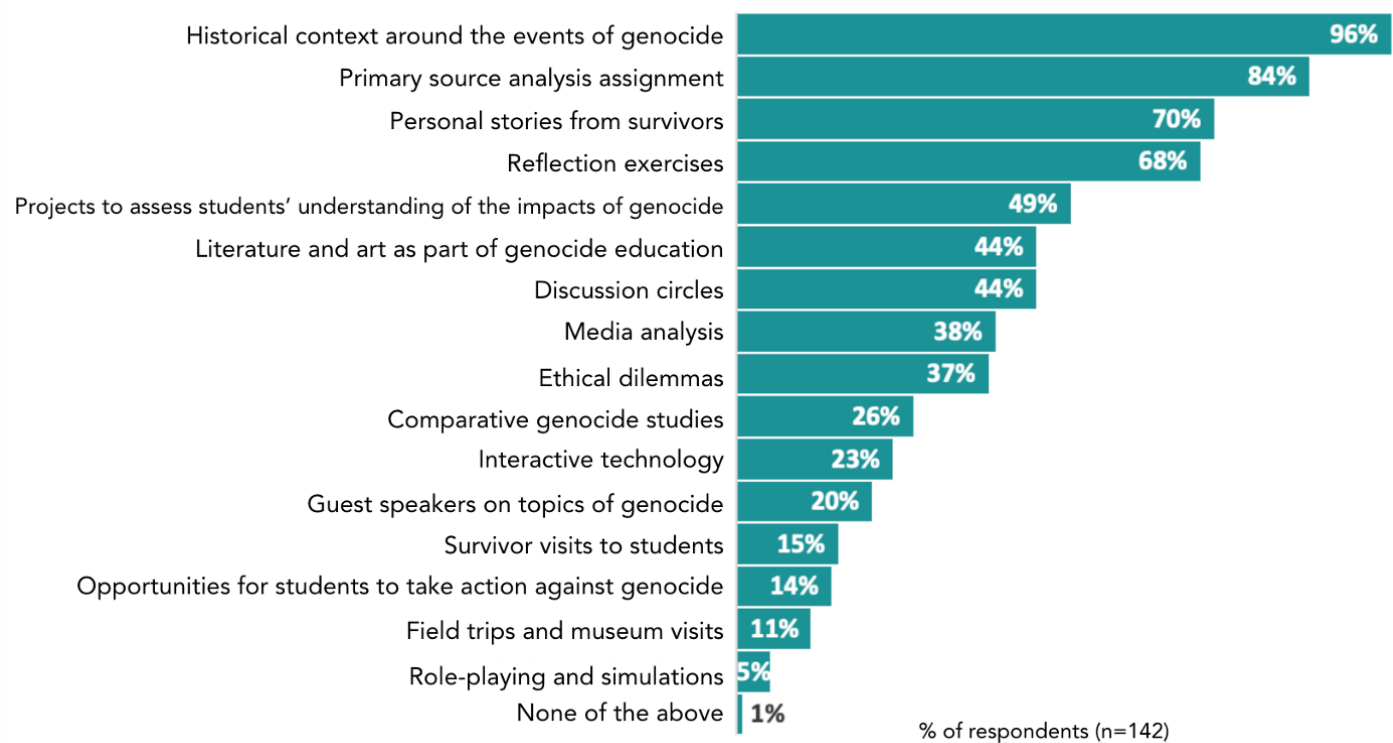
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Note: Educators were asked to input information on up to seven courses, including a free response entry on which genocide education topics were covered in that course. We grouped these free responses according to an established list of genocides and added more categories when they emerged from the inputted data.

The most commonly used pedagogical strategies [see Exhibit 14] reported by the large majority of educators included providing historical context about genocide (96%) and requiring students to analyze primary source documents (84%), and about two-thirds of educators reported that they relied upon personal stories from survivors (70%), and assigning students reflection exercises (68%).

Other strategies reported as being used by just under half of educators included assigning projects and using literature and art or discussion circles (49% and 44%, respectively). Fewer educators indicated that they used media analysis (38%), guest speakers (20%), or field trips (11%).

**Exhibit 14: Pedagogical Approaches Used by Educators during Genocide Education**



Read Exhibit 14 as: "Ninety-six percent of the 142 educator respondents use the pedagogical approach of 'historical context around the events of genocide'."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

## What types of supports are most in need to support classroom educators in providing high-quality Genocide Education in middle and high school? What factors facilitate or impede classroom educators' ability to provide meaningful genocide education?

The next section focuses on the elements educators reported are most needed to support their efforts to provide/engage in high-quality genocide education (Research Question 3), as well as the factors educators reported both facilitate and impede their efforts (Research Question 4).

Educators were asked to rank the top three most important supports and impediments from longer lists of options. As with district leaders' responses, we used Instant Runoff analyses of the results to determine the top answers for each question [see Appendix Exhibits 4 and 5 for full results and notes on methods].

The top three supports reported by educators were: ‘Instructional resources/curricula’, ‘Time for planning’, and ‘Professional development about content’ [see Exhibit 15]. When grouped by school levels, middle and high school educators reported the same top three ranked supports, with generally similar rankings to one another throughout the ten items.

**Exhibit 15: Top School-level Supports Educators Reported They Need for Genocide Education**

Support	Ranking		
	All Respondents (n=140)	Middle School Educators (n=60)	High School Educators (n=84)
Instructional resources/curricula	1	3	2
Time for planning	2	1	3
Professional development about content	3	2	1
Opportunities for students to understand others’ experience	4	4	5
Access to experiential learning	5	5	4
Coaching on how to integrate genocide education into existing course(s)	6	6	6
Dedicated time for instruction	7	8	9
Grade-appropriate assessments	8	7	7
Professional development about pedagogy	9	10	10
Availability of colleagues with whom to brainstorm/co-plan	10	9	8

Read Exhibit 15 as: “Instructional resources/curricula were the #1 ranked support for all respondents, and were ranked 3 for middle school educators and 2nd for high school educators.”

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

However, when educators reported on the top impediments to genocide education [see Exhibit 16], a lack of instructional resources or curricula (which was the most commonly reported top support) dropped to seventh position. Instead, educators indicated that a ‘Lack of time for planning’, ‘Lack of dedicated time for instruction’, and ‘Lack of opportunities for students to understand others’ experience’ were the most important impediments to genocide education. The survey questions did not ask for further elaboration about the specific reasons lack of time or opportunity represented impediments, however, so we don’t know the details behind respondent choices.

There was more variation between middle and high school educators’ reported rankings of impediments than supports; for example, high school educators reported that ‘Lack of access to experiential learning’ was the third most important impediment, and middle school educators reported that topic as ninth most important.

**Exhibit 16: Top School-level Impediments Reported by Educators**

Impediment	Ranking		
	All Respondents (n=128)	Middle School Educators (n=56)	High School Educators (n=81)
Lack of time for planning	1	1	1
Lack of dedicated time for instruction	2	2	2
Lack of opportunities for students to understand others' experience	3	3	5
Lack of access to guest speakers with lived experience with genocide	4	6	4
Lack of access to professional development about content	5	5	6
Lack of access to coaching on how to teach genocide education	6	4	8
Lack of access to instructional resources/curricula	7	7	9
Lack of access to experiential learning	8	9	3
Lack of access to grade-appropriate assessments	9	8	7
Lack of access to coaching on how to integrate genocide education	10	10	11
Lack of access to professional development about pedagogy	11	11	10

Read Exhibit 16 as: "Lack of time for planning was the #1 ranked impediment for all respondents, and for both groups of respondents (middle school and high school educators)."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey



# EVALUATION OF THE 2023-2024 SCHOOL YEAR MASSACHUSETTS GENOCIDE EDUCATION GRANT

As required by the new law, in 2023 DESE launched the Genocide Education Grant, Fund Code 215. The grant funds support district efforts to develop and/or select curricula, implement professional development, and offer other enriching learning experiences to help secondary students better understand the history and patterns of genocide.

The initial round of the Genocide Education Grant funded \$1,198,400 to 37 recipients (39 total districts) across the state<sup>8</sup>. Awardees began to implement grant activities either in Spring 2023 or (in most cases) the 2023-2024 school year. DESE has awarded grants for the 2024-2025 school year and pending availability of legislative funding, plans to award future grant cycles. This section of the report addresses the six research questions listed earlier in this report, and includes data from the 34 grantee districts (of 39 total) who responded to evaluation surveys. In some cases, grantee data are compared to the 77 non-grantee respondent districts.

**"The legislation and funding have allowed us to make great growth in this area and we are excited to continue this. It is highly connected to our work about anti-bias, anti-bullying etc."**

**- District Leader**

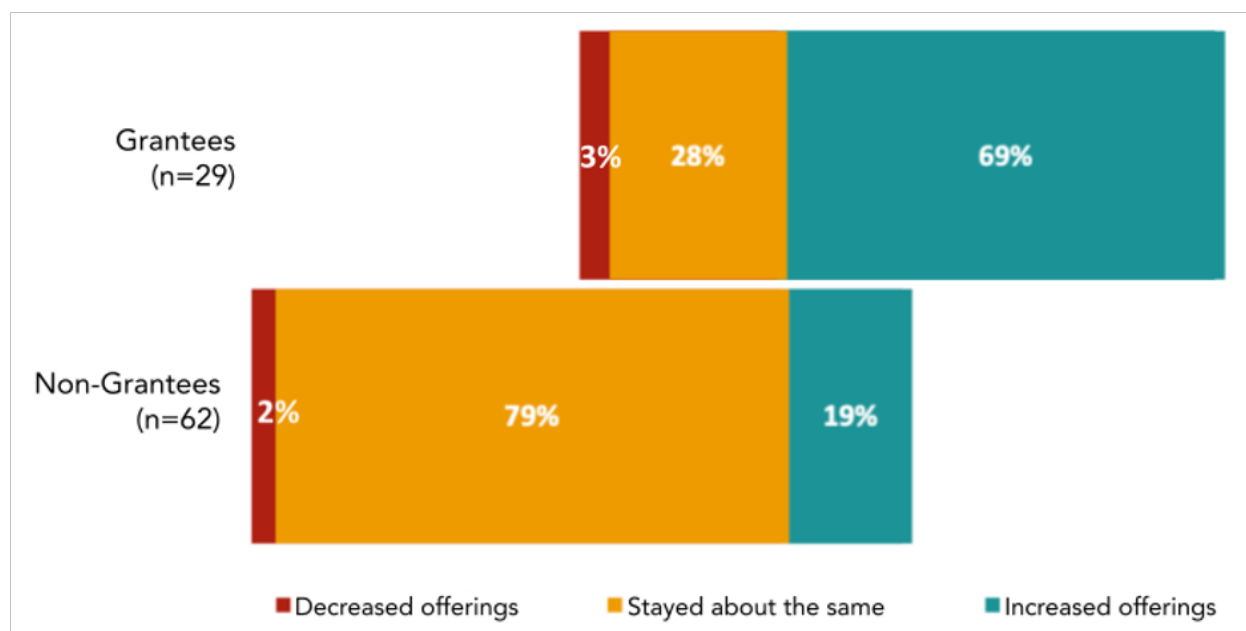
## To what extent did the grant influence expansion and improvement of genocide education?

Grantees were far more likely than non-grantees to report having increased their genocide education offerings in the 2023-2024 school year compared to the 2022-2023 school year [see Exhibit 17]. Over two-thirds of grantees<sup>9</sup> (69% of 29) reported that their offerings increased, whereas about one-fifth (19%) of non-grantees reported increased offerings. Inversely, as one would expect, non-grantees were far more likely to report that their offerings stayed the same (79% of non-grantees compared to 28% of grantees). Across both groups, very few respondents anticipated decreased offerings. As noted above, self-selection into the grant program (and other factors) may partially drive these differences, yet grantees are considerably more likely to have reported increased genocide education offerings than non-grantees.

<sup>8</sup> Note that two pairs of districts received joint awards, meaning that 39 total districts received some grant funding.

<sup>9</sup> Throughout the report unless otherwise noted, statements such as 'X% of grantees' refers to X% of grantee respondents, rather than X% of the 39 grantee districts across the state. The same applies for non-grantee respondents vs. the 300+ non-grantee districts across the state.

**Exhibit 17: Changes in Genocide Education Offerings from 2022-2023 to 2023-2024 School Year**



Read Exhibit 17 as: "Sixty-nine percent of grantees reported increases in their genocide education offerings from the 2022-2023 to 2023-2024 school year."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

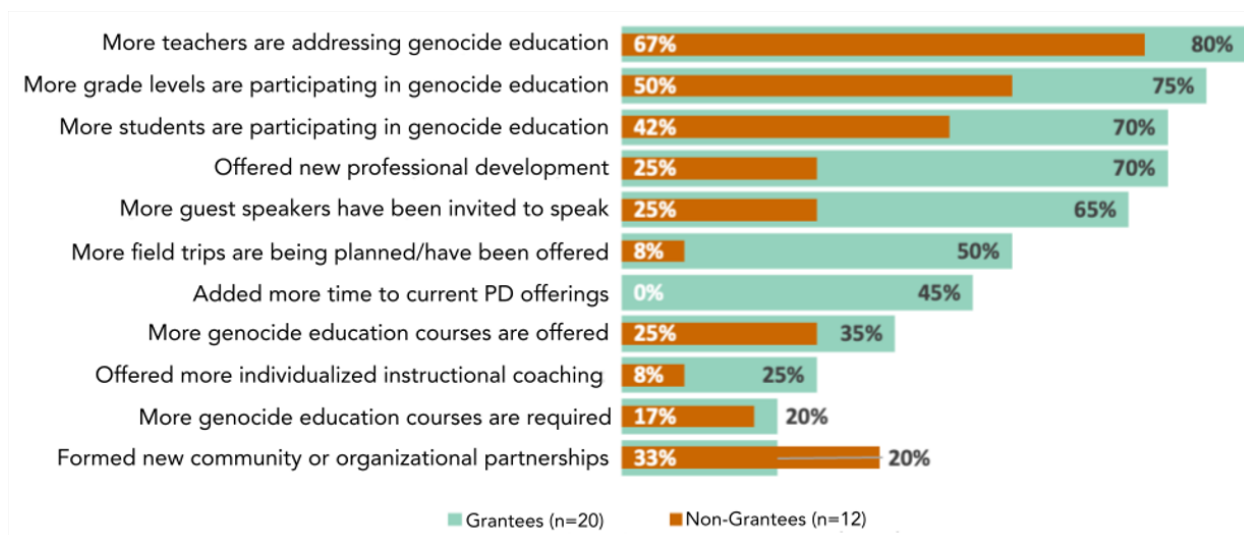
The most frequently reported strategies districts used to increase their offerings in the 2023-2024 school year (among grantees that had increases (n=20)) included deeper implementation of genocide education via professional development (PD), guest speakers, and field trips [see Exhibit 18]. Specifically, district leaders reported that more educators are addressing genocide education (80%), more grade levels are participating (75%), more students are participating (70%), and new professional development was offered (70%) in grantee districts. Additionally, 65% of grantee districts had more guest speakers and 50% offered more field trips. These strategies may well reflect the availability of Genocide Education Grant funds, as well as individual district priorities, resources, and policies about genocide education.

