



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-1614S-4CS01	
3 PROJECT/PROGRAM TITLE Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Career and Technical Education Secondary Programs, Section 131 <p align="right">TAPS 24B004</p>	4 AUTHORITY 84.048 Perkins V, Title I; WIA, Sect. 503 USDE or Appropriate Agency FAIN#: V048A230009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2023 - 06/30/2024 Program Period:07/01/2023 - 06/30/2024	
7 AUTHORIZED FUNDING Current Approved Budget: \$795,126.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$795,126.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2024</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2024</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2024</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2023</u> 		
10 DOE CONTACTS Program: Lucinda Coverston Phone: (850) 245-9037 Email: Lucinda.Coverston1@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: M2CKC5FG3MD6 FEIN#: F596000522003	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: Only 25% of the “Current Approved Budget” in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2023 through September 30, 2023. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2023 through June 30, 2024. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> 8/25/2023 <hr/> Date of Signing </div> <div style="text-align: right;">  </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

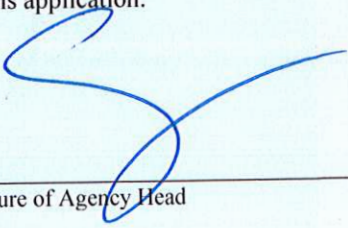
**DOE-200
Revised 07/15**

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Florida Department of Education Project Application

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder AgencyNumber_AgencyName _XXB004_submit	A) Program Name: Perkins V — Secondary TAPS NUMBER: 24B004	<u>DOE USE ONLY</u> Date Received <b style="color: red;">05/19/2023 via SHAREFILE
B) Name and Address of Eligible Applicant: Brevard Public Schools 2700 Judge Fran Jamieson Way Melbourne, FL 32940		Project Number (DOE Assigned) <b style="color: red;">050-1614S-4CS01
C) Total Funds Requested: <div style="text-align: center;">\$795,126</div> <hr style="width: 20%; margin: auto;"/> <div style="background-color: #e0f0ff; padding: 5px; text-align: center;"> DOE USE ONLY </div> <div style="text-align: center;"> Total Approved Project: <b style="color: red;">\$ 795,126.00 </div>	D) Applicant Contact & Business Information	
Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Tiffany Lowrie, Accounting Specialist		Telephone Numbers: 321-633-1000 x 11380
Mailing Address: 2700 Judge Fran Jamieson Way Melbourne, FL 32940		E-mail Addresses: Rutledge.Rachel@brevardschools.org Lowrie.Tiffany@brevardschools.org
Physical/Facility Address: 2700 Judge Fran Jamieson Way Melbourne, FL 32940		UEI number: M2CKC5FG3MD6 FEIN number: F596000522003
CERTIFICATION		
<p>I, <u>Sue Hann</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)  _____ Signature of Agency Head	_____ Interim Superintendent Title	_____ 5-19-2023 Date

ATTACHMENT B
Perkins V: 2023–2024 Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i> Integrated Technology Studies	860000	Central MS Cocoa MS Cocoa Beach MS DeLaura MS Edgewood MS Hoover MS Jackson MS Jefferson MS Johnson MS Kennedy MS Madison MS McNair MS Southwest MS Space Coast MS	Certified Solidworks Associate Brevard Public Schools Articulated Credit - www.easternflorida.edu/admissions/registrars-office/credit-evaluation/high-school-articulated-credit.cfm Advanced Manufacturing Applied Engineering Technology Machining Technology Robotics Industry Certifications - Eastern Florida State College Industry Certifications <ul style="list-style-type: none"> • SolidWorks Associate Certification articulated credit agreement = ETDC 2364 SolidWorks Fundamentals (3 credits) • MSSC-Certified Production Technician certification articulated credit agreement = PMTC 1203 or ETIC 2851, ETIC 1830, ETI 2110, EET 1084 and ETI 1701 (15 credits total)
	<i>High school:</i> Applied Engineering Technology	840110	Bayside HS Melbourne HS Merritt Island HS Palm Bay HS Space Coast HS	
Postsecondary	<i>Registered Apprenticeship:</i>			

