

Appropriations Project Request - Fiscal Year 2020-21

For projects meeting the Definition of House Rule 5.14

1. Title of Project: Holocaust Documentation & Education Center

2. Date of Submission: 08/29/2019

3. House Member Sponsor: Joseph Geller

Members Copied:

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? Yes
If answer to 4a is "No" skip 4b and 4c and proceed to 4d, Col. E
- b. What is the most recent fiscal year the project was funded? 2019-20
- c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
- d. Complete the following Project Request Worksheet to develop your request:

FY:	Input Prior Year Appropriation for this project for FY 2019-20 <i>(If appropriated in 2019-20 enter the appropriated amount, even if vetoed.)</i>			Develop New Funds Request for FY 2020-21 <i>(Requests for additional RECURRING funds are prohibited.)</i>		
Column:	A	B	C	D	E	F
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated <i>(Recurring plus Nonrecurring: column A + column B)</i>	Recurring Base Budget <i>(Will equal non-vetoed amounts provided in Column A)</i>	Additional Nonrecurring Request	TOTAL Nonrecurring plus Recurring Base Funds <i>(Will equal the amount from the Recurring base in Column D plus the Additional Nonrecurring Request in Column E.)</i>
Input Amounts:	100,000	257,000	357,000	100,000	257,000	357,000

5. Are funds for this issue requested in a state agency's Legislative Budget Request submitted for FY 2020-21? Yes

5a. If yes, which state agency? Department of State

5b. If no, which is the most appropriate state agency to place an appropriation for the issue being requested?

5c. Has the appropriate state agency for administering the funding, if the request were appropriated, been contacted? Yes

5d. Describe penalties for failing to meet deliverables or performance measures which the agency should provide in its contract to administer the funding if appropriated.

Not applicable

6. Requester:

- a. Name: Rositta Kenigsberg
- b. Organization: Holocaust Documentation & Education Center, Inc.
- c. Email: rositta@hdec.org
- d. Phone #: (954)929-5690

7. Contact for questions about specific technical or financial details about the project:

- a. Name: Rositta Kenigsberg
- b. Organization: Holocaust Documentation & Education Center, Inc.
- c. Email: rositta@hdec.org
- d. Phone #: (954)929-5690

8. Is there a registered lobbyist working to secure funding for this project?

- a. Name: Fred Karlinsky
- b. Firm: Greenberg Traurig, LLP
- c. Email: karlinskyf@gtlaw.com
- d. Phone #: (954)768-8278

9. Organization or Name of entity receiving funds:

- a. Name: Holocaust Documentation & Education Center, Inc.
- b. County (County where funds are to be expended): Broward
- c. Service Area (Counties being served by the service(s) provided with funding): Broward, Martin, Miami-Dade, Monroe, Okeechobee, Palm Beach

10. What type of organization is the entity that will receive the funds? (Select one)

- For Profit
- Non Profit 501(c) (3)
- Non Profit 501(c) (4)
- Local Government
- University or College
- Other (Please describe)

11. What is the specific purpose or goal that will be achieved by the funds being requested?

In the past the HDEC/Museum had adjudicated juveniles to partake in community service hours. Educational resources will be available to all so that they can go out and make a difference in the community. Those with prior issues with the law would be welcome to do research where they can learn from Survivors who went through traumatic experiences to lead meaningful and productive lives.

12. Provide specific details on how funds will be spent. (Select all that apply)

Spending Category	Description	Nonrecurring (Should equal 4d, Col. E) Enter "0" if request is zero for the category
Administrative Costs:		
<input checked="" type="checkbox"/> a. Executive Director/Project Head Salary and Benefits	President of the HDEC oversees all aspects of the entire project. In addition, President Chairs most of the programs and tours. Educational Outreach Coordinator implements all the programs. This is the pro rata share of the total compensation attributable to these programs.	92,300
<input checked="" type="checkbox"/> b. Other Salary and Benefits	Employee Health Insurance	7,200
<input type="checkbox"/> c. Expense/Equipment/Travel/Supplies/Other		
<input type="checkbox"/> d. Consultants/Contracted Services/Study		
Operational Costs:		
<input checked="" type="checkbox"/> e. Salaries and Benefits	Comptroller, Administrative Assistant, and Secretary assists in the coordination, accounting, planning and implementation of all the above described Educational Outreach Programs. This is the pro rata share of the total compensation	62,000

	attributable to these programs.	
<input checked="" type="checkbox"/> f. Expenses/Equipment/Travel/Supplies/Other	Speakers, USB's, Venue, Transportation, Printing, Equipment and Software, Chairs/Tables, Office Supplies, Postage, Tours/Maintenance	35,000
<input checked="" type="checkbox"/> g. Consultants/Contracted Services/Study	Photographer/Videographer, SAD Program Video Taping, DVD production, Public Relations, IT Consultant for: Website, Video Digitization, and Transcribing, Traveling Exhibition, Teacher's Institute	60,500
Fixed Capital Construction/Major Renovation:		
<input type="checkbox"/> h. Construction/Renovation/Land/Planning Engineering		
TOTAL		257,000