The difference between grantees and non-grantee districts, among those who reported having increased their offerings, is that notably larger percentages of grantees used key strategies to increase genocide education offerings in several ways. The largest differences were in



offering new PD (70% of grantees and 25% of non-grantees), adding more time to current PD offerings (45% of grantees and 0% of non-grantees), offering/planning more field trips (50% of grantees and 8% of non-grantees) and inviting more guest speakers (65% and 25%, respectively, for grantees and non-grantees). These differences may reflect strategies that would be associated with substantial funding needs - and it reasonably follows suit that grantees may have allocated their grant funds to support these activities. On the other hand, less costly activities tended to show more modest differences, and in one case were more frequently used by non-grantees.

**Exhibit 18: Strategies Used by Grantee and Non-Grantee Districts (of those reporting increased genocide education offerings between 2022-23 and 2023-2024)**



Read Exhibit 18 as: "Amongst the 20 grantees who reported they had increased their genocide education offerings from the 2022-2023 to 2023-2024 school year, 80% reported that more teachers are addressing genocide education."

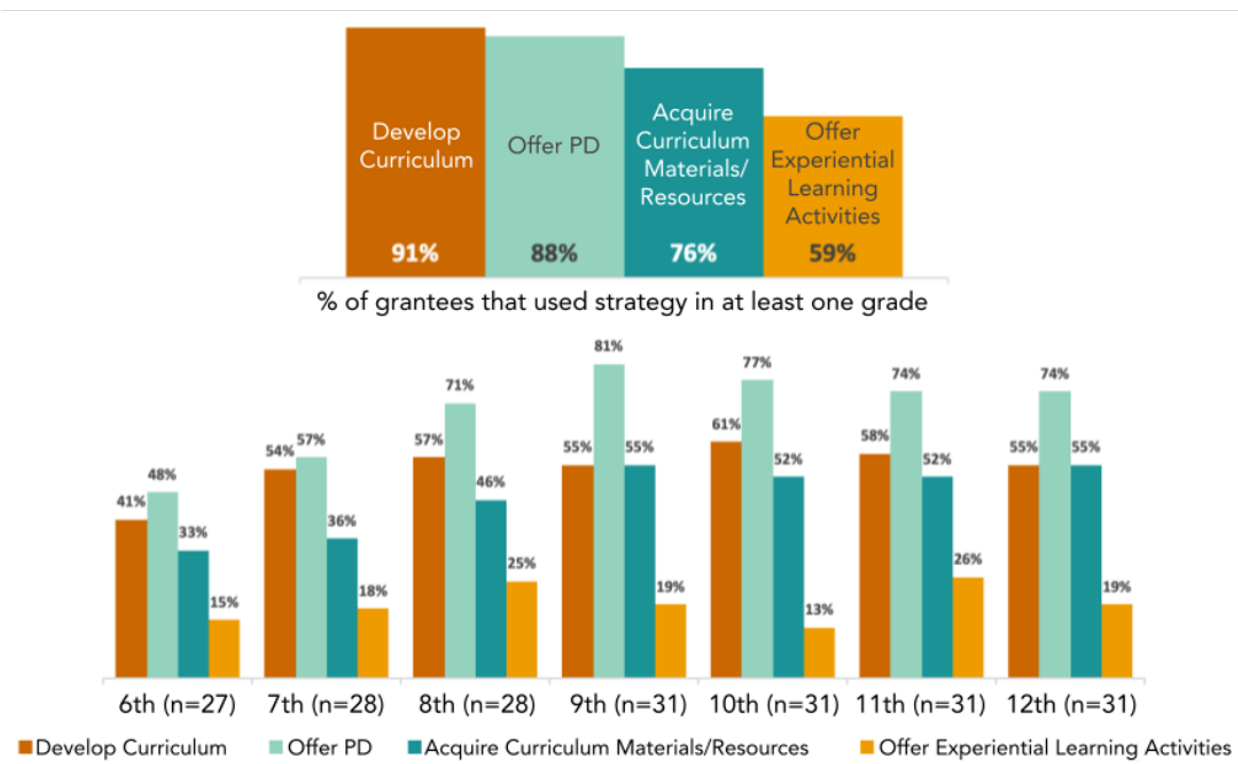
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## In what ways did grant recipients use the funding that they received?

The overall trends in grantee usage of funds tends to mask important variation in which grades received resources. Overall [see Exhibit 19], grantees most often reported using their grant funds to develop curriculum (91%) and offer professional development in at least one grade level (88%). About three-quarters (76%) indicated that they used funds to acquire curriculum materials/resources, and more than half report offering experiential learning activities in at least one grade level (59% of grantees). However, when fund usage is broken out by grade level, there are some differences in reported resource allocations. Fewer than half of districts serving 6th grade used any single strategy, while more than half of districts serving grades 7-12 reported using their funding across two or three of the four grant categories. Across all grades, offering PD was the most frequently reported strategy, followed by developing curriculum and acquiring curriculum, and the

fewest resources were allocated to offering experiential learning. Note that the number of districts serving 6th and 7th-8th grades ranges from 27 to 28 for 6th and 7th-8th grades, respectively, to 31 for grades 9-12.

**Exhibit 19: Percent of Grantees (n=34) that Report Using Grant Funds in Each Spending Category**



Read Exhibit 19 as: "Forty-eight percent of the 34 responding grantees used grant funds to offer professional development related to 6th grade."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## How is genocide education integrated into the curriculum for recipient districts?

Eighty-two percent of grantees (n=28) have at least one required course covering genocide education [see Exhibit 20]. Fifty percent of grantees have at least one required course outside of social studies and/or history. Ten percent of grantees have at least one required course at each grade level.

Ninety-six percent of grantees indicated that they have at

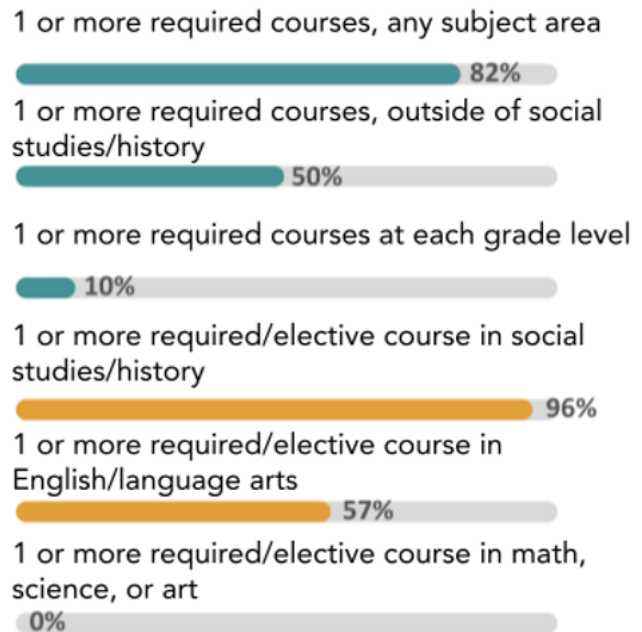
"Grant funds have made a significant impact, but the political/current events as backdrop makes further progress less comfortable for everyone - while simultaneously more important than ever. Also, most curriculum focuses solely on Holocaust - we need to be more inclusive when discussing genocide."

- Grantee District Leader

least one required or elective course in social studies and/or history that covers genocide education. Fifty-seven percent of grantees reported having at least one required or elective course in English/language arts that addresses genocide education, and no grantees reported that genocide education was covered in any courses (required or elective) in math, science, or art.

More than half of reporting grantee districts indicated that they have a required course covering genocide education in 9th, 10th, and 11th grades [see Exhibit 21]. Grantees reported that elective courses covering genocide education are rarely offered in 6th through 9th grades (5%, 4%, 4%, and 12% of districts, respectively), and are increasingly available in 10th through 12th grades where grantees offer at least one elective course addressing genocide education (32%, 56%, 68% of districts, respectively).

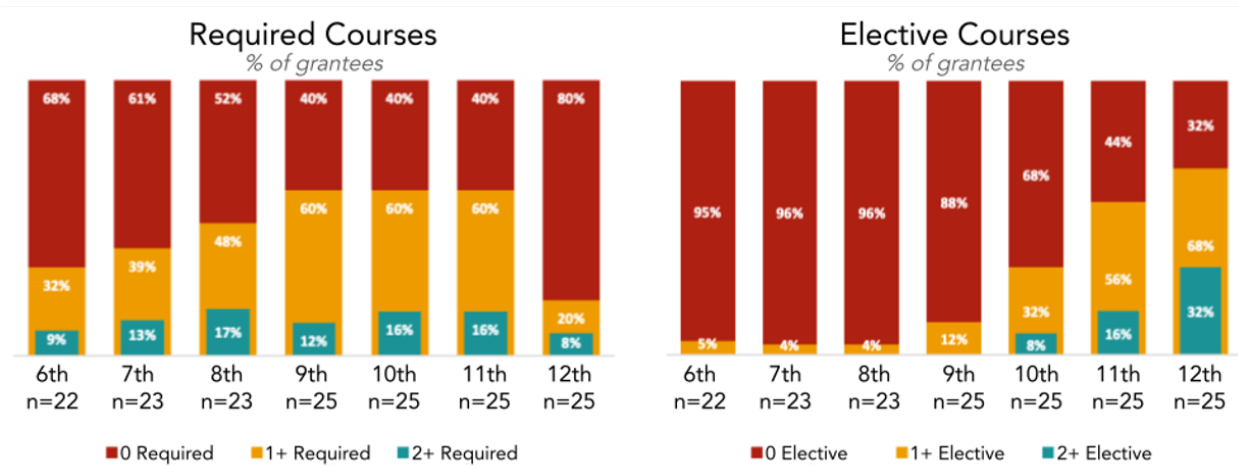
**Exhibit 20: Courses Covering Genocide Education in Grantee Districts (n=28)**



Read Exhibit 20 as: "Eighty-two percent of the 28 grantee districts has at least one or more required courses covering genocide education."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

**Exhibit 21: Number of Required and Elective Courses Covering Genocide Education by Grade in Grantee Districts**

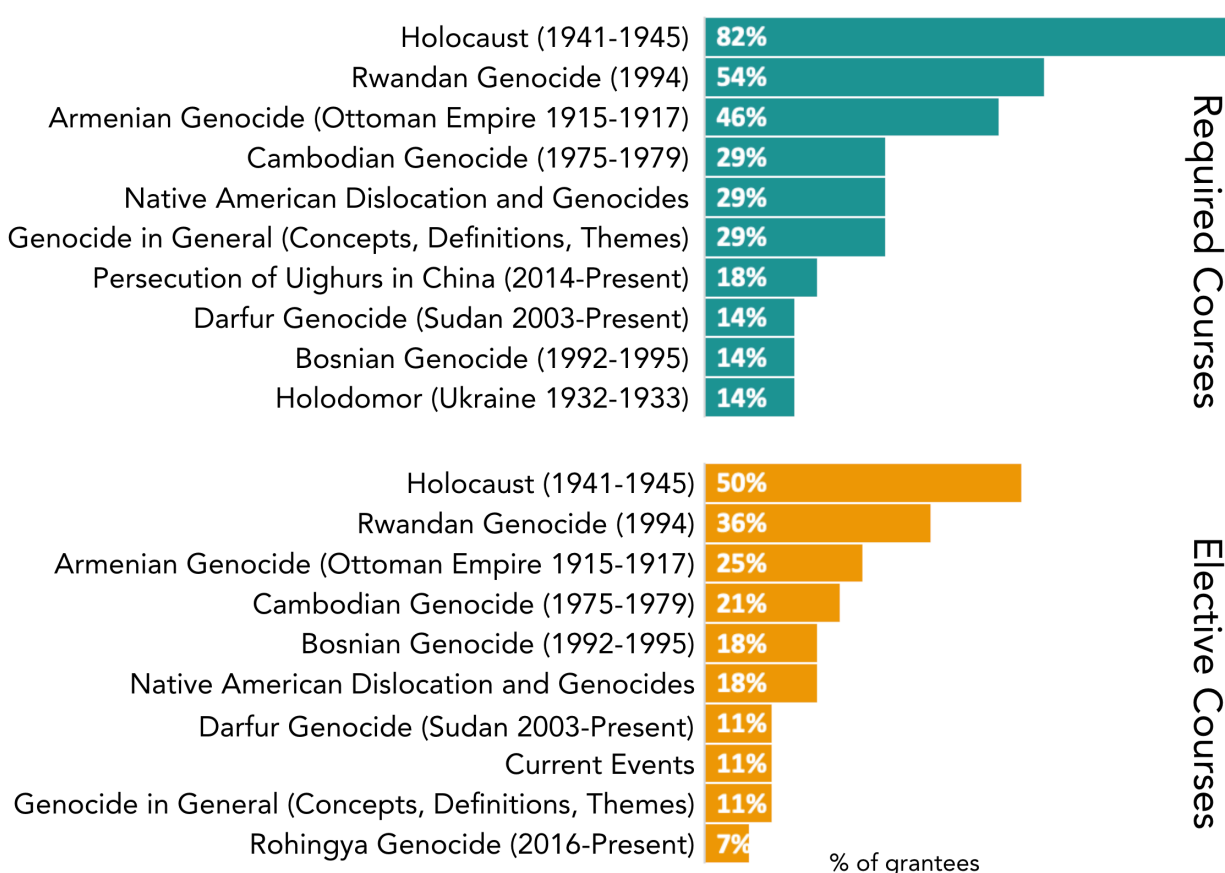


Read Exhibit 21 as: "Thirty-two percent of the 22 grantee districts that provide 6th grade offered 1 or more required courses covering genocide education."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

The Holocaust was the most commonly reported topic in required courses [see Exhibit 22]. Eighty-two percent of grantee districts indicated having at least one required course that covers the Holocaust, followed by the Rwandan and Armenian Genocides (54% and 46%, respectively). The next set of commonly addressed topics included Genocide education in general, persecution of Uighurs in China, and Native American Dislocation and Genocides, each reported by 29% of grantee districts. Twenty-nine percent of grantee districts reported they have at least one required course that covers Native American dislocation and genocides in the Americas.

