

African American History Task Force Activity Report

3rd Quarter

January 1, 2021 – March 31, 2021

FAMU Project # 007055

Project Recipient: Florida Agricultural & Mechanical

University Florida Department of Education Project #: 376-
90050-1P001 Project/Program Title: African American History

Task Force TAPS#: 21A027

Authority: LINE ITEM 114 General Appropriations

Act Project Period: July 1, 2020–June 30, 2021

Budget Period: July 1, 2020– June 30, 2021

Submitted by: Dr. Bernadette Kelley – Principal Investigator

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Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
1.Project Director: Oversees the operations and progression of the project.	Reports Correspondences	Reports	Quarterly: October 2020- Complete January 2021 - Complete April 2021 – Complete June 2021	711000 7,742.65/2,709.93
2.Program Coordinator: The duties for this position include the following: Maintain daily office hours, answer phone inquiries, maintain all systems required by Florida A&M University for project implementation, prepare and process travel requests, maintain a database of all records (contacts, Instructional Standards, program participants. etc.), assist in the preparation of all reports as required by the funding source, assist the project director input- outreach to Florida school districts, 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.	Reports Logs Communications Correspondences	Time sheets Reports Minutes Correspondences	Quarterly: October 2020 - NA January 2021 - Complete April 2021 - Complete June 2021	712000 19,500.00/2,535.00

<p>Travel/Meetings/Materials:</p> <ul style="list-style-type: none"> • Task Force commuting round trip from their home cities for African American History Task Force meetings, training, and conferences. • Travel participation in various conferences (Florida Association of Social Studies Supervisors (FASSS), Florida Council of Social Studies (FCSS), and relevant conferences. Annual Task Force meeting). • Conduct at least one African American History Task force meeting and ensure that all meetings are noticed in the Florida Administrative Register. 	<p>Provide “Web-Shots” for teachers, preservice teachers, faculties, district personnel, and other stakeholders (i.e., facilities rental, transportation cost, travel cost, and appropriate training materials)</p> <p>AAHTF Meetings:</p> <p>Require that any newly appointed Task force member complete an online training for the Sunshine and public records laws and submit a certification to the department they have done so.</p> <p>Ensure that each member of the African American History task force has signed the Statement of fiscal Responsibility supplied by the Florida Department of Education.</p>	<p>Quarterly Reports</p> <p>Travel Reports</p> <p>Sign-in Sheets</p> <p>Minutes</p> <p>Presentations</p> <p>Reports</p> <p>Certifications</p> <p>Invoices</p>	<p>October 2020 - Complete</p> <p>January 2021 - Complete</p> <p>April 2021 - Complete</p> <p>June 2021</p>	<p>720000</p> <p>10,522.42</p>
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<p>Evaluator:</p> <p>Evaluate the program to determine any best practices and to identify any need for program revisions.</p>	<p>Provide periodic review and analysis of data related to the implementation of all project goals.</p> <p>Evaluator's Report submitted in February 2021.</p>	<p>Data collected utilizing the pre-post evaluation before and after all teacher training.</p> <p>Data collected by examining and analyzing the Next Generation Sunshine State Standards (NGSSS) Assessments and "End of Course" assessments in reading, writing, and U.S. History of those "Exemplary" districts along with those districts that request assistance.</p> <p>Data collected from all teachers/educators that participate in the online and onsite professional development training.</p>	<p>December 2020 - Complete</p> <p>March 2021 - Complete</p> <p>June 2021</p>	<p>720000</p> <p>3,500.00</p>
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Appendix – A

Position Descriptions

Georgia Harvey Wiley

Deloitte Hollinger

Program Coordinators Job Description

The Project Coordinators 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 are addressed.

The duties for this position include the following:

- maintain daily office hours, answer phone inquiries, (Wiley)
- work with the website host to maintain the AAHTF website (www.afroafl.org) (Hollinger)
- maintain all systems required by Florida A&M University for project implementation, (Wiley)
- prepare and process travel request, (Wiley)
- maintain a database of all records (contacts, Instructional Standards, program participants, etc.), (Wiley)
- assist in the preparation of all reports as required by the funding source. (Wiley) (Hollinger)
- assist the African American History Task Force in out-reach to Florida school districts, (Hollinger)
- organize and prepare all correspondences, (Wiley) (Hollinger)
- assist in the planning and delivery of meetings and conferences, (Wiley) (Hollinger)
- record minutes and notes of all official meetings, (Wiley) (Hollinger)
- provide assistance as required by the other stakeholders, (Wiley) (Hollinger)
- provide support to personnel utilizing the African American content staff development content . (Wiley) (Hollinger)
- maintain the updates for all social media and websites (Hollinger)

Appendix A
Earning Statements
Delaitre Hollinger

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee, FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 02/05/2021
Pay End Date: 02/18/2021

Business Unit: FAM01
Advice #: 000000100910950
Advice Date: 02/26/2021

Delaitre J. Hollinger 501 Alpha Ave. Tallahassee, FL 32305		Employee ID: 300285020 Department: 120220-Vocational Industrial & Tech E Location: Gore Education Complex C A Job Title: OTHER PROFESSIONALS Pay Rate: \$15.000000 Hourly	TAX DATA: Tax Status: Single Allowances: N/A Addl. Percent: N/A Addl. Amount:	Federal N/A N/A N/A	FL State N/A 0
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HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	YTD Hours	Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	24.00	360.00	116.00	1,740.00	Fed Withholdng	0.00	17.46
						Fed MED/EE	5.22	25.23
						Fed OASDI/EE	22.32	107.88
TOTAL:		24.00	360.00	116.00	1,740.00	TOTAL:	27.54	150.57

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

	TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current	360.00	360.00	27.54	0.00	332.46
YTD	1,740.00	1,740.00	150.57	0.00	1,589.43

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE	NET PAY DISTRIBUTION			
Start Balance	0.0	0.0	Advice #000000100910950	Account Type Checking	Account Number XXXXXXXXXX	Deposit Amount 332.46
+ Earned	0.0	0.0				
+ Bought	0.0	0.0				
- Taken	0.0	0.0				
- Sold	0.0	0.0				
+ Adjustments	0.0	0.0				
End Balance	0.0	0.0	TOTAL:			332.46

MESSAGE:

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee, FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 01/22/2021
Pay End Date: 02/04/2021

Business Unit: FAM01
Advice #: 000000100908252
Advice Date: 02/12/2021

Delaire J. Hollinger 501 Alpha Ave. Tallahassee, FL 32305	Employee ID:	300285020	TAX DATA:	Federal	FL State
	Department:	120220-Vocational Industrial & Tech E	Tax Status:	Single	N/A
	Location:	Gore Education Complex C A	Allowances:	N/A	0
	Job Title:	OTHER PROFESSIONALS	Addl. Percent:	N/A	
	Pay Rate:	\$15.000000 Hourly	Addl. Amount:		

HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	Hours	YTD Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	40.00	600.00	92.00	1,380.00	Fed Withholding	11.73	17.46
						Fed MED/EE	8.70	20.01
						Fed OASDI/EE	37.20	85.56
TOTAL:		40.00	600.00	92.00	1,380.00	TOTAL:	57.63	123.03

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

	TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current	600.00	600.00	57.63	0.00	542.37
YTD	1,380.00	1,380.00	123.03	0.00	1,256.97

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE
Start Balance	0.0	0.0
+ Earned	0.0	0.0
+ Bought	0.0	0.0
- Taken	0.0	0.0
- Sold	0.0	0.0
+ Adjustments	0.0	0.0
End Balance	0.0	0.0

NET PAY DISTRIBUTION			
Advice #	Account Type	Account Number	Deposit Amount
000000100908252	Checking	XXXXXXXXXX	542.37
TOTAL:			542.37

MESSAGE:

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee, FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 01/08/2021
Pay End Date: 01/21/2021

Business Unit: FAM01
Advice #: 000000100905575
Advice Date: 01/29/2021

Delaitre J. Hollinger 501 Alpha Ave. Tallahassee, FL 32305		Employee ID: 300285020 Department: 120220-Vocational Industrial & Tech E Location: Gore Education Complex C A Job Title: OTHER PROFESSIONALS Pay Rate: \$15.000000 Hourly	TAX DATA: Tax Status: Single Allowances: N/A Addl. Percent: N/A Addl. Amount:	Federal N/A 0 N/A	FL State N/A 0
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HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	YTD Hours	Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	36.00	540.00	52.00	780.00	Fed Withholding	5.73	5.73
						Fed MED/EE	7.83	11.31
						Fed OASDI/EE	33.48	48.36
TOTAL:		36.00	540.00	52.00	780.00	TOTAL:	47.04	65.40

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

	TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current	540.00	540.00	47.04	0.00	492.96
YTD	780.00	780.00	65.40	0.00	714.60

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE
Start Balance	0.0	0.0
+ Earned	0.0	0.0
+ Bought	0.0	0.0
- Taken	0.0	0.0
- Sold	0.0	0.0
+ Adjustments	0.0	0.0
End Balance	0.0	0.0

NET PAY DISTRIBUTION			
Advice #	Account Type	Account Number	Deposit Amount
Advice #000000100905575	Checking	XXXXXXXXXX	492.96
TOTAL:			492.96

MESSAGE:

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee, FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 12/25/2020
Pay End Date: 01/07/2021

Business Unit: FAM01
Advice #: 000000100903212
Advice Date: 01/15/2021

Delaitre J. Hollinger 501 Alpha Ave. Tallahassee, FL 32305	Employee ID:	300285020	TAX DATA:	Federal	FL State
	Department:	120220-Vocational Industrial & Tech E	Tax Status:	Single	N/A
	Location:	Gore Education Complex C A	Allowances:	N/A	0
	Job Title:	OTHER PROFESSIONALS	Addl. Percent:	N/A	
	Pay Rate:	\$15.000000 Hourly	Addl. Amount:		

HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	YTD Hours	Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	16.00	240.00	16.00	240.00	Fed Withholdng	0.00	0.00
						Fed MED/EE	3.48	3.48
						Fed OASDI/EE	14.88	14.88
TOTAL:		16.00	240.00	16.00	240.00	TOTAL:	18.36	18.36

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

	TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current	240.00	240.00	18.36	0.00	221.64
YTD	240.00	240.00	18.36	0.00	221.64

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE
Start Balance	0.0	0.0
+ Earned	0.0	0.0
+ Bought	0.0	0.0
- Taken	0.0	0.0
- Sold	0.0	0.0
+ Adjustments	0.0	0.0
End Balance	0.0	0.0

NET PAY DISTRIBUTION			
	Account Type	Account Number	Deposit Amount
Advice #000000100903212	Checking	XXXXXXXXXX	221.64
TOTAL:			221.64

MESSAGE:

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 12/11/2020
Pay End Date: 12/24/2020

Business Unit: FAM01
Check #: 000000000048756
Check Date: 12/31/2020

Delaitre J. Hollinger 501 Alpha Ave. Tallahassee FL 32305	Employee ID: 300285020		TAX DATA:		Federal	FL State
	Department: 120220-Vocational Industrial & Tech E		Tax Status:		Single	N/A
	Location: Gore Education Complex C A		Allowances:		N/A	0
	Job Title: OTHER PROFESSIONALS		Addl. Percent:		N/A	
	Pay Rate: \$15.000000 Hourly		Addl. Amount:			

HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	Hours	YTD Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	56.00	840.00	76.00	1,140.00	Fed Withholding	36.31	36.31
						Fed MED/EE	12.18	16.53
						Fed OASDI/EE	52.08	70.68
TOTAL:		56.00	840.00	76.00	1,140.00	TOTAL:	100.57	123.52

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current 840.00	840.00	100.57	0.00	739.43
YTD 1,140.00	1,140.00	123.52	0.00	1,016.48

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE
Start Balance	0.0	0.0
+ Earned	0.0	0.0
+ Bought	0.0	0.0
- Taken	0.0	0.0
- Sold	0.0	0.0
+ Adjustments	0.0	0.0
End Balance	0.0	0.0

NET PAY DISTRIBUTION			
Payment Type	Account Type	Account Number	Amount
Check #000000000048756	Issue Chk		739.43
TOTAL:			739.43

MESSAGE:

Florida A&M University
1700 Lee Hall Drive, 201 Foote-Hilyer Administration
Center
Tallahassee FL 32307

Pay Group: OPS-OPS Staff/Students
Pay Begin Date: 11/27/2020
Pay End Date: 12/10/2020

Business Unit: FAM01
Check #: 000000000048729
Check Date: 12/18/2020

Delaitre J. Hollinger 501 Alpha Ave. Tallahassee FL 32305	Employee ID:	300285020	TAX DATA:	Federal	FL State
	Department:	120220-Vocational Industrial & Tech E	Tax Status:	Single	N/A
	Location:	Gore Education Complex C A	Allowances:	N/A	0
	Job Title:	OTHER PROFESSIONALS	Addl. Percent:	N/A	
	Pay Rate:	\$15.000000 Hourly	Addl. Amount:		

HOURS AND EARNINGS						TAXES		
Description	Rate	Current Hours	Earnings	YTD Hours	Earnings	Description	Current	YTD
Regular Salary OPS	15.000000	20.00	300.00	20.00	300.00	Fed Withholding	0.00	0.00
						Fed MED/EE	4.35	4.35
						Fed OASDI/EE	18.60	18.60
TOTAL:		20.00	300.00	20.00	300.00	TOTAL:	22.95	22.95

BEFORE-TAX DEDUCTIONS			AFTER-TAX DEDUCTIONS			EMPLOYER PAID BENEFITS		
Description	Current	YTD	Description	Current	YTD	Description	Current	YTD
TOTAL:	0.00	0.00	TOTAL:	0.00	0.00	*TAXABLE		

	TOTAL GROSS	FED TAXABLE GROSS	TOTAL TAXES	TOTAL DEDUCTIONS	NET PAY
Current	300.00	300.00	22.95	0.00	277.05
YTD	300.00	300.00	22.95	0.00	277.05

YEAR-TO-DATE	PAID TIME OFF	SICK LEAVE
Start Balance	0.0	0.0
+ Earned	0.0	0.0
+ Bought	0.0	0.0
- Taken	0.0	0.0
- Sold	0.0	0.0
+ Adjustments	0.0	0.0
End Balance	0.0	0.0

NET PAY DISTRIBUTION			
Payment Type	Account Type	Account Number	Amount
Check #000000000048729	Issue Chk		277.05
TOTAL:			277.05

MESSAGE:

Appendix A

Timesheets

Georgia Harvey Wiley

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Friday	2021-01-08	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	1/04 Mon	1/05 Tue	1/06 Wed	1/07 Thu	1/08 Fri	1/09 Sat	1/10 Sun	Total
Select valid alert program ID	0.00	0.00	0.00	0.00	4.00	0.00	0.00	4.00

Employee Signature: _____

Date: _____

Approver#1 Signature: _____

Date: _____

Georgia Harvey Wiley
1/8/21
Harvey

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-01-11	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-01-12	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-01-13	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-01-14	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Friday	2021-01-15	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	1/11 Mon	1/12 Tue	1/13 Wed	1/14 Thu	1/15 Fri	1/16 Sat	1/17 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	4.00	0.00	0.00	20.00

Employee Signature: _____

Date: 1/15/2021

Approver#1 Signature: _____

Date: 1/15/21

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Tuesday	2021-01-19	REGP	5	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-01-20	REGP	5	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-01-21	REGP	5	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Friday	2021-01-22	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	1/18 Mon	1/19 Tue	1/20 Wed	1/21 Thu	1/22 Fri	1/23 Sat	1/24 Sun	Total
Select valid alert program ID	0.00	5.00	5.00	5.00	4.00	0.00	0.00	19.00

Employee Signature: _____

Date: _____

Approver#1 Signature: _____

Date: _____

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-01-25	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-01-26	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-01-27	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-01-28	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	1/25 Mon	1/26 Tue	1/27 Wed	1/28 Thu	1/29 Fri	1/30 Sat	1/31 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature: Georgia Harvey-Wiley

Date: 1/28/2021

Approver#1 Signature: [Signature]

Date: 1/28/21

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-02-01	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-02-02	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-02-03	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-02-04	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Friday	2021-02-05	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	2/01 Mon	2/02 Tue	2/03 Wed	2/04 Thu	2/05 Fri	2/06 Sat	2/07 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	4.00	0.00	0.00	20.00

Employee Signature: _____

Date: _____

Approver#1 Signature: _____

Date: _____

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-02-08	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-02-09	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-02-10	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-02-11	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	2/08 Mon	2/09 Tue	2/10 Wed	2/11 Thu	2/12 Fri	2/13 Sat	2/14 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature: _____

Date: 2/11/2021

Approver#1 Signature: _____

Date: 2/11/21

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-03-01	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-03-02	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-03-03	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-03-04	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	3/01 Mon	3/02 Tue	3/03 Wed	3/04 Thu	3/05 Fri	3/06 Sat	3/07 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature:

Date:

Approver#1 Signature:

Date:

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-03-08	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-03-09	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-03-10	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-03-11	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	3/08 Mon	3/09 Tue	3/10 Wed	3/11 Thu	3/12 Fri	3/13 Sat	3/14 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature: _____

Date: 3/11/2021

Approver#1 Signature: _____

Date: 3/11/21

Georgia Harvey Wiley
blaney

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-03-15	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-03-16	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-03-17	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-03-18	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	3/15 Mon	3/16 Tue	3/17 Wed	3/18 Thu	3/19 Fri	3/20 Sat	3/21 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature: _____

Date: 3/18/2021

Approver#1 Signature: _____

Date: 3/18/21

Approver#2 Signature: _____

Date: _____

Timesheet

Date: 2021-04-07

Employee ID: 200003589

Name: Georgia Harvey-Wiley

Department: Vocational Industrial & Tech E

Employee Record: 0

Jobcode: OTHER PROFESSIONALS

Timesheet Data:

Day	Date	TRC	Quantity	Reported Status	Elements
Monday	2021-03-22	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Tuesday	2021-03-23	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Wednesday	2021-03-24	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,
Thursday	2021-03-25	REGP	4	AP	REGP, H, EST, N, ONL, 0, PSNONCATSK,

Total Reported Hours :

Day	3/22 Mon	3/23 Tue	3/24 Wed	3/25 Thu	3/26 Fri	3/27 Sat	3/28 Sun	Total
Select valid alert program ID	4.00	4.00	4.00	4.00	0.00	0.00	0.00	16.00

Employee Signature: _____

Date: _____

Approver#1 Signature: _____

Date: _____

Georgia Harvey-Wiley

Approver#2 Signature: _____

Date: _____

Appendix A

Resignation Email from Deloitte Hollinger

FW: Letter of Resignation,

Kelley, Bernadette C. <bernadette.kelley@famuedu>

Wed 4/7/2021 6:14 PM

To: Harvey-Wiley, Georgia <georgia.harveywiley@famuedu>

Dr. Bernadette Kelley-Brown, Associate Professor
College of Education/NOAA CCME Education Lead
Florida A&M University
501 Orr Drive Room 326
Tallahassee, FL 32207
850-599-3692

<http://ccme.famuedu/>



From: [Kelley, Bernadette C.](#)

Sent: Monday, March 1, 2021 10:41 AM

To: [Hollinger, Delaitre J.](#)

Subject: RE: Letter of Resignation,

Thank you. We are certainly excited about your opportunity to have full time employment. Your final pay day is February 26, 2021. Please forward a written response that includes all work completed and pending. In addition, passwords to any media that was created. Finally, please provide a revised letter of resignation that reflect the above information.

Dr. Bernadette Kelley-Brown, Associate Professor
College of Education/NOAA CCME Education Lead
Florida A&M University
501 Orr Drive Room 326
Tallahassee, FL 32207
850-599-3692

<http://ccme.famuedu/>



From: [Hollinger, Delaitre J.](#)

Sent: Friday, February 19, 2021 8:28 AM

To: [Kelley, Bernadette C.](#)

Subject: Letter of Resignation,

Dear Dr. Kelley,

For several months now, it has been my pleasure to have been associated with the great work of the Florida Commissioner of Education's African-American History Task Force. I have been both pleased and inspired by the hard work and dedication of each and every person involved in keeping the ball rolling since 1994.

As you of course know, I work part-time for the task force and have also been working part-time for another agency. Both positions, though both part-time, are very technical and instructional in nature; and each require significant investment in time, energy, resources, relationship-building, follow-up and follow-through.

On Monday, February 15, 2021, I received word from the supervisor of my other place of employment that I would be offered a full-time position, with a 40-hour work week, with approval to begin working as soon as possible. Seeing as we will conclude our duties with the task force on June 30th, it was my sincerest desire to remain on until that time.

However, the events of this week have shown me that working a full-time job and a part-time job of this nature will not be feasible. And in all that I do, I seek to do it well, completely and thoroughly. Completing the requirements of both positions has been taxing and time consuming, and its best to make room for another employee, who can give of themselves fully to the completion of the vitally important work of the task force.

I will be available to complete any projects between now and March 5, 2021, which will be the effective date of the resignation. It has been an honor and a pleasure to serve, and I it is my sincerest desire to continue working with the staff and task force members in another capacity in the future.

Thank you for such a tremendous opportunity.

Sincerely,

Delaitre Hollinger

Delaitre J. Hollinger
Program Coordinator
Commissioner of Education's
African-American History Task Force
Florida Department of Education
Florida A&M University College of Education
501 Orr Drive
GEC-C 316, Tallahassee, FL 32307
Email: afroamfl@gmail.com
Phone: 850-412-5203

Appendix - B
SGS Technologies
Audience Overview
Traffic Channels
Country Wise Views
Page Views
Visitor Types
Device Category
Browser



COMMISSIONER OF EDUCATION'S
AFRICAN AMERICAN HISTORY
TASK FORCE

Quarterly Report

January 01, 2021 - March 31, 2021



SGS

Value. Innovation. Experience.

Appendix B

SGS Technologies

Audience Overview

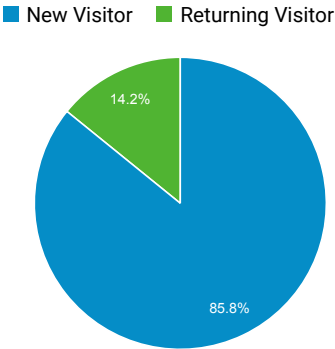
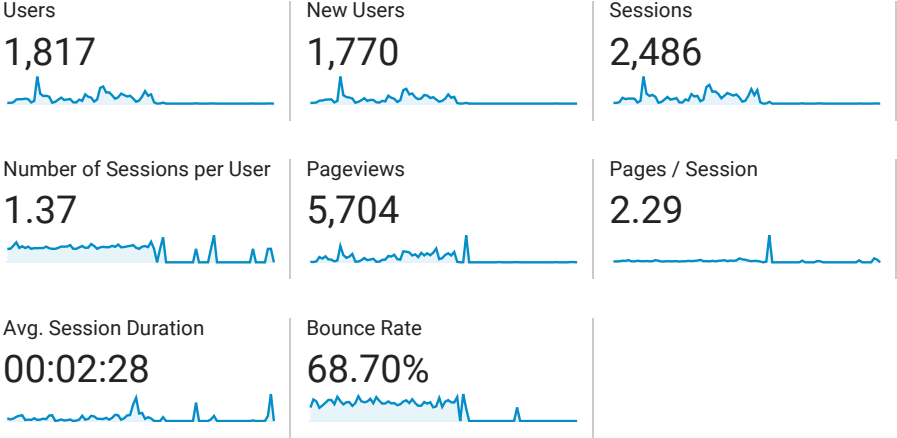
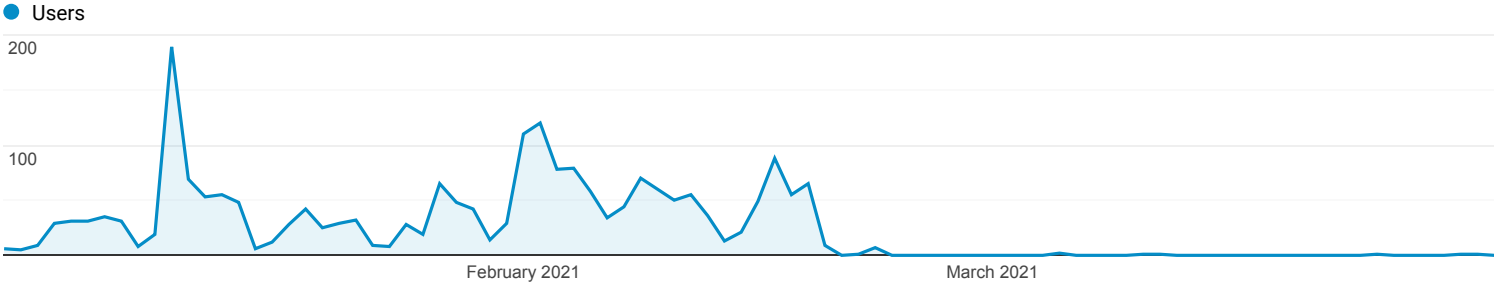
Audience Overview

All Users

100.00% Users

Jan 1, 2021 - Mar 31, 2021

Overview



Language		Users	% Users
1.	en-us	1,741	95.82%
2.	en	37	2.04%
3.	zh-cn	10	0.55%
4.	en-gb	8	0.44%
5.	c	3	0.17%
6.	en-in	3	0.17%
7.	fr-fr	2	0.11%
8.	id	2	0.11%
9.	(not set)	1	0.06%
10.	de	1	0.06%

Appendix B

SGS Technologies

Traffic Channels

Channels

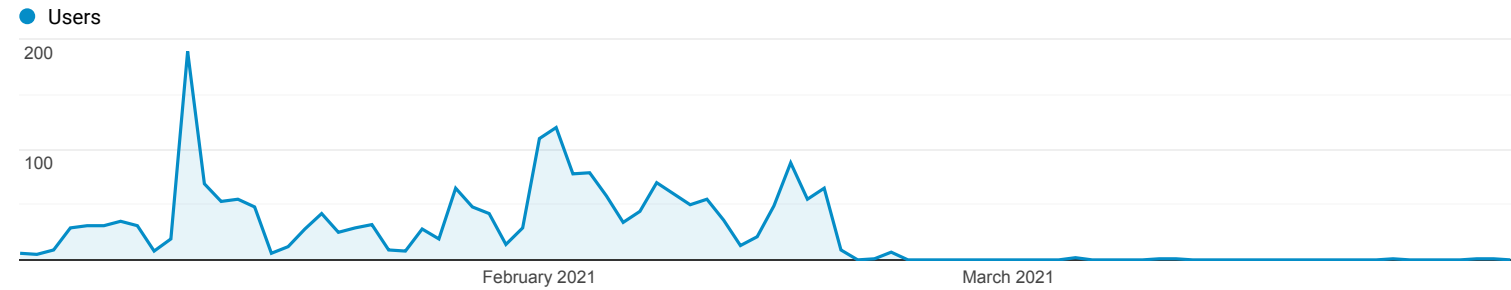
All Users

100.00% Users

Jan 1, 2021 - Mar 31, 2021

Explorer

Summary



Default Channel Grouping	Users	Users	Contribution to total: Users
1. Direct	899	48.07%	
2. Organic Search	734	39.25%	
3. Referral	219	11.71%	
4. Social	18	0.96%	

Appendix B

SGS Technologies

Country Wise Views

Location

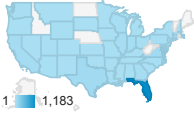
ALL » COUNTRY: United States

Jan 1, 2021 - Mar 31, 2021



Map Overlay

Summary



Region	Users	Users	Contribution to total: Users
	1,699 % of Total: 93.51% (1,817)	1,699 % of Total: 93.51% (1,817)	
1. Florida	1,183	69.42%	
2. Virginia	62	3.64%	
3. Texas	55	3.23%	
4. California	40	2.35%	
5. Indiana	36	2.11%	
6. New York	26	1.53%	
7. Georgia	24	1.41%	
8. Illinois	23	1.35%	
9. Ohio	22	1.29%	
10. Maryland	21	1.23%	

Rows 1 - 10 of 43

Location

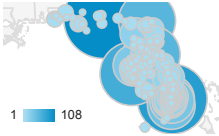
ALL » COUNTRY: United States » REGION: Florida

Jan 1, 2021 - Mar 31, 2021

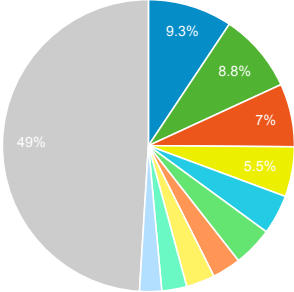


Map Overlay

Summary



City	<div>Users</div>	Users	Contribution to total:
	<div>1,183 % of Total: 65.11% (1,817)</div>	<div>1,183 % of Total: 65.11% (1,817)</div>	
1. <div>(not set)</div>	<div>115</div>	<div>9.35%</div>	<div></div>
2. <div>Tallahassee</div>	<div>108</div>	<div>8.78%</div>	
3. <div>Fort Lauderdale</div>	<div>86</div>	<div>6.99%</div>	
4. <div>Bradenton</div>	<div>68</div>	<div>5.53%</div>	
5. <div>Jacksonville</div>	<div>54</div>	<div>4.39%</div>	
6. <div>Orlando</div>	<div>54</div>	<div>4.39%</div>	
7. <div>Miami</div>	<div>39</div>	<div>3.17%</div>	
8. <div>Plantation</div>	<div>39</div>	<div>3.17%</div>	
9. <div>Hollywood</div>	<div>34</div>	<div>2.76%</div>	
10. <div>Tampa</div>	<div>30</div>	<div>2.44%</div>	




Rows 1 - 10 of 189

Appendix B

SGS Technologies

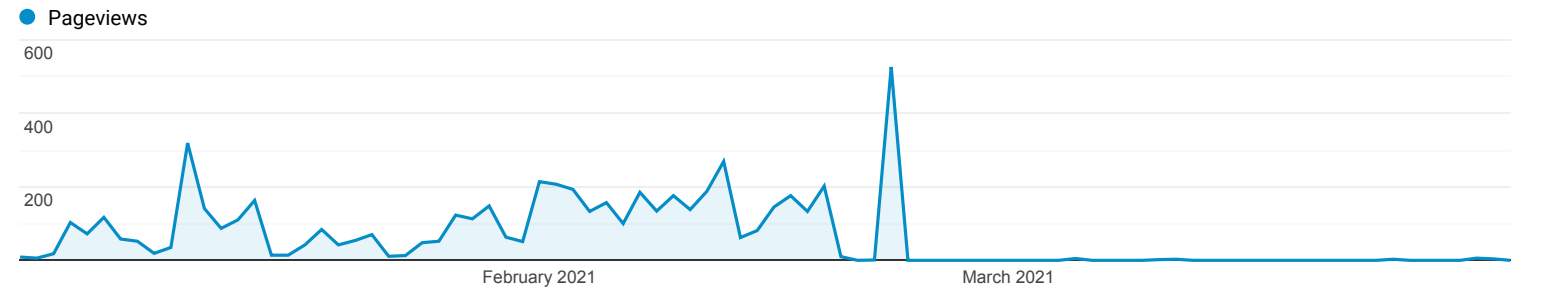
Page Views

Overview

 All Users
100.00% Pageviews


Jan 1, 2021 - Mar 31, 2021

Overview




Pageviews

5,704




Unique Pageviews

3,917




Avg. Time on Page

00:01:54




Bounce Rate

68.70%



% Exit

43.58%



Page	Pageviews	% Pageviews
1. /	1,674	29.35%
2. /lesson-plan/	742	13.01%
3. /fl-black-history-facts/	264	4.63%
4. /exemplary-status/exemplary-districts/	241	4.23%
5. /task-force-members/	231	4.05%
6. /wp-content/uploads/2020/06/Lesson-2-Grades-3-5-Dr.Martin-Luther-King-Jr..pdf	227	3.98%
7. /florida-statute-1003-42/	195	3.42%
8. /news/grade-9-10-letter-from-birmingham-jail/	174	3.05%
9. /exemplary-status/criteria-for-exemplary-status/	143	2.51%
10. /news/grade-1st-and-2nd-who-is-mae-jemison/	102	1.79%

Appendix B

SGS Technologies

Visitor Types

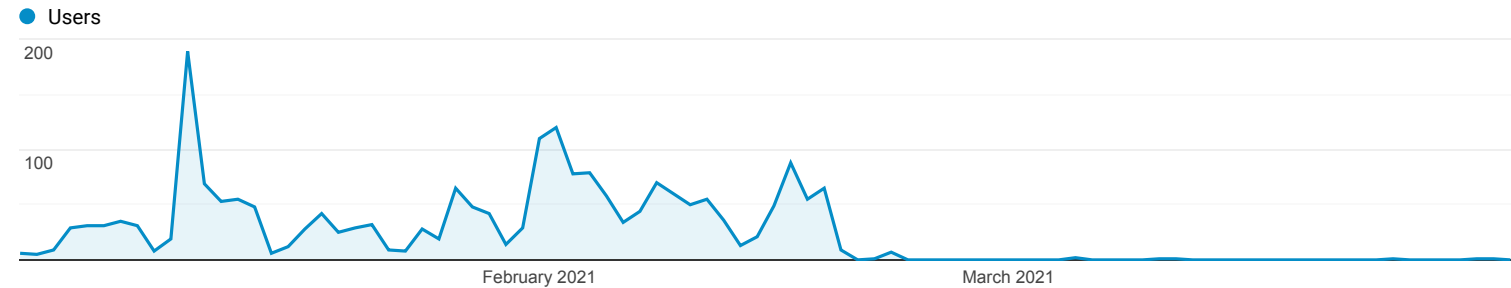
New vs Returning

All Users
100.00% Users

Jan 1, 2021 - Mar 31, 2021

Explorer

Summary



<input type="checkbox"/>	User Type	Users	Users	Contribution to total: Users
		1,817 % of Total: 100.00% (1,817)	1,817 % of Total: 100.00% (1,817)	
1.	New Visitor	1,770	85.84%	
2.	Returning Visitor	292	14.16%	

Appendix B

SGS Technologies

Device Category

Overview

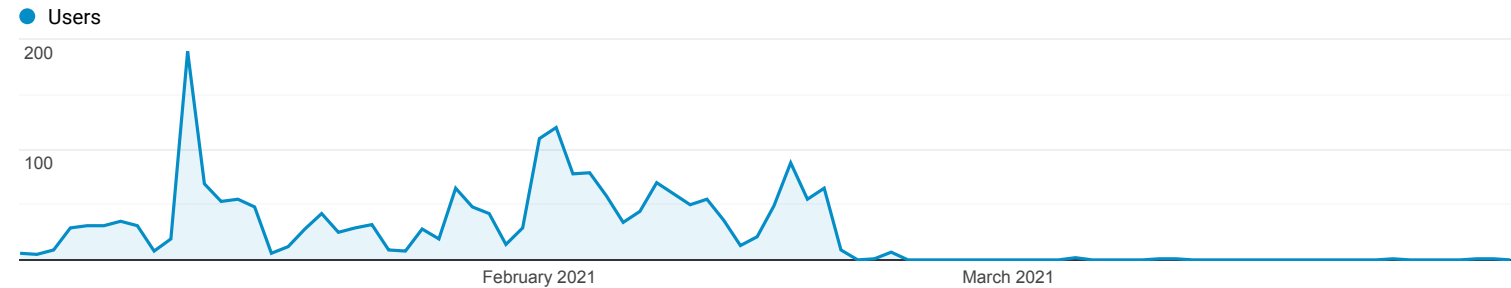
All Users

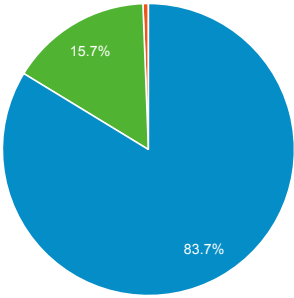
100.00% Users

Jan 1, 2021 - Mar 31, 2021

Explorer

Summary




<input type="checkbox"/>	Device Category	<div>Users</div>	Users	Contribution to total: <div>Users</div>
		<div>1,817</div> <div>% of Total: 100.00% (1,817)</div>	<div>1,817</div> <div>% of Total: 100.00% (1,817)</div>	
1.	<div>desktop</div>	<div>1,521</div>	83.71%	
2.	<div>mobile</div>	<div>285</div>	15.69%	
3.	<div>tablet</div>	<div>11</div>	0.61%	

Appendix B

SGS Technologies

Browser

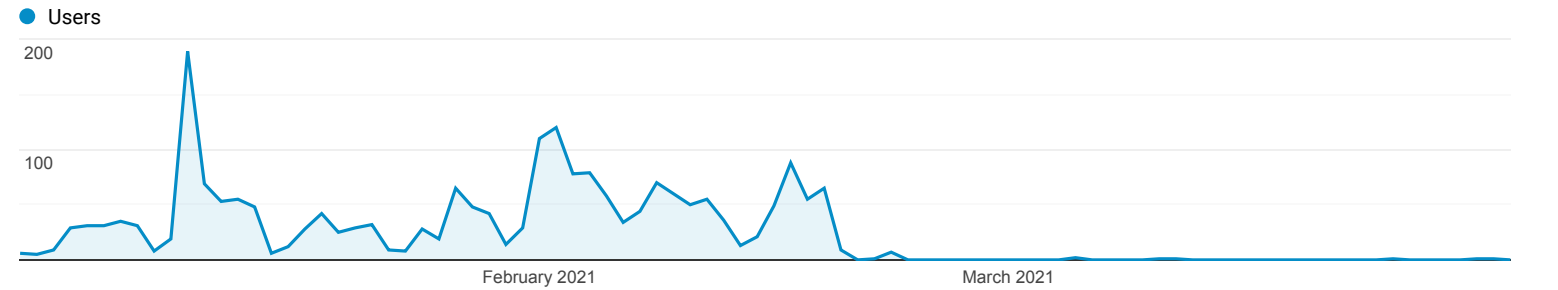
Browser & OS

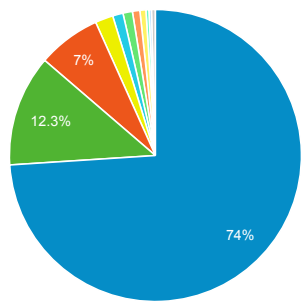
 All Users
100.00% Users

Jan 1, 2021 - Mar 31, 2021

Explorer

Summary



Browser	Users	Users	Contribution to total: Users
	1,817 % of Total: 100.00% (1,817)	1,817 % of Total: 100.00% (1,817)	
1. Chrome	1,344	73.97%	
2. Safari	224	12.33%	
3. Edge	127	6.99%	
4. Firefox	36	1.98%	
5. Mozilla	21	1.16%	
6. Internet Explorer	19	1.05%	
7. Samsung Internet	15	0.83%	
8. Safari (in-app)	12	0.66%	
9. UC Browser	6	0.33%	
10. Android Webview	5	0.28%	

Rows 1 - 10 of 14

Appendix – C
Web Based Trainings

2021 Summer Institute Flyer – Vanguard Solutions Consulting

2021 Summer Institute Planning Team List

2021 Summer Institute Planning Team Agenda

2021 Summer Institute Planning Team Invite Email

2021 Summer Institute Planning Team Minutes

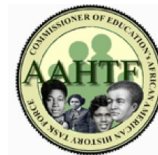
JUNE 15-16, 2021

Please Contact Us Today to Register for this FREE Informative Professional Development Experience Designed for All Educators and School Districts.
Website: www.aahfevents.com | Email: rhall@eventsbyvsc.com | Phone: 904.207.1278



Richard Corcoran
Commissioner of Education

Commissioner of Education's African American History Task Force



2021 SUMMER INSTITUTE LIST OF PLANNING TEAM

Sherrilyn Scott - Miami-Dade County Schools

Marion Williams - Broward County Schools

Jon Rehm - Alachua County Schools

Matthew Blum - Pinellas County Schools

Brian Knowles - Palm Beach County Schools

Tilena Washington Robinson - Duval County Schools

Ella Petersen Daniel - Gadsden County Schools

Michelle Gayle – Leon County Schools

AAHTF 2021 SUMMER INSTITUTE PLANNING MEETING 1

Agenda

Location: ZOOM

Date: 3-30-2021 from 1:00 p.m. to 2:30 p.m.

I. Welcome

Dr. Bernadette Kelley-Brown

II. List of Suggested Speakers

III. Exemplary Districts Timeline Calendar

IV. Other Discussion Points

Michael Blum – Pinellas County Schools

Roxie Hall – Vanguard Solutions

V. Schedule Next AAHTF Institute Planning Meeting

VI. Adjournment

Dr. Kelley-Brown



African American History Taskforce <afroamfl@gmail.com>

AAHTF Summer Institute (June 15 - 16, 2021)

21 messages

African American History Task Force <afroamfl@gmail.com>

Mon, Mar 15, 2021 at 5:22 PM

To: "Marion M. Williams" <marion.williams@browardschools.com>, "Washington Robinson, Tilena V." <washingtot2@duvalschools.org>, Ida Walker <walkerl@gcpsmail.com>, Dennis Holt <Dennis.Holt@sdhc.k12.fl.us>, Sherrilyn Scott <sherrilynscoott@dadeschools.net>, gaylem@leonschools.net, Brian Knowles <Brian.Knowles@palmbeachschools.org>, Blum Matthew <blumma@pcsb.org>, Nicholas Zrallack <Nicholas.Zrallack@stlucieschools.org>, Jon C Rehm <rehmjc@gm.sbac.edu>
Cc: Bernadette Kelley <bernadette.kelley@famuc.edu>, drslwrightconsulting@outlook.com, "Madyun, Nashid" <nashid.madyun@famuc.edu>

Good Afternoon All,

As exemplary districts liaisons and professionals in the field of education, you are invited to participate in the planning and developing of this year's Summer Institute. The 2020 Institute attendance was absolutely incredible with over 750 Zoom participants. We are excited about the possibilities of reaching even more educators this year.

If you are interested in being a part of the planning and developing team, please reply to this email no later than Monday, March 22nd, 2021. All team meetings will be approximately 1 hour each via Zoom. The first possible available team meeting days are March 29, March 30 and March 31st. Please let us know which day(s) you are available.

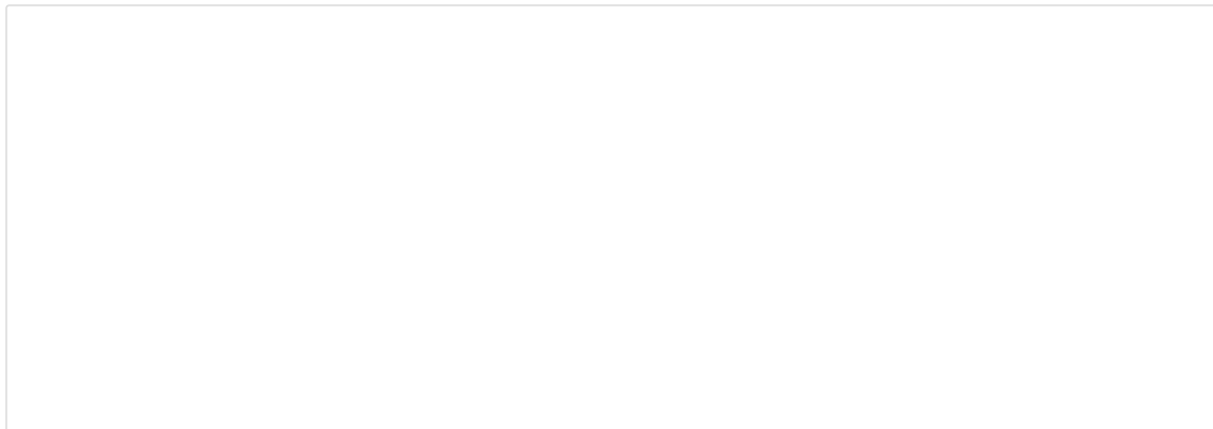
Thank you in advance for your anticipated participation and please feel free to contact us with any questions or concerns you may have.

Georgia Harvey Wiley
The African American History Task Force
Florida A&M University
Gore Education Complex - C, Room 316
Tallahassee, FL 32307
850-412-5203 (office)
850-412-5204 (fax)
www.afroamfl.org

Mail Delivery Subsystem <mailer-daemon@googlemail.com>

Mon, Mar 15, 2021 at 5:23 PM

To: afroamfl@gmail.com



Summer Institute Planning Committee - Meeting #1 Minutes
March 30, 2021, 1:00 p.m., via Zoom

Welcome – Dr. Bernadette Kelley-Brown

Attendees:

Bernadette Kelley-Brown, AAHTF Principal Investigator
Donna Austin, AAHTF Exemplary Districts Coordinator
Andrea Oliver, AAHTF External Evaluator
Georgia Harvey-Wiley, AAHTF Assistant
Cindy Huffman, FDOE AAHTF Liaison
Roxy Hall, Vanguard Solutions
Sherrilyn Scott - Miami-Dade County Schools
Marion Williams - Broward County Schools
Jon Rehm - Alachua County Schools
Matthew Blum - Pinellas County Schools
Brian Knowles - Palm Beach County Schools
TiLena Washington-Robinson - Duval County Schools
Michelle Gayle – Leon County Schools
Kathleen Ems – St. Lucie County Schools

Not in Attendance:

Ella Petersen Daniel - Gadsden County Schools

Panel / Speakers Discussion

Dr. Kelley Brown asked attendees for suggested speakers and for a group of teachers for a panel discussion.

Brian Knowles shared that Palm Beach School District is having their own Summer Institute on June 28, and suggested including student voices, Black Student Unions, and highlighting youth projects.

Sherrilyn Scott, with Miami-Dade Schools, mentioned that they are having their own Summer Institutes as well, and they are hosting a national leader and African American History advocate in April.

Dr. Andrea Oliver asked that we include rural districts. She suggested former Wakulla High School principal, Mike Barwick, currently with Wakulla County Schools, who sponsored trips for African American students to Birmingham and Montgomery. One stop was the Equal Rights Center. Montgomery is home to the [Legacy Museum](#) and the [National Memorial for Peace and Justice](#) (opened April 2018). Dr. Oliver offered to reach out to a faculty member and a few students who attended the trips to be presenters.

Matthew Blum of Pinellas County Schools discussed their Equity Champions program for teachers, which includes professional development components and a student program, the Equity Team. Their Freedom Ambassadors student group at Clearwater High plans and raises funds for their own annual Civil Rights trip. They also planned a Unity Walk across the Memorial Causeway Bridge. Students from the Equity Team and/or the Freedom Ambassadors could be a part of a student panel.



Kathleen Ems from St. Lucie County Schools need suggestions of someone to do professional development to increase their teachers' knowledge of African American history. She also mentioned that Ft. Pierce has a collection of African American art including landscape paintings, which may be good for a presentation or virtual tour. (See [Backus Museum exhibits](#).)

Marion Williams of Broward County discussed how teachers are evaluating our African American students. Broward County's Summer Institute dates are June 11 and June 18.

TiLena Washington-Robinson, Duval County Schools Social Studies liaison, will reach out to their teachers to see if any want to present, and if not, she will present on behalf of Duval.

Dr. Jon Rehm suggested Alachua County Schools share their Newberry Lynchings pilot program, a collaboration with UF and taught to all students in the district. A student Social Justice Liaison reports to the Alachua School Board quarterly.

Leon County is home to several African American History sites and museum including the Knott House Museum, Black Archives at FAMU and the [Civil Rights Heritage Walk](#).

There was discussion regarding a USF Research Project ([African American Burial Grounds & Remembering Project](#)) to identify, preserve, and memorialize African American cemeteries.

Dr. Kelley Brown requested suggestions and ideas be emailed to her. She asked the group to keep in mind the 4 "C's" that we need for our teachers: Communication, Creativity, Collaboration, and Critical Thinking.

List of Suggested Presenters

Harry T Moore Connection

Lizzy Robinson Jenkins, [Real Rosewood Foundation](#)

Tameka Hobbs, Florida Memorial University and Social Justice Institute

Keith Holmes, Author of ["Black Inventors: Crafting 200 Years of Success"](#)

Charlene Farrington, [Spady Cultural Heritage Museum](#)

Mike Barwick – Wakulla Schools – Civil Rights Trip

Other Discussion

Roxy Hall, of [Vanguard Solutions](#), shared a draft Event Master Plan and discussed what needs to happen in April and May. Roxy requested a timeline for planning next steps from Dr. Kelley-Brown.

Cindy Huffman, FDOE Task Forces Liaison, discussed her recent visit to the Ocoee Massacre exhibit, "Yesterday, This Was Home: The Ocoee Massacre of 1920," at the Orange County Regional History Center (OCRHC) and shared a link to photos from her visit:

https://www.dropbox.com/sh/e15xsnhr2avdwb/AACHVaRgSe76wzU_CF4gWgXta?dl=0.

Next Meeting – Tuesday, April 13, 2021, 1:00 p.m. via Zoom

Adjournment – Dr. Bernadette Kelley-Brown

Appendix – D
HB 1213 Requirement

1920 Ocoee Election Day Riots Website - Vanguard Solutions Consulting
AAHTF HB 1213 Report

Appendix D

HB 1213 Requirement

1920 Ocoee Election Day Website

Vanguard Solutions Consulting

Appendix D

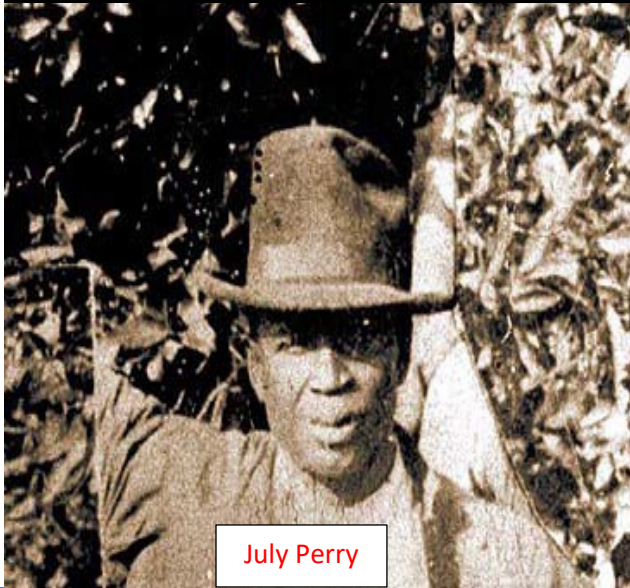
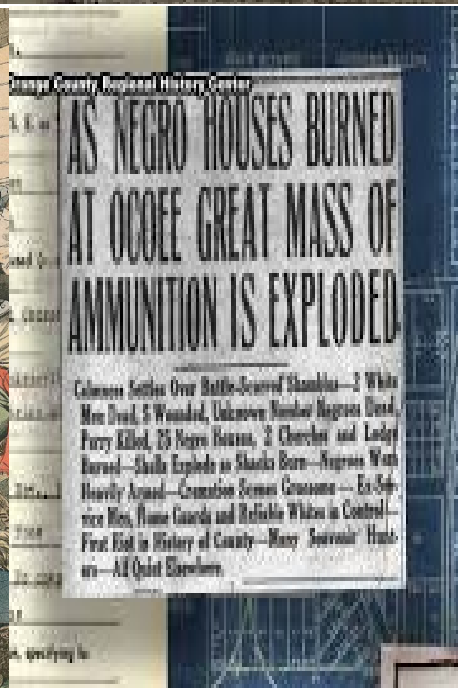
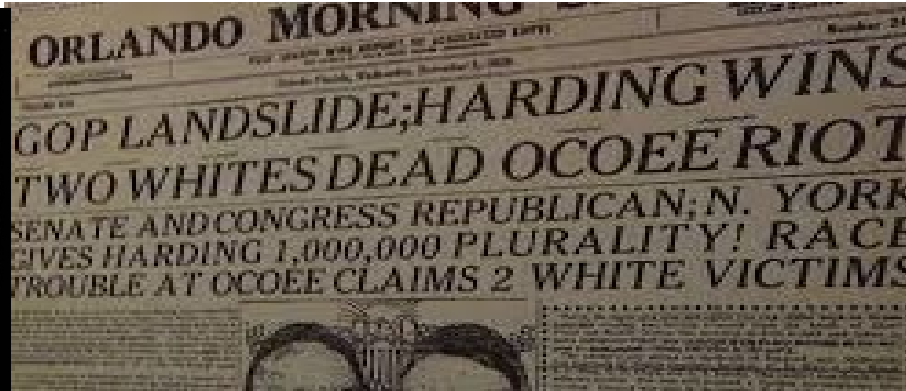
HB 1213 Requirement

1920 Ocoee Election Day Riots Report

**Commissioner of Education's
African American History Task Force
Report**



The Ocoee Massacre, on election day 1920 over 50 to 60 African Americans were killed when one African American man attempted to vote.



July Perry

1920 Ocoee Massacre

February 2, 2021

African American History Task Force – House Bill 1213

In June 2020, Governor Ron DeSantis signed H.B. 1213 – Educational instruction on Historical Events which in part requires the Education Commissioner’s Task Force to examine ways to include the 1920 Ocoee Day Massacre (nee “Riots”) in the required instruction on African American History.

To observe this mandate, the Task Force solicited ideas from educators across the state on its website. Proposals were due in October with final recommendations and resources to be made available on or before March 1, 2021. Proposals were submitted from educators across the state, and the Task Force is set to review them to see which may be included in the resource guide it will provide for educators. Efforts like this, show the diligence of The Task Force in its efforts to include relevant stakeholders in its recommendation processes by conducting meetings and conference calls.

Recommendations: The Governor’s mandate presents the Task Force with an excellent opportunity to raise its profile and intensify its importance in educational policy in the state of Florida. Several teachable moments exist for the Task Force in its goal to achieve compliance with the Governor’s mandate including:

- 1) Teacher and stakeholder training on the importance of language and semantics.** In some instances, the tragic events of November 1920 are referred to as a “riot” while in other instances (including references that are given by the descendants of those principally victimized by the violence) – what happened in Ocoee is referred to as a “massacre”. What may be a matter of mere semantics to some, is a matter of respect and accuracy to others. The Task Force recommends heightening awareness of the events in Ocoee a primer on why it is more accurate to refer to what happened as a massacre and not a riot. The difference between the two is not subtle and will go a long way in teaching a sense of the duty to convey the scope and full impact of what happened there. It is recommended that the Task Force consider conducting training on the power language has to frame narratives and thus create constructs around racially inspired violence that influences our society to this very day.
- 2) Offer Grade Level appropriate activities that reflect student development.** How graphic and how fully should the violence of Ocoee be explored will depend on the age, grade, and maturity level of the students. The Task Force may want to consider using an online teacher planning tool platform like CPALMS to differentiate between lessons that are suitable for younger students versus lessons more apropos for older students (**See Appendix A**)
- 3) Include as many primary sources as possible in usable resources for educators.** Primary sources are the first recorders of historical events. Infusion of primary source material in the history classroom is a high-impact

practice that increases student engagement and enhances content retention. Identifying relevant primary sources can be done in consultation with academic historians which leads to a fourth and final recommendation (**See Appendix B**)

- 4) **Foster Collaboration with Post-Secondary and Community Based organizations** – The Governor’s 2020 mandate offers the Task Force the opportunity to raise the awareness of historical events like the 1920 Ocoee Massacre by facilitating partnerships between post-secondary institutions – especially colleges of Education, History, and/or Anthropology departments. Community-Based organizations, such as fraternities, sororities, churches, and civil rights groups can be called upon to offer primary source resources (i.e. oral histories, newspaper clippings, family mementos). These items could be compiled and produced into useable and adaptable formats that teachers could readily incorporate into their classroom lessons. One chief advantage of this recommendation is that it is cost-neutral, but offers maximum return the small investment of intentional effort.
- 5) **The story of the Ocoee Election Day Massacre of 1920 is included in textbooks** relating to the Humanities, American History, and the American Experience. Scholars from colleges and universities throughout Florida.
- 6) **Florida Educators (K-12) shall be required to teach the history of the Massacre in the most grade-appropriate way possible aligned with the current Florida Standards;** including assigning students to certain museums and/or public as well as private institutions. Additional education institutions that educators/students may use to enhance the awareness of historical events that have impacted the history of African Americans in Florida include
- 7) **Establish an electronic website that provides direct links to supporting materials;** the materials will include possible print literature, other websites, museum links, verified first and secondary sources.

Appendix A- Instructional Standards

<https://www.cpalms.org/Public/>

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand
SS.5.G.1.1	Interpret current and historical information using a variety of geographic tools.	The World in Spatial Terms	Social Studies	5	Geography
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	Structure and Functions of Government	Social Studies	2	Civics and Government
SS.5.G.4.1	Use geographic knowledge and skills when discussing current events.	Uses of Geography	Social Studies	5	Geography
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations.	Understand how to apply geography to interpret the past and present and plan for the future.	Social Studies	8	Geography
SS.912.G.6.4	Translate narratives about places and events into graphic representations.	Understand how to apply geography to interpret the past and present and plan for the future.	Social Studies	9-12	Geography
SS.5.G.3.1	Describe the impact that past natural events have had on human and physical environments in the United States through 1850.	Environment and Society	Social Studies	5	Geography

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting events in history.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify the author, historical significance, audience, and authenticity to understand a historical period.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.	Historical Knowledge	Social Studies	1	American History
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	8	American History
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	Historical Knowledge	Social Studies	1	American History

SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	Chronological Thinking	Social Studies	1	American History
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	Historical Inquiry and Analysis	Social Studies	4	American History
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.	Chronological Thinking	Social Studies	4	American History
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	8	American History
SS.8.A.3.13	Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.	Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	Social Studies	8	American History
SS.8.A.3.14	Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.	Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	Social Studies	8	American History

SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.	Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	Social Studies	8	American History
SS.8.A.4.17	Examine key events and peoples in Florida history as each impacts this era of American history.	Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.	Social Studies	8	American History
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.	Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	Social Studies	8	American History
SS.8.A.5.7	Examine key events and peoples in Florida history as each impacts this era of American history.	Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	Social Studies	8	American History
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	Use research and inquiry skills to analyze American history using	Social Studies	912	American History

		primary and secondary sources.			
SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.	Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	Social Studies	912	American History
SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.	Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.	Social Studies	912	American History
SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.	Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.	Social Studies	912	American History
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.	Historical Inquiry and Analysis	Social Studies	1	American History
SS.2.A.1.2	Utilize the media center, technology, or other information sources to locate information that	Historical Inquiry and Analysis	Social Studies	2	American History

	provides answers to questions about a historical topic.				
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.	American Revolution & Birth of a New Nation	Social Studies	5	American History
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	8	American History
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.	Historical Knowledge	Social Studies	1	American History
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	Chronological Thinking	Social Studies	1	American History
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	8	American History
SS.8.A.1.7	View historic events through the eyes of those who were there as	Use research and inquiry skills to analyze	Social Studies	8	American History

	shown in their art, writings, music, and artifacts.	American history using primary and secondary sources.			
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of periods and events from the past.	Use research and inquiry skills to analyze American history using primary and secondary sources.	Social Studies	912	American History
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.	Historical Knowledge	Social Studies	K	American History
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	Chronological Thinking	Social Studies	K	American History

Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand
ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Reading Prose and Poetry	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	4	Reading
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	Reading Across Genres	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	4	Reading
ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	Reading Prose and Poetry	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	5	Reading
ELA.6.R.2.3	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Reading Informational Text	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	6	Reading
ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story.	Reading Prose and Poetry	English Language Arts (B.E.S.T. - Effective	K	Reading

			starting 2021-2022)		
ELA.10.R.2.3	Analyze an author's choices in establishing and achieving the purpose(s) in historical American speeches and essays.	Reading Informational Text	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	10	Reading
ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	Communicating Through Writing	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	1	Communication
ELA.K.C.1.2	Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Communicating Through Writing	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	K	Communication
ELA.K.R.3.2	Retell a text orally to enhance comprehension: <ul style="list-style-type: none"> a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. 	Reading Across Genres	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	K	Reading

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Appendix B-Resources (Partial List)

[A Perfect Storm: The Ocoee Riot of 1920](#)

C Hoffmann, C Hoffman, C Strom - The Florida Historical Quarterly, 2014 - JSTOR

... articles from Orlando Morning Sentinel, Orlando Evening Reporter- Star, Florida Metropolis, Savannah Press, Orlando Weekly Magazine, Tampa Morning Tribune, New York Times; Bianca White and Sandra Krasa, **Ocoee**: Legacy of the Election Day **Massacre** (Webster, TX ...

[Racial Massacre in Atlanta: September 22, 1906](#)

C Crowe - The Journal of Negro History, 1969 - journals.uchicago.edu

... Northern riots between 1862 and 1865 in New York, Cincinnati, and other cities were largely **massacres** of blacks as were the political riots ... RACIAL **MASSACRE** IN ATLANTA 151 ... As late as 1921 whites in **Ocoee**, Florida started a riot when a small group of Negroes tried to vote ...

[Memorializing Racist Massacres](#)

CL Armstead - ... and Antiracism: International Struggles for Justice, 2001 - books.google.com

... They argued that since the **Ocoee massacre** was an attack on the citizenship rights of blacks, it was an attack on everyone ... Memorializing Racist **Massacres** 321 Conflicts of Race and Gender Contemporary relations between white women and black women rest upon a brutally ...

[\[PDF\] ReImagining the Ocoee Showcase: A Plan for Visual Representation of the Imagined but Undocumented](#)

E Hallman - cs.ucf.edu

... The events of the 1920 **Ocoee** Riot (also known as the **Ocoee Massacre**) can be summarized as follows: On November 2, 1920, a landowning African American named Mose Norman tried to vote and was turned away ...

[Black Historical Erasure: A Critical Comparative Analysis in Rosewood and Ocoee](#)

C Ram - 2020 - scholarship.rollins.edu

... 47 PASSING THE BILL: A HISTORIC MOMENT 48 A SUMMATION: THE **OCOEE MASSACRE** 49 Page 4 ... 20th century Florida: the **Ocoee** election day **Massacre** and Rosewood **Massacre**. The purpose and function of this paper will critically compare both violent episodes ...

[\[PDF\] America's First Lynching Memorial](#)

D APEL - academia.edu

... of Rosewood, Florida, which confronts the Rosewood **Massacre** of 1923; The 1898 Foundation of Wilmington, North Carolina, which confronts the Wilmington Race Riot of 1898; and The Democratic Foundation of **Ocoee**, Florida, which confronts the **Ocoee Massacre** of 1920 ...

[Legacies of Lynching: The Odyssey of Oscar Mack](#)

JC Chambliss - 2019 - ajs.hcommons.org

... Rollins College) worked with students in his modern African American History course to document the details of the lynching with Curtis Michelson, a former member of Democracy Forum, a social justice group formed to record the details of the 1921 **Ocoee Massacre** ...

Anatomy of an Atrocity: The Madden Branch Massacre and Guerrilla Warfare in North Georgia, 1861-1865

JD Sarris - The Georgia Historical Quarterly, 1993 - JSTOR

... be a refuge for Unionists and other disaffected southerners, such as the north Georg who were **massacred** at Madden ... The Madden Branch **Massacre** 683 ... in age from sixteen to twenty- two.⁹ Parris' band crossed into Tennessee, following the course of the **Ocoee** River, which in ...

Minority Disenfranchisement During the 2000 General Election: A Blast from the Past or a Blueprint for Reform

ML Dixon - Temp. Pol. & Civ. Rts. L. Rev., 2001 - HeinOnline

... Past, Orlando Sentinel G1 (Feb. 4, 1996). 24. The Democracy Forum, Historical Overview of the **Ocoee Massacre** Story <<http://www.ocoeeproject.com/overview.html>> (accessed Apr. 19, 2002). 25. Id. 26. Id. [Vol. 11:311 Page 5 ...

Dead men bring no claims: how takings claims can provide redress for real property-owning victims of Jim Crow race riots

M Fussell - Wm. & Mary L. Rev., 2015 - HeinOnline

... The **Ocoee** Riot, also known as the **Ocoee Massacre**,²² is but one in which hundreds of black citizens²³ disappeared in a matter of days. The takings claim analysis is well-suited to the particular facts of the **Ocoee** Riot, but it applies to other race riots as well ...

Nov. 2, 1920: The Ocoee Massacre - Zinn Education Project

[www.zinnedproject.org > news >](http://www.zinnedproject.org/news)

Zinn Education Project · About · Workshops · FAQ · Project Highlights · Impact · Contact · Why · Teaching Materials · Explore by Time Period ·

Yesterday, This Was Home: The Ocoee Massacre of 1920. Orange County Regional History Center. <https://www.thehistorycenter.org/exhibition/the-ocoe-massacre/>

Appendix - E

Travel/Meetings/Materials

AAHTF Statement of Financial Responsibility Forms

AAHTF 2020 Annual Meeting Minutes

AAHTF Bylaws

Appendix E

AAHTF Statement of Financial Responsibility Forms

Anthony Hill, Chair

Dr. Samuel Wright, Vice-Chair

Dr. Donna Austin

Tracy Oliver

Nashid Madyun

Dr. Brenda Walker

Statement of Fiscal Responsibility and Conflict of Interest

All Members of the African American History Task Force must complete a separate Statement of Fiscal Responsibility and Conflict of Interest, and comply with the conditions or restrictions imposed by the Florida Department of Education to manage, reduce, or eliminate conflicts of interest, or the appearance of such conflicts, with regard to Task Force funding and fiscal management. This Statement must be updated annually when the grant award for the Task Force is renewed.