13. For the Fixed Capital Costs requested with this issue (In Question 12, category "h. Fixed Capital Outlay" was selected), what type of ownership will the facility be under when complete? (Select one correct option)

- For Profit
- Non Profit 501(c) (3)
- Non Profit 501(c) (4)
- Local Government (e.g., police, fire or local government buildings, local roads, etc.)
- State agency owned facility (For example: college or university facility, buildings for public schools, roads in the state transportation system, etc.)
- Other (Please describe)

14. Is the project request an information technology project?

No

15. Is there any documented show of support for the requested project in the community including public hearings, letters of support, major organizational backing, or other expressions of support?

Yes

15a. Please Describe:

The HDEC receives documented show of support from: Miami Dade Public Schools, Broward County Public Schools, Hallandale High School, Christopher Columbus High School, & Miami Dade College to ensure the continuation of these programs & be in compliance with the State of Florida Mandate 1003.42. Additional support for these programs are allocated from JM Family Enterprises, Broward Jewish Federation, CICF, Applebaum Foundation, & the City of Hallandale

16. Has the need for the funds been documented by a study, completed by an independent 3rd party, for the area to be served?

No

17. Will the requested funds be used directly for services to citizens?

Yes

17a. What are the activities and services that will be provided to meet the purpose of the funds?

Prejudice reduction and anti-bullying programs earmarked for all 9-12 grade high school students and teachers in public private and parochial schools.

17b. Describe the direct services to be provided to the citizens by the funding requested.

Full day symposium with high school teachers, students, Survivors of the Holocaust, and trained Facilitators, speakers bureau, Museum/Railcar/U.S. Sherman Tank tours, week long University accredited Teacher's Institute, Traveling Exhibit titled: State of Deception Nazi Propaganda, annual contests, and Holocaust Documentation/memorabilia/photographs/oral histories.

17c. Describe the target population to be served (i.e., "the majority of the funds requested will serve these target populations or groups").

Select all that apply to the target population:

- Elderly persons
- Persons with poor mental health
- Persons with poor physical health
- Jobless persons
- Economically disadvantaged persons
- At-risk youth
- Homeless
- Developmentally disabled

- Physically disabled
- Drug users (in health services)
- Preschool students
- Grade school students
- High school students
- University/college students
- Currently or formerly incarcerated persons
- Drug offenders (in criminal Justice)
- Victims of crime
- General (The majority of the funds will benefit no specific group)
- Other (Please describe): Holocaust Survivors and Facilitators.

17d. How many in the target population are expected to be served?

- < 25
- 25-50
- 51-100
- 101-200
- 201-400
- 401-800
- >800

18. What benefits or outcomes will be realized by the expenditure of funds requested? (Select each Benefit/Outcome that applies)

Benefit or Outcome	Provide a specific measure of the benefit or outcome	Describe the method for measuring level of benefit
<input type="checkbox"/> Improve physical health		
<input type="checkbox"/> Improve mental health		
<input checked="" type="checkbox"/> Enrich cultural experience	Students are seated throughout the day with other students representing every race, color, religion, ethnic origin, including students at risk.	"I thought today was very moving and inspiring. I feel very inspired to make a difference and share a message of love and peace." - Sivon Tal, 10th Grade, Flanagan HS. "The message that this program delivers is extremely important in today's society