**Exhibit 22: Top Ten Genocide Topics Covered in Required and Elective Courses in Grantee Districts (n=28)**



Read Exhibit 22 as: "Eighty-two percent of the 28 grantee districts report covering the Holocaust in at least one required course."  
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

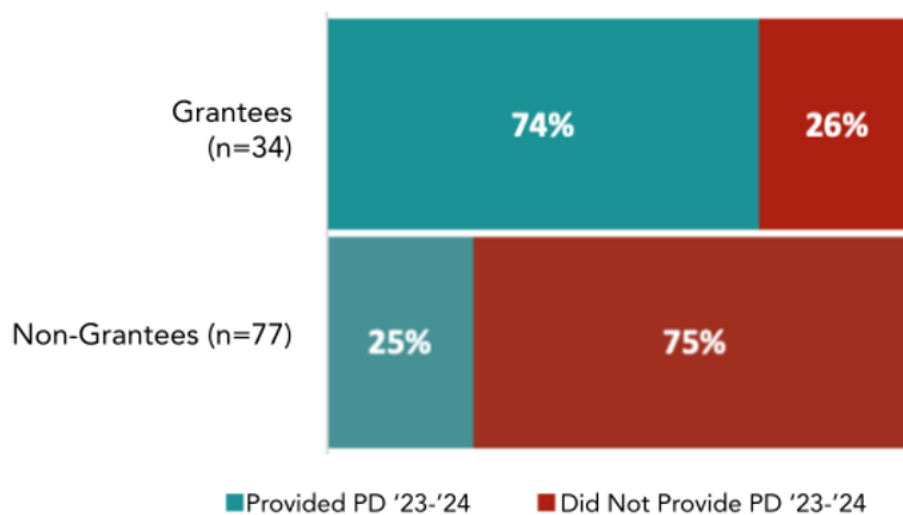
The Holocaust was also the most commonly reported topic in elective courses, with 50% of grantee districts reporting at least one elective course covering it. Current events involving genocide were reported in at least one elective course by 11% of grantee districts.



## To what extent and in what ways did the different approaches to professional development and partnerships support educator comfort and readiness to implement instruction on genocide education?

Grantees (n=34) were almost three times more likely to report having provided professional development (PD) on genocide education to their educators in the 2023-2024 school year than non-grantees (n=77) [see Exhibit 23]. About three-quarters of grantee districts reported providing professional development. Note that we used multiple questions on topics such as grade levels to which professional development was provided, and the modes in which it was provided to determine which districts had provided professional development.

**Exhibit 23: Difference in Genocide Education Professional Development Offerings between Non-Grantees and Grantees in the 2023-2024 School Year**



Read Exhibit 23 as: "Seventy-four percent of the 34 grantees provided professional development to their educators in the 2023-2024 school year."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

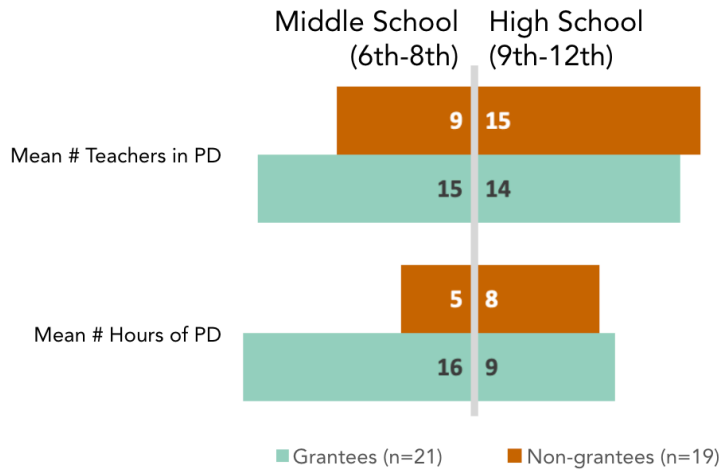
Breaking down the professional development offerings shows that grantees (n=21) provided more hours of genocide education PD (mean: 16 hours) to more educators (mean: 15 educators) in middle school than non-grantees (n=19) did [see Exhibit 24]. Both grantee and non-grantee districts reported roughly equivalent amounts of professional development at the high school level.

**"...It has been very good to learn more about genocide and ways to teach it."**

**- Grantee Educator**

Grantee districts reported more existing partnerships (prior to completing the survey in spring of 2024) than non-grantee districts [see Appendix Exhibit 13]. The most frequently named partners include Facing History and Ourselves, Primary Source, and the Salem State University Center for Holocaust and Genocide Studies. Grantee and non-grantee districts named 14 different organizations as partners in genocide education.

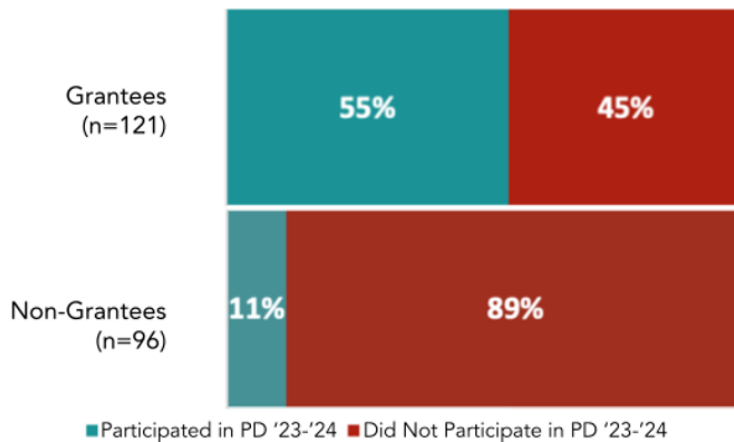
## Exhibit 24: Provision of Professional Development on Genocide Education by Hours, Teachers, and Grade Level



Read Exhibit 24 as: "A mean of 9 middle school teachers from non-grantee districts participated in professional development on genocide education compared to a mean of 15 middle school teachers from grantee districts."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Exhibit 25: Participation in Professional Development on Genocide Education by Grantee and Non-Grantee Educators



Read Exhibit 25 as: "Eleven percent of non-grantee educators participated in professional development on genocide education in the 2023-2024 school year."

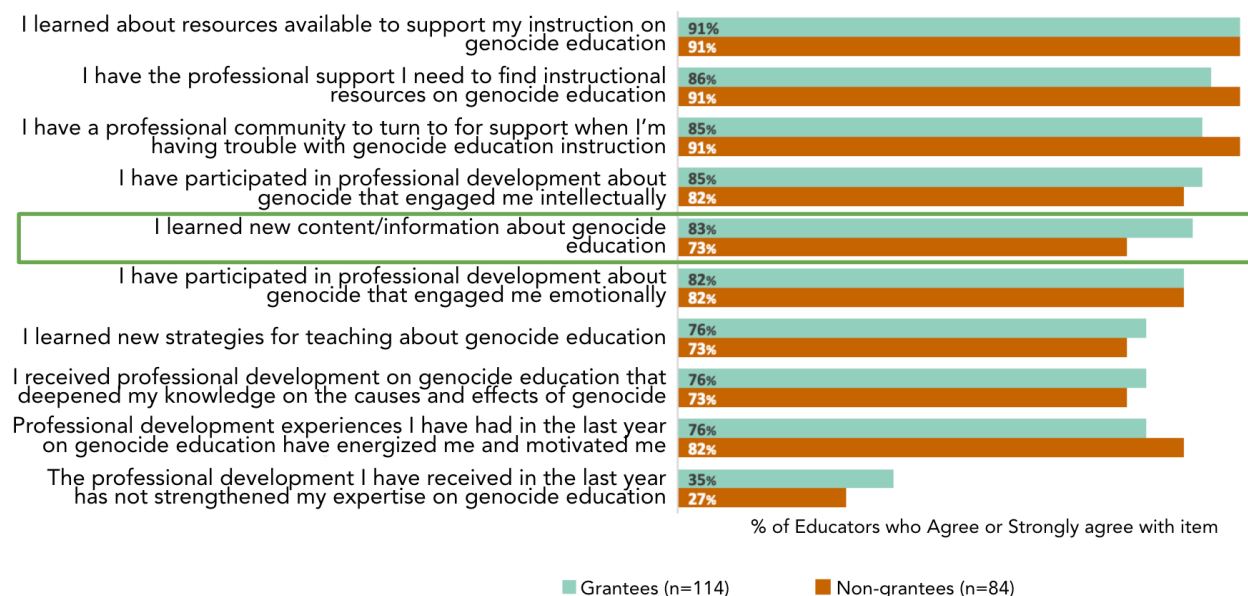
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Educator survey data indicate that educators from grantee districts were five times more likely than those from non-grantee districts to have participated in professional development about genocide education in the 2023-2024 school year (55% and 11% respectively, of classroom educators from grantee and non-grantee district [see Exhibit 25].

Grantee and non-grantee educators (n=66 and n=11, respectively) who participated in PD were asked to report on their perceptions of the PD experience. The majority of both groups of educators agreed or strongly agreed that after professional development they were more confident (79% of grantees, 82% of non-grantees), comfortable (82% of both groups), and ready (82% of both groups) to teach genocide education [see Appendix Exhibit 16]. These findings suggest that when professional development is offered to and attended by educators, it is generally perceived as beneficial.

Educators from grantee (n=114) and non-grantee (n=84) districts reported generally similar takeaways about their PD experiences [see Exhibit 26], although a slightly larger proportion of educators from grantee than non-grantee districts (83 and 73%, respectively) reported that “I learned new content/information about genocide education”, as illustrated by the green box in Exhibit 26.

### Exhibit 26: Educators’ Takeaways from Professional Development on Genocide Education



Read Exhibit 26 as: “Ninety-one percent of both grantee and non-grantee educators agreed or strongly agreed that they learned about resources available to support their instruction on genocide education.”

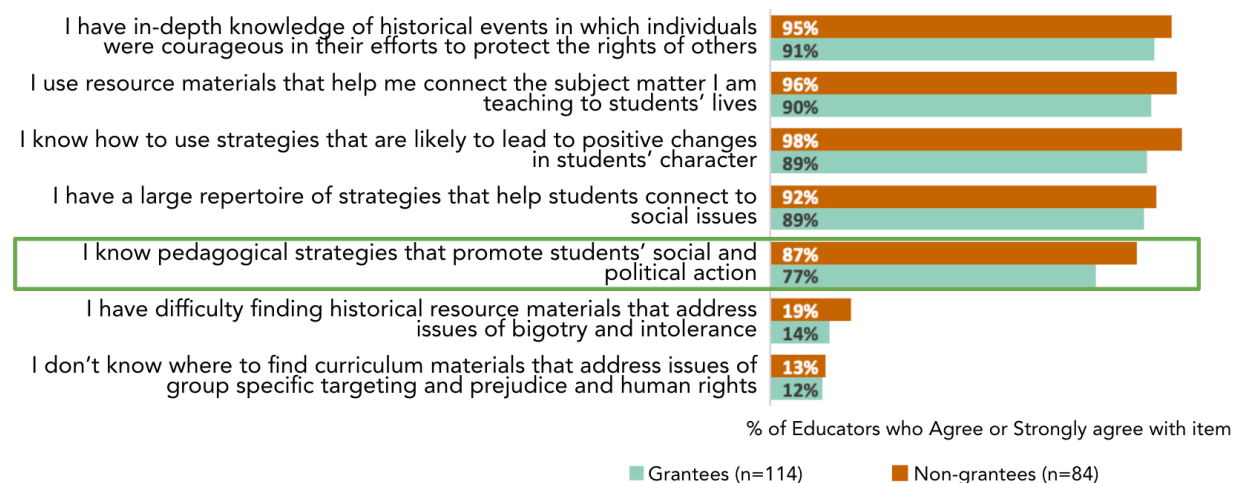
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Note: Boxed responses indicate a 10% or greater difference between grantee and non-grantee respondents.

## To what extent and in what ways did participation in Genocide Education Grant activities positively influence educators’ knowledge about and readiness to teach about topics related to the history and patterns of genocide?

Survey responses were largely similar among grantee (n=116) and non-grantee (n=84) educators about their classroom efficacy [see Appendix Exhibit 9]. Among educators who took part in professional development, agreement levels were generally high and similar across grantees (n=114) and non-grantees (n=84) regarding their knowledge and beliefs after participating in professional development with one difference [see Exhibit 27]. More non-grantee educators (87%) agreed or strongly agreed that they “know pedagogical strategies that promote students’ social and political action” than grantee educators (77%), as illustrated by the green box in Exhibit 27.

## Exhibit 27: Knowledge and Beliefs After Professional Development on Genocide Education



Read Exhibit 27 as: "Ninety-five percent of non-grantee and 91% of grantee educators agreed or strongly agreed that they have in-depth knowledge of historical events in which individuals were courageous in their efforts to protect the rights of others."