	<i>Technical College/Center:</i>			
	FCS Institution:	1615000001	Eastern Florida State College	Engineering Technology AS (ETAS)
	Alternative Energy Systems Specialist CCC Applied Technology Specialist CCC CNC Machinist CCC Composite Fabrication and Testing CCC Engineering Technology Support Specialist CCC Engineering Technology AS			<ul style="list-style-type: none"> • Applied Tech Specialist CCC (CIP 0615061203) • CNC Machinist CCC (CIP 0648051002) • Composite Fabrication & Testing CCC (CIP 0647061608) • Engineering Tech Support Specialist CCC (CIP 0615000007) • Mechatronics CCC (CIP 0615000013) • Robotics and Simulation Technician CCC (CIP 0615040514) Industrial Management Technology AS - Eastern Florida State College Industrial Management A.S.
	<i>University:</i>		University of Central Florida	Daytona State College – Bachelor of Science in Engineering Technology (see Daytona State College - Engineering Technology (BSET), B.S. Degree https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html
	Electronics Technology BSET Computer Engineering BS Electrical Engineering BSEEE Mechanical Engineering BS			

ATTACHMENT E
2023–2024 Secondary CTE Assurances







Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

Brevard Public Schools, hereby acknowledge and agree to the statements below.
Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

-  1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
-  2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.
-  3. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
-  4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.shtml>.
-  5. To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2022-2023.
-  6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
 - a) career exploration and career development coursework, activities, or services;
 - b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education

program (Sec. 134(b)(3))

7. To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
9. To prepare career and technical education participants for non-traditional fields.
10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.
4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.
6. To conduct the biennial comprehensive local needs assessment during the 2023–2024 program year.

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
 - a) Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure. .
3. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
4. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
5. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
 - i. document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c -e)
 - ii. meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's *Perkins V State Plan* in accordance with Perkins V Section 134(c)(2)(B)(i) and
 - iii. coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135
2. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (*Green Book*), any other relevant statutes, and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:




 - a. Education Department General Administrative Regulations (EDGAR)
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 - b. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
3. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for five

years from the last day of the program or longer if there is an ongoing investigation or audit.

4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
- 2 CFR 200 of the Uniform Guidance
<https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
 - Florida Department of Financial Services **Reference Guide for State Expenditures**
<https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> and guidelines published in the Florida Department of Education's **Green Book** available at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.
 - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
5. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local four-year plan.
8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2023.
9. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
10. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.
11. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. Data Privacy and Security

The Grantee agrees:

-  1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at [http://uscode.house.gov/view.xhtml?req=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)) The US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
-  2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.
-  3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

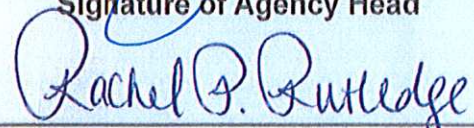
I certify that I have reviewed, understand, and agree to comply with the above assurances.

Sue Hann, Interim Superintendent
Print Name of Agency Head

Rachel Rutledge, CTE Director
Print Name of Program Contact



Signature of Agency Head



Signature of Program Contact



**FLORIDA DEPARTMENT OF EDUCATION (FDOE)
2023–2024 Request for Application (RFA Entitlement)
Perkins V — Secondary**

Section 1. Comprehensive Local Needs Assessment and Stakeholder EngagementA. Please Respond to the Following Questions:

Question	Response
<p>i. Describe the process your agency will use to conduct the required biennial CLNA during the 2023–2024 program year. The results from this CLNA will guide the updates for your agency’s Perkins V high priorities that will be implemented in the 2024–2025 and 2025–2026 program years.</p>	<p>Brevard Public Schools used the Association of Career & Technical Education program of quality framework to survey all of its middle and high school teachers in the district in the previous CLNA cycle. In July 2021, the high school department chairs met with the district CTE team to review the framework and set expectations for discussions and timelines for submissions to the district. The documents submitted served as guidance for equipment and facility needs, teacher professional learning needs, and other high priority needs to support CTE in the 2022-2024 program years. For this cycle of the CLNA, school-based leadership teams responded on our greatest priorities based on the needs recommended by our teachers. Students at our middle and high schools also provided feedback in the 2023 school year on what they see as the greatest needs in their CTE classes. Quarterly sector meetings with CareerSource continue to guide conversations about the relevance of existing CTE programs to prepare students for emerging and existing opportunities in our local community.</p>

<p>ii. Describe the process your agency will implement to engage and consult with stakeholders to conduct the required biennial 2023–2024 CLNA, and identify any new stakeholders not previously involved in the process and how they are providing input into the CLNA development in accordance with Section 134(e).</p>	<p>One area of need for stakeholder consultation is the space industry. Our district has engaged with this vital group in Brevard through sector-focused meetings, as well as direct engagement through a targeted meeting on new program offerings in BPS. Their feedback will help us guide the next CTE program on the north end of the county. Junior Achievement, a nonprofit entity focused on entrepreneurial and financial literacy, has also served as a method to engage our students in targeted training. They are playing an important role in implementing new programs in two of our high schools with a focus on these programs. We have regular meetings with them virtually and in person to guide the direction of the programs. We continue to meet regularly with our postsecondary partners, including ones we are trying to articulate with not in our current offerings, CareerSource, and the EDC. Other consultations include parent groups through our parent engagement committee, local business partners through internship opportunities for students and project engagement, and organizations that serve special populations.</p>
<p>iii. Describe what fiscal resources will be needed to effectively conduct the biennial 2023–2024 CLNA update. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.</p>	<p>The CLNA update may require the use of outside consultants to help meet needs of professional learning. Aside from this resource, the district will be using free resources to help secure stakeholder feedback.</p>

B. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required SSQ information.** *Report both middle grades and secondary.*

- ii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a numbered list of the high-priority need(s) that will be addressed in the 2023–2024 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2023–2024 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	Professional development for teachers with a strong focus on new curriculum resources and technology
2	Facilities, Equipment, Technology and Materials
3	Student Career Development
4	Work-based Learning

Add additional rows, as needed

C. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to make changes, provide updates and add new Labor Market Alignment programs to their original four-year local plan.

- i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.**

Include new programs and update any changes in criteria for program(s) in the columns provided.

D. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

- i. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2023–2024 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Professional Development for teachers to include engagement with industry partners
2	Ensure that Facilities, Equipment, Technology and Materials are current and industry standard
3	CTSO engagement and employability skills training
4	Increase opportunities for CTE students to participate in work-based experiences related to their CTE program. Work with industry partners by identifying additional businesses willing to provide internships. Provide transportation to work-based learning experiences and field trips to explore career opportunities

Add additional rows, as needed

E. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

- i. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2023–2024 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Ensure that Facilities, Equipment, Technology and Materials are current and industry standard
2	CTSO engagement
3	Teacher support for work-based learning and curriculum development
4	

Add additional rows, as needed

F. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

- i. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2023–2024 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Professional development for teachers with a strong focus on new curriculum resources and technology
2	Update equipment and technology in existing CTE programs to maintain alignment with industry standards
3	Increase opportunities for student involvement in CTSOs
4	Continue to seek curriculum resources and technology to increase middle grades student achievement on digital tools

Add additional rows, as needed

G. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

- i. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Review current CTE offerings by area in the district

2	Reevaluate middle school offerings that lead to high school programs
3	Increase opportunities for student involvement in CTSOs
4	Provide opportunities for career exploration in middle school

Add additional rows, as needed

H. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

- i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2023–2024 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Increased participation in Career & Technical Student Organizations (CTSOs)
2	Increased participation in digital tools in middle grades
3	
4	

Add additional rows, as needed

Section 2. Primary Program of Study and CTE Secondary Programs for 2023–2024

NOTE: In accordance with Florida’s *Four-Year Perkins V State Plan*, during the 2023–2024 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- meet size, scope and quality requirements;
- meet labor market alignment requirements; and
- meet a need identified in the agency’s 2021–2022 Comprehensive Local Needs Assessment.