		considering the events we have recently seen. We have to spread love, peace and acceptance of individuals who aren't like us." - Daniela, 12th Grade, John A. Ferguson HS.
<input type="checkbox"/> Improve agricultural production/promotion/education		
<input checked="" type="checkbox"/> Improve quality of education	Quality of education is improved by bringing to life what students read in their history books. By meeting a Holocaust Survivor and hearing their story students are exposed to the reality and evil of what hatred and prejudice can do. Students are also sensitized to the importance of standing up and speaking out in the face of adversity and injustice.	"Today has shown me that hate lies out there today and although it is not as prevalent as the Holocaust, we must not be quiet, and we must confront the hate peacefully." - Matthew, 11th Grade, Stoneman Douglas. "I feel and strongly believe today's program impacted and opened the eyes of all the students who participated. The social problems brought up in this program are important to be aware of and recognize and so I'm glad they were discussed." - Angelinne Moreno, 11th Grade, iMater Academy
<input type="checkbox"/> Enhance/preserve/improve environmental or fish and wildlife quality		
<input checked="" type="checkbox"/> Protect the general public from harm (environmental, criminal, etc.)	One of the main speakers is a former skinhead who was recruited right in our community at Cooper City High School. She spent 3 years in Federal Prison and shares her compelling story with the students as to how and why she joined this radical group. After her incarceration she took it	"I enjoyed Angela King's speech because I feel that she opened up about a hard topic and got through to maybe someone in the room dealing with the same situation." - Kay, 12th Grade, Westland Hialeah Sr. High. "Angela King's speech of Life After Hate was so impactful. I can

	upon herself along with help from leadership at Broward College, to attend these Student Awareness Days, and eventually she became a speaker at these programs. She has greatly impacted 100's of students.	personally relate to some of her experiences and it astonishes me how the actions of others could affect someone's life. Very inspiring." - Dominique, 12th Grade, Cypress Bay High School.
<input type="checkbox"/> Improve transportation conditions		
<input type="checkbox"/> Increase or improve economic activity		
<input checked="" type="checkbox"/> Increase tourism	Tourist have stopped by from the Ft. Lauderdale Airport and Port Everglade to visit the Museum and requested immediate on-site tours. In addition these programs are a substantial public aid in attracting tourists and researchers from across the globe to make a point of visiting our facility and learning more about our educational outreach.	We continue to implement sign in sheets and comment cards to retain information about visitors and program participants.
<input type="checkbox"/> Create specific immediate job opportunities		
<input type="checkbox"/> Enhance specific individual's economic self sufficiency		
<input checked="" type="checkbox"/> Reduce recidivism	These anti bullying prejudice reduction programs have reduced recidivism as well as sensitized students to the implications and ramifications of hatred prejudice & intolerance. Angela King, a former skinhead, recruited in Cooper City High, focuses on her personal experiences of how hatred, & bullying led her to a violence hate and eventually federal prison. Her	Yet to be determined with assistance of teachers/faculty of schools and multi county area school boards.

	example truly impacts the student population and the teachers comment about the importance & significance of this part of the program.	
<input type="checkbox"/> Reduce substance abuse		
<input checked="" type="checkbox"/> Divert from Criminal/Juvenile justice system	Please see response above in "Reduce Recidivism" A few years ago, Miami-Dade judge adjudicated community service to four High School students who committed a hate crime and part of their service included attendance to our anti bullying anti hate Student Awareness Day programs, which this \$357K appropriation supports.	Please see response above in "Reduce Recidivism"
<input type="checkbox"/> Improve wastewater management		
<input type="checkbox"/> Improve stormwater management		
<input type="checkbox"/> Improve groundwater quality		
<input type="checkbox"/> Improve drinking water quality		
<input type="checkbox"/> Improve surface water quality		
<input checked="" type="checkbox"/> Other (Please describe): Compliance with the State of	For the past 34 years, school administrators and teachers strongly encourage participation amongst their students, especially because of all the bullying that is taking place in the schools today and because character education and learning to respect one another is such an important part of what our schools teach.	Students and Teacher evaluation / comment at end of program.

19. Provide the total cost of the project for FY 2020-21 from all sources of funding (Enter "0" if amount is zero):

Type of Funding	Amount	Percent of Total	Are the other sources of funds guaranteed in writing?
1. Amount Requested from the State in this Appropriations Project Request:	257,000	83.0%	N/A
2. Federal:	0	0.0%	No
3. State: (Excluding the requested Total Amount in #4d, Column F)	0	0.0%	No
4. Local:	52,500	17.0%	Yes
5. Other:	0	0.0%	No
TOTAL	309,500	100%	

20. Is this a multi-year project requiring funding from the state for more than one year?

Yes

20a. How much state funding would be requested after 2020-21 over the next 5 years?

- <1M
- 1-3M
- >3-10M
- >10M

20b. How many additional years of state support do you expect to need for this project?

- 1 year
- 2 years
- 3 years
- 4 years
- >= 5 years

20c. What is the total project cost for all years including all federal, local, state, and any other funds? Select the single answer which best describes the total project cost. If funds requested are for ongoing services or for recurring activities, select “ongoing activity”.

Ongoing activity – no total cost

<1M

1-3M

>3-10M

>10M