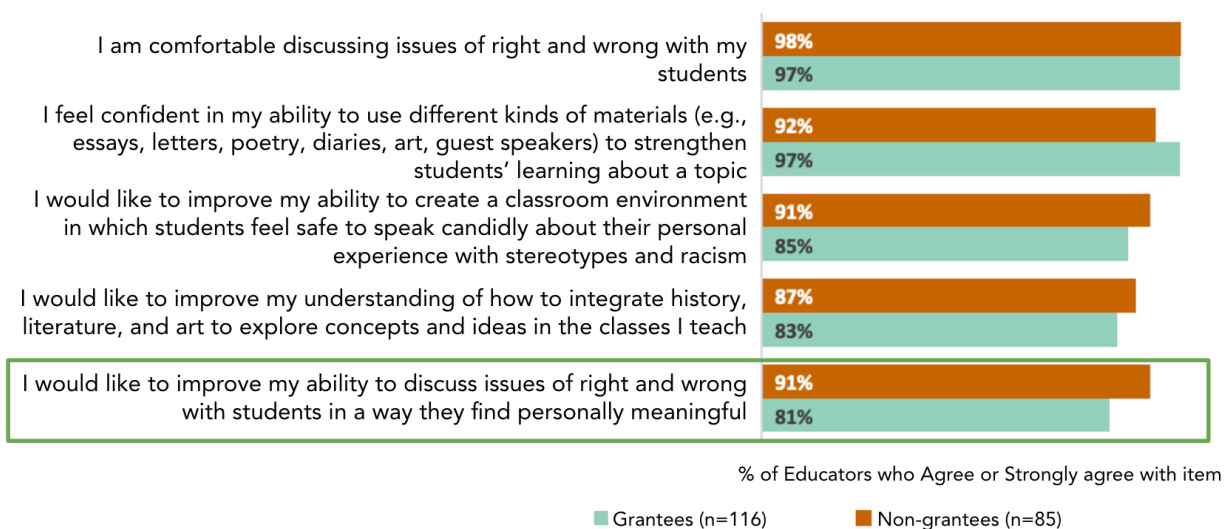
Source: MC² Education-Administered 2024 Genocide Education Educator Survey

Note: Boxed responses indicate a 10% or greater difference between grantee and non-grantee respondents.



When asked about their teaching confidence and areas of improvement [see Exhibit 28], agreement levels were generally high and similar across grantees (n=116) and non-grantees (n=85) with one modest difference. More non-grantee educators (91%) than grantee educators (81%) agreed or strongly agreed that they “would like to improve [their] ability to discuss issues of right and wrong with students in a way they find personally meaningful” as illustrated by the green box in Exhibit 28. It is possible that grantee educators feel slightly more confident in this ability after professional development due to taking part in other grant activities on genocide education.

### Exhibit 28: Educators' Reported Perceptions of Confidence and Areas of Improvement after Professional Development on Genocide Education



Read Exhibit 28 as: “Ninety-eight percent of non-grantee and 97% of grantee educators agreed or strongly agreed that they are comfortable discussing issues of right and wrong with their students.”

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

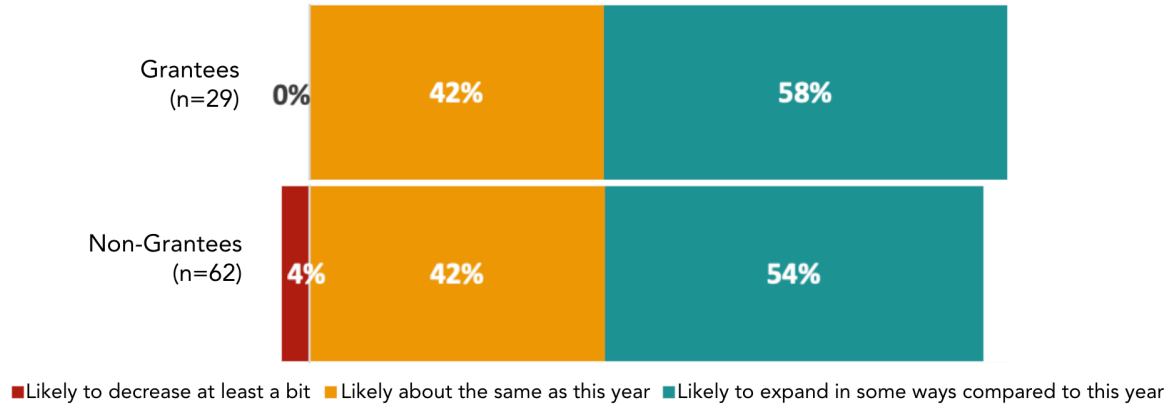
Note: Boxed responses indicate a 10% or greater difference between grantee and non-grantee respondents.

## To what extent and in what ways, if at all, did participating schools develop programming that is sustainable long-term through the Genocide Education Grant?

### District Survey Findings

Grantee districts were slightly more likely than non-grantee districts to report that they plan to sustain or expand their genocide education offerings in the 2024-2025 school year [see Exhibit 29]. No grantees reported that they plan to decrease their offerings, while 4% of non-grantee districts anticipate decreasing their offerings. It is important to recall that grantees had markedly increased offerings relative to non-grantees from the 2022-2023 to 2023-2024 school years [see Exhibit 17]. In other words, 100% of grantees reported that they anticipate sustaining or expanding further upon those increases in the 2024-2025 school year.

### Exhibit 29: District Respondents' Reports of Expected Changes in Genocide Education Offerings for the 2024-2025 School Year



Read Exhibit 29 as: "Four percent of non-grantee districts report that their genocide education offerings are likely to decrease at least a bit in the 2024-2025 school year."

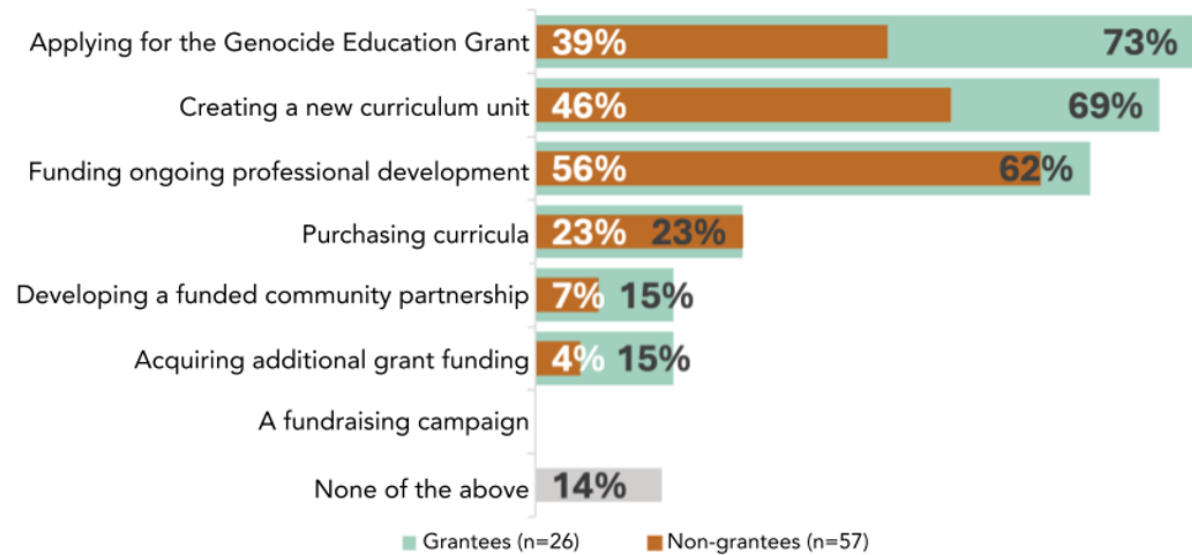
Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Among grantees (n=26), most districts planned to sustain their genocide education offerings by applying for the DESE Genocide Education Grant again (73%), creating a new curriculum unit (69%), and funding ongoing professional development (62%) [see Exhibit 30]. A smaller portion of grantees planned to purchase curricula (23%), develop funded community partnerships (15%), or acquire additional grant funding (15%).

Grantees (n=26) and non-grantees (n=25) differed in their plans for sustaining genocide education in the 2024-2025 school year. Thirty-seven percent more of the grantee districts than non-grantee districts plan to apply for the DESE Genocide Education Grant, and 29% more plan on creating a new curriculum unit. These differences can demonstrate the influence of the grant on grantees' plans to sustain and expand their genocide education offerings.



### Exhibit 30: How Grantee and Non-Grantee District Leaders Expect to Change District-level Genocide Education Offerings in the 2024-2025 School Year



Read Exhibit 30 as: "Seventy-three percent of the 26 grantee districts indicate that they plan to apply for the Genocide Education Grant in order to sustain or expand their genocide education offerings in the 2024-2025 school year."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Notes: Only districts who responded to the previous question [Exhibit 29] that they planned to either sustain or expand their offerings were given this question.

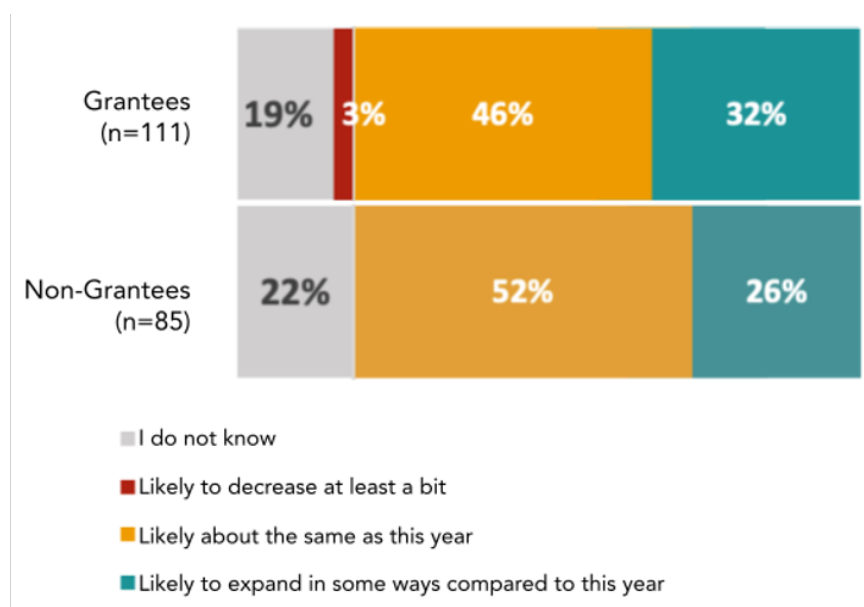




## Educator Survey Findings

About one-fifth of the educators (19 and 22%, respectively, for those from grantee and non-grantee districts) indicated they do not know whether or not their districts plan to decrease, sustain, or increase genocide education offerings [see Exhibit 31]. Notably, grantee educators (n=111) were slightly more likely to report that their schools plan to increase genocide education in the 2024-2025 school year than non-grantee educators (n=85). However, 3% of grantee educators indicate that they expect their respective school's genocide education offerings to decrease at least a bit in the 2024-2025 school year.

**Exhibit 31: Educators Report Expected School Level Sustainability of Genocide Education Offerings in the 2024-2025 School Year**

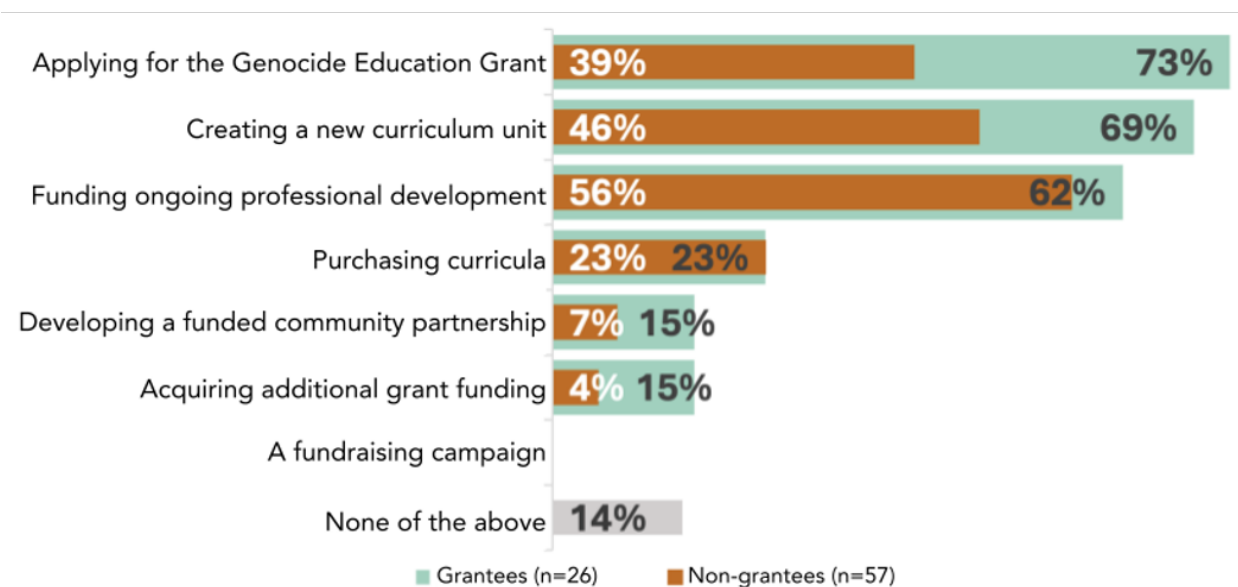


Read Exhibit 31 as: "Twenty-two percent of the 85 non-grantee educators do not know whether their school's genocide education offerings will decrease, stay the same, or increase in the 2024-2025 school year."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Nearly half of grantee educators (n=83) reported that their schools planned to sustain or expand genocide education by applying for the DESE Genocide Education Grant again and funding ongoing professional development [see Exhibit 32]. Grantee and non-grantee educators (n=83 and n=62, respectively) indicated that they expect their schools to use a variety of methods to change genocide education offerings. Thirty-four percent more grantee educators than non-grantee educators report plans to apply for the DESE Genocide Education Grant again, while 21% fewer grantee educators than non-grantee educators reported using 'none of the above' strategies.

**Exhibit 32: Grantee and Non-Grantee Educators' Expectations about How Their Schools Will Change Genocide Education Offerings in 2024-25**



Read Exhibit 32 as: "Forty-eight percent of the 83 grantee educators report that their school intends to apply for the Genocide Education Grant in order to sustain or expand their genocide education offerings in the 2024-2025 school year."