In addition, for the 2023–2024 program year, eligible secondary recipients must offer a sufficient number of fully compliant programs of study, so at least 75% of the agency’s CTE students are enrolled in these programs of study. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the 2023–2024 [Perkins V Implementation Guide](#).

In submitting your primary program of study and listing your compliant programs of study needed to meet the enrollment percentage requirement, your agency is attesting to the fact that the submitted primary program of study and the other required programs of study will meet all state required elements throughout the 2023–2024 program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2023–2024 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA and Budget Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: DOE 101 must appear as fundable on the Program Needs Assessment worksheet.
- See the 2023–2024 [Perkins V Implementation Guide](#) for further instructions on how to complete the Fundable Programs Worksheet.
- Some CTE programs are not Perkins fundable. Please see the Secondary CTE Programs Not Eligible for Perkins Funding list in the 2023–2024 [Perkins V Implementation Guide](#).

B. 2023–2024 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state’s definition of a Program of Study. (Reminder: For the 2023–2024 project year, it is required that seventy-five percent or more of the agency’s total CTE enrollment be in fully compliant programs of study. For 2022–2023, the percentage is fifty percent.)

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

- See the 2023–2024 [Perkins V Implementation Guide](#) for further instructions on how to complete the Programs of Study Worksheet.

C. Template for the Submission of the 2023–2024 Primary Secondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2023–2024 program year on the Perkins V template located in **Attachment B**. The primary program of study **MUST** be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the 2023–2024 [Perkins V Implementation Guide](#) and on the [FDOE Program of Study Page](#).

Complete the Primary Program of Study template in Attachment B.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency’s primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)

Cathy Bramlett	Brevard Public Schools	Secondary
Frank Margiotta	EFSC	Postsecondary
Steven Taylor	EFSC	Postsecondary
Rachel Rutledge	Brevard Public Schools	Secondary
Mike Ennis	MASC and EDC	Industry
Tina Berger	Florida Makes	Industry
Monica McCluney	Embraer	Business
Chris Larsen	Larsen Motorsports	Business
Lisa Passarelli	NASA	Business
Brian Kamm	Consultant	Industry

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
Describe how secondary students, including students who are members of special populations, will learn about your agency’s CTE course offerings and whether each course is part of a CTE program of study in the 2023–2024 program year.	Our first step in helping student who are members of special populations is to provide information, including a tour, regarding CTE programs, for district ESE staff, ESE teachers and guidance counselors. Programs of study will be shared so staff are aware of certifications, articulation agreements, academic course suggestions, and postsecondary programs. Every parent will be provided the CTE “Dot” brochure indicating the high schools and all CTE programs offered. A parent/student document has been posted on each school’s website that shares the value of CTE; it will also be provided in the syllabi packets sent home with students at the beginning of the new school year. Presentations will be made at parent meetings, ESE professional development opportunities, and curriculum contact meetings and all programs of study will be shared, including the website. Our district is offering digital tools in our lower middle grades this year to expose younger students to CTE concepts. This will serve as one means for special population groups to learn about the

agency's course offerings. One of the CTE staff has a job responsibility of special populations whose role is to reach out directly to CTE teachers in the district to ensure our special population groups persist through our programs from middle to high school. CTE staff will provide information for the CHOICE showcase to answer questions from ESE parents and students. Information will be disseminated regarding the accommodations available in CTE classrooms as well as accommodations for industry certification assessments. CTE will maintain contact with and provide information to ESE district staff. Because CTE provides a clear path to college and/or career, our administrators, school counselors, and teachers must be well-versed in providing information to all students. Additional hours will be put in this year to reaching into the lower "middle grades" this year to provide exposure on CTE. All students, including members of all identified special populations groups, will benefit from this career exploration. By training our teachers and counselors on program offerings and programs of study in CTE, we will be able to guide students in special populations into career fields that match their interests and abilities

