

FAMU Activity Report

4th Quarter April 1, 2018-June 30, 2018

FAMU Project#005783

Project Recipient: Florida Agricultural & Mechanical University

Florida Department of Education Project# 376-90050-8P001

Project/Program Title: African American Task Force

TAPS# 18A027

Authority: CSFA#48.040

Project Period: July 1, 2017 –June 30, 2018

Budget Period July 1, 2017 –June 30, 2018

Submitted by: Dr. Bernadette Kelley- Principle Investigator

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Project Performance and Accountability					Corresponding Budget Items	
Scope of Work (Tasks/Activities)	Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence	Due Date	Object Code	Unit Cost (optional)
Web Based Teacher Training (WBTT)	1. Review and adjust previously developed modules. EverFi (Consultants) will continue to employ strategies appropriate for standards-based instruction development. Training opportunities via the WBTT will be extended to other districts. 2. Plan and implement a Summer Institute training for teachers and other educators	3. Host/Maintain access to professional development through the WBTT website 4. Invite school districts to participate in the WBTT professional development 5. Implement the plan for community outreach during the first semester of the 2017-18 school year. SEE analytical reports (EverFi) Appendix 4		September 2017 Completed January 2018 Completed March 2018 Completed	132700	
		6. Summer Institute/Educator workshops: plan and provide a workshop for teachers, pre-service teachers, faculties, district personnel, and other stakeholders. Appendix 1 & 2		June 2018 Completed	138200	
Web Site	Revise and update the African American History Task Force website at www.afroamfl.org	1. Monthly (minimally) updates to the AAHTF web site are evidenced by the revised date appearing on the web site 2. Agendas for AAHTF meetings are posted at least one month in advance 3. Minutes from AAHTF meetings are posted within two weeks 4. Activities/training opportunities are posted at least one month in advance		September 2017 Completed December 2017 Completed March 2018 Completed June 2018 Completed	132700	

		5. Resources and hyperlinks to other resources are checked monthly and updated as needed. 6. Paperless communications will be accessible through the AAHTF website as appropriate 7. Maintain a student page of resources SEE analytical reports (SGS) Appendix 5				
Plan for Evaluation	Complete the development and execution of an evaluation plan that includes collecting student achievement data from Exemplary school districts as it relates to teacher training and provide a report of these findings to the Florida Department of Education.	1. Report Pre- and post-assessment results from teacher trainings 2. Report of WBTT evaluations, student evaluations and essays 3. Reports from Exemplary School Districts. <ul style="list-style-type: none"> Data that documents the effect of project goals on student learning gains, including but not limited to, United States History end-of-course assessment results. Data that documents the effect of project goals on teacher effectiveness toward improving the rate of student learning gains. 		November 2017 Completed March 2018 Completed June 2018 Completed Appendix 3	132700	
Priorities include at least one AAHTF meeting annually	Plan and implement the annual meeting of the AAHTF. Plan and implement a semi-annual meeting of the AAHTF Chairs	1. Proposed agenda for the annual AAHTF meeting Annual Meeting held November 16-18, 2017 2. Invitation to AAHTF members to the annual meeting. Save dates correspondences sent to Task Force Members via		November 2017 Completed November 2017 Completed	261000	

		email 3. Final version of the agenda and supporting materials for the annual AAHTF meeting 4. Travel receipts for each member of the taskforce		June 2018 Completed		
Key Personnel	1. Project Director: \$7350 10% Oversees the operations and progression of the project. Fringe Benefit @ 34% (FICA, Retirement, and Insurance & Workman's Compensation) total cost \$ 2499.00 2. Program Coordinator: \$28000 100% Maintain daily office hours, answer phone inquiries, maintain all systems required by Florida A&M University for project implementation, prepare and process travel request, maintain a database of all records , assist In the preparation of all reports as required by the funding source, assist the project director in out-reach to Florida school districts, assist in reviewing the accuracy of the website, organize and prepare all correspondences , assist in the planning and delivery of meetings and conferences, record minutes and notes of all official meetings, provide assistance as required by the other stakeholders, provide support to personnel utilizing the African American content staff development , and the PC will work to ensure that the process of identifying the skills, knowledge and information about African and African American History gaps of the targeted audience is addressed and shared with all stakeholders: Review of the WBTT	Project reports and summary of deliverables. Completed reports, travel documents, communications with all stakeholders.				

	modules, Review of the Instructional Standards, Review of WBTT performances, and Review of On-Site educator trainings. Program Coordinator: Fringe Benefit @ 8.25% (FICA, Retirement, Insurance & Workman's Compensation), total for cost \$ 2,310.00					
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Appendices

(A1. – A5.)

AAHTF 2018 Summer Institute Agenda

Appendix 1

SPECIAL THANKS

2017-2018 Task Force Members

Mr. Anthony "Tony" Hill, Chairman
Dr. Samuel Wright, Sr., Co-Chairman
Mrs. Maggie Lewis-Butler
Dr. Tameka Bradley-Hobbs
Dr. Nashid Madyun
Ms. Tracey Oliver
Dr. Gwendolyn Simmons
Attorney Ronda Vangates
Mrs. Marion Williams

Emeritus: The Honorable Frederica Wilson, U.S.
Representative
Senator Geraldine Thompson

2018 Summer Institute Program Committee

Dr. Bernadette Kelley
Dr. Samuel Wright, Sr.
Ms. Bridgett R. Marshall

2017-2018 Task Force Staff

Dr. Bernadette Kelley, Principal Investigator
Ms. Bridgett R. Marshall, Program Coordinator
Dr. Andrea Oliver, Evaluator

EverFi

Florida A&M University College of Education
Home2Suites by Hilton
Aparicio-Levy Technical Center
Livy O's Catering Co.

**COMMISSIONER OF EDUCATION
AFRICAN-AMERICAN HISTORY
TASK FORCE**



**FLORIDA: AFRICAN AMERICANS IN TIMES OF
WAR**

"You are young, gifted, and Black. We must begin to tell our young, there's
a world waiting for you, yours is the quest that's just begun."

~ James Weldon Johnson

2018 SUMMER INSTITUTE

June 21-23, 2018
Home2Suites by Hilton – Brandon/Tampa
10323 Palm River Road
Brandon, FL 33619

African American History Task Force

501 Orr Drive, GEC-C Room 316, Tallahassee, FL 32307 (850) 412-5203 fax (850) 412-5204

www.afroamfl.org www.afroamfl@gmail.com

SCHEDULE OF EVENTS
Facilitator: Dr. Samuel L. Wright, Sr.

Thursday, June 21, 2018

6:00 – 9:00 p.m.

Registration/Reception

Home2Suites Hilton
Brandon, FL

Welcome/Greetings

Dr. Dennis Holt
Hillsborough County Public School

Mr. Anthony Hill
AAHTF Chairman

Dr. Bernadette Kelley
AAHTF Principal Investigator

Keynote Speaker

Dr. Brenda Walker, J.D.
University of South Florida
Professor

Saturday, June 23, 2018

9:00 – 11:00 a.m.

Exemplary Districts: African American History curriculum infusion

Broward, Hillsborough, and Miami-Dade
County School Districts

11:00 – 12:00 p.m.

Scholar Reflection and Awards

Dr. Samuel Wright, Sr.
AAHTF Co-Chair

Closing Remarks/ADJOURNMENT

SCHEDULE OF EVENTS
Facilitator: Dr. Samuel L. Wright, Sr.

Friday, June 22, 2018

8:30 – 9:00 a.m.

Introductions/Overview

Dr. Bernadette Kelley
AAHTF Principal Investigator

9:00 a.m. – 12:00 p.m.

Changing the Achievement Gap: Teaching African American History Now” (Part 1)

Dr. Patrick Coggins
Educator, Trainer and Author

12:00 p.m. – 2:00 p.m.

Lunch Sponsored by EverFi

Livy O’s Catering Co.

2:15 p.m. – 3:30 p.m.

Presentation

“An Analysis of the Implementation of African American History on the US History End of Course Assessment in Florida K-12 School Districts”
Spencer Tyrus, PhD Candidate

3:35 p.m. – 5:30 p.m.

Changing the Achievement Gap: Teaching African American History Now” (Part 2)

Dr. Patrick Coggins
Educator, Trainer and Author

***Free time/Tour of Tampa*
On your own**

AAHTF 2018 Summer Institute Participants

Appendix 2

2018 Summer Institute Participant	District
Andre' Walker	HILLSBOROUGH
Angel Arnold	Gadsden
Ava McLeod	Duval
Beverly Brown	HILLSBOROUGH
Calvin Williams	Pinellas
Darlene Carter	Manatee
Deborah Parham	HILLSBOROUGH
Dr. Dakeyan Graham	HILLSBOROUGH
Eddie Oliver	Wakulla
Eileen Wade	Gadsden
Hillary Van Dyke	Pinellas
Iman Bethel	DUVAL
Ivy Shipp-Washington	Hillsborough
Jason Fernandez	BROWARD
Jerry Holt	Leon
Karen Y. Moreland	BROWARD
Keasha Starks	BROWARD
Kimberly Young	BROWARD
Leanne Lapointe	Pinellas
Lillian Smith	BROWARD
Marilynne Hampton	HILLSBOROUGH
Mary Brown-Joseph	HILLSBOROUGH
Mary Ogunrinde	Pinellas
Matthew Blum	Pinellas
Portia R .Wallace	MIAMI-DADE
Steve Williams	BROWARD
Tamaria Chandler	Gadsden
Tiffany Taylor	MIAMI-DADE
TiLena Robinson	DUVAL

AAHTF Final Evaluator Report

Appendix 3

Florida Department of Education - African American History Task Force
June 2018

Executive Summary

In 1994, the Florida Legislature passed FS 1003.42 requiring the instruction of history, culture, experiences and contributions of African Americans in the state's K-12 curriculum. The African American History Task Force (AAHTF) was formulated to sustain this effort, and grant supported initiatives were developed to effectively execute the spirit of the FS 1003.42's original legislative intent.

The goal of this evaluation is to assess the performance of project deliverables as noted in the original Application submitted by The AAHTF in June 2017. Specifically, this report will evaluate these specific elements of the project:

- A Final analysis of the rate of participation from Teacher Trainings
- A Final analysis of the rate of Participation from Students
- An analysis of survey data of participants in the AAHTF Summer 2018 Institute
- Program recommendations for 2018 – 2019 implementation

The methodology utilized in the preparation of this report included live interviews with key personnel, completion rate data on web-based training modules, and an Institute participant surveys.

Summary on Rates of Participation from Teacher Trainings

As noted in both the initial proposal and in previous evaluations, online course delivery was an integral part of this project during the 2017 – 2018 academic term, just as it had been in previous academic terms. The AAHTF retained the services of Washington D.C. based EverFi to create web-based professional development content for participating teachers. EverFi is an industry leader in instructional design and digitally delivered educational content, particularly in diversity education for the K12 classroom.

It had been previously reported that, rates of participation by educators and in 31 of Florida's 67 school districts were registered. Additionally, data was also captured reflecting rates of educator and student participation by educationally – allied entities (i.e. private schools and other non-profit organizations). The following is data that demonstrate year to date rates of participation rates among educators and students during the 2017-2018 school year:

Schools Trained	Schools Trained	Students Using	Modules Complete
Non-District	13	47	366
Alachua School District	3	59	105
Baker	1	0	0
Bay School District	2	68	733
Brevard School District	4	257	1,342
Broward School District	32	994	8,383
Charlotte School District	2	1	4
Collier School District	4	1	2
Duval School District	18	501	3,624
Escambia School District	1	2	26
Flagler	1	27	250
Hillsborough School District	38	485	2,026
Indian River School District	1	0	0
Lake School District	1	37	425
Lee School District	2	239	1,494
Manatee School District	1	0	0
Marion School District	1	0	0
Miami-Dade School District	64	1,836	15,911
Nassau	1	107	496
Orange County Public School District	4	56	521
Palm Beach School District	10	148	658
Pasco School District	4	2	21
Pinellas School District	11	312	2,225
Polk School District	7	0	0
Putnam	1	13	63
Salvation Army - Florida	1	0	0
Santa Rosa School District	1	23	131
Sarasota School District	2	0	0
Seminole School District	1	1	11
St. Lucie School District	5	0	0
Suwannee	1	102	758
Volusia School District	7	21	76
		5,386	40,040

As the chart demonstrates, there is a 44% total participation rate amongst Florida's 67 school districts (with only 30 districts represented in these participation statistics). This accounts for a 2% decrease in district representation from 2017-2018.

EverFi's Partnership with The AAHTF

EverFi's partnership with the African American History Task force has been cost effective and beneficial to the organization's overall objectives. EverFi provides a digital educational platform that is dynamic, engaging and content rich. EverFi provided two critical services to the Task Force during the 2017-2018 academic year: Web Based Teacher Trainings, and online modular based African American History courses that classroom teachers could integrate into their curricula. The name of the latter was a course called 306, so name for the relevance that number holds in African American History – (being among other things the room number of the Lorraine Motel where Dr. Martin Luther King was slain). Both programs utilize best practices in online learning and the instructional development team as led by the company's assigned liaison, has in all dealings been both responsive and professional. In surveys assessing the effectiveness of EverFi's programs, participants reported high levels of interest in and retention of course content. The data that follows show the reach of EverFi's programs as measured in the 2017-2018 school year as compared to data from the prior two academic terms. The data shows impressive rates of growth amongst participating schools and numbers of students who interacted with the program. What the data does not reflect, is expanded reach on the part of participating districts that did not have their students complete 306 online modules in the immediate past academic term. Geographic representation in this respect continues to be a weakness of the Task Force's efforts to ensure statewide compliance with FS 1003.42 Section H.

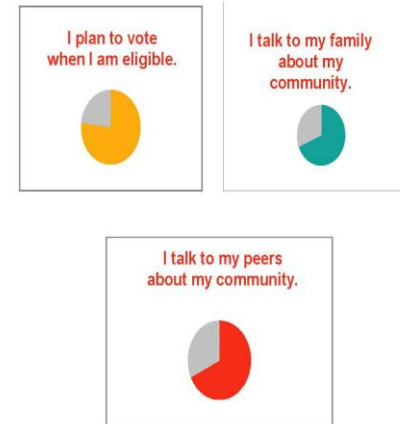
Program Interaction Data

	2015 – 2016	2016 – 2017	2017-2018	1Y Rate of Program Growth
Total Active Schools	33	56	245	*↑ 400+%
Total Learners Reached	159	188	5,386	*+↑ 1000%
Total Modules Complete	19,314	28,432	40,040	71%

The Future of EverFi's Partnership with The AAHTF

The final evaluation of 2017-2018 reported that the Task Force was extending its partnership with EverFi in identifying areas of future collaboration including expanding professional development trainings into four new districts in 2017 – 2018. Participation data shows that this commitment was in the main, honored. EverFi's stated commitment to supporting one of the strategic aims of the task force: to equip students with a critical lens to reflect on and make sense of American history, culture and civic institutions is further evidenced by a 2018 values survey. Over 3,000 participants in the 306 Course were polled on civic engagement attitudes. The response rates were as follows:

Percentage of students who agree

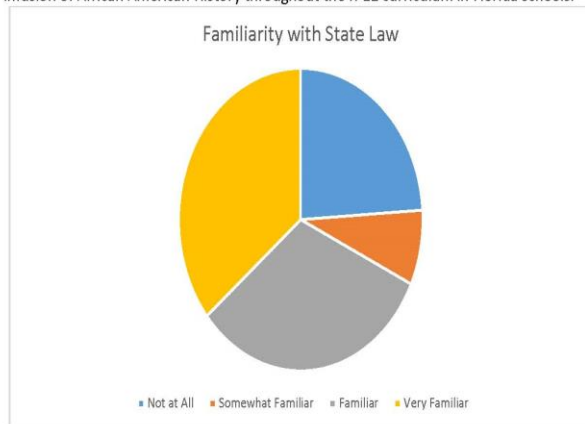


The data as presented suggests students' attitudes on being more engaged citizens were positively impacted by the program, although, absent a formative assessment prior to the completion of the course, it is hard to quantify to what specific extent such attitudes were directly influenced by their interaction with EverFi's 360 African American History course. One can reasonably assume that exposure to the figures and movements that transformed American society facilitate critical analysis of America's formal and informal institution. This critical analysis in turn inspires students to want to themselves become active participants in processes and institutions that continue to impact their daily lives. This is largely unchanged from an identical poll taken a year ago.

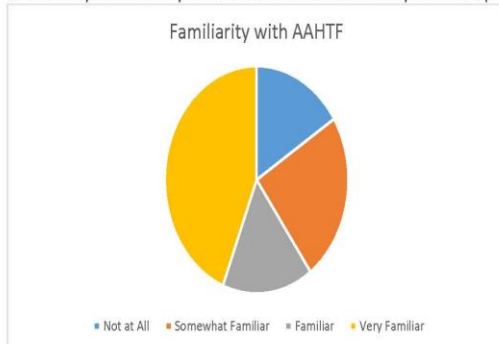
IV: Analysis of AAHTF Summer Institute Participation

The African American History Task Force convened its Summer Institute in Tampa, Florida from Thursday, June 21 through Saturday June 23, 2018. Twenty-nine educators representing eight school districts and other educational entities were in attendance. A Pre-Assessment Inventory was administered gauging participant expectations at the start of conference proceedings. The following are the findings of that survey:

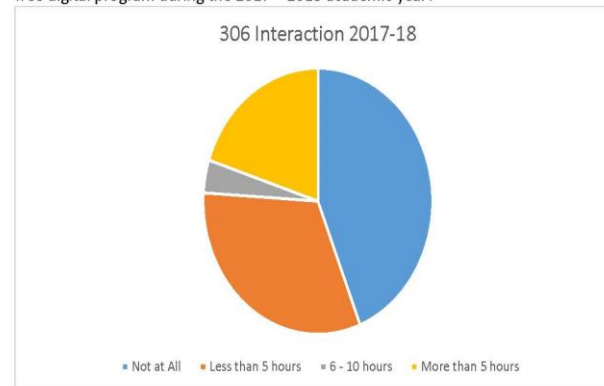
1. Please rate your familiarity with FS 100.43 (section H), the 1994 statute mandating the infusion of African American History throughout the K-12 curriculum in Florida schools.



2. Please rate your familiarity with the African American History Task Force(AAHTF)



3. How frequently did you personally interact with EverFi 's African American History 306 free digital program during the 2017 – 2018 academic year?



4. How did you learn about the African American History Task Force (AAHTF) Summer Institute?

Site based administrator	District Official	AAHTF Website	Other*
2	8	2	13

*Respondents reported hearing about the Tampa Institute primarily by word of mouth from other colleagues, or as was the case with two participants, district level African American History advocates.

5. What are you hoping to gain from your participation in the AAHTF Summer Institute?
Varied Response Sample Below*

*Resources to build a curriculum for a planned 8th grade level African American History course.

*More information to share with my students and colleagues.

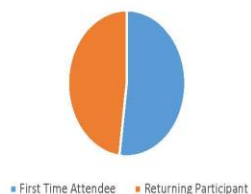
*Lesson plan ideas, inspiration and networking.

*Additional knowledge and resources needed to bring back to my school site to incorporate African American History into the curriculum across all subject areas.

*Updates on exemplary status and districts.

*Increased familiarity with the program, site and institute.

Experience with the Summer Institute



Participant Profile



PARTICIPATING SCHOOL DISTRICTS:

Broward	7
Duval	3
Gadsden	2
Hillsborough (Host District)	7
Manatee	2
Miami-Dade	1
Palm Beach	2
Wakulla	1
Other	4
Total	29

Day one of the event featured a presentation from former Florida state senator Mr. Anthony Hill, chair of the AAHTF and was keynoted by Dr. Brenda Walker of the University of South Florida. Walker spoke from the theme: African Americans in Times of War. The second day, included presentations from Dr. Sherrilyn Scott, representing Miami-Dade Schools, and one of the AAHTF recognized Exemplary Districts. She shared best practices for the infusion of African American history throughout the K12 curriculum and the various means by which this was accomplished. Friday's proceedings were keynoted by scholar and educator Dr. Patrick

Coggins, who spoke on the topic of Changing the Achievement Gap Through the Teaching of African American History. The day concluded with a presentation from Spencer Titus, a graduate student in Educational Leadership at Florida A & M University. Tyrus shared information regarding the research he is engaging in related to the link between student achievement and their interaction with African American History. The meeting concluded on Saturday with presentations by educators representing exemplary districts Hillsborough, Broward and Miami-Dade counties.

Participant Feedback on the Institute

The post-Institute survey had a response rate of better than 60% and the following is a compilation of the responses to that survey:

Question 1: Workshop leaders were well organized.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
64.29%	28.57%	0.00%	7.14%	0.00%	N/A

Question 2: The Workshop leaders stimulated my interest in including more African American History (AAH) in my classroom.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
78.57%	14.29%	0.00%	0.00%	7.14%	N/A

Question 3: Workshop leaders and instructors presented the material clearly.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
78.57%	14.29%	0.00%	0.00%	7.14%	N/A

Question 4: I would recommend the Summer Institute to a colleague.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
78.57%	7.14%	0.00%	7.14%	7.14%	N/A

Question 5: Overall, this was one of the better workshops I have attended.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
64.29	21.43%	7.14%	7.14%	8.33%	N/A

Question 6: I would like to attend another AAH workshop and include education materials and other topics.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
85.71%	0.00%	0.00%	7.14%	7.14%	N/A

Question 7: Compared to similar workshops I have attended, I have learned more about teaching African American History at the Summer 2018 Institute than I ever have before.

Strongly Agree	Agree	Neutral/Neither Agree or Disagree	Disagree	Strongly Disagree	No Response
64.29	28.57%	0.00%	0.00%	7.14%	N/A

The survey's last question invited free-written responses. *Note: Free-Form respondents represented 78% of all surveys submitted.*

Question 8: Please identify the part(s) of the Institute that had the LEAST value to you and the part(s) that had the MOST value. Below is a compilation of some of those comments:

All of the workshop was good. Several school districts truly got a chance to shine.
I have no least valued part of the institute. But the most valued part was seeing how they used technology to link two classes from two different states together to allow students to share cultural life experiences.
All of the presenters shared valuable information and I really enjoyed listening to the students reflect on their classroom experiences. Everything was of value to me; however, I wish the participants would have had an opportunity to work together to develop lessons that could be implemented into our classrooms. I believe the Summer Institute would have been more beneficial to teachers if task force members would have identified middle and high school benchmarks that were connected to this year's theme (i.e. SS.912.A.4.8, SS.912.A.4.9, SS.912.A.6.14) and provided teachers with an opportunity to work together to develop and present lessons that were aligned to the benchmarks and this year's theme.
LEAST - Most of the institute. I anticipated collaborating with other educators present to create lesson plans appropriate for the elementary level and that did not happen. I anticipated being able to gather books to build a multicultural library or at least a discount code for a website to purchase such children's book with a list of recommended titles and that also did not happen. I expected examples of what exemplary education of African American history looked like in the elementary setting, i.e. videos,

modeling, etc. That also did not happen. I expected feedback on the lesson plan I created for my task force application and I didn't get any. I expected to learn about African Americans in war time through selected texts, articles, videos, recommended documentaries, etc. I don't feel like I learned much about African Americans in wartime. While I made meaningful connections at the institute, I am mildly disappointed at the way the institute turned out. MOST - Dr. Sherilyn Scott. She left us with tangible resources to take back with us.

Least-the lack of administrative representation from the districts. Most-meeting and hearing from other successful people who share similar passions. The networking opportunities are also very helpful to assist with our moving forward. The support you gain for the task force members is outstanding.

Very great institute learned a great deal. Would have liked more ways or resources to bring back in the classroom relevant to my grade level.

V. Strengths and Suggestions for Improvement

Based on various qualitative and quantitative measures, the following summary observations on the work of The AATF for the academic term just ended are:

Strengths

- **The EverFi Partnership** - The Task Force's strategic partnership with EverFi, is a dynamic and particularly beneficial alliance in advancing African American History education to Florida's educational community. Its interface is user-friendly, virtually glitch free, content rich, and mobilizes best practices in online learning to provide an engaging experience for those who engage with its materials and activities. On the strength of their performance over the last two academic terms, it is recommended that EverFi is retained to work with the Task Force in future academic years.

- **High Quality Instruction in Exemplary Districts** - In 2017 - 2018, The AATF identified ten Exemplary Districts for the fidelity and quality with which they implemented FS 1003.42:

- Broward
- Duval
- Gadsden
- Hillsborough
- Leon
- Miami-Dade
- Palm Beach
- Pinellas
- St. Lucie
- Volusia

Districts identified as an Exemplary District had to undergo a rigorous vetting process in which the following factors were considered:

- School Board Approval of the African American History Initiative
- Structured Professional Development
- An African American Studies Curriculum
- Structured Teaching of an African American Studies Curriculum
- University-School District Collaboration
- Parent/Community Partnerships

- **The Impact and Effectiveness of the Summer Institute** - According to participant feedback, the 2018 Summer Institute provided a healthy balance of the theoretical, the inspirational and the practical. Participants valued the training and insights provided by colleagues and students from recognized Exemplary Districts. Further, participants reported that they found the Institute's presenters knowledgeable with the information they conveyed during the two-day workshop being well-suited for use in their classrooms.

Suggestions for Improvement for 2018-2019

- **Increasing District Representation in Task Force Initiatives and Training** – One recurring issue observed over the course of the 2017-2018 academic term is the notable lack of widespread participation in Task Force Initiatives by the majority of Florida school districts. While a commitment to sustained implementation of FS 1003.42 is apparent in the state's largest, more urban and more diverse districts, the state's rural and suburban districts are not as well represented in Exemplary District status, nor as registrants and attendees at the Summer Institute. One way to heighten awareness of Task Force programs and initiatives would be to divide Florida districts among Task Force members and delegate that they serve as liaisons between instructional personnel in those districts and The Task Force. These contact liaisons could facilitate a direct connection with the Task Force to ensure that districts were sufficiently informed about Task Force programs and trainings such as its Summer Institute.
- **Raise the Profile of the Task Force and Its Mission Through Strategic Partnerships** – Civic education and culturally relevant teaching methodologies and pedagogy are vitally important no more than ever for the 21st century learner. The limited interaction of better than 40% of the state's school district with the Task Force dedicated in its mission to ensure the wholesale implementation of FS 1003.42 is antithetical to those aims. The Task Force should consider increasing its reach-out efforts to community, civic and faith-based organizations to educate the public on its existence and purpose, a suggestion made in last year's evaluation. Groups such as the NAACP, National Action Network and fraternal groups could be enlisted to raise awareness in the community of The Task Force, and the statute underlying its establishment. Establishing these alliances promise to be worthwhile endeavors, with the payoff of having a higher profile in the community being the greater demand for more expansive enactment of the statute in districts across the state.
- **Better Promotion of the Summer Institute** – The impact that the Summer Institute has on its participants has been well documented. Participants routinely cited the quality of its presenters and its content. There was representation from two North Florida counties, that were previously non-existent in past Institutes: Gadsden and Wakulla Counties. Educators from more districts would be well served by their involvement, and The Task Force needs to do a better job in ensuring that district and school level personnel are aware well in advance, of when and where The Institute will convene so will

have adequate time to plan. This evaluator is pleased to note that one of last year's recommendations was taken into account and implemented for this year's institute: offering continuing education credit to those interested participants. It is not immediately apparent if continuing education credit is available to those who complete the web-based training, so this remains something the Task Force may seek to pursue to encourage increased participation. Professional incentives are a good way to foster more participation, especially if teachers feel there is real value to the in-service training being offered.

- **More Opportunities to Collaborate and Network** – A common critique of this year's Institute was the lack of available opportunities for participants to collaborate with each other. As one participant stated in the post assessment survey, "I anticipated collaborating with other educators present to create lesson plans appropriate for the elementary level and that did not happen." This evaluator echoes this observation. Professional development opportunities tend to be more beneficial and impactful if participants are given opportunities to engage in meaningful collaborations. It is recommended that future Task Force trainings allow more time for both structured and non-structured collaboration opportunities.
- **More discipline-specific/grade-specific trainings and materials** - The legislative intent behind FS 1003.42 Section H remains badly misinterpreted and therefore woefully enacted statewide. The law states that African American history is to be *infused* throughout the K12 curriculum in Florida schools. Even those districts employing exemplary practices acknowledge falling short of this mandate. The Task Force should focus and intensify its efforts in informing districts statewide of the required nature of this state mandate. One way in which the Task Force could do this is through including targeted discipline specific, grade level specific training opportunities either in its primary Summer Institute or in periodic trainings throughout the state all year. With regards to the latter suggestion, this evaluator believes that the Task Force could raise its profile if it elects to conduct trainings throughout the state, on an on-going basis. This training model can either supplement or supplant the current Summer Institute training model currently in operation. Periodic trainings could be a better use of grant dollars in several ways:
 - Varying the location and scale of the trainings would increase participation in districts previously not represented in the Summer Institute.
 - More periodic trainings would enhance the profile of the Task Force, and its work. This would thus increase awareness of FS 1003.42 section H and ensuring its implementation across the state.

VI. Conclusions

The stated mission of the African American History Task Force is to: “provide leadership in the implementation of FS 1003.42, proposing strategies for curriculum and staff development, evaluate criteria for assessing instruction and instructional materials, and making recommendations as related [to a set of measurable goals]” The measurable goals include:

- Promoting awareness, understanding and the infusing of the required instruction legislation that addresses the African and African American experience in Florida’s school curriculum.
- Development of instructional guidelines and frameworks with supporting materials and resources
- Providing pre-service and in-service training for Florida educators
- Making recommendations to the Commissioner of Education and appropriate DOE leadership that support full implementation of the required instructional mandate.

Stated goals number one (Promoting awareness...) and three (providing pre-service and in-service training...) are the areas that can stand to see the greatest improvements. Stated goal number two (development of instructional guidelines...) was met through the dissemination of a Curriculum guide that all Institute participants received. The guide offered pedagogically sound instructional strategies and approaches by grade level and discipline and was the most useful, tangible asset the Task Force provided its Institute participants.

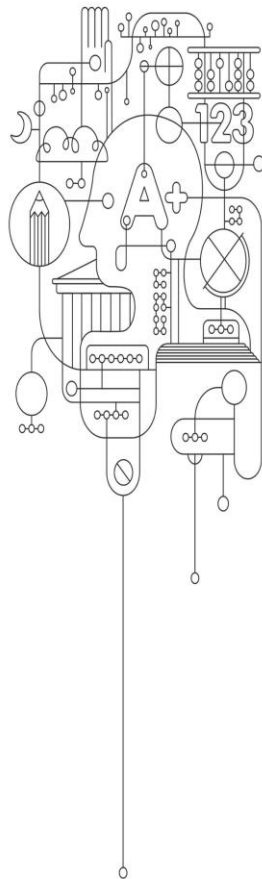
These recommendations notwithstanding, this report finds that during the 2017 – 2018 academic term and under the leadership of principal investigator Dr. Bernadette Kelley, The African American History Task Force has worked in a diligent and fiscally responsible manner in reaching their stated measurable goals in support of its mission.

EverFi
Analytics All Web Site Data Audience Overview and Site Updates
April 1, 2018 – June 30, 2018

Appendix 4

Florida

Critical Skills Education Impact Report
2017-2018 School Year



Digital Education Overview

For the 2017-2018 School Year

Since EVERFI's founding in 2008, its digital resources have supported over 60,000 teachers across North America. This supplemental instruction helps students connect learning to the real-world. Through public and private partnerships, EVERFI's resources are available at no charge to schools or districts.

A North American Network

15 Digital Resources

In Financial Education, STEM & Career Readiness, Cultural Literacy, Health & Wellness, and Social & Emotional Learning

2.5 Million Students

In Elementary, Middle, and High School

20,000 Schools

Across the United States and Canada

With Local Impact in Florida

15 of 15 Digital Resources

used in 2017-2018.

1,034 Schools

used at least one resource.

1,790 Teachers and

139,334 Students

used at least one EVERFI resource.

In total, students spent
505,725 Hours
learning on the EVERFI platform.

Current Program Reach

EVERFI

	2015-16 School Year	2016-17 School Year	2017-18 YTD
 TOTAL ACTIVE SCHOOLS	33	56	73
 TOTAL SCHOOLS TRAINED	159	188	231
 TOTAL LEARNERS REACHED	2,342	3,667	5,132
 TOTAL MODULES COMPLETE	19,314	28,482	39,956
 TOTAL ESTIMATED HOURS OF LEARNING	4,828	7,120	1,946

EVERFI and AAHTF Working Together

AAHTF Member Engagement and Trainings

- EVERFI school managers will continue to be connected with local task Force Members to increase district and local school awareness of the Task Force's mission and the 306: African-American History resource in supporting that mission.

Identify Key Partnership Districts

- New EVERFI SM has connected to Clay County Superintendent's Secretary.
- Connected AAHTF to Lee County Social Studies Supervisor AND Chairman of the Lee Black History Society- Jarrett Eady as potential new member.
- Feb 28th in conjunction with Derrick Brooks Charities and Hillsborough County Schools.
- Shared invitation and Presenting (April) to Florida Social Studies Supervisors about Summer Institute Tampa 2018

Cultural Literacy

EVERFI

306 - African American History

Usage	2016-2017	2017-2018
Schools	61	73
Teachers	80	93
Students	3,181	5,132

RECOMMENDED
GRADE LEVEL: 9-12

PLACEMENT: Social Studies,
Civics, U.S. History

TIME: 2-3 Hours

Selected Topics and Historical Figures Covered

The Trans-Atlantic Slave Trade • Emancipation and Reconstruction

Hiram Revels • Jim Crow • The Harlem Renaissance

The March on Washington for Jobs and Economic Freedom • Mae Jemison

The Freedom Riders • Althea Gibson

Student Perspectives – The Connection Between African American History & Conscientious Citizenship

Students who believe in the importance of learning African American history are more likely to say they intend to be conscientious citizens than students who do not believe in the importance of learning African American history.

■ It is important to learn about African American History ■ It is not important to learn about African American History



From national data

District Numbers

EVERFI

School District	Schools Trained	Students Using	Modules Complete
Non-District	10	47	365
Alachua School District	3	58	105
Baker	1	0	0
Bay School District	2	68	733
Brevard School District	3	244	1,256
Broward School District	29	814	8,383
Charlotte School District	2	1	4
Collier School District	4	1	2
Duval School District	18	501	3,624
Escambia School District	1	2	26
Flagler	1	27	250
AAHTF	1	47	389
Hillsborough School District	33	485	2,026
Indian River School District	1	0	0
Lake School District	1	37	425
Lee School District	2	239	1,494
Manatee School District	1	0	0
Marion School District	2	0	0
Miami-Dade School District	64	1,836	15,911
Nassau	1	107	496
	2	56	521
Orange County Public School District			
Palm Beach School District	10	148	658
Pasco School District	4	2	21
Pinellas School District	11	312	2,225
Polk School District	7	0	0
Putnam	1	13	63
Santa Rosa School District	1	23	131
Sarasota School District	2	0	0
Seminole School District	1	1	11
St. Lucie School District	5	0	0
Suwannee	1	102	758
Volusia School District	7	21	76
	232	5192	39953

SGS Technologie
Analytics All Web Site Data Audience Overview
April 1, 2018 – June 30, 2018

Appendix 5



COMMISSIONER OF EDUCATION'S
AFRICAN AMERICAN HISTORY
TASK FORCE

Quarterly Report

April 1, 2018 - Jun 30, 2018



www.sgstechnologies.net

AUDIENCE OVERVIEW

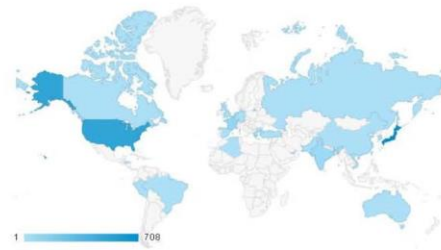


TRAFFIC CHANNELS



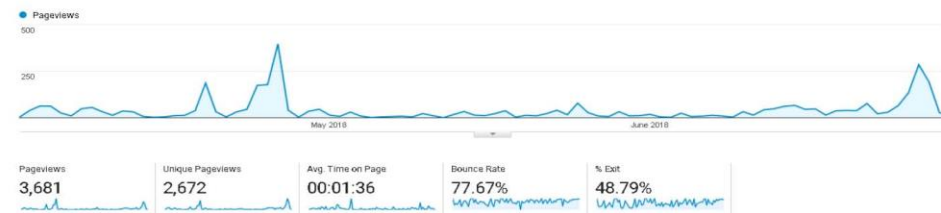
COUNTRY WISE VIEWS

Users



Country	Users	Users	Contribution to total: Users
	1,439 % of Total: 100.00% (1,439)	1,439 % of Total: 100.00% (1,439)	
1. Japan	708	49.20%	
2. United States	494	34.33%	
3. France	92	6.39%	
4. India	53	3.68%	
5. South Korea	22	1.53%	
6. United Arab Emirates	12	0.83%	
7. Turkey	10	0.69%	
8. Taiwan	8	0.56%	
9. China	7	0.49%	
10. Netherlands	4	0.28%	

PAGE VIEWS



VISITOR TYPE



DEVICE CATEGORY



BROWSER