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

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## SUMMARY

### **Landscape Analysis:**

About three quarters of respondent districts from across the Commonwealth report they require courses covering genocide education, and most of those required courses occur in grades 9 through 11. The Holocaust, Armenian Genocide, and Rwandan Genocide are the most commonly covered topics in required courses. Elective courses covering genocide education are very rarely available in middle school, and become increasingly common throughout high school.

District leaders reported that professional development covering content and pedagogy were the top two most important supports needed for high quality genocide education in their districts, perhaps not surprisingly, as only 40% of district respondents reported offering professional development on genocide education to educators in the 2023-2024 school year.

### **Genocide Education Grant Evaluation:**

Grantee recipient districts were most likely to report spending their grant funds on offering professional development and developing curricula, generally in 8th through 12th grades. Perhaps as a result, grantee educators were five times more likely than non-grantee educators to report having attended professional development on genocide education in the 2023-2024 school year. Most grantee districts reported increases to their genocide education offerings in the 2023-2024 school year (compared to the year prior), chiefly by increasing the numbers of teachers, grade levels, and students participating, and by expanding professional development opportunities.

Nearly all grantees report have one or more courses covering genocide education, primarily in social studies or history classes. About half of grantees report offering or requiring courses covering genocide education in English Language Arts classes.

## NEXT STEPS

Over the 2023-2024 school year, we confirmed research priorities with DESE, designed study instruments, selected samples of districts, and fielded and analyzed survey responses designed to address two sets of questions; the first focused on a landscape analysis of genocide education across the state, and the second focused on grantees' activities. We learned how grantee districts are using their funds, and how they are complying with the statewide requirement to offer genocide education to their students. We note that 87% of grantees responded to the survey. The evaluation will continue in the 2024-25 school year with a focus on hearing directly from students, educators, and community members engaged in genocide education.



### Continuing the Evaluation

The key evaluation activities in the coming year include:

*Student Focus Groups:* Students who will be included in the study's planned focus groups are those whose districts and educators have agreed to participate in this study - and to student involvement specifically. Additionally, student participants are only involved in focus groups if their classroom's genocide education educator has volunteered to coordinate a focus group. We are targeting three student focus groups representing three district classrooms.

*Educator Focus Groups:* We will conduct two focus groups with educators from across the Commonwealth to gather richer information on their experiences teaching about genocide in their classrooms, including information on resources used and challenges experienced.

*Community Focus Groups:* We plan to conduct a focus group with community members who are actively involved in genocide education work. It is likely that these individuals will be employed by various genocide education organizations, possibly including some of those partnered with our respondent districts.

*District Survey:* We will administer the district survey again to continue collecting data on the landscape for genocide education implementation, and to learn whether any patterns observed in the 2023-24 survey responses continue.

We look forward to continuing to learn from these key stakeholders and participants about genocide education in the Commonwealth.

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Stillman, L. (2021, September). Mandates on Holocaust and genocide education in the United States. Arizona State University.

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## APPENDICES

### Appendix 1: Additional Information on Evaluation Design and Findings

#### Sampling Approach

We compiled a complete list of districts in Massachusetts using DESE district information<sup>10</sup>. In order to restrict the list to those districts that are impacted by the 2021 legislation, we then removed any districts that do not serve any 6th-12th graders. Next, we removed all districts that serve 6th-8th graders without also serving any 9th-12th graders. To select our sample, we first included all genocide education grantees as a necessary group. From the 304 remaining districts, we performed random selection until we met (and slightly exceeded) our sample size target of 180 districts, leaving us with a sample of 187 districts.

#### Characteristics of Responding Grantee vs. Responding Non-Grantee Districts

Grantee (n=34) and non-grantee (n=77) respondents were more similar than different across the majority of district characteristics (see Appendix Exhibit 1 below). Most respondents are from traditional public school districts (91% and 86%, respectively, for grantee and non-grantees); fewer respondents represent charter or collaborative districts (9% and 13%, respectively, for charter districts, and 0% and 1%, respectively, for collaborative districts).

#### Appendix Exhibit 1: Comparative Characteristics of Responding Grantee and Non-Grantee Districts

		% of Grantee Districts (n=34)	% of Non-Grantee Districts (n=77)
District Type	Public School District	91	86
	Charter District	9	13
	Collaborative	0	1
DESE-Defined Regions	Coastal	82	63
	West/Central	18	37
Number of Students (District)	<1000	9	22
	1001-6000	68	70
	>6000	23	8
Proportion of Low Income Students*	0-30%	41	50
	31-60%	32	33

<sup>10</sup> <https://profiles.doe.mass.edu/statereport/>

	61-90%	27	17
<b>Teacher Retention Rates**</b>	41-60%	0	7
	61-80%	18	10
	81-100%	82	83
<b>Expenditure per Pupil</b>	\$10,000 - \$20,000	74	61
	\$20,001 - \$30,000	23	36
	> \$30,000	3	3

Source: DESE District Profiles and NCES Locale Lookup tool.

\*Note: No districts have proportions of low income students between 91 and 100%.

\*\*Note: No districts have teacher retention rates below 41%



## Quantitative Data Analysis

### Cleaning:

Survey response data were cleaned using R to prepare them for analysis. Publicly available district and school level data from DESE<sup>11</sup> and the National Center for Education Statistics<sup>12</sup> were merged onto the survey data in R. These additional data points were used to determine response context and aid in grouping and comparison analyses.

### Descriptive Analyses:

Descriptive analyses was our main approach and is perfectly suited for the goals of this report, which are to describe what is happening across the state and for grantees in particular. Continuous variables consisted of computing measures of central tendency (i.e., mean) and variation (i.e., standard deviation) for each variable. For categorical variables, we tallied frequencies and computed proportions, as appropriate. For some educator survey questions that involved ranked choice voting, we performed instant runoff analysis to determine the rank order of responses.

### Propensity Score Matching:

In an effort to create more internally valid comparisons between grantee and non-grantee units, propensity score matching (i.e., 1:1, nearest neighbor matching) was explored for matching grantee and non-grantee districts and educators. Ultimately, we decided not to use the matching process prior to analyses, and made that decision for several reasons.

First, in 1:1 matching, there is sample loss when there are fewer comparison (non-grantee) units than there are grantee units, as any grantee unit that does not have a match will be dropped resulting in an overall sample that can be no larger than twice the comparison group sample. Further, 1:1 nearest neighbor matching creates matches without replacement. Thus, once a comparison match is made to a grantee unit, that comparison match is out of the matching pool. This can result in some of the pairwise matches not having strong face validity or propensity scores that are as similar as we desire.

Finally, while the propensity score matching did create modestly better balance on chosen covariates than did no matching whatsoever, the benefits were outweighed by the risks (e.g., sample loss). Finally, we surmised that if we wish to make comparisons of outcomes between grantee and non-grantee units, and there are imbalances across the groups on key covariates, we can use regression to adjust for those imbalances.

### Grouped Analyses [Landscape Analysis]:

Grouped analyses involved disaggregation of key outcome variables by selected group characteristics at the district level (percentage low income, percentage students of color, locale, and size). In some cases, we converted continuous variables (e.g., district characteristics) to an ordinal scale using the distribution of that variable, such as low, medium, and high categories for districts in the 0-33rd, 34-66th, and 67-99th percentiles, respectively.

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<sup>11</sup> <https://profiles.doe.mass.edu/statereport/>

<sup>12</sup> <https://nces.ed.gov/programs/maped/LocaleLookup/>

For continuous outcome variables (e.g., total hours of instruction), we compared means descriptively across the three ordinal categories (district groups), and conducted inferential tests of those mean differences using a series of one-way ANOVAs with adjustments to p-values for multiple comparisons among the three groups [see Appendix Exhibits 25-28]. For categorical variables, descriptive comparisons across the three groups were facilitated by inspecting counts and proportions in a 2x3 contingency table. The inferential counterpart for group analyses of categorical variables was a series of chi-square tests of independence, also with adjustments to the p-values of pairwise tests, to acknowledge the potential of false discovery due to multiple, dependent comparisons. Due to the large volume of these tests and associated statistical software output, the results are available upon request to [office@mc2educationllc.com](mailto:office@mc2educationllc.com).

## Ranked Choice Voting Analyses: Impediments and Supports for Genocide Education

Two of the questions on our educator and district surveys were a type of ranked choice voting. Educators were given lists of 10 supports and 11 impediments and asked to select the top three of each type. District leaders were given lists of 9 supports and 7 impediments and asked to select the top three of each type. In this way, each respondent was creating a 'ballot' in which their top choice was ranked 1, their second choice ranked 2, and their third choice ranked 3.

We analyzed these ballots using instant runoff analysis. In instant runoff analysis, the 1st place votes for each candidate are tallied. A winner is determined when one candidate has achieved more than 50% of the 1st place votes. In each round of analysis, the candidate with the fewest first place votes is removed from the ballots entirely. Upon removal, those ballots are 'refreshed' by moving the other candidates up by one position.

Example: A ballot is cast wherein  $A > B > C$ . In round one, Candidate A receives the fewest first place votes across ballots and is removed. The sample ballot is now for  $B > C$ , where B is now the first place vote.

## Appendix Exhibit 2: Supports Needed for High Quality Genocide Education per District Leaders

Support Type	All District Leaders (n=74)	
	Initial 1st Place Votes	First Place Votes at Time of Removal
Grade-appropriate assessments	2	2
Professional development about content	21	32*
Professional development about pedagogy	12	24
Instructional resources/curricula	12	19
Access to experiential learning	10	10
Assistance with integrating into curriculum	3	3
Dedicated time for instruction	2	2
Time for planning	7	13
Availability of multiple teachers to brainstorm/co-plan	5	5

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

Notes: \* indicates the winner.

### Appendix Exhibit 3: Impediments to High Quality Genocide Education per District Leaders

Impediment Type	All District Leaders (n=74)	
	Initial 1st Place Votes	First Place Votes at Time of Removal
Lack of grade-appropriate assessments	2	2
Lack of professional development about content	13	16
Lack of professional development about pedagogy	11	27
Lack of instructional resources/curricula	9	9
Lack of experiential learning	6	6
Lack of dedicated time for instruction	14	18
Lack of time for planning	19	40*

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey  
 Notes: \* indicates the winner.

### Appendix Exhibit 4: Supports Needed for High Quality Genocide Education per Educators

Support Type	All Educators (n=140)		Middle School Educators (n=60)		High School Educators (n=84)	
	Initial 1st Place Votes	First Place Votes at Time of	Initial 1st Place Votes	First Place Votes at Time of	Initial 1st Place Votes	First Place Votes at Time of
Grade-appropriate assessments	6	6	4	4	2	2
Professional development about content	29	41	13	19	19	32*
Professional development about	6	6	2	2	2	2
Instructional resources/curricula	25	59*	6	17	19	31
Access to experiential learning	14	17	4	5	13	16
Opportunities for students to understand others' experience	16	20	9	11	7	7
Dedicated time for instruction	6	7	3	3	2	2
Time for planning	23	53	11	22*	12	22
Availability of colleagues with whom to brainstorm/co-plan	5	5	3	3	2	2

Coaching on how to integrate genocide education into existing course(s)	10	12	5	5	6	7
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Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Notes: \* indicates the winner.

### Appendix Exhibit 5: Impediments to High Quality Genocide Education

Impediment Type	All Educators (n=128)		Middle School Educators (n=56)		High School Educators (n=81)	
	Initial 1st Place Votes	First Place Votes at Time of Removal	Initial 1st Place Votes	First Place Votes at Time of Removal	Initial 1st Place Votes	First Place Votes at Time of Removal
Lack of access to grade-appropriate assessments	5	6	3	3	3	4
Lack of access to professional development about content	12	13	6	8	7	7
Lack of access to professional development about pedagogy	2	2	1	1	1	1
Lack of access to instructional resources/ curricula	8	9	4	4	4	4
Lack of access to experiential learning	7	8	2	2	6	12
Lack of opportunities for students to understand others' experience	9	22	5	14	5	7
Lack of dedicated time for instruction	31	41	13	20	19	22
Lack of time for planning	32	57*	10	31*	25	37*
Lack of access to coaching on how to teach genocide education	6	12	4	10	3	4
Lack of access to coaching on how to integrate genocide education	4	4	2	2	1	1
Lack of access to guest speakers with lived experience with genocide	12	19	6	6	7	10

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

Notes: \* indicates the winner.