Perkins V: 2023–2024 Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i> Integrated Technology Studies	860000	Central MS Cocoa MS Cocoa Beach MS DeLaura MS Edgewood MS Hoover MS Jackson MS Jefferson MS Johnson MS Kennedy MS Madison MS McNair MS Southwest MS Space Coast MS	Certified Solidworks Associate Brevard Public Schools Articulated Credit - www.easternflorida.edu/admissions/registrar-office/credit-evaluation/high-school-articulated-credit.cfm Advanced Manufacturing Applied Engineering Technology Machining Technology Robotics Industry Certifications - Eastern Florida State College Industry Certifications <ul style="list-style-type: none"> • SolidWorks Associate Certification articulated credit agreement = ETDC 2364 SolidWorks Fundamentals (3 credits) • MSSC-Certified Production Technician certification articulated credit agreement = PMTC 1203 or ETIC 2851, ETIC 1830, ETI 2110, EET 1084 and ETI 1701 (15 credits total)
	<i>High school:</i> Applied Engineering Technology	840110	Bayside HS Melbourne HS Merritt Island HS Palm Bay HS Space Coast HS	
Postsecondary	<i>Registered Apprenticeship:</i>			

	<i>Technical College/Center:</i>			
	FCS Institution: Alternative Energy Systems Specialist CCC Applied Technology Specialist CCC CNC Machinist CCC Composite Fabrication and Testing CCC Engineering Technology Support Specialist CCC Engineering Technology AS	1615000001	Eastern Florida State College	Engineering Technology AS (ETAS) <ul style="list-style-type: none"> • Applied Tech Specialist CCC (CIP 0615061203) • CNC Machinist CCC (CIP 0648051002) • Composite Fabrication & Testing CCC (CIP 0647061608) • Engineering Tech Support Specialist CCC (CIP 0615000007) • Mechatronics CCC (CIP 0615000013) • Robotics and Simulation Technician CCC (CIP 0615040514) Industrial Management Technology AS - Eastern Florida State College Industrial Management A.S.
	<i>University:</i>		University of Central Florida	Daytona State College – Bachelor of Science in Engineering Technology (see Daytona State College - Engineering Technology (BSET), B.S. Degree https://www.daytonastate.edu/academic-departments/college-of-business-engineering-and-technology/school-of-engineering-technology/bachelor-engineering-technology.html
	Electronics Technology BSET Computer Engineering BS Electrical Engineering BSEEE Mechanical Engineering BS			

Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
<p>i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.</p>	<p>Members of the CTE district staff are represented on each CareerSource Sector team, IT, Health, Manufacturing, Construction, and Aerospace. These individuals are consulted and included in content in the career exploration programs and are invited guest speakers for professional development. CareerSource Brevard is always a presenter at our district back-to-school professional development day. CSB members will share information regarding skills needed for in-demand occupations, valued industry certifications and required employability skills. The district is collaborating with CSB to provide industry specific career days for our students that are graduating. Student interns also attended employability workshops at their career centers. We will continue with this practice to help students know their next steps to find employment upon graduation.</p>
<p>ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.</p>	<p>Members of the CTE district staff are represented on each CareerSource Sector team, IT, Health, Manufacturing, Construction, and Aerospace. This information is shared with teachers through department chair meetings and professional development. CTE staff is also a member of the local MASC group made up of Aerospace and Manufacturing industries. Most CTE programs have local advisory committees which meet at least two times a year to keep up with the latest information regarding their specific industry sector. Business and Industry partners are frequent guest speakers in the CTE classroom. CTE teachers are provided the opportunity to work in industry during the summer to get first-hand, up-to-date</p>