Task Force Member's Name: Anthony Tony Hill Agency's Name (if applicable):

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As a member of the African American History Task Force, I understand and acknowledge that:

I am obligated to ensure that state and/or federal funds provided to the Task Force are used in the most appropriate manner possible to support the work of the Task Force and education in Florida.

My work for the African American History Task Force shall not result in financial gain for myself or any member of my immediate family*. This shall include performing services for the Task Force that will result in payment.

I may be reimbursed for reasonable and allowable expenses incurred as a result of my work for the African American History Task Force provided that expenses are approved by the Chairperson of the African American History Task Force prior to the expenditure. Such expenses shall be limited to appropriate training, professional and technical services, travel and transportation costs, and supplies.

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Anthony Tony Hill
Signature of Task Force Member

4/9/2021
Date

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Task Force Member's Name: Dr. Samuel L. Wright, Sr. Agency's Name (if applicable):

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Samuel Lamar Wright, Sr.

April 12, 2021

Signature of Task Force Member

Date

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Task Force Member's Name: Donna R. Austin

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Signature of Task Force Member

2/25/2021
Date

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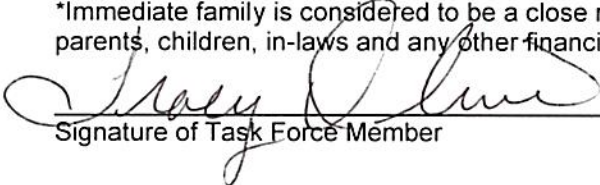
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Signature of Task Force Member

4/9/21
Date

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Task Force Member's Name: **Dr. Nashid S. Madyun**
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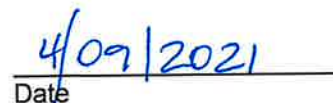
I may not solicit or accept from any person anything of value, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that any of my official actions as a member of the Task Force would be influenced thereby.

☐ **Check here if you or a member of your immediate family* have a potential financial conflict of interest related to the work of the African American History Task Force.** Please provide evidence to document and describe the potential conflict of interest. This may include but is not limited to one or more of the following:

- a) Evidence that you or a member of your immediate family* have received or will receive anything of value that could affect your work as a member of the Task Force.
- b) Evidence that you or a member of your immediate family* have received or will receive payments from a contractor, vendor, or sponsor associated with the work of the Task Force.
- c) Evidence that you or a member of your immediate family* may have any other financial interests that you believe may interfere with your ability to protect the interests of the Task Force.

*Immediate family is considered to be a close relative by birth or marriage including spouse, siblings, parents, children, in-laws and any other financial dependents.


Signature of Task Force Member


Date

Statement of Fiscal Responsibility and Conflict of Interest

All Members of the African American History Task Force must complete a separate Statement of Fiscal Responsibility and Conflict of Interest, and comply with the conditions or restrictions imposed by the Florida Department of Education to manage, reduce, or eliminate conflicts of interest, or the appearance of such conflicts, with regard to Task Force funding and fiscal management. This Statement must be updated annually when the grant award for the Task Force is renewed.

Task Force Member's Name: **Brenda L. Walker**

Agency's Name (if applicable): **University of South Florida**

Address: **140 Harborwalk Ave South**

City: **St. Petersburg** State: **FK** Zip Code: **33701**

Phone **727-873-4155** Email **brendawalker@usf.edu**

As a member of the African American History Task Force, I understand and acknowledge that:

I am obligated to ensure that state and/or federal funds provided to the Task Force are used in the most appropriate manner possible to support the work of the Task Force and education in Florida.

My work for the African American History Task Force shall not result in financial gain for myself or any member of my immediate family*. This shall include performing services for the Task Force that will result in payment.

I may be reimbursed for reasonable and allowable expenses incurred as a result of my work for the African American History Task Force provided that expenses are approved by the Chairperson of the African American History Task Force prior to the expenditure. Such expenses shall be limited to appropriate training, professional and technical services, travel and transportation costs, and supplies.

I may not solicit or accept from any person anything of value, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that any of my official actions as a member of the Task Force would be influenced thereby.



Check here if you or a member of your immediate family* have a potential financial conflict of interest related to the work of the African American History Task Force. Please provide evidence to document and describe the potential conflict of interest. This may include but is not limited to one or more of the following:

- a) Evidence that you or a member of your immediate family* have received or will receive anything of value that could affect your work as a member of the Task Force.
- b) Evidence that you or a member of your immediate family* have received or will receive payments from a contractor, vendor, or sponsor associated with the work of the Task Force.
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*Immediate family is considered to be a close relative by birth or marriage including spouse, siblings, parents, children, in-laws and any other financial dependents.

DocuSigned by:

Brenda Walker

Signature of Task Force Member

2/19/2021

Date

Appendix E

AAHTF Bylaws (Draft)

Commissioner of Education's African American History Task Force (AAHTF) 2021 Bylaws

ARTICLE I. NAME

The name of this committee shall be the Commissioner of Education's African American History Task Force.

Mission:

The Florida's Commissioner of Education's African American History Task Force is an advocate for Florida's school districts, teachers, students, parents, and communities at large, to support the implementation and teaching across all curriculum of the Next Generation Sunshine State Standards (NGSSS) and Benchmark for Excellent Student Thinking (BEST). The Task Force works to ensure awareness of the instructional requirements defined by s. 1003.42(2) (h), F.S., assist with the review of instructional materials by the state, and build supporting partnerships with other organizations.

ARTICLE II. PURPOSE

Goals:

The African American History Task Force goals are to:

1. Promote awareness, understanding, and the infusion of the required instruction described in 1003.42 (20)(h), F.S., supported by the NGSSS and BEST that address the African and African American experience into the curriculum of Florida's public schools.
2. Develop recommendations for instructional guidelines, standardized framework, and supplemental materials for resources that are aligned to the NGSSS, BEST and include the major points of access for the African and African American experience.
3. Provide recommendations for pre- and in-service training for implementation of the aforementioned required instruction using technology to support all schools in the State of Florida.
4. Provide recommendations to the Commissioner of Education which will include a budgetary appropriation that supports the full implementation of the required instruction mandated by 1003.42 (20) (h), F.S.

The Task Force functions shall include:

- A. Commissioner of Education's African American History Task Force (AAHTF) will serve in an advisory capacity to Florida Commissioner of Education and the Bureau of Curriculum and Instruction. The objectives, duties, and actions of the AAHTF may not conflict with any of the powers and duties reserved by Florida Department of Education or the required Statute 1003.42(H).
- B. The Committee will make recommendations regarding the alignment of African and African American History content with the State of Florida's standards and instructional foci.
- C. The responsibilities and duties of the Committee will be in accordance with The Florida Statutes County School Board Policies.

Article III. MEMBERSHIP OF THE Commissioner of Education's African American History Task Force (AAHTF)

MEMBERSHIP

Section 1 - Membership

- A. An appointment to the AAHTF is an obligation to honor, educate, and promote the plethora of contributions of Africans to the State of Florida and the United States. The Commissioner of Education will write new members notifying them of their appointment.
- B. The number of members of the AAHTF shall not exceed twenty-five individuals who reflect the ethnic and geographic diversity of the State of Florida.
- C. Of the twenty-five, two shall be appointed by the Governor of the State of Florida, two by the President of the Florida Senate, two by the speaker of the Florida House of Representatives, and two by the Florida Commissioner of Education. Nominations for the remaining vacancies will be made by the AAHTF membership to the Florida Commissioner of Education.
- D. The Principal Investigator from Florida A & M University is a non-voting member of the AAHTF. However, the Principal Investigator is responsible for the administrative oversight AAHTF activities.

Section 2 – Term of Membership

- A. *Length of Term:* Commissioner of Education's African American History Task Force members shall be elected and/or appointed for two (2) year and may be elected and/or appointed for additional terms. Each designated group listed in Section 1 (Voting Membership) shall elect or appoint its representative to this Committee no later than August 31st of the current year.

- B. Members of the AAHTF should attend the Annual meeting and designated Goal/Workgroup meetings on a regular basis. A member will be removed from membership after 2 (2) consecutive or 3 absences in one calendar year from properly noticed meetings.
- C. Any member may resign by filing a written resignation addressed to the Chair of the Commissioner of Education's African American History Task Force.
- D. Any vacancy of the AAHTF shall be filled for the remainder of the unexpired term through appointment/election, by the electing/appointing body or the Commissioner of Education.
- E. All members shall abide by the "Statement of Fiscal Responsibility and Conflict of Interest Form" as provided by the Florida Department of Education.
- F. Each new member shall receive training on the Task Force's history, mission, purpose, Sunshine Laws, Public Records Act, and Robert's Rules of Order.

ARTICLE IV. OFFICERS

Section 1

- A. Officers of this Task Force will consist of a Chair, Vice Chair, Recording Secretary, and any other officer deemed necessary by the AAHTF.
- B. The AAHTF will elect a Chair, who has full AAHTF membership to a term of one year starting on July 1 and end on June 30 of the following year.
- C. Any officer elected by the AAHTF may be removed by a two-thirds affirmative vote of all members sitting on the AAHTF whenever, in the judgment of the Task Force, the best interests of the AAHTF thereby would be served. A two (2) week notice must be given to all members with all grounds stated in writing. The officer subject to the removal procedure, and/or representative, shall be provided time, to respond to the allegations and to be heard prior to the Task Force taking a vote on this matter.

Section 2 The officers shall be elected annually at the September meeting and shall serve from October 1 and end on June 30 of the following year.

Section 3 Installation of new officers may be held at the Annual meeting of the AAHTF or as soon thereafter as possible.

ARTICLE V. DUTIES OF THE OFFICERS

- A. The Chair shall preside at all meetings of the AAHTF and will be an ex-officio member of all committees except the nominating committee. The Chair will prepare and cause to be published an agenda at least 7 calendar days in advance for regular meetings. A copy of the agenda shall be provided to anyone who requests it.
- B. The Chair shall preside at all meetings of the AAHTF and may sign all letters, reports, and other communications of the Commissioner of Education's African American History Task Force. In addition, he/she shall perform all duties incident to the office of

the Chair and such other duties as may be prescribed by the AAHTF from time to time. The Chair will be responsible for reporting to the Principal Investigator the minutes of meetings and other committee/workgroup reports.

C. The duties of the Vice-Chair shall be to represent the Chair in assigned duties and to substitute for the Chair during his/her absence and shall perform such other duties as from time to time may be assigned to him/her by the Chair or by AAHTF.

D. The Recording Secretary shall be the official “Custodian of Records” and keep the minutes of all general and special meetings of the AAHTF/Committees/Workgroups. Official minutes of all committee meetings must be approved by the general membership of AAHTF prior to publication to other parties. The Recording Secretary shall promptly transmit to each of the members to the Commissioner of Education or to such other persons as the committee may direct, true and correct copies of the official minutes of such meetings. The recording secretary will be responsible for keeping the official attendance records for all committees. It is the duty of the Recording Secretary to comply with the Florida Public Records Act (Chapter 119, Fla. Stat.)

ARTICLE VI. MEETINGS

A. Meetings

The Commissioner of Education’s African American History Task Force shall meet annually and the schedule of meeting for the year will be published in August for the current year. Notification of all regular /committee/workgroup meeting places will be included in the minutes.

B. Guests

All meetings are open to the public under the Florida Sunshine Law; however, Nonmembers/guests may not vote on Task Force issues. Members of the public may not participate in the Task Force discussions unless permission to speak is specifically granted to the individual who requests to speak by the Chair.

C. Attendance

Attendance of members will be kept for all meetings. The Secretary or a designee will take attendance.

D. Schedule of Meetings

AAHTF meetings will be scheduled at times and locations convenient for all stakeholders. All meetings must be scheduled and officially advertised in advance in compliance with the Sunshine Law (Chapter 286, Florida Statutes). Any change in the established date, time or location shall be re-advertised in compliance with the Sunshine Law.

E. Quorum

A quorum necessary for the transaction of the business of the AAHTF consist of simple majority (50% + 1) of the total membership as listed in Article III. An official quorum of committee members must be physically present at the meeting location for the committee to conduct official business. Individuals participating from remote locations using technology may be counted for the purpose of establishing a quorum for the committee to conduct official business.

F. Agendas

Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. Meeting discussions will be restricted to those topics on the agenda and in compliance with the Robert's Rules of Order. Any matter that is scheduled to come before the AAHTF for a vote must be on the agenda.

G. Minutes

Minutes of all meetings will be recorded by the Recording Secretary or a designee and maintained in compliance with the Public records Act (Chapter 119, Florida Statutes). Approved minutes will be kept on file on the AAHTF website and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted. Minutes will reflect all motions (including maker of the motion, person seconding the motion, the results of the vote and action taken).

H. Voting Rights

Each member shall be entitled to cast a vote and to speak on each item submitted for a vote before the AAHTF. An individual holding more than one (1) position on the AAHTF, either elected or appointed, shall cast only one (1) vote on each matter submitted. A member must be present to vote. When necessary, the Recording Secretary shall tally the votes according to the roll call of members present. Community Stakeholders and other interested may participate as allowed by the Chair and contribute to committee discussions but have no voting rights. Official votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law).

I. Special Meetings

Special meetings may be called by the Chair or by a majority vote of a quorum of members of the AAHTF having voting rights. All special meetings will be advertised at least three (3) calendar days in advance.

ARTICLE VII. COMMITTEES

- A. The AAHTF shall create such committees as may be required to promote the objectives of the Task Force.
- B. The AAHTF may, from time to time, establish and abolish strategic task force committees as it may desire. No standing task force shall exercise the authority of the Commissioner of Education's African American History Task Force.

ARTICLE VIII. AMENDMENTS

- A. Bylaws must conform to the State of Florida statutes.
- B. Amendments to the bylaws must be approved by a simple majority of the AAHTF membership. Bylaws will be reviewed every two years or at such time that legislation or the Commissioner of Education's action that would require a review.
- C. All bylaws and subsequent change(s) shall require Commissioner of Education/Bureau of Curriculum approval prior to being implemented by the AAHTF.

These Bylaws and all amendments thereto shall become effective on the date of the appropriate approvals

Appendix E

AAHTF 2020 Annual Meeting (Draft)



Richard Corcoran
Commissioner of Education

Commissioner of Education's African American History Task Force



DRAFT

AAHTF ANNUAL MEETING 2020

December 04-05, 2020

Daytona Beach, Florida

Location: Club Wyndham Ocean Walk
300 N Atlantic Ave, Daytona Beach, FL 32118

Agenda Friday December 04, 2020

- I. Registration-Check-in 5:00 P.M.
- II. Agenda package distribution
- III. Preview/Review of African American History Task Force website
- V. Adjournment



Richard Corcoran
Commissioner of Education



Commissioner of Education's African American History Task Force

**AAHTF ANNUAL MEETING 2020
December 04-05, 2020
Daytona Beach, Florida
Location: Wyndham Ocean Walk
300 N Atlantic Ave, Daytona Beach, FL 32118**

Agenda

Saturday, December 05, 2019 TIME: 9:00 A.M. - 4:00 P.M.

I. Call to Order

Dr. Kelley-Brown calls the meeting to order at 9:10 a.m.

II. Introductions and Opening Comments

Dr. Kelley-Brown makes opening introductions and comments to the members present, along with those attending via Zoom. New hires were introduced to those in attendance.

IV. 2019-2020 Accomplishments

Andrea Oliver and Marion Williams report on the Workshop accomplishments and great success in Jacksonville Florida. Social distancing measures were in place. All grant requirements were met for 2019 - 2020.

V. 1920 Ocoee Election Day Massacre -CS/CS/HB 1213 (2020)

A.A.H.T.F. Mandates

Dr. Kelley-Brown discusses the mandates of HB1213. Members present were presented with a copy via email.



Richard Corcoran
Commissioner of Education



Commissioner of Education's African American History Task Force

Lunch Break [12:00 PM-1:00PM]

VI. Review of 2020-2021 Grant and Deliverables

Discussion regarding the mandates of the Grant and the Deliverables regarding the Ocoee Massacre, Summer Institute, along with continuing to provide the Lesson Plan to all school districts.

VII. Exemplary Status Updates

Dr. Kelley-Brown announced Alachua County has provided all documentation needed for exemplary status. **Motion** – Dr. Wright moved to accept Alachua County as an exemplary district. First – Senator Hill and Second – Dr. Madyun.

VIII. Bylaws Review

Dr. Kelley-Brown provided a draft copy of the bylaws for the members to review. Dr. Wright volunteered to review and update the bylaws with any additional language needed.

IX. Public Records Training

All members were asked to review the Sunshine Law Open Government Overview 2020 on Google drive and email confirmation to Dr. Kelley-Brown when completed.

X. Upcoming events 2021-Summer Institute

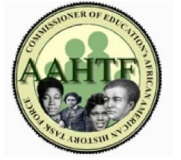
First regional workshop suggestion is Madison County. Leon County to host the workshop. **Motion:** Dr. Wright – moves to have regional workshops for 2021 fiscal year and first and second -passed.

XI. Special Topics

Dr. Kelley-Brown suggests a letter from the AAHTF regarding Howard Thurman house becoming a historical site in Daytona Beach. Dr. Kelley-Brown will make contact personally regarding Julius "July" Perry's home becoming a historical site.



Richard Corcoran
Commissioner of Education



Commissioner of Education's African American History Task Force

XII. Adjournment

Senator Hill adjourned the meeting - first and second passed at 3:51 p.m. Look for a Zoom meeting in January 2021.

Appendix – F
Evaluator
Evaluator's Report
Andrea L. Oliver, M.Ed., Ph. D

Florida Department of Education - African American History Task Force

January 2021

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 2020. Specifically, the following report will evaluate the current progression of the grant based on latest available data related to participation and completion rates data on web-based training modules. The final report this evaluator will prepare will be more inclusive of data from face to face workshops and trainings conducted throughout the state.

Meeting New Challenges – Providing Training in the Era of COVID 19

In the Spring of 2020, the educational landscape witnessed seismic shifts brought on by the global COVID 19 pandemic. School districts had to quickly shift learning to digitized environments and froze or radically scaled back faculty in-services. These factors conspired to impose limitations on the work of the Task Force in promoting and monitoring implementation of FS 1003.42 (h).

Notwithstanding the challenges and limitations, the work of the Task Force could still be evidenced though in less extensive ways. Training conducted in the Fall of 2020 in Duval County is one example of the continuance of the Task Force's mission. Recognized as an exemplary district, Duval County hosted a socially distanced training for history and social studies in its district. Dr. Marion Williams, a past member of the Task Force conducted a training in curriculum frameworks that had been designed by the African American History Task Force. The frameworks were designed to acquaint educators with the state mandate and ways that implementation could be achieved in the classroom. Local activist Rodney Hurst, a Jacksonville native who was a demonstrator victimized during the Ax Handle Riots of 1960 was a featured speaker. Participating educators offered positive feedback on the training and reported a higher level of familiarization

with the statue. Feedback also suggested a higher level of engagement by classroom educators committed to executing the statue at the classroom level.

Although Duval County chose to conduct its fall in-service in a face-to-face socially distanced setting, this method may not be actionable in many parts of the state due to surges or other unfavorable local conditions. In light of these realities, the Task Force would do well to consider remote training opportunities that include synchronous and asynchronous forms of instructional technologies. Conducting trainings in this manner could expand the reach of the Task Force since logistics would be less of a concern. Offering synchronous and asynchronous trainings could also positively affect the Task Force's ability to conduct meetings with more frequency with an aim toward serving more educators in more school districts statewide. It is the recommendation of this evaluator that the Task Force partner with school districts, state colleges and universities to tap into available remote learning infrastructure already in place to assist in fulfilling its mission to increase awareness that will lead to more consistent implementation of FS 1003.42 in schools statewide.

Evaluator's Recommendation: The Task Force may consider developing partnerships with universities, community colleges and state colleges to offer K12 educators up to six credit hours in African or African American History or Literature that can be counted toward professional development hours for certificate renewal. There should be a higher level of coordination between pre and post-secondary institutions and this is an ideal function of the Task Force to execute.

Task Force Exemplary District Initiative

One initiative of the Task Force is to identify Florida school districts who are implementing FS 1003.42 with a high level of fidelity and consistency. The six criteria districts must meet in order to be identified as an Exemplary District are:

- 1) School Board Approval of the African American History Initiative
- 2) Structured Professional Development
- 3) African American Studies Curriculum
- 4) Structured Teaching of the African American History Curriculum
- 5) University-School District Collaboration
- 6) Parent-Community Partnerships

Based on the criteria listed above, Alachua County was the next district selected for exemplary status. District officials submitted an extensive dossier documenting their adherence to all six criteria and is being extolled as a model for other aspiring districts to follow.

While the documentation process for earning exemplary status is thorough, processes the task force has in place for a district to maintain its exemplary status is not as complete as it could be. Presently, there appears to be no formal structures in place to monitor ongoing exemplary status or a way for districts to lose their designations if they no longer meet specified criteria.

Evaluator's Recommendation: To rectify this issue, the Task Force should implement a perennial evaluation process that is transparent and equitably applied. Exemplary status should be granted for a specified period of time (i.e 2 or 3 years), and its renewal should be subject to re-evaluation and review. This will add currency to the designation and ensure standards are being met on a routine basis.