## Appendix 2: Complete Data Tables

### Grant Evaluation Data Tables

#### Appendix Exhibit 6: Grantee Usage of Grant Funds

	% of Grantee Respondents (n=34)								
	6th	7th	8th	9th	10th	11th	12th	At least 1 grade	All grades
Offer Professional Development	38	47	59	74	71	68.7	68	88	27
Develop Curriculum	35	47	50	50	56	53	50	91	15
Acquire Curriculum Materials/Resources	29	32	41	50	47	47	50	77	15
Offer Experiential Learning Activities	15	18	24	18	12	24	18	59	0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

#### Appendix Exhibit 7: Courses Covering Genocide Education in Grantee Districts

	% of Grantee Respondents Who Entered At Least 1 Course (n=28)
At least 1 required course	82
At least 1 required course in each grade	10
At least 1 required course outside of Social Studies/ History	50
<b>At least one required or elective course covering genocide education in:</b>	
English/Language Arts	57
Math	0
Science	0
Social Studies/History	96
Art	0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

# Appendix Exhibit 8: Descriptive Summary Statistics of Courses Covering Genocide Education

		Grantee Respondents Who Entered At Least 1 Course (n=28)
Required Courses	Mean # of Courses	2.5
	Standard Deviation	2.9
	Median # of Courses	2.0
	Range of # of Courses	0, 13
Elective Courses	Mean # of Courses	0.8
	Standard Deviation	0.9
	Median # of Courses	1.0
	Range of # of Courses	0, 3
Mean # of required courses by grade:		
	6th	0.3
	7th	0.5
	8th	0.4
	9th	0.5
	10th	0.6
	11th	0.6
	12th	0.2
Mean # of elective courses by grade:		
	6th	0.0
	7th	0.0
	8th	0.0
	9th	0.1
	10th	0.3
	11th	0.5
	12th	0.7

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey



## Appendix Exhibit 9: Educator Knowledge About and Readiness to Teach Genocide Education

	% who Strongly agree or Agree	
	Grantees (n=114)	Non-grantees (n=84)
I know how to use strategies that are likely to lead to positive changes in students' character	89	98
I have a large repertoire of strategies that help students connect to social issues	89	92
I use resource materials that help me connect the subject matter I am teaching to students' lives	90	96
I have difficulty finding historical resource materials that address issues of bigotry and intolerance	14	19
I don't know where to find curriculum materials that address issues of group specific targeting and prejudice and human rights	12	13
I know pedagogical strategies that promote students' social and political action	77	87
I have in-depth knowledge of historical events in which individuals were courageous in their efforts to protect the rights of others	91	95
	Grantees (n=116)	Non-grantees (n=85)
I am comfortable discussing issues of right and wrong with my students	97	98
I would like to improve my ability to discuss issues of right and wrong with students in a way they find personally meaningful	81	91
I would like to improve my ability to create a classroom environment in which students feel safe to speak candidly about their personal experience with stereotypes and racism	85	91
I would like to improve my understanding of how to integrate history, literature, and art to explore concepts and ideas in the classes I teach	83	87
I feel confident in my ability to use different kinds of materials (e.g., essays, letters, poetry, diaries, art, guest speakers) to strengthen students' learning about a topic	97	92
	Grantees (n=116)	Non-grantees (n=84)
I know how to use history to help students think about ethical choices they make in their lives	95	98
I can help students to understand that the moral choices that people make are always influenced by the times in which they live	92	98
I can support students to analyze the purpose and point of view of a primary source, before determining how to use the source as evidence	95	99
When studying the past, I can support students to consider events from the perspective of those who lived in that time	96	99

I can support students to understand that the past influences how we think and act today	97	99
I am confident in my ability to help students articulate viewpoints, arguments, or perspectives that differ from their own	96	94

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

## Appendix Exhibit 10: Expanding Genocide Education Offerings

How, if at all, have your district's offerings in genocide education changed this academic school year (2023-24)?		
	% of Grantees (n=29)	% of Non-grantees (n=62)
Decreased offerings	3	2
Stayed about the same	28	79
Increased offerings	69	19
In which ways have your district's offerings in genocide education increased this academic school year (2023-24)?		
	% of Grantees (n=20)	% of Non-Grantees (n=12)
More genocide education courses are offered	35	25
More genocide education courses are required	20	17
More teachers are addressing genocide education	80	67
More grade levels are participating in genocide education	75	50
More students are participating in genocide education	70	42
More field trips are being planned/have been offered	50	8
More guest speakers have been invited to speak in our classes/schools	65	25
Added more time to current PD offerings	45	0
Offered new professional development	70	25
Formed new community or organizational partnerships	20	33
Offered more individualized instructional coaching	25	8

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### Appendix Exhibit 11: Amount of Professional Development

		Grantee districts (n=21)	Non-grantee districts (n=19)
6th-8th Grades	Mean # Hours Professional Development	15.6	4.9
	Mean # Teachers Involved	14.6	9.2
9th-12th Grades	Mean # Hours Professional Development	9.5	8.4
	Mean # Teachers Involved	13.8	15.2

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### Appendix Exhibit 12: Types of Professional Development

	% of Grantee districts (n=25)	% of Non-grantee districts (n=19)
Full Day Training Stand-Alone	36	32
Full Day Training Ongoing	16	5
Half-Day Training Stand-Alone	12	26
Half-Day Training Ongoing	16	16
< Half-Day Training Stand-Alone	12	5
< Half-Day Training Ongoing	40	11
Co-planning Stand-Alone	12	21
Co-planning Ongoing	72	37
Cohort Model Stand-Alone	12	11
Cohort Model Ongoing	36	16

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### Appendix Exhibit 13: Professional Development Partners

	# of Grantee districts partnered (n=34)	# of Non-grantee districts partnered (n=77)
Facing History and Ourselves	16	5
Salem State University Center for Holocaust and Genocide Studies	7	1
The US Holocaust Memorial Museum	4	1
The Genocide Education Project	2	0
Primary Source	8	3
Lappin Foundation	2	1
Echoes and Reflections	5	2
University of Massachusetts Institute for Holocaust, Genocide, and Memory Studies	1	0
Brown University Choices Program	5	1
Zinn Education Program	2	0
Bristol Community College Holocaust and Genocide Center	1	1
Mashpee Wampanoag Tribe	1	0
The Barnstable Human Rights Academy	1	0
Provincetown Juneteenth	1	0
Provincetown UU Racial Justice Group	0	0
The National Native American Boarding School Healing Commission	0	0
A Healthy Lynnfield	0	0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

#### Appendix Exhibit 14: Educator Participation in Professional Development

	% of Grantee educators (n=121)	% of Non-grantee educators (n=96)
Participated in Professional Development in 2023-2024	55	11

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

#### Appendix Exhibit 15: Influence of Professional Development per District Leaders

	% of Respondents who Agree or Strongly Agree (n=45)
Teachers are more COMFORTABLE in their ability to deliver genocide education instruction.	87
Teachers are more READY to deliver genocide education instruction.	80
Teachers are more CONFIDENT in delivering genocide education instruction.	78

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Appendix Exhibit 16: Impact of Professional Development per Educators

	% who Strongly agree or Agree	
	Grantee educators who did PD (n=66)	Non-grantee educators who did PD (n=11)
More comfortable	79	82
More ready	82	82
More confident	82	82
I learned new content/information about genocide education	83	73
I learned new strategies for teaching about genocide education	76	73
I learned about resources available to support my instruction on genocide education	91	91
I received professional development on genocide education that deepened my knowledge on the causes and effects of genocide	76	73
The professional development I have received in the last year has not strengthened my expertise on genocide education	35	27
Professional development experiences I have had in the last year on genocide education have energized me and motivated me	76	82
I have a professional community to turn to for support when I'm having trouble with genocide education instruction	85	91
I have the professional support I need to find instructional resources on genocide education	86	91
I have participated in professional development about genocide that engaged me intellectually	85	82
I have participated in professional development about genocide that engaged me emotionally	82	82

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

### Appendix Exhibit 17: Sustaining Genocide Education Offerings at District Level

Which of the following best describes your district's plans for genocide education in the next academic year?		
	% of Grantees (n=26)	% of Non-grantees (n=28)
I do not know	0	7
Likely to decrease at least a bit	0	4
Likely about the same as this year	42	39
Likely to expand in some ways compared to this year	58	50
How does your district plan to support the development of sustainable long-term genocide education programming?		
	% of Grantees (n=26)	% of Non-grantees (n=25)
Applying for the Genocide Education Grant	73	36
Developing a funded community partnership	15	4
Acquiring additional grant funding	15	4
A fundraising campaign	0	0
Purchasing curricula	23	28
Creating a new curriculum unit	69	40
Funding ongoing professional development	62	56
None of the above	0	12

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey



### Appendix Exhibit 18: Sustaining Genocide Education Offerings at School Level

Does your school plan to offer the same amount of genocide education content next year as this year?		
	% of Grantees (n=111)	% of Non-grantees (n=85)
I do not know	19	22
Likely to decrease at least a bit	3	0
Likely about the same as this year	46	52
Likely to expand in some ways compared to this year	32	26
How does your school plan to support the development of sustainable long-term genocide education programming?		
	% of Grantees (n=83)	% of Non-grantees (n=62)
Applying for the Genocide Education Grant	48	15
Developing a funded community partnership	12	2
Acquiring additional grant funding	31	11
A fundraising campaign	0	0
Purchasing curricula	22	16
Creating a new curriculum unit	28	24
Funding ongoing professional development	47	34
None of the above	13	34

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

## Landscape Analysis Data Tables

### Appendix Exhibit 19: Courses Covering Genocide Education

	% of All Respondents Who Entered At Least 1 Course (n=91)
At least 1 required course	76
At least 1 required course in each grade	7
At least 1 required course outside of Social Studies/ History	34
<b>At least one required or elective course covering genocide education in:</b>	
English/Language Arts	34
Math	0
Science	0
Social Studies/History	75
Art	0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Appendix Exhibit 20: Courses Covering Genocide Education - Grouped

	Overall	Locale			District Size			Proportion of Low Income Students			Proportion of Students of Color		
		Urban	Suburban	Rural	0 - 1000	1001 - 6000	>6000	Low	Medium	High	Low	Medium	High
Any Required Course	76	90	73	82	85	73	79	71	80	77	71	83	77
Required Course in All Grades	2	0	2	0	0	3	0	0	3	3	0	7	0
ELA Required	34	50	34	18	25	35	43	27	30	46	31	35	39
Math Required	0	0	0	0	0	0	0	0	0	0	0	0	0
Science Required	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies/History Required	75	90	72	82	85	71	79	71	77	77	69	83	77
Art Required	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Social Studies/History Required	34	50	34	18	25	35	43	27	30	46	31	35	39
ELA Course	37	50	38	18	25	39	43	33	30	46	35	38	39
Art Course	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies/History Course	80	90	79	82	85	77	93	76	83	83	71	90	87
Science Course	0	0	0	0	0	0	0	0	0	0	0	0	0
Math Course	0	0	0	0	0	0	0	0	0	0	0	0	0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Appendix Exhibit 21: Required and Elective Courses Covering Genocide Education by Grade

	% of Grantees who entered at least 1 course (n=28)					
	0 Required	1+ Required	2+ Required	0 Elective	1+ Elective	2+ Elective
6th	68	32	9	95	5	0
7th	61	39	13	96	4	0
8th	52	48	17	96	4	0
9th	40	60	12	88	12	0
10th	40	60	16	68	32	8
11th	40	60	16	44	56	16
12th	80	20	8	32	68	32

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

## Appendix Exhibit 22: Required Course Topics in Grantee Districts (per District Leaders)

	% of Grantees who entered at least 1 course (n=28)			
	Overall	Proportion of Low Income Students		
		Low	Medium	High
Rohingya Genocide (2016 - Present)	2	6	0	0
Genocide of Yazidis by Islamic State (Iraq 2014 - 2019)	1	0	0	3
Darfur Genocide (Sudan 2003 - Present)	10	15	12	3
Congo Genocide (1996 - 1997; 2002 - 2003; Current)	4	6	4	3
Rwandan Genocide (1994)	50	53	50	47
Bosnian Genocide (1992 - 1995)	10	15	12	3
Cambodian Genocide (1975 - 1979)	26	35	23	20
Guatemalan Genocide (1962 - 1969)	1	3	0	0
Holocaust (1941 - 1945)	89	88	89	90
Holodomor (Ukraine 1932 - 1933)	11	12	15	7
Armenian Genocide (Ottoman Empire 1915 - 1917)	52	62	54	37
Herero and Nama Genocide (Namibia 1904 - 1908)	2	3	0	3
Genocide of Aboriginal populations in Australia	3	3	4	3
Genocide of Maori/Indigenous Pops. in New Zealand	0	0	0	0
Taino Genocide (Dominican Republic/Haiti 1492 - 1514)	1	0	0	3
Native American Dislocation and Genocides	37	35	35	43
Colonialism and Imperialism	8	6	12	7

Various Genocides	7	0.0	19	3
"All" Genocides	1	3	0	0
Persecution of Uyghurs in China (2014 - Present)	9	9	4	13
Student Choice	2	3	0	3
Teacher's Discretion	2	0	4	3
Rape of Nanking	2	0	8	0
Slavery in the Americas	4	9	0	3
Japanese Internment	3	3	4	3
Anti-Semitism	3	3	4	3
Current Events	4	9	0	3
Genocide in General - Concepts, Definitions, Themes, etc.	13	15	12	13
China - Unspecified, e.g. Great Leap Forward, Mongols	3	6	4	0
Other (Cannot Classify)	13	21	15	3

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### Appendix Exhibit 23: Elective Course Topics in Grantee Districts (per District Leaders)

	% of Grantees who entered at least 1 course (n=28)			
	Overall	Proportion of Low Income Students		
		Low	Medium	High
Rohingya Genocide (2016 - Present)	3	3	4	3
Genocide of Yazidis by the Islamic State (Iraq/Syria 2014 - 2019)	0	0	0	0
Darfur Genocide (Sudan 2003 - Present)	7	6	8	7
Congo Genocide (1996 - 1997; 2002 - 2003; Current)	1	0	0	3
Rwandan Genocide (1994)	35	41	27	37
Bosnian Genocide (1992 - 1995)	11	15	8	10
Cambodian Genocide (1975 - 1979)	15	18	15	13
Guatemalan Genocide (1962 - 1969)	11	3	0	0
Holocaust (1941 - 1945)	37	41	39	33
Holodomor (Ukraine 1932 - 1933)	7	15	4	0
Armenian Genocide (Ottoman Empire 1915 - 1917)	26	33	19	23
Herero and Nama Genocide (Namibia 1904 - 1908)	0	0	0	0
Genocide of Aboriginal populations in Australia	1	3	0	0
Genocide of Maori/Indigenous populations in New Zealand	1	3	0	0

Taino Genocide (Dominican Republic/Haiti 1492 - 1514)	1	3	0	0
Native American Dislocation and Genocides	1	9	8	17
Colonialism and Imperialism	4	6	4	3
Various Genocides	2	0	4	3
"All" Genocides	3	6	4	0
Persecution of Uyghurs in China (2014 - Present)	2	0	0	6
Student Choice	1	0	0	3
Teacher's Discretion	1	0	0	3
Rape of Nanking	2	0	4	3
Slavery in the Americas	1	0	0	3
Japanese Internment	0	0	0	0
Anti-Semitism	1	0	0	3
Current Events	7	12	0	7
Genocide in General - Concepts, Definitions, Themes, etc.	12	18	8	10
China - Unspecified, e.g. Great Leap Forward, Mongols	1	3	0	0
Other (Cannot Classify)	4	6	4	3

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### Chi-squared Tests of Independence for Grouped Analyses

For grouped analyses of categorical variables, Chi-square tests were conducted with p-value adjustments for multiple pairwise comparisons. No p-values were statistically significant after adjustment. As these were conducted for every binary outcome variable, with each crossed by 4 grouping variables, the corresponding results output was too lengthy to conveniently include here but these results are available on request to [office@mc2educationllc.com](mailto:office@mc2educationllc.com).