	<p>knowledge and skills in their specific industry and then they are required to present their new knowledge and to build a lesson plan to share with other teachers. Each year, during one of the district in-service days, industry tours are available for all CTE teachers to attend.</p>
<p>iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.</p>	<p>Since all students are required to take a career planning course in middle school, CTE will continue to provide information regarding CTE programs to all students enrolled in these courses. Professional development will be provided to all CTE teachers regarding the CTE programs offered in each high school, CTE Choice information, and how to use the CTE programs of study. Guidance counselors will be provided professional development for CTE Choice, CTE high school programs, and how to use the CTE programs of study. In addition, CTE teachers and guidance counselors will be provided professional development to include the value of industry certifications, Gold Seal and Gold Seal CAPE scholarship, and how industry certifications can be used beyond high school. CTE department members will also work with guidance counselors to set up work-based experiences for CTE concentrators. We are also exploring the possibility of a system that can show students aptitudes to help them better their selection of careers and postsecondary education.</p>

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	CTE will provide professional development and curriculum resources to teachers to address student reading deficiencies and the instructional needs of students with disabilities. This focus on assisting academically struggling students in career-themed courses will increase industry certification passing scores for struggling readers and students with disabilities. This will also reduce the achievement gap for minority students who read below grade level. School counselors will receive targeted information to assist at risk students with meeting graduation requirements using mathematics and science credits earned through achievement on industry certification exams. CTE will provide reference materials and professional development to school counselors and administrators to assist them in identifying students at risk of not graduating who can be assisted with a focus on meeting graduation requirements through achievement on certification exams.
ii. Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2023–2024 program year.	In order to assist schools in maintaining high academic standards, CTE will continue to use its “Look Fors” reference for administrators and other school staff. Since CTE instruction is closely aligned to workplace standards, quality instruction with integration of traditional academic skills does not always look like a traditional classroom. This reference will continue to assist administrators in recognizing quality instruction. This reference will be especially helpful for AVID schools, as it will help align AVID teaching strategies with best practices in CTE. CTE will identify specific industry certification examinations in which student reading level negatively impacts student achievement. CTE will provide support, instructional resources and professional

	development to make CTE curriculum materials available for use in student reading classes and to integrate reading strategies into CTE industry certification exam preparation.
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Section 5. Equity and Access for Special Populations

A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

Describe how your agency will:

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	To prepare all students, but specifically special population students for high-skill, high-wage or in-demand occupations, BPS will make sure that all students are provided information regarding CTE programs offered at each of the Brevard public high schools. All students, and specifically special population students and their parents, will be informed about the value of industry certifications and will be given up to three opportunities to pass them. All students will be encouraged to complete FFAA before the August 31st deadline of their senior year to ensure Bright Futures eligibility. All BPS juniors are provided the opportunity to take at least one college entrance exam, at no cost to the student. Documents and videos are now being provided in Spanish and Haitian Creole to better reach students in these areas.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	To prepare all CTE participants for non-traditional fields, specifically special population students, marketing information will include non-traditional employees in non-traditional fields. There will be an emphasis to hire non-traditional teachers to serve as role models. Non-traditional industry partners will be encouraged to participate in career shadowing, classroom visits and presentations, student field trips, mentors and as members of advisory committees. Every effort will be made to provide information in the native language to parents and students.
iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	All students are provided access to all CTE programs. No students are denied enrollment in any high school CTE program taught in Brevard Public Schools.

<p>iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2023–2024 program year.</p>	<p>Special populations students will not be discriminated against. To ensure they are not, the nondiscrimination notice will be on each document published by Brevard Public Schools. Accommodations will be provided as needed, based on student’s IEP. All BPS juniors are provided the opportunity to take at least one college entrance exam, at no cost to the student. The annual notice of nondiscrimination will be published in alternative papers and printed at the schools.</p>
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Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	<p>Work-based opportunities are provided to Brevard CTE students through a variety of experiences. Our plan is to expand our current opportunities with more students and additional work-based opportunities for student work-based learning. We currently provide:</p> <ul style="list-style-type: none"> i. Authentic