

African American History Task Force Activity Report

2nd Quarter October 1, 2021 – December 31, 2021

FAMU Project # 007429

Project Recipient: Florida Agricultural & Mechanical University

Florida Department of Education Project #: 376-90050-2P001

Project/Program Title: African American History Task Force

TAPS#: 22A027

Authority: LINE ITEM 113 General Appropriations Act

Project Period: July 1, 2021 – June 30, 2022

Budget Period: July 1, 2021 – June 30, 2022

Submitted by: Dr. Bernadette Kelley – Principal Investigator

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Summary Quarter 2 October 1, 2021, to December 31, 2021

Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (Product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
<p>1. Project Director:</p> <p>Oversees the operations and progression of the project.</p>	<p>Reports Correspondences</p>	<p>Reports</p>	<p>Quarterly: November 2021 - Complete January 2022 - Complete April 2022 June 2022</p>	<p>In-Kind</p>
<p>2. Program Coordinator:</p> <p>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 in out-reach to Florida's 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.</p>	<p>Reports Logs Communications Correspondences</p>	<p>Timesheets Reports Minutes Correspondences</p>	<p>Quarterly: November 2021 January 2022 April 2022 June 2022</p>	<p>712000 21600.00/2808.00</p>
<p>3. Media Assistant:</p> <p>The Media Assistant will ensure all social media is updated and accurate. In addition, assist the Program Coordinator with updating and maintaining all Task Force program records and publishing resource documents on appropriate media.</p>	<p>Reports Logs Communications Correspondences</p>	<p>Timesheets Reports Minutes Correspondences</p>	<p>Quarterly: November 2021 – Completed January 2022 – Completed Appendix - A April 2022 June 2022</p>	<p>712000 7200.00/936.00</p>

SGS Technologies: Website development, maintenance, and Webhosting services. Improve student knowledge about African American history through the African American History Task Force website as well as other identified materials and resources that will positively impact student achievement and provide models for possible replication	Analytical reports	Quarterly Reports	Quarterly: October 2021- Complete January 2022 – Complete Appendix - B April 2022 June 2022	720000 11,490.00
EVERFI: <ul style="list-style-type: none"> EVERFI offers turnkey implementation with a skilled team that engages, trains, and supports teachers and students in Florida Cutting-edge, interactive, digital learning technology private-labeled to AAHTF. 	Analytical reports	Quarterly Reports	Quarterly: January 2022 – Completed Appendix - C April 2022 June 2022	720000 15,000.00
Web-based Training: Website professional development. Improve teacher/student knowledge about African American history through the African American History Task Force initiatives. Onsite teacher professional development meetings and workshops Comprehensive reporting and data highlighting program efficacy and impact in area schools Cutting-edge, interactive, digital learning technology private-labeled to AAHTF	Analytical Reports	Quarterly Reports	Quarterly: January 2022 April 2022 June 2022	720000 28,400.00

<p>Travel/Meetings/Materials:</p> <ul style="list-style-type: none"> Task Force is commuting round trip from their home cities for meetings, training, and conferences for African American History Task Force. 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 Taskforce meeting and ensure that all meeting is noticed in the Florida Administrative Register, 	<p>Provide “Web-Shots” for teachers, pre-service 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 Taskforce member complete 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 Sign-in Sheets Minutes Presentations</p> <p>Reports Certification SFR signed forms Supply Invoices</p>	<p>October 2021 January 2022 – Completed Appendix - D April 2022 June 2022</p>	<p>720000</p> <p>9066.00</p>
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<p>Evaluator:</p> <p>Evaluate the program to determine any best practices and 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>Data collection 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 collection from all teachers/educators that participate in the online and onsite professional development training.</p>	<p>December 2021- Completed Appendix - E</p> <p>March 2022</p> <p>June 2022</p>	<p>720000</p> <p>3500.00</p>
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APPENDICES

- A- Media Assistant
- B- SGS Technologies
- C- EVERFI- Overview
- D- Travel/Meeting Materials
- E- External Evaluator

APPENDIX - A

Media Assistant Report – Submitted by Sabrina Shade

Job Description

Social Media Analytics Report

Social Media Posts

Media Assistant Job Description:

- Assist with maintaining all social media: Twitter, Instagram, Facebook, YouTube to support
- African American History Task Force professional learning, educational opportunities and Summer Institute programming
- Assist with website resource development and collaborate with web-host to ensure accurate content
- Assist the Program Coordinator with organizing and maintaining all Task Force program records, fliers, promotional information,
- Assist the Program Coordinator with publishing of support and resource documents

Commissioner of Education's African American History Task Force

Social Media Report

2nd Quarter Report

October 1, 2021 - December 31, 2021

Performance Summary:

The purpose of this report is to give an overview of AAHTF Social Media's performance across all social media platforms during the first quarter. This report will include analytic data and other measuring tools.

Facebook Analytics Overview

Instagram Analytics Overview

The graphs below represent the number of people who viewed posts at least once.

Reach

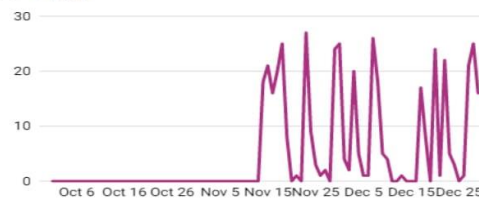
Facebook Page Reach ⓘ

101 ↑ 38.4%



Instagram Reach ⓘ

59 ↑ 100%



Facebook Page Likes ⓘ

20

New Likes and Followers

New Facebook Page Likes ⓘ

6 ↑ 100%



Instagram Followers ⓘ

83

New Instagram Followers ⓘ

No activity during selected date range. Please select a different date range and try to load your report again.

Page and profile visits

Facebook Page Visits ⓘ

71 ↑ 273.7%



Instagram Profile Visits ⓘ

35 ↑ 100%



Twitter Analytics Overview

Your Tweets earned **1.1K impressions** over this **91 day** period



Engagements

Showing 91 days with daily frequency

Engagement rate
3.1%



Dec 30
0.0% engagement rate

Link clicks
9



Dec 30
0 link clicks

On average, you earned **0 link clicks** per day

Retweets without comments
5



Dec 30
0 Retweets without comments

On average, you earned **0 Retweets without comments** per day

Likes
77



Dec 30
0 likes

On average, you earned **1 likes** per day

Replies
1



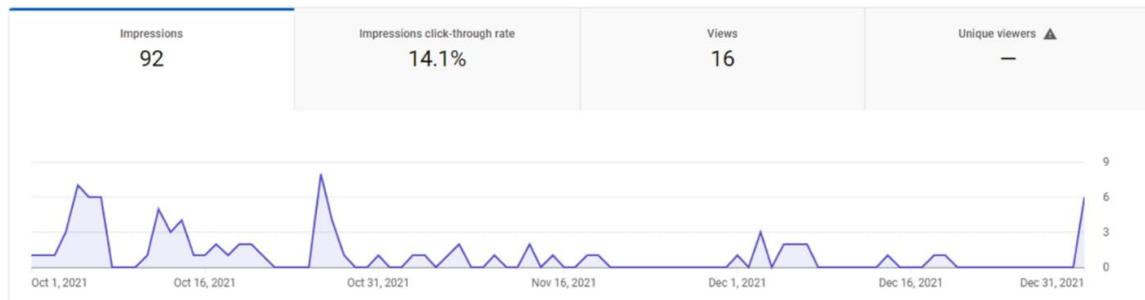
Dec 30
0 replies

On average, you earned **0 replies** per day

CO
AF
TA

EDUCATION'S
HISTORY

YouTube Analytics Overview



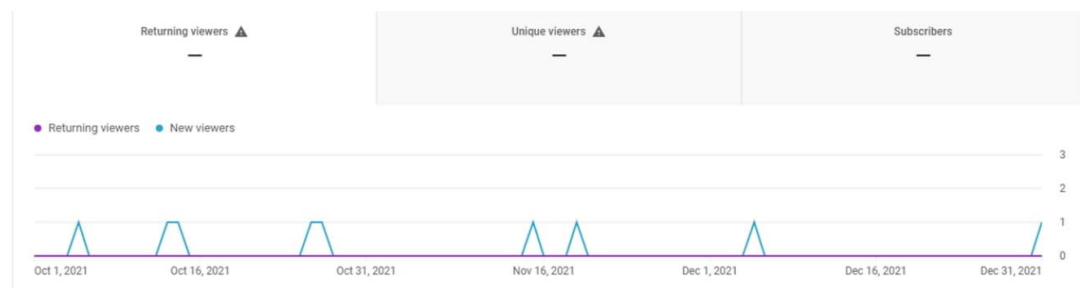
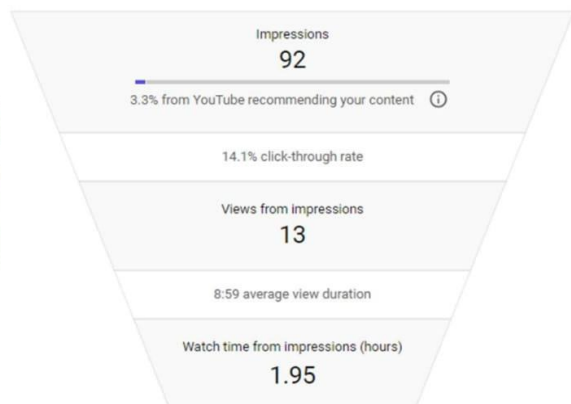
Traffic source types

Views - Oct 1 - Dec 31, 2021



Impressions and how they led to watch time

Data available Oct 1 - Dec 31, 2021 (92 days)



Top Tweet

earned 62 impressions

In honor of the 80th Anniversary of Pearl Harbor, AAHTF salutes Third Class Doris Miller. Read about his heroic story by clicking on the link below. Photo credit: PearlHarbor.org
facebook.com/10188841545887...
pic.twitter.com/JGXikZnMd7



Retweets 2 Likes 3

[View Tweet activity](#)

[View all Tweet activity](#)

Top media Tweet

earned 16 impressions

African basking weaving is an ancient craft that has been around for thousands of years. Read about a master basket maker from Lamont, Florida. Click on the link below. Photo credit: Library of Congress
facebook.com/10188841545887...
pic.twitter.com/JvKkUZiBE



Retweets 1

[View Tweet activity](#)

[View all Tweet activity](#)

Tweets 12

Profile visits 146

Tweet impressions 250

New followers 2

Top Follower

followed by 201 people



TWEET HIGHLIGHTS

Top Tweet

earned 34 impressions

What is the history behind The Dunbar Hotel? Click on the link below to read about it. Photo credit: Florida Revealed
facebook.com/10188841545887...
pic.twitter.com/maRgri4UWJ



Retweets 1

[View Tweet activity](#)

[View all Tweet activity](#)

Top media Tweet

earned 27 impressions

The north was not the only Underground Railroad network for fugitive slaves to escape to freedom in Florida. Visit our Facebook page to uncover the fascinating history of south Florida. Photo credit: Florida Memory
facebook.com/10188841545887...
pic.twitter.com/alBv5pw3XE



[View Tweet activity](#)

[View all Tweet activity](#)

NOV 2021 SUMMARY

Tweets 16

Profile visits 565

Tweet impressions 395

New followers 2

Top Follower

followed by 53 people



Nov 17, 2021
Did you know there are two ...
Post
Reach 32



Nov 23, 2021
The Tallahassee Ten: In Jun...
Post
Reach 40



Dec 22, 2021
Yemassee Settlement was o...
Post
Reach 30



Dec 27, 2021
Photo credit: Wanda Thoma...
Post
Reach 32



Nov 30, 2021
Lucreaty J. Clark was born i...
Post
Reach 30



Nov 18, 2021
On November 18, 1942, Flig...
Post
Reach 32

APPENDIX - B

SGS Web-Hosting Report - Submitted by Mansi Khandelwal

AAHTF Web Site Analytics



COMMISSIONER OF EDUCATION'S
AFRICAN AMERICAN HISTORY
TASK FORCE

Quarterly Report

Oct 01, 2021 - Dec 31, 2021



SGS

Value. Innovation. Experience.

Audience Overview

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Overview

Users



Users

1,116



New Users

1,081



Sessions

1,528



Number of Sessions per User

1.37



Pageviews

2,924



Pages / Session

1.91



Avg. Session Duration

00:02:07

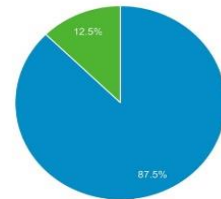


Bounce Rate

71.86%



New Visitor Returning Visitor



Language

	Language	Users	% Users
1.	en-us	1,005	90.05%
2.	zh-cn	61	5.47%
3.	en-gb	12	1.08%
4.	en-us.utf-8	10	0.90%
5.	en	8	0.72%
6.	en-us@posix	5	0.45%
7.	en-ca	4	0.36%
8.	en-in	3	0.27%
9.	c	2	0.18%
10.	ru-ru	2	0.18%

All Traffic

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Explorer

Summary

Users



Source / Medium	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. (direct) / (none)	518	45.56%	
2. google / organic	405	35.62%	
3. fldoe.org / referral	79	6.95%	
4. baidu / organic	45	3.96%	
5. bing / organic	26	2.29%	
6. socialsciences.dadeschools.net / referral	11	0.97%	
7. broward.k12.fl.us / referral	8	0.70%	
8. sogou / organic	5	0.44%	
9. aahtfevents.com / referral	4	0.35%	
10. lm.facebook.com / referral	4	0.35%	

Rows 1 - 10 of 29

Browser & OS

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Explorer

Summary



Browser	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. Chrome	663	59.41%	
2. Safari	190	17.03%	
3. Edge	103	9.23%	
4. Firefox	61	5.47%	
5. UC Browser	45	4.03%	
6. Mozilla Compatible Agent	17	1.52%	
7. Android Browser	11	0.99%	
8. (not set)	10	0.90%	
9. Samsung Internet	7	0.63%	
10. Android Webview	6	0.54%	

Rows 1 - 10 of 13

Channels

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Explorer

Summary

Users



<input type="checkbox"/> Default Channel Grouping	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. Direct	518	45.68%	
2. Organic Search	481	42.42%	
3. Referral	122	10.76%	
4. Social	13	1.15%	

Rows 1 - 4 of 4

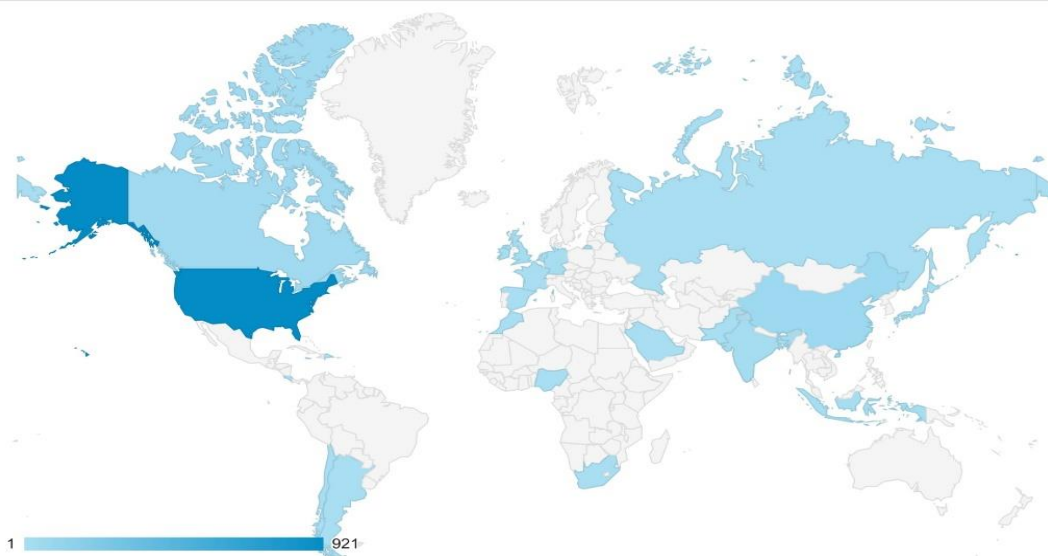
Location

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Map Overlay

Summary



Country	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. United States	921	82.45%	
2. China	70	6.27%	
3. Canada	42	3.76%	
4. India	21	1.88%	
5. Indonesia	13	1.16%	
6. (not set)	12	1.07%	
7. Hong Kong	6	0.54%	
8. United Kingdom	5	0.45%	
9. Germany	4	0.36%	
10. South Africa	3	0.27%	

Rows 1 - 10 of 28

New vs Returning

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Users

Explorer

Summary



<input type="checkbox"/> User Type	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. New Visitor	1,081	87.46%	
2. Returning Visitor	155	12.54%	

Rows 1 - 2 of 2

Overview

Oct 1, 2021 - Dec 31, 2021

All Users
100.00% Pageviews

Overview

Pageviews



Pageviews
2,924

Unique Pageviews
2,288

Avg. Time on Page
00:02:19

Bounce Rate
71.86%

% Exit
52.26%

Page

		Pageviews	% Pageviews
1.	/	1,207	41.28%
2.	/florida-statute-1003-42-2-h/	215	7.35%
3.	/task-force-members/	160	5.47%
4.	/news-events/	153	5.23%
5.	/exemplary-school-districts/	122	4.17%
6.	/florida-black-history-facts/african-american-museums/	104	3.56%
7.	/news/	99	3.39%
8.	/mission-and-goals/	76	2.60%
9.	/contact/	55	1.88%
10.	/florida-black-history-facts/video-resources/	55	1.88%

Overview

All Users
100.00% Users

Oct 1, 2021 - Dec 31, 2021

Explorer

Summary

Users



Device Category	Users	Users	Contribution to total: Users
	1,116 % of Total: 100.00% (1,116)	1,116 % of Total: 100.00% (1,116)	
1. desktop	805	72.13%	
2. mobile	305	27.33%	
3. tablet	6	0.54%	

Rows 1 - 3 of 3

Pages

All Users
100.00% Pageviews

Oct 1, 2021 - Dec 31, 2021

Explorer

Pageviews



Page	Pageviews	Pageviews	Contribution to total: Pageviews
	2,924 % of Total: 100.00% (2,924)	2,924 % of Total: 100.00% (2,924)	
1. /	1,207	41.28%	
2. /florida-statute-1003-42-2-h/	215	7.35%	
3. /task-force-members/	160	5.47%	
4. /news-events/	153	5.23%	
5. /exemplary-school-districts/	122	4.17%	
6. /florida-black-history-facts/african-american-museums/	104	3.56%	
7. /news/	99	3.39%	
8. /mission-and-goals/	76	2.60%	
9. /contact/	55	1.88%	
10. /florida-black-history-facts/video-resources/	55	1.88%	
11. /florida-statute-1003-42/	48	1.64%	
12. /criteria-for-being-identified-as-an-exemplary-school-district/	44	1.50%	
13. /annual-meeting/	36	1.23%	
14. /florida-black-history-facts/	36	1.23%	
15. /aahtf-archival-news-and-events-december-2017-april-2021/	34	1.16%	
16. /florida-black-history-facts/black-history-month-resources/	29	0.99%	
17. /news/grade-6-8-the-west-african-griot-the-story-of-sundiata-the-crippled-prince-of-mali/	29	0.99%	
18. /speaker-schedule-and-downloads/	26	0.89%	
19. /news/grade-6-8-the-history-of-south-africa-and-apartheid/	24	0.82%	
20. /news/grade-11-12-the-danger-of-a-single-story/	20	0.68%	
21. /reports/	18	0.62%	
22. /news/page/2/	15	0.51%	
23. /aahtf-archival-news-and-events-1994/	13	0.44%	
24. /aahtf-annual-meeting-minutes-2019/	12	0.41%	
25. /news/grade-1st-and-2nd-who-is-mae-jemison/	9	0.31%	

Rows 1 - 25 of 148

APPENDIX - C

EVERFI Overview– Submitted by Mathew Kirouac

EVERFI



COMMISSIONER OF EDUCATION'S
AFRICAN AMERICAN HISTORY
TASK FORCE

AAHTF Overview Report

EVERFI & the Florida Commissioner of
Education's African-American History Task Force

2021-2022



Agenda

1. Introduction
2. Partnership
3. Methodology
4. Resources
 - a. 306: African American History
 - b. 306: Continuing the Story...
5. Next Steps and Access

EVERFI

Introduction and Partnership



Florida African-American History Task Force (AAHTF)



EVERFI is proud of its tradition of partnership with the Florida Commissioner of Education's African-American History Task Force in supporting 1003.42 (2) (h). By providing our digital education technology to districts around the state, it is our common goal to bring immersive, digital African-American History to every school across the state of Florida.

306: African-American History and 306: Continuing the Story are recognized by the AAHT for assisting Broward County Schools "exemplary" status designation for meeting the state African-American History standards and legislation.

Florida Statute

1003.42 Required instruction.-

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.



Governor Lawton Childs
Commissioner of Education
Doug Jameson
circa 1994

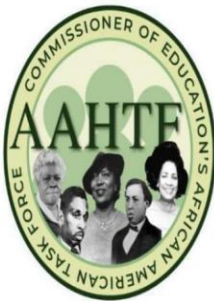
Representative
Rudy Bradley



Senator Jim Hargrett

EVERFI

Mission Statement



The State of Florida's African History Task Force is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society.

EVERFI

Task Force Goals

Goal 1: Promoting awareness, understanding, and the infusing of the required instruction legislation that addresses the African and African American experience into the curriculum of Florida's schools.

Goal 2: Development of instructional guidelines, standardized framework, and supplemental materials /resources that include the African and African American experience.

Goal 3: Provide pre- and in-service training for implementation of the required instruction using various technologies and materials.

Goal 4: Make recommendations to the Commissioner of Education and the appropriate Florida Department of Education leaders that support the full implementation of the required instruction mandate.

EVERFI

EVERFI

Data

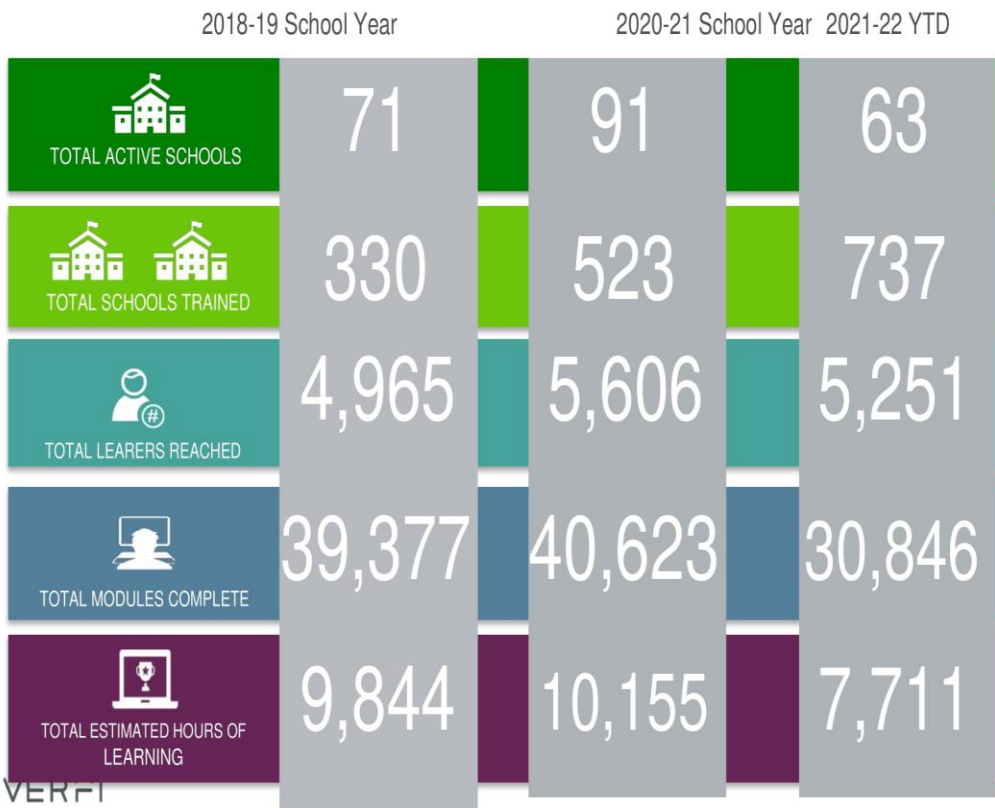
AAHTF and EVERFI Overall Impact in Florida 2015-YTD



EVERFI

9

Current Program Reach



EVERFI

Usage in Exemplary School Districts

District	Students Using	Schools Using
Alachua County School District	53	2
Broward School District	758	26
Duval School District	566	14
Gadsden	0	0
Hillsborough School District	463	9
Leon School District	101	2
Miami-Dade School District	1837	33
Pasco County Schools	2	1
School District of Palm Beach County	23	3
St. Lucie School District	9	3
Total	3812	93

11

EVERFI and AAHTF Working Together

AAHTF Member Engagement and Trainings

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

Identify Key Partnership Districts

- EVERFI has connected to Pasco County Leadership with AAHTF to discuss progression toward exemplary status.
- EVERFI shared AAHTF website and link along with lesson examples with FASSS (Florida Association of Social Studies Supervisors) during bi-annual meeting.

Approach

Educator Benefits

In addition to interactive digital resources aligned to your state standards, educators also receive:



Data

Self-paced and self-graded with real-time Reporting On Students' Knowledge + Growth



Lesson Tools

In-Dashboard Lesson Plans, Discussion Questions and Curriculum Guides



Extension

Access to EVERFI's Growing Library of Digital Curriculum, Toolkits, and Webinars



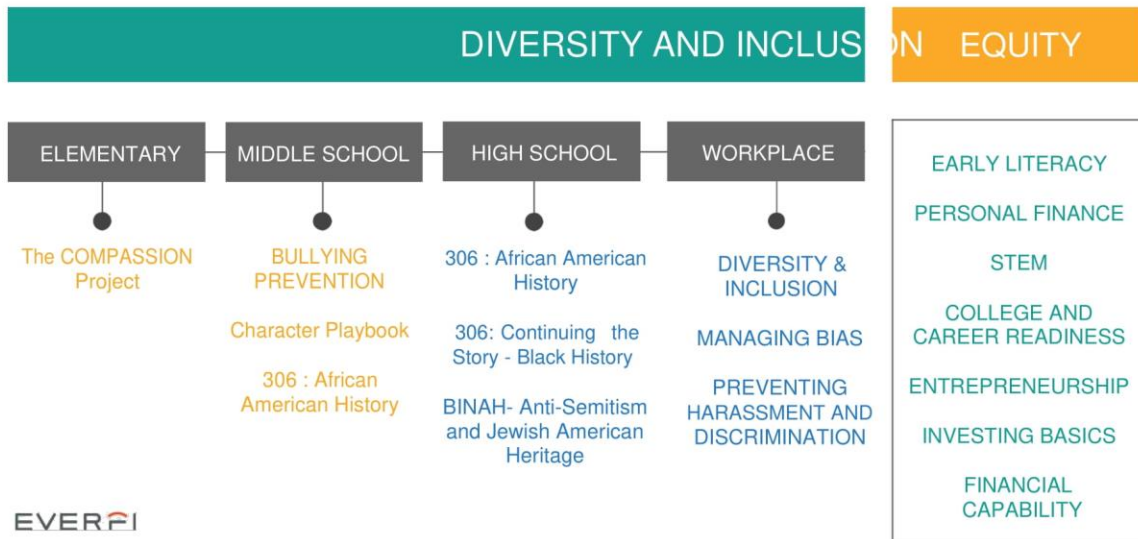
Scholarships

Student Scholarship Opportunities

Always Free for Schools

Dimensions of Diversity, Equity and Inclusion

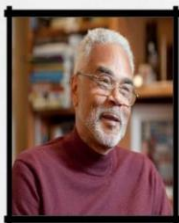
EVERFI supports the critical life skills of creating respectful communities



EVERFI

306 AFRICAN-AMERICAN HISTORY

The 306–African-American History™ was developed in direct collaboration with Dr. Clayborne Carson. Dr. Carson serves as the Director of the Dr. Martin Luther King, Jr. Research and Education Institute at Stanford University and was chosen by Coretta Scott King to edit and publish Dr. King's papers and archives.



Stanford | The Martin Luther King, Jr. Research and Education Institute

Dr. Clayborne Carson- Director, Dr. Martin Luther King, Jr. Research and Education Institute at Stanford University. Chosen by Coretta Scott King to edit Dr. King's papers and archives. Academic Advisor for *306: African-American History*



Patrice McLaurin- Subject matter expert, author, image activist and advocate for Black youth. She has worked to empower and enhance the lives of young people for the past two decades. Patrice McLaurin is a native of Bessemer, AL and a proud graduate of Alabama A&M University.

Expertise and Interviews

Dr. Carson with Coretta Scott King



EVERFI

Diversity, Equity, and Inclusion Advisory Board

Sheree Marlowe Ohen, J.D.
Clark University

Dr. Alfiee Breland-Noble
The AAKOMA Project and Center

Fran'cee Brown-McClure
Spelman College

Katie Eichele
The Aurora Center, University of Minnesota, Twin Cities

Monroe France
New York University

Yvette Gullatt
University of California System

Adeline Lee
Pen America

David Rivera
Queens College, City University of New York; The Steve Fund

Inam Sakinah
The Power of WE

Will Sherry
University of Michigan

Catherine Spear
University of Virginia

Jewell Winn
Tennessee State University

Reonda Washington
University of Wisconsin-Madison



EVERFI

Support Resources

306: African-American History

306: AFRICAN AMERICAN HISTORY LESSON TOPICS

1. Slavery Period

Trans-Atlantic Slave Trade, Phyllis Wheatley, Underground Railroad

2. Emancipation & Reconstruction

Period Frederick Douglass, Hiram Revels

3. Jim Crow Period

Tuskegee Institute, W.E.B. Du Bois, Harlem Renaissance

4. Civil Rights Period & Beyond

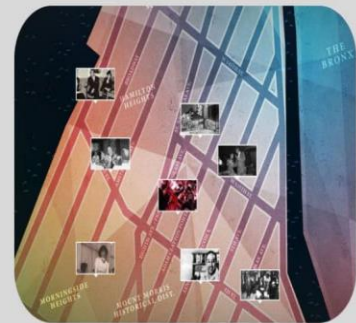
Brown v. Board of Education, Montgomery Bus Boycott, Freedom Rides, March on Washington for Jobs and Freedom, Mae Jemison

5. Capstone Essay

What are the major themes discussed in the primary text that you read in the course? How does another topic covered in the course relate to those themes?

LESSON HIGHLIGHTS:

Harlem Renaissance - Jim Crow Period



Madam C.J. Walker - Black Business Titans



306 African-American History

Grade Level: 7th -11th
Total Lessons: 15 lessons, 5-10 minutes each
Aligns with state and national JumpStart, Common Core standards



At-a-Glance- African-American influence can be found at the core of American life, from science and academia to music and the arts. The *306 - African-American History* digital course brings to life a number of the important leaders and events whose impact changed the fabric of American life. The course covers four key eras and allows students to take control of their journey as they travel at their own pace.

Course Highlights

- Short vignettes focused on a specific person, event, or theme
- Capstone project constructing an essay around a key theme from the course
- Rich with primary sources and interactive learning
- Self-paced
- Knowledge Checks throughout and Pre- and Post-Assessments to gauge changes in overall knowledge, attitudes, and behaviors
- Capstone analytical essay

Course Topics

Slavery Period

- ✓ Trans-Atlantic Slave Trade
- ✓ Phillis Wheatley
- ✓ Underground Railroad

Jim Crow Period

- ✓ Tuskegee Institute
- ✓ W.E.B. Du Bois
- ✓ Harlem Renaissance

Emancipation & Reconstruction

- ✓ Frederick Douglass
- ✓ Hiram Revels

Civil Rights Era & Beyond

- ✓ Brown v. Board of Education
- ✓ Montgomery Bus Boycott
- ✓ Freedom Rides
- ✓ March on Washington
- ✓ Mae Jemison

22

306 AFRICAN-AMERICAN HISTORY

Below are the Florida Standards along with the corresponding 306: African American History learning module that helps meet that standard.