### Appendix Exhibit 24: Hours Covering Genocide Education Topics per District Leaders

		Locale			District Size			Proportion of Low Income Students			Proportion of Students of Color		
	Overall	Urban (n=10)	Suburban (n=90)	Rural (n=11)	1-1000 (n=20)	1001-6000 (n=77)	6000+ (n=14)	Low (n=45)	Medium (n=30)	High (n=35)	Low (n=51)	Medium (n=29)	High (n=31)
Mean	70.8	49.6	77.0	46.3	64.5	73.9	65.6	75.7	58.4	78.4	65.6	80.7	67.9
SD	72.5	63.7	76.9	31.1	75.6	73.6	67.3	86.2	44.6	76.5	65.0	93.7	58.0

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

### ANOVA Results Comparing Total Hours of Instruction by Group Levels

Each ANOVA output includes a p-value for the overall F-test plus adjusted p-values for pairwise comparisons. In the example directly below, the p-value for the overall F-test is 0.299 while the adjusted p-value for the comparison of group 1 to group 2 is 0.43.

### Appendix Exhibit 25: ANOVA Results - District Locale

	Df	Sum Sq	Mean Sq	F Value	Pr(>F)
Locale	2	12794	6397	1.224	0.299
Residuals	87	454830	5228		
Pairwise Adjusted p-values					
	1	2			
2	0.43	-			
3	0.92	0.43			

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

#### Appendix Exhibit 26: ANOVA Results - District Size

	Df	Sum Sq	Mean Sq	F Value	Pr(>F)
Size	2	1659	830	0.155	0.857
Residuals	87	465965	5356		
Pairwise Adjusted p-values					
	1	2			
2	0.97	-			
3	0.97	0.97			

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

#### Appendix Exhibit 27: ANOVA Results - Proportion of Low Income Students

	Df	Sum Sq	Mean Sq	F Value	Pr(>F)
Pct. Low Inc.	2	6460	3230	0.607	0.547
Residuals	86	457420	5319		
Pairwise Adjusted p-values					
	1	2			
2	0.55	-			
3	0.88	0.55			

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey

#### Appendix Exhibit 28: ANOVA Results - Proportion of Students of Color

	Df	Sum Sq	Mean Sq	F Value	Pr(>F)
Pct. SoC..	1	193	193	0.036	0.849
Residuals	88	467430	5312		
Pairwise Adjusted p-values					
	1	2			
2	0.78	-			
3	0.90	0.78			

Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education District Survey



## Appendix Exhibit 29: Ranked Topics Covered in Genocide Education Courses per Educators

Required Course	# of Teachers (n=146)	Elective Course	# of Teachers (n=146)
Holocaust (1941 - 1945)	112	Holocaust (1941 - 1945)	24
Rwandan Genocide (1994)	49	Rwandan Genocide (1994)	21
Armenian Genocide (Ottoman Empire 1915 - 1917)	48	Armenian Genocide (Ottoman Empire 1915 - 1917)	19
Native American Dislocation and Genocides	28	Cambodian Genocide (1975 - 1979)	12
Cambodian Genocide (1975 - 1979)	27	Darfur Genocide (Sudan 2003 - Present)	9
Bosnian Genocide (1992 - 1995)	11	Bosnian Genocide (1992 - 1995)	6
Holodomor (Ukraine 1932 - 1933)	10	Holodomor (Ukraine 1932 - 1933)	4
Slavery in the Americas	7	Native American Dislocation and Genocides	4
Darfur Genocide (Sudan 2003 - Present)	6	Rohingya Genocide (2016 - Present)	3
Colonialism and Imperialism	6	Persecution of Uyghurs in China (2014 - Present)	3
Persecution of Uyghurs in China (2014 - Present)	6	Student Choice	3
Rohingya Genocide (2016 - Present)	5	Palestine / Gaza Strip	3
Current Events	5	Genocide of Yazidis by the Islamic State (Iraq/Syria 2014 - 2019)	1
Genocide in General - Concepts, Definitions, Themes, etc.	5	Congo Genocide (1996 - 1997; 2002 - 2003; Current)	1
Congo Genocide (1996 - 1997; 2002 - 2003; Current)	4	Colonialism and Imperialism	1
Genocide of Aboriginal populations in Australia	3	Slavery in the Americas	1
Palestine / Gaza Strip	3	Genocide in General - Concepts, Definitions, Themes, etc.	1
China - Unspecified, e.g. Great Leap Forward, Mongols	3		
Guatemalan Genocide (1962 - 1969)	2		
Various Genocides	2		
Genocide of Yazidis by the Islamic State (Iraq/Syria 2014 - 2019)	1		
Herero and Nama Genocide (Namibia 1904 - 1908)	1		
Student Choice	1		

Rape of Nanking	1		
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Source: MC<sup>2</sup> Education-Administered 2024 Genocide Education Educator Survey

## Appendix 3: Data Collection Instruments

### 2024 Genocide Education District Survey

#### Introduction

Welcome to the Genocide Education Evaluation Survey for District Leaders. This survey is part of a study commissioned by the Massachusetts Department of Elementary and Secondary Education (DESE), which has contracted with MC<sup>2</sup> Education, LLC, a third-party, independent research organization. The study is designed to learn about Genocide Education from the perspectives of Massachusetts school and district staff who are knowledgeable about history and social studies education in their districts. As you may know, Massachusetts passed genocide education legislation in 2021. This survey asks about your district's social studies/history education offerings that address genocide to understand more about genocide education offered by districts across the Commonwealth and what additional supports districts like yours might need.

No individual responses will be identified. Data shared publicly will always be presented in the aggregate.

Your participation is voluntary, and we hope you will complete this survey to help us learn more about your district's experience with genocide education. There are no right or wrong answers, and your candid responses will help DESE to provide support districts like yours might need. Thank you!

For additional information about the development of this survey, please contact us at [office@mc2educationllc.com](mailto:office@mc2educationllc.com).

If you believe that you can answer questions regarding the implementation and state of genocide education in your school district, please complete this survey. If you believe that you are not a good fit to answer this survey, please forward this survey to the individual(s) in your district responsible for social studies/history education.

#### Background Information

1. Please select the name of your district. *[drop down of district list]*
2. Please indicate your responsibilities in your district. Please check all that apply. *[Select all that apply - Checkboxes]*
  - a. Curriculum Director
  - b. Professional Development Director
  - c. Secondary Education Director
  - d. Assistant Superintendent
  - e. School Leader
  - f. Department Head
  - g. Instructional Coach
  - h. Other [Please Specify]

3. Did your district receive or apply for a Genocide Education Grant, Fund Code 215, offered by DESE to fund activities in either of the following school years? Select all that apply. *[Select all that apply - Checkboxes]* **LOGIC**
- a. Yes, received a grant in 2022-2023 > *Skip to 'Grant Funding Use'*
  - b. Yes, received a grant in 2023-2024 > *Skip to 'Grant Funding Use'*
  - c. Applied for a grant, response pending > *Continue to Next Question*
  - d. No > *Continue to Next Question*

#### Background Information - Non-Grantees [Non-Grantees Only]

4. You indicated your district didn't receive the Genocide Education Grant above. Please select any other resources you've used to offer genocide education. Please check all that apply. *[Select all that apply - Checkboxes]* *After this Question, skip to 'Genocide Education Courses'.*
- a. Other grant funding
  - b. Other district operating funds
  - c. Federal funds
  - d. Other (Please Specify)

#### Grant Funding Use [Grantees Only]

5. Please indicate how you used grant funding to support the following grade levels through your Genocide Education Grant. Please check all that apply. *[Select all that apply - Checkbox Grid]*

Our district used grant funding to ....	6th	7th	8th	9th	10th	11th	12th
Offer Professional Development							
Develop Curriculum							
Acquire Curriculum Materials/Resources							
Offer Experiential Learning Activities							
Other [Please specify]							

#### Genocide Education Courses [Section repeated 15 times]

The next few pages will ask for information on courses in your district. Please include all courses in which any genocide education topics are covered (for example: World History). Please fill out one page for each course, and when you are done select "No" to the final question to move on in the survey. Thank you!

- 6. Course Name
- 7. Grades for which course is offered. (Select all that apply).
  - a. 6th
  - b. 7th

- c. 8th
  - d. 9th
  - e. 10th
  - f. 11th
  - g. 12th
8. Subject(s) (Select all that apply).
- a. English Language Arts
  - b. Math
  - c. Science
  - d. Social Studies / History
  - e. Arth
  - f. Other (please specify)
9. Is this course required or an elective?
- a. Required
  - b. Elective
10. Approximate # of Hours of Course Addressing Genocide: *[Short response - force whole number]*
11. Which genocide events are covered in the course (i.e. "Holocaust, Armenian Genocide, Rwandan Genocide")?
12. Do you have another course to add?
- a. Yes
  - b. No

### Genocide Education Instruction

13. Which of the following pedagogical approaches does your district encourage educators to use or provide when carrying out genocide education this academic school year (2023-24)? Please check all that apply. *[Select all that apply - Checkboxes, short answer]*
- a. Historical context around the events of genocide
  - b. Projects to assess student's understanding of the impacts of genocide
  - c. Personal stories from survivors
  - d. Field trips and museum visits
  - e. Primary source analysis assignments
  - f. Reflection exercises
  - g. Comparative genocide studies
  - h. Literature and art as part of genocide education
  - i. Guest speakers on topics of genocide
  - j. Survivor visits to students
  - k. Ethical dilemmas
  - l. Role-playing and simulations
  - m. Interactive technology
  - n. Discussion circles
  - o. Media analysis
  - p. Opportunities for students to take action against genocide
  - q. Other [Please specify]

- r. None of the above.

### Genocide Education Changes

14. How, if at all, have your district's offerings in genocide education changed this academic school year (2023-24)? *[Select one - Multiple choice] LOGIC*
  - a. Increased offerings > *Continue to question 2*
  - b. About the same offerings > *Skip to 'Professional Development & Partnerships'*
  - c. Decreased offerings > *Skip to question 3*
15. In which ways have your district's offerings in genocide education increased (i.e., including additional genocide education development and content) this academic school year (2023-24)? Select all that apply. *[Select all that apply - Checkboxes]*
  - a. More genocide education courses are offered
  - b. More genocide education courses are required
  - c. More teachers are addressing genocide education
  - d. More grade levels are participating in genocide education
  - e. More students are participating in genocide education
  - f. More field trips are being planned/have been offered
  - g. More guest speakers have been invited to speak in our classes/schools
  - h. Added more time to current PD offerings
  - i. Offered new professional development
  - j. Formed new community or organizational partnerships
  - k. Offered more individualized instructional coaching
  - l. Other (Please specify)
  - m. I don't know (I wasn't present/etc.)
16. In which ways have your district's offerings in genocide education decreased (i.e., having less genocide education development and content) this academic school year (2023-24) Select all that apply. *[Select all that apply - Checkboxes]*
  - a. Fewer genocide education courses are offered
  - b. Fewer genocide education courses are required
  - c. Fewer teachers are addressing genocide education
  - d. Fewer grade levels are participating in genocide education
  - e. Fewer students are participating in genocide education
  - f. Fewer field trips are being planned/have been offered
  - g. Fewer guest speakers have been invited to speak in our classes/schools
  - h. Less professional development has been offered
  - i. Fewer community or organizational partnerships have been formed, or previous partnerships have ended
  - j. Less individualized instructional coaching has been offered
  - k. Other (Please specify)
  - l. I don't know (I wasn't present/etc.)

### Professional Development and Partnerships

17. Did your district provide Professional Development on Genocide Education in spring, summer, or fall 2023? *[Select one - Multiple choice] LOGIC*
- Yes > *Continue to next question*
  - No > *Skip to 'Genocide Education Sustainability'*
  - I don't know > *Skip to 'Genocide Education Sustainability'*
18. Please select the modalities your district used to provide professional development (PD) or other resources to educators/other staff focused on genocide education. Please check all that apply. *[Select all that apply - Checkbox Grid]*

	Stand-alone	Ongoing
Full Day Training		
Half-Day Training		
Less than Half-Day Training (i.e., 1-2 hours)		
Co-Planning (e.g., educators in the same school/district engage in lesson planning together)		
Cohort model (e.g., a group of educators participate together in PD)		
Other (Please specify)		
Other (Please specify)		

19. Please estimate the total number of professional development hours your district provided for genocide education. *[Short response - force whole number]*
- Middle School (6th-8th grades)
  - High School (9th-12th grades)
20. To the best of your knowledge, how many teachers at each level received professional development? Please enter '0' if there was no professional development for a level. *[Short response - force whole number, Not Applicable - option]*
- Middle School (6th-8th grades)
  - High School (9th-12th grades)
21. With which, if any, of the following organizations has your district partnered to provide professional development on genocide education topics? Please check all that apply. *[Select all that apply - Checkboxes]*
- Facing History and Ourselves
  - Salem State University Center for Holocaust and Genocide Studies
  - The US Holocaust Memorial Museum
  - The Genocide Education Project
  - Primary Source
  - Lappin Foundation
  - Echoes and Reflections
  - University of Massachusetts Institute for Holocaust, Genocide, and Memory Studies
  - Brown University Choices Program
  - Zinn Education Program

- k. Bristol Community College Holocaust and Genocide Center
- l. Mashpee Wampanoag Tribe
- m. The Barnstable Human Rights Academy
- n. Provincetown Juneteenth
- o. Provincetown UU Racial Justice Group
- p. The National Native American Boarding School Healing Commission
- q. A Healthy Lynnfield
- r. Other (Please specify)
- s. None

22. Please indicate your agreement/disagreement with the following statements about teachers' readiness to teach about genocide education topics after the passage of Massachusetts' genocide education legislation in 2021. *[Select one per column - Multiple Choice Grid]*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers are more COMFORTABLE in their ability to deliver genocide education instruction.				
Teachers are more READY to deliver genocide education instruction.				
Teachers are more CONFIDENT in delivering genocide education instruction.				

### Genocide Education Sustainability

23. To the best of your knowledge, which of the following best describes your district's plans for genocide education in the next academic year? *[Select one - Multiple choice] LOGIC*
- a. Likely about the same as this year > *Continue to next question*
  - b. Likely to expand in some ways compared to this year > *Continue to next question*
  - c. Likely to decrease at least a bit > *Skip to 'Genocide Education Support'*
  - d. I do not know > *Skip to 'Genocide Education Support'*
24. How does your district plan to support the development of sustainable long-term genocide education programming? Please check all that apply. *[Select all that apply - Checkboxes]*
- a. Applying for the Genocide Education Grant
  - b. Developing a funded community partnership
  - c. Acquiring additional grant funding
  - d. A fundraising campaign
  - e. Purchasing curricula
  - f. Creating a new curriculum unit
  - g. Funding ongoing professional development
  - h. Other (Please specify)
  - i. None



### Genocide Education Support

25. Please identify the top three resources your district needs most to support high-quality Genocide Education in middle and high school. Please assign a ranking of 1, 2, 3 (with 1 being the most important resource) to the three you choose. Leave the rest blank. *[Select only three - Rank 1, 2, 3.]*
- a. Grade-appropriate assessments
  - b. Professional development about content
  - c. Professional development about pedagogy
  - d. Instructional resources/curricula
  - e. Access to experiential learning
  - f. Assistance with integrating into curriculum
  - g. Dedicated time for instruction
  - h. Time for planning
  - i. Availability of multiple teachers to brainstorm/co-plan
  - j. Other (Please specify)
26. Please identify the top three factors that most impede educators' ability to provide meaningful genocide education in your district. Please assign a ranking of 1,2,3 (with 1 being the most important factor) to the three you choose. Leave the rest blank. *[Select only three - Rank 1, 2, 3.]*
- a. Lack of grade-appropriate assessments
  - b. Lack of professional development about content
  - c. Lack of professional development about pedagogy
  - d. Lack of instructional resources/curricula
  - e. Lack of experiential learning
  - f. Lack of dedicated time for instruction
  - g. Lack of time for planning
  - h. Other (Please specify)

### Other Comments

27. Is there anything else that you feel is important about genocide education in your district that we have not yet asked you about? Please tell us more here. [Long Response] OPTIONAL

We appreciate you for taking the time to complete the survey!

## 2024 Genocide Education Educator Survey

### Introduction

Welcome to the Genocide Education Evaluation Survey for Educators. The Massachusetts Department of Elementary and Secondary Education (DESE) has contracted with MC² Education, LLC, a third-party, independent research organization to conduct this survey as part of a larger research study. The study is designed to learn about Genocide Education from the perspectives of Massachusetts educators and district staff who are knowledgeable about history and social studies education in their districts.

The Massachusetts legislature passed a genocide education bill in 2021. This survey asks about any courses that may include genocide education to help the Department to understand the genocide education offerings of districts across the Commonwealth and how the Department can best support teachers like you.

This survey does not ask for your name or any information that can be linked to you individually. No individual responses will be identified. Data shared publicly will always be presented in the aggregate.

Your participation is voluntary but vital. The survey should take less than 10 minutes to complete.

We hope you will complete this survey to help us learn more about your experience and your students' experience with genocide education. There are no right or wrong answers, and your candid responses will help DESE support educators. Thank you!

### District Information

1. Please select the name of your district. *[drop down of district list]*
2. Please enter the name of your school. Avoid using abbreviations or nicknames if possible. *[Short answer]*
3. Do you have experience before the 2023/2024 School Year providing instruction on genocide education topics? *[Multiple Choice]*
  - a. Yes
  - b. No

### Genocide Education Instruction

4. Are you teaching any courses that include genocide education topics in the 2023/24 school year?  
*[Select one - Multiple choice] LOGIC*
  - a. Yes > Continue to next section
  - b. No > Skip to 'Professional Development & Partnerships'
  - c. I don't know > Skip to 'Professional Development & Partnerships'

**Genocide Education Instruction** [repeated 7 times]

The next few pages will ask for information on all courses you are teaching in 2023-2024 that cover Genocide Education topics. Please fill out one page for each course, and when you are done select "No" to the final question to move on in the survey. Thank you!

5. Course Name
6. Grades for which course is offered. (Select all that apply).
  - a. 6th
  - b. 7th
  - c. 8th
  - d. 9th
  - e. 10th
  - f. 11th
  - g. 12th
7. Subject(s) (Select all that apply).
  - a. English Language Arts
  - b. Math
  - c. Science
  - d. Social Studies / History
  - e. Arth
  - f. Other (please specify)
8. Is this course required or an elective?
  - a. Required
  - b. Elective
9. Approximate # of Hours of Course Addressing Genocide: *[Short response - force whole number]*
10. Which genocide events are covered in the course (i.e. "Holocaust, Armenian Genocide, Rwandan Genocide")?
11. Do you have course that covers Genocide Education to add?
  - a. Yes
  - b. No

### **Genocide Education Instruction**

12. Which of the following pedagogical approaches have you used when teaching courses that address genocide this academic school year (2023-24)? Some approaches may meet more than one category. Please check all that apply. *[Select all that apply - Checkboxes]*
  - a. Historical context around the events of genocide
  - b. Projects to assess student's understanding of the impacts of genocide
  - c. Personal stories from survivors
  - d. Field trips and museum visits
  - e. Primary source analysis assignments
  - f. Reflection exercises
  - g. Comparative genocide studies
  - h. Literature and art as part of genocide education

- i. Guest speakers on topics of genocide
- j. Genocide survivor visits to school to talk to students
- k. Ethical dilemmas
- l. Role-playing and simulations
- m. Interactive technology
- n. Discussion circles
- o. Media analysis
- p. Opportunities for students to take action against genocide
- q. Other [Please specify]
- r. None of the above.

### Professional Development and Partnerships

13. Did you participate in Professional Development on Genocide Education this academic school year (2023-24)? *[Select one - Multiple choice] LOGIC*
- a. Yes > *Continue to next question*
  - b. No > *Skip to 'Educator Knowledge & Efficacy'*
  - c. I don't know > *Skip to 'Educator Knowledge & Efficacy'*
14. Please rate your agreement/disagreement with the following statements about participating in professional development on genocide education this academic year. Sources can be found at the end of the survey. *[Select one per row - Multiple Choice Grid]*

Professional Development this academic year	Strongly Agree	Agree	Disagree	Strongly Disagree
I learned new content/information about genocide				
I learned new strategies for teaching about genocide				
I learned about resources available to support my instruction on genocide education				
I received professional development on genocide education that deepened my knowledge on the causes				
The professional development I have received in the last year has not strengthened my expertise on genocide				
Professional development experiences I have had in the last year on genocide education have energized me and				
I have a professional community to turn to for support when I'm having trouble with genocide education				
I have the professional support I need to find instructional resources on genocide education				
I have participated in professional development about genocide that engaged me intellectually				

I have participated in professional development about genocide that engaged me emotionally				
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15. Please rate your agreement/disagreement with the following statements about participating in professional development on genocide education this academic year. [Select one per row - Multiple Choice Grid]

After Participating in Professional Development on Genocide Education this academic year...	Strongly Agree	Agree	Disagree	Strongly Disagree
I am more COMFORTABLE in my ability to teach genocide				
I am more READY to teach genocide education				
I am more CONFIDENT in teaching genocide education				

### Educator Knowledge & Efficacy

16. Please rate your agreement/disagreement with the statements below about strategies used in the classroom and your ability to find specific resources. [Select one per row - Multiple Choice Grid]

	Strongly Agree	Agree	Disagree	Strongly Disagree
I know how to use strategies that are likely to lead to positive changes in students' character				
I have a large repertoire of strategies that help students connect to social issues				
I use resource materials that help me connect the subject matter I am teaching to students' lives				
I have difficulty finding historical resource materials that address issues of bigotry and intolerance				
I don't know where to find curriculum materials that address issues of group specific targeting and prejudice and human rights				
I know pedagogical strategies that promote students' social and political action				
I have in-depth knowledge of historical events in which individuals were courageous in their efforts to protect the rights of others				

17. Please rate your agreement/disagreement with the statements below about your ability to do the following in the classroom. *[Select one per row - Multiple Choice Grid]*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I am comfortable discussing issues of right and wrong with my students				
I would like to improve my ability to discuss issues of right and wrong with students in a way they find				
I would like to improve my ability to create a classroom environment in which students feel safe to speak candidly about their personal experience with				
I would like to improve my understanding of how to integrate history, literature, and art to explore concepts and ideas in the classes I teach				
I feel confident in my ability to use different kinds of materials (e.g., essays, letters, poetry, diaries, art, guest speakers) to strengthen students' learning about a topic				

18. Please rate your agreement/disagreement with the statements below about your ability to do the following with your students while teaching about genocide education topics. *[Select one per row - Multiple Choice Grid]*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I know how to use history to help students think about ethical choices they make in their lives				
I can help students to understand that the moral choices that people make are always influenced by the times in which they live				
I can support students to analyze the purpose and point of view of a primary source, before determining how to use the source as evidence				
When studying the past, I can support students to consider events from the perspective of those who lived				
I can support students to understand that the past influences how we think and act today				
I am confident in my ability to help students articulate viewpoints, arguments, or perspectives that differ from				

## Genocide Education Sustainability

19. To the best of your knowledge, which of the following best describes your school's plans for genocide education in the next academic year? Does your school plan to offer the same amount of genocide education content next year as this year? *[Select one - Multiple choice] LOGIC*
  - a. Likely about the same as this year > *Continue to next question*
  - b. Likely to expand in some ways compared to this year > *Continue to next question*
  - c. Likely to decrease at least a bit > *Skip to 'Genocide Education Support'*
  - d. I do not know > *Skip to 'Genocide Education Support'*
20. How does your school plan to support the development of sustainable long-term genocide education programming? Please check all that apply. *[Select all that apply - Checkboxes]*
  - a. Applying for the Genocide Education Grant
  - b. Developing a funded community partnership
  - c. Acquiring additional grant funding
  - d. A fundraising campaign
  - e. Purchasing curricula
  - f. Creating a new curriculum unit
  - g. Funding ongoing professional development
  - h. Other (please specify)
  - i. None

## Genocide Education Support

21. Please identify the top three resources you think would best support Genocide Education **in your school**. Please assign a ranking of 1, 2, 3 (with 1 being the most important resource) to the three you choose. Leave the rest blank. *[Select only three - Rank 1, 2, 3.]*
  - a. Grade-appropriate assessments
  - b. Professional development about content
  - c. Professional development about pedagogy
  - d. Instructional resources/curricula
  - e. Access to experiential learning
  - f. Opportunities for students to understand others' experience
  - g. Dedicated time for instruction
  - h. Time for planning
  - i. Availability of colleagues with whom to brainstorm/co-plan
  - j. Coaching on how to integrate genocide education into existing course(s)
  - k. Other (Specify)
22. Please identify the top three factors that most impede **your ability** to provide meaningful genocide education in the current school year (2023-2024). Please assign a ranking of 1, 2, 3 (with 1 being the most important factor) to the three you choose. Leave the rest blank. *[Select only three - Rank 1, 2, 3.]*
  - a. Lack of access to grade-appropriate assessments

- b. Lack of access to professional development about content
- c. Lack of access to professional development about pedagogy
- d. Lack of access to instructional resources/curricula
- e. Lack of access to experiential learning
- f. Lack of opportunities for students to understand others' experiences
- g. Lack of dedicated time for instruction
- h. Lack of time for planning
- i. Lack of access to coaching on how to teach genocide education
- j. Lack of access to coaching on how to integrate genocide education
- k. Lack of access to guest speakers with lived experience with genocide
- l. Other (Specify)

23. Is there anything else that you would like to share about genocide education in your school that we have not yet asked you about? *[Long Response] OPTIONAL*

### Background Information

- 24. How many years have you been a teacher? *[Short answer, numeric]*
- 25. How many years have you been teaching in your current district? *[Short answer, numeric]*
- 26. Please select the grade level(s) and subject area(s) that you are teaching in the 2023/24 school year. Please check all that apply. *[Select all that apply - Checkbox Grid, short answer]*

	English	Math	Science	Social Studies/ History	Arts	Electives (Please specify)	Other (Please specify)
6th							
7th							
8th							
9th							
10th							
11th							
12th							

- 27. Do you have personal/lived experience with genocide (e.g., through family members or other people you know who were impacted by genocide such as those who witnessed genocide or who were targeted by or perpetrated genocide)? *[Multiple Choice]*
  - a. Yes
  - b. No
- 28. Please indicate your race/ethnicity. Select all that apply. *[Checkboxes]*
  - a. American Indian or Alaska Native
  - b. Asian



- c. Black or African American
- d. Latino or Hispanic
- e. Middle Eastern or North African
- f. Native Hawaiian or other Pacific Islander
- g. White
- h. Other (Please specify)
- i. Prefer not to answer

29. What is your gender? *[Multiple Choice]*

- a. Cis man
- b. Cis woman
- c. Non-binary
- d. Trans man
- e. Trans woman
- f. Other (Please specify)
- g. Prefer not to answer

We appreciate you for taking the time to complete the survey!

**Adapted Surveys:**

1. Teachers' Sense of Efficacy Scale <https://bpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5604/files/2018/04/TSES-scoring-zted8m-1s63pv8.pdf>
  - a. Scaled responses 1-9: "How much can you do?". 1 = Nothing, 3 = Very little, 5 = Some influence, 7 = Quite a bit, 9 = A great deal.
2. Character Education Efficacy Belief Instrument [https://drive.google.com/file/d/1dMcWDrwCnFPUFyVS4Gg9c6FRweNJXIYH/view?usp=drive\\_link](https://drive.google.com/file/d/1dMcWDrwCnFPUFyVS4Gg9c6FRweNJXIYH/view?usp=drive_link)
  - a. Likert responses: Strongly agree, Agree, Undecided, Disagree, Strongly disagree.
3. Teaching for Informed Civic Engagement Efficacy Belief Instrument <https://docs.google.com/document/d/1lul3V2eTUdLWYVT4oXkLc5yoGyrWDsggUJkN9eUMPPQ/edit?usp=sharing>
  - a. Likert scale.