This course will not only be fun for your students, but will help them make connections between real world skills:

- Analysis and interpretation of maps, charts and graphs.
- Primary source based written response with citation
- Frederick Douglass, Madam
- CJ Walker, Hiram Revels,
- Phillis Wheatley
- The Underground Railroad
- The Harlem Renaissance
- Brown vs. Board of Education
- The Freedom Rides
- So much more

NGSSS Standard	Corresponding Module(s)	NGSSS Standard	Corresponding Module(s)
SS.912.A.1.2	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.K.12.L.3.6	Standard addressed throughout the resource and capstone writing assessment
SS.912.A.1.3	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.K.12.R.1.1	
SS.912.A.1.4	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.K.12.R.1.2	
SS.912.A.1.5	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.910.L.3.6	
SS.912.A.1.6	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.910.RI.1.1	
SS.912.A.1.7	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.910.RI.1.2	
SS.912.A.2.1	2,5,8,9,11,16	LAFS.910.RI.1.3	
SS.912.A.2.2	5,6	LAFS.910.RH.1.2	
SS.912.A.2.4	5,6	LAFS.910.RH.2.4	
SS.912.A.2.5	8,9	LAFS.1112.L.3.6	
SS.912.A.5.10	2,3,4,5,6,7,8,9,12,13,14,15,16,17	LAFS.1112.RI.1.1	
SS.912.A.5.6	3,4,5,6,7,11,12,14,15,16	LAFS.1112.RI.1.2	
SS.912.A.5.7	11,14,15,16	LAFS.1112.RI.1.3	
SS.912.A.5.8	9,14,15,16	LAFS.910.SL.1.2	
SS.912.A.7.12	8,9,12,13,14,15,16,17	LAFS.910.SL.1.3	
SS.912.A.7.5	2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	LAFS.910.SL.2.4	
SS.912.A.7.7	2,3,4,5,6,7,8,9,10,11,12,14,15,16,17	LAFS.910.WHST.1.1	
SS.912.A.7.8	4,7,12,16	LAFS.910.WHST.1.2	
SS.912.E.2.3	2,3,4,5,6,7,8,9,10,11,12,13,14,15,17	LAFS.910.WHST.2.4	
SS.912.C.2.9	5,7,12	LAFS.910.WHST.2.5	
SS.912.C.3.10	5,7,9,12	LAFS.910.WHST.2.6	
SS.912.C.4.3	7,12,14,15,16	LAFS.910.WHST.3.7	
SS.912.W.4.14	1	LAFS.910.WHST.3.8	
SS.912.W.4.15	1	LAFS.910.WHST.3.9	
SS.912.W.6.6	1	LAFS.910.WHST.4.10	

306 AFRICAN-AMERICAN HISTORY

Interactive Maps

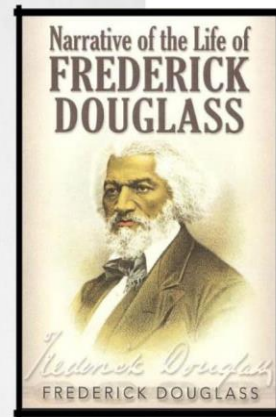


EVERFI

306 AFRICAN-AMERICAN HISTORY

Examples of Interactive Texts

Narrative of the Life of Frederick Douglass-Frederick Douglass



"The Demands of the March" -Bayard Rustin



EVERFI

The 306 Capstone Essay

306 AFRICAN-AMERICAN
HISTORY

Prompts focus on themes from primary texts:

Narrative of the Life of Frederick Douglass - Frederick
Douglass Learning as a pathway to freedom
“The Demands of the March” - Bayard
Rustin Civic action and social change

Student Objectives:

Summarize key points from primary text.
Analyze a second topic from the course using themes from the primary text.

Assessment:

Rubric based on Florida and Common Core Literacy Standards

EVERFI

306: Continuing the Story...

306: CONTINUING THE STORY LESSON TOPICS

1. Introduction Counter Storytelling, Black History Before Slavery, Definition of Systemic Racism

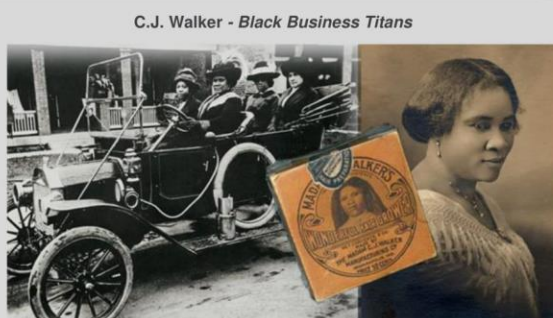
2. Untold Stories Juneteenth, Affirmative Action, LA Riots, Ferguson Protests, Million Man March, 2020 March on Washington, Black Lives Matter Movement

3. Black Business Titans Golden Age of Black Business, Influential Black Businesspeople, O.W. Gurley, Black Wall Street, Tulsa Race Massacre

4. Black Contributions to Medicine Racial Inequities in Healthcare, Black Medical Trailblazers, Historical & Modern Racial Discrimination of Black People in Medical Practice



Ferguson Protests - Untold Stories

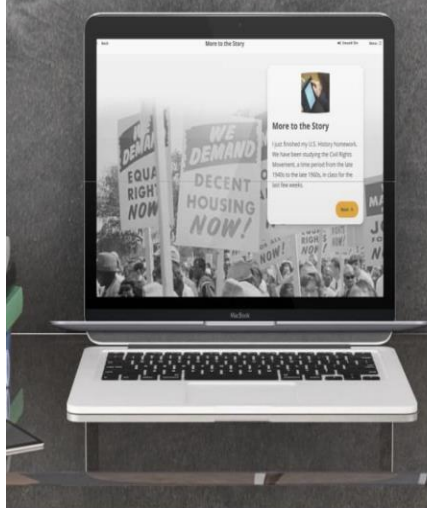


306: Continuing the Story

Grade Level: 8th -12th
English, Spanish

Total Lessons: 6 minute introduction to course and counter storytelling; 3 digital lessons, 15 minutes each

Curriculum Fit: Social Studies, ELA, Advisory, STEM, Careers



At-a-Glance- 306: Continuing the Story, bring to life a number of the influential leaders and events whose impact changed the fabric of American life. **Continuing the Story** picks up where 306: African-American History left off to help underscore that the story of Black Americans didn't start with slavery and end with the civil rights but is a continued story foundational to all American History.

Course Highlights

- Self-guided lessons help students understand the events that shaped American history.
- First-person storytelling allows students to draw connections from past and present events to recognize and empathize with the ongoing challenges Black people face in the United States.
- Detailed score reports and offline extension activities help teachers maximize their impact across all students.
- Knowledge Checks throughout and Pre- and Post-Assessments to gauge changes in overall knowledge, attitudes, and behaviors
- Capstone analytical essay

Course Topics

Untold Stories: Juneteenth, Affirmative Action, LA Riots, Ferguson Protests, Million Man March, 2020 March on Washington, Black Lives Matter Movement

Black Business Titans: Golden Age of Black Business, Influential Black Business People, O.W. Gurley, Black Wall Street, Tulsa Race Massacre

Black Contributions to Medicine: Racial Inequities in Healthcare, Black Medical Trailblazers, Historical & Modern Racial Discrimination of Black People in Medical Practice

Critical Thinking: Counter Storytelling, Identifying Perspective, and Critical Analysis.

INFORM & INSPIRE today's students by telling stories about the Black experience in the United States; EMPOWER students through the counter-storytelling of Black perspectives across generations; ELEVATE history as a lens to understand current events; and build students' understanding and perception of the world around them.

Students make connections between modern and historical events by diving deeper into their present-day ramifications: Tulsa Massacre and the cascade of events that followed that are emblematic of what led to today's racial wealth gap. Myth-busting the Racial Wealth Gap. Examples of Black Entrepreneurship

What is counter storytelling? Why is it important? *Examples:*
 What is Affirmative action? What are the benefits of an effort like this? What are there the drawbacks?
 How and why Black Americans receive different and/or worse care than White Americans?

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Bridge to the Present: Exploring the Historical context of modern events.

306 AFRICAN-AMERICAN HISTORY

Untold Stories Helps learner conceptualizes that while progress has been made through the movement for Civil Rights, there are many more example of influences and implications to also explore and consider:

Movements

- LA Riots 1992
- Ferguson Protests in 2014

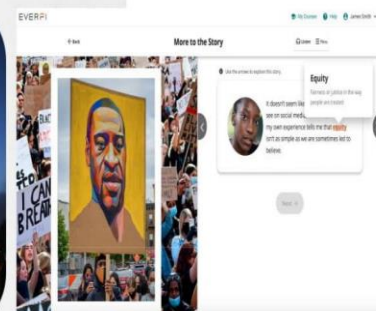
Marches

- Million Man March 1995
- 2020 March on Washington

Factors

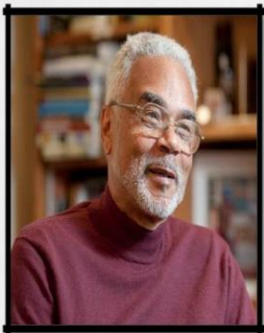
- Celebration of Juneteenth, including establishing it as a state, city, or national holiday.
- Legislation or executive orders that make it challenging to vote due to ID or registration requirements.
- Businesses taking a stand against inequity in the workplace by committing to hire more Black professionals.
- Civil protests, such as, former quarterback of the San Francisco 49ers, kneeling during the National Anthem in 2016.
- Education systems including a disproportionate, or uneven, ratio of literature written by White to Black authors in the curriculum.

EVERFI



Other Supports

306 AFRICAN-AMERICAN HISTORY



Dr. Clayborne Carson- Director, Dr. Martin Luther King, Jr. Research and Education Institute at Stanford University
Chosen by Coretta Scott King to edit Dr. King's papers and archives.

Academic Advisor for *306: African-American History*

Interviews and Videos

Newly Expanded Video support resources and Video Library- In addition to expanded offline lesson. EVERFI partnered with Charles Barkley and Alabama high school students to create and embed the exclusive DREAMS video series where students discuss: The Tuskegee Institute and HBCU's, Cudjo Lewis, the Freedom Rides and much more.

- ✓ Video Resource 1: Cudjo Lewis & Africatown
- ✓ Video Resource 2: Hiram Revels, Jeremiah Haralson & Black Leadership
- ✓ Video Resource 3: Booker T. Washington Institute
- ✓ Video Resource 4: Diane Nash & the Freedom Rides
- ✓ What does "306" mean?



Resources and Supports

Prompts: *Identify counter storytelling in the content of the lesson*

- *identifying patterns of oppression that exist in current events*
- *Reflect on individual ways they can make an impact in their communities*

Discussion Guides Summarize key points from primary text.

Analyze a second topic from the course using themes from the primary text.

Standards and Assessment: Rubric based on Florida Social Studies and B.E.S.T. Literacy Standards

Example Extension Activity Links:

[Timeline Project](#)

[Discussion Guides and Lesson Plan](#)

[Lesson Plan - Black Women of the](#)

[Movement Lesson Plan - What's Your Role?](#)

[Discussion Guide: Black Contributions in Medicine](#)

[Lesson Plan: Empathizing with Black Medical Professionals](#)



- Video Resource 1: Cudjo Lewis & Africatown
- Video Resource 2: Hiram Revels, Jeremiah Haralson & Black Leadership
- Video Resource 3: Booker T. Washington & Tuskegee Institute
- Video Resource 4: Diane Nash & the Freedom Riders
- What does "306" mean?

EVERFI

306 AFRICAN-AMERICAN HISTORY

Next steps:

Step 1: Connect with your local EVERFI contact.

Step 2: Discuss collaboration support for your school districts.

Step 3: Develop a plan based on the unique needs in your district.

Step 4: On a quarterly basis let's connect to discuss usage, impact, and next-steps!



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34

District Professional Development Support

EVERFI can create and provide customized synchronous and asynchronous PD opportunities to support district achievement toward *exemplary status* designation, at NO COST to you.

Contact:



Mat Kirouac

Director K-12

Email:

mkirouac@everfi.com

Phone: 813.903.2633

EVERFI

Step 1: Connect with Mat to discuss collaboration support for your school districts.

Step 2: Work together to develop a plan based on the unique needs in your district.

Step 3: The EVERFI team along with your local EVERFI Implementation Specialist will help train and support your educators.

Step 4: On a quarterly basis let's connect to discuss usage, impact, and next-steps!

Educator Access

Non- Clever Registration

EVERFI

Educator Quick Start Guide

Go to [EVERFI.com/newteacher](https://everfi.com/newteacher) to begin



1. Locate Your

- Find your state/province
- Enter your school name
(if your school isn't listed, select "Can't find your school")

2. Create Your

- Enter your first & last name
- Enter your school email address
- Create & confirm your password
- Select a course from the drop-down
(You can add additional courses after logging in)
- Agree to terms of service

Clever Registration

- Go to your district SSO Portal (Clever, Canvas, etc)
- Click on the Clever app
- Click on the EVERFI app



Contact:



Mat Kirouac

Director K-12

Email:

mkirouac@everfi.com

Phone: 813.903.2633

EVERFI

DRIVING SOCIAL CHANGE THROUGH EDUCATION

APPENDIX - D

Travel/Meeting Materials

2021 AAHTF Annual Meeting
November 18 – 19, 2021
Orlando, Florida 32819

Notice of Meeting/Workshop Hearing

Agenda

Attendance Sheet

Meeting Minutes

Presentations

Notice of Meeting/Workshop Hearing

OTHER AGENCIES AND ORGANIZATIONS

African American History Task Force

The African American History Task Force announces a workshop to which all persons are invited.

DATE AND TIME: November 19, 2021, 8:00 a.m.

PLACE: Rosen Shingle Creek, Orlando, FL

GENERAL SUBJECT MATTER TO BE CONSIDERED:

Annual meeting of the Commissioner of Education's African American History Task Force

A copy of the agenda may be obtained by contacting:

Dr. Bernadette Kelley Brown bernadette.kelley@famu.edu or afroamfl@gmail.com

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this workshop/meeting is asked to advise the agency at least 5 days before the workshop/meeting by contacting: COMMISSIONER OF EDUCATION'S AFRICAN AMERICAN HISTORY TASK FORCE, 501 Orr Drive, GEC-C 316, Tallahassee, FL 32307. If you are hearing or speech impaired, please contact the agency using the Florida Relay Service, 1(800)955-8771 (TDD) or 1(800)955-8770 (Voice).

If any person decides to appeal any decision made by the Board with respect to any matter considered at this meeting or hearing, he/she will need to ensure that a verbatim record of the proceeding is made, which record includes the testimony and evidence from which the appeal is to be issued.

For more information, you may contact: COMMISSIONER OF EDUCATION'S AFRICAN AMERICAN HISTORY TASK FORCE, 501 Orr Drive, GEC-C 316, Tallahassee, FL 32307 Email: afroamfl@gmail.com, Phone: (850)412-5203.



Richard Corcoran
Commissioner of Education



Commissioner of Education's African American History Task Force

AAHTF ANNUAL MEETING 2021

November 18-19, 2021

Orlando, Florida

Location: Rosen Shingle Creek

9939 Universal Blvd., Orlando, Florida 32819

Zoom Link: <https://famu.zoom.us/j/96855020379>

Agenda

Friday, November 19, 2021, TIME: 8:00 A.M. - 4:00 P.M.

- I. Call to Order
- II. Welcome Chairman Anthony (Tony) Hill
African American History Task Force
- III. Latanya Peterson,
Deputy Director of External Affairs Florida Department of Education
- IV. 2020-2021 Review and Accomplishments- Dr. Bernadette Kelley Brown
- V. External Evaluator Summary- Dr. Andrea Oliver

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

- VI. Review of 2021-2022 Grant and Deliverables, Dr. Bernadette Kelley Brown
- VI. Exemplary Status Updates- Dr. Donna Austin
- VII. Social Media- Sabrina Shade
- VIII. Task Force Initiatives- 2021-2022
- IX. Calendar 2022
- XI. Administrative updates
- XII. Upcoming events 2021-Summer Institute
- XIV. Special Topics
- XV. Adjournment

501 Orr Drive

Gore Education Center, Building C, Room 316
(850) 412-5203, Fax (850) 412-5204
www.afroamfl.org

Tallahassee, FL 32307



Richard Corcoran
Commissioner of Education



Commissioner of Education's African American History Task Force

AAHTF ANNUAL MEETING 2021

November 18-19, 2021

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Location: Rosen Shingle Creek

9939 Universal Blvd., Orlando, Florida 32819

Zoom Link: <https://fam.zoom.us/j/96855020379>

Friday, November 19, 2021, TIME: 8:00 A.M. - 4:00 P.M.

ATTENDANCE SHEET

Name	Position	Attendance Status
Anthony "Tony" Hill	Chair	In-person
Dr. Samuel Wright	Vice-Chair	In-person
Dr. Bernadette Kelley-Brown	Principal Investigator	In-person
Dr. Donna Austin	Member	In-person
Dr. Brenda Walker	Member	In-person
Tracy Oliver	Member	In-person
Cindy Huffman	FDOE	Zoom
Sabrina Shade	Media Assistant	Zoom
Director Latanya Peterson	FDOE	In-person
Mathew Kirouac	EVERFI	Zoom
Dr. Sherrilyn Scott	Miami-Dade Public Schools	Zoom
Dr. Andrea Oliver	External Evaluator	Zoom
Mrs. Daisy Grime	Guest	In-Person
Senator Bobby Powell	Chair FI Legislative Black Caucus - Guest	In-Person

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AAHTF ANNUAL MEETING 2021

November 18-19, 2021

Orlando, Florida

Location: Rosen Shingle Creek

9939 Universal Blvd., Orlando, Florida 32819

Zoom Link: <https://fam.zoom.us/j/96855020379>

Meeting Minutes

Friday, November 19, 2021, TIME: 8:00 A.M. - 4:00 P.M.

- I. Call to Order – Dr. Kelley-Brown called the meeting to order at 8:33 am.
 - II. Welcome Chairman Anthony (Tony) Hill – Greeted fellow Task Members, Director Peterson, and other guests.
 - ACTION ITEM: For the FDOE to move the Task Force to the status of a Commission
 - Brevard County restored Harriett and Harry T Moore teaching statuses posthumously
 - Brevard County Public Schools developed Harry T. Moore K-12 Curriculum
 - Dr. Kelley-Brown, Past Summer Institute by The Harry T. & Harriette V. Moore Cultural Center and Museum
 - Tracy Oliver, Duval Public Schools 2021 recipient of the Harry T. Moore Teaching for Civil Rights and Civil Liberties Award, Nomination for High School Textbook
 - ACTION ITEM: Florida Humanities/EVERFI/AAHTF collaboration to bring Harry T. Moore and Mary McLeod Bethune greater national exposure. Connect Dr. Brenda Walker and Dr. Nashid Madyun
 - Request AAHTF receive an advance payment of 25% of their funding to avoid money being left on the table
 - Peterson: working with grants to have a solution
 - James Weldon Johnson marker Wiscasset, Maine and Sen. Hill met with State Rep. Rachel Ross.
 - A permanent Commission established
 - June 17 James Weldon Johnson Day
 - Seeking to appoint a Task Force
 - Groveland Four exonerated, Lake County – Florida
 - ACTION ITEM: Create an MOU with NAACP with school districts
 - Rep Bush wants to assist the Task Force by meeting with FDOE
- African American History Task Force
- Dr. Walker – addressed HB7 with Peterson and how it will impact the Task Force
- Addressed concerns/misconceptions regarding CRT and its impact on the Task

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Commissioner of Education's African American History Task Force



Force

Dr. Kelley – Brown stated the bill is in committee, not law yet

Instructional Standards by Dr. Coggins has been updated

Dir. Peterson – will seek advisement from DOE Legislative Team

Connect with Daisy Grimes on Flagler/Volusia County (Grimes associated with Volusia County African American Leadership Council.

- Dr. Sherrilyn Scott commented on EVERFI's high quality work, current content, relevant format.
 - Dr. Chike Akua video on Florida Statue 1003.42 well put together and great Segway to 306(EVERFI)
 - Without a pacing guide, it's challenging how to teach African American history
 - Interested in seeing a 306 course on Ancient Africa
- Dr. Kelley-Brown stated, EVERFI offers statistical reports across every school district
- Mathew Kirouac
EVERFI
 - Courses are developed nationally
 - Can advocate for Florida focus content
 - Reach of students in Florida over 6K
 - ACTION ITEM: Dr. Kelley-Brown suggested AAHTF logo be a clickable image to our website on EVERFI's page/information
 - Review and overview of EVERFI's digital lessons
 - New lessons and topics connecting past to current events
 - 306 – Online African American History Curriculum

- III. Latanya Peterson, Deputy Director of External Affairs Florida Department of Education
- ACTION ITEM: AAHTF should put together a social media calendar of what content at a full glance be shared on our platforms for review before posting.
 - FDOE would like to promote/support our social media content on their platforms as well
 - Director shared that she has been in contact with the Exemplary School Districts to offer support if needed.
 - Districts must go through the Task Force to get Exemplary Status.
 - Reached out to the districts to inquire how to showcase better what they are doing in their districts
 - ACTION ITEM: Task Force creates a one-page white paper document on the

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Commissioner of Education

Commissioner of Education's African American History Task Force



- Visiting Exemplary Schools to ensure they comply with their status
 - Flagler County excited to seek Exemplary Status.
 - Ms. Daryl Saunders, Hillsborough, retired Sept 2021
 - Increase presence in the Panhandle
- IX. Social Media- Sabrina Shade
- Duties and Responsibilities
- Highlights and Analytics from
1. AAHTF main webpage
 2. Social media handles - Instagram, Twitter, Facebook and YouTube
 3. Strategies to increase followers on AAHTF platforms
 4. Content being posted and why
 5. The importance of social media can be to connect AAHTF Mission and Goals to the public
- Cindy Huffman stated Task Force is listed under social studies on the FDOE website
 - Sen. Hill expressed focus should stay on Florida History on platforms
- X. Task Force Initiatives- 2021-2022
1. Black/White paper on CRT
 2. Continue to work with Dir. Peterson/Cindy Huffman towards a Commission
 3. 2022 Summer Institute
 4. Brand AAHTF to better represent out in the communities
 5. Organized on a state level
 6. Cohesive standards for Exemplary School Districts
 7. FDOE do a statewide press release on school districts with Exemplary Status
 8. Summer Institute Theme/Date
- XI. Calendar 2022
- XII. Administrative updates
- Ms. Georgia Wiley Harvey resigned
- Seeking New Program Coordinator
- Increase Ms. Shade hours
- Ms. Sherry Wells will assist in completing paperwork (contracts, requisitions, travel)
- XIII. Upcoming events 2022-Summer Institute
- ASALH – 2022 Black History Theme, Black Health and Wellness
- Sabrina Shade has identified Florida Historic Black Hospitals and Medical Pioneers
- XIV. Special Topics
- Dr. Kelley Brown moved to establish date for the Summer Institute, the week of June

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Tallahassee, FL

32307

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www.afroamfl.org

Link to the files on the AAHTF drive.

<https://drive.google.com/file/d/1AVuDIqAFJO3yW8V0sh48rFyAYXW7Si8m/view?usp=sharing>



Link to the files on the AAHTF drive.

<https://drive.google.com/file/d/1EGrL55UKdEtQZZQ2vNgZoywtSJXwZNFD/view?usp=sharing>



APPENDIX – E

External Evaluator

Executive Summary Evaluation

Florida Department of Education- African American History Task Force January 2022

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 Evaluation Plan submitted in July 2021. Specifically, the following report will evaluate the current progression of Grant TAPS: 22A027, as reflected in the following data:

- Baseline standardized test scores and qualitative data from local school districts for SY 2020-2021
- Qualitative analysis of the benefits of Task Force partnership with local district stakeholders (i.e. boards, administrators and classroom teachers)
- Qualitative description and analysis of on-going challenges and attempts to overcome these challenges.

I. Statewide Assessment Data for Exemplary Districts v Non-Exemplary Districts

Note: Due to the on-going COVID-19 pandemic, statewide assessments were administered, but did not factor into performance metrics for accountability purposes.

The following section highlights correlations between student achievement on FSA reading scores for the 2020-21 school year between two similarly situated school districts, Gadsden County, FL, and nearby Madison County, FL. 2 During the 2020-21 school year, Gadsden County maintained its Exemplary District status, whereas Madison County was not, nor has ever been identified as an Exemplary District. Non-exemplary districts are those defined as either not demonstrating strict adherence to the execution of §FS 1003.42(h) or those not adequately documenting any of the practices being done to meet the standards.

District Demographic Profile – Gadsden County

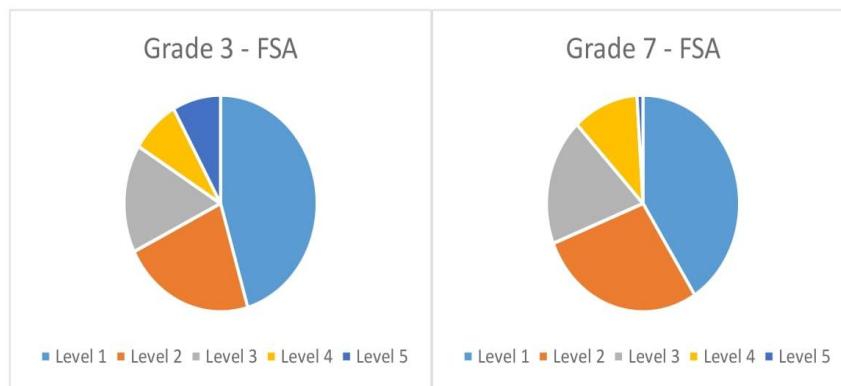
Race

Black – 55%
White – 33%
Latino – 10%
Asian – 1%
Two or More – 1%

Income

Below Poverty Level – 36.9%
Receives SNAP Assistance or Other Benefits –46.4%
Has Health Insurance – 93.3%
Median Household Income - \$40,922

Assessment Data – Gadsden County



District Demographic Profile – Madison County

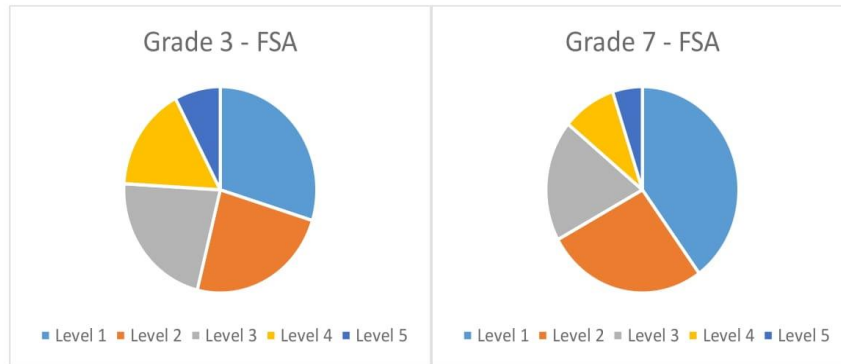
Race

Black – 54%
White – 38%
Latino – 5%
Asian – 1%
Two or More – 1%

Income

Below Poverty Level – 32.5%
Receives SNAP Assistance or Other Benefits –34%
Has Health Insurance – 91.8%
Median Household Income - \$35,509

Assessment Data – Madison County



EVALUATOR'S COMMENTS

Candidly, a deeper dive into this surface level data is wholly appropriate to do a more in-depth examination into whether a more reliable and conscious effort toward adhering to the dictates of §FS 1003.42 (h) yields better student outcomes on reading assessments, especially in the lower grades when academic efficacy is being established. The data presented here seems to hint at this, especially when all other metrics are taken under consideration that provide a picture of two districts that are mostly similar in racial and income composition. Research undertaken under the last three decades is abundantly clear about the importance of students seeing themselves in the curriculum, with the consequences of such a failure to identify with curricular materials resulting in everything from limited academic esteem, lessened intellectual efficacy and lower student interest in learning. Thus, the data presented between the Gadsden and Madison districts in 7th grade ELA scores in of particular interest. With a failure ratio of 69% and 67% for Gadsden and Madison counties respectively, both districts have a long way to go in ensuring their students are performing at grade level in the areas of reading and writing. Certainly, the effects that the move to remote learning had on student achievement much be factored into account. Research must be done to see how culturally relevant teaching practices translate in the digital environment, considering Florida schools had to make an abrupt transition into electronic, remote learning in the face of the ongoing pandemic. This evaluator will continue to monitor the availability of such studies to determine if there is any relevant applicability to the dynamics this data may reflect.

II. QUALITATIVE ANALYSIS OF THE BENEFITS OF TASK FORCE PARTNERSHIP WITH RELEVANT STAKEHOLDERS

There are six evidence-based, Task Force approved criteria a district must meet to be an AAHTF rated exemplary district. They are as follows:

- School Board Approval of the African American History Task Force Initiative
- Structured Programs of Professional Development
- An African American Studies Curriculum
- University – School District Collaboration
- Parent – Community Partnerships

At the beginning of the 2021-22 academic term, ten Florida districts met these criteria and were identified by the Task Force as exemplary districts. They were as follows:

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

As has been the case for the last several years, there continues to be a high level of reciprocating engagement between the Task Force and its Exemplary Districts. Expanding the number of exemplary districts beyond the state's largest and more diverse districts remain a consistent challenge made even more difficult in the current political climate (see section three). Both anecdotal and empirical data show that the higher the level of engagement is with the Task Force and stakeholders at the district level, there are higher rates of teacher compliance with §FS 1003.42 (h) in those districts. Full and universal compliance with §FS 1003.42 (h) is ideal given that it is a legislative mandate, but the Task Force should persist with whatever efforts it can to ensure that rural, suburban, and less racially diverse districts are not only aware of the mandate, but the responsibility they have to ensure that their districts are in compliance.

III. QUALITATIVE ANALYSIS OF THE TASK FORCE'S ROLE IN THE IMPLEMENTATION OF §FS 1003.42 (H)

On Thursday, June 10, 2021, the Florida Board of Education adopted new rules they claimed would shield Florida's students from what they viewed as "historical distortions" around the issue of race. This move is widely expected to alter how race and race history is taught in Florida schools and could even undermine the legislative intent behind FS 1003.42.

Since then, the Legislature has intensified its efforts to police how race and the its history is discussed in Florida's classrooms. In January, the Senate education committee advanced a measure that would ban the raising of certain topics related to race if it causes some to feel "anguish" or "discomfort". The chilling effect these efforts promise to have on the classroom implementation of FS 1003.42 poses a real threat to the Task Force's work and mission.

As stated in the final evaluation submitted in July 2021, it is vitally important that Task Force provides robust support to Florida educators who want to maintain fidelity to the legislative intent behind the 1994 measure in this current political atmosphere. One way the Task Force may be useful in this regard, is to provide educational resources for State Education Board Members, school personnel and community members that explain what critical race theory is, and more importantly, what it is not. The Task Force should also exercise vigilance in monitoring how such rules might impact the future of teacher training and other resources it otherwise currently provides. Though this is a daunting task, and a seemingly impossible ask, it is worth remembering that the same state-level educational leadership imposing policies

that would undoubtedly undermine the teaching of African American history in its schools, is the same state-level educational leadership that mandated the teaching of the Ocoee Massacre, one of the most horrific instances of race-based terrorism in Florida's history. Navigating within the confines of what are arguably contradictory directives is dizzying and understandably frustrating. Nonetheless, the dedicated and experienced professionals that comprise the Task Force are no strangers to politically fragile topics and situations.

Current political firestorms related to the very curriculum the Task Force advocates is further complicated by the stressors brought on by the on-going pandemic. These extraordinary circumstances conspire to make the 2021-2022 school year the most challenging school year of the Task Force's existence to date. Nevertheless, a framework built on a pattern of past success promises under the capable leadership of Dr. Bernadette Kelly-Brown, this grant's principal investigator, promises to set the organization in good stead for another successful year of supporting educators and promoting the success of all of Florida's students in culturally supportive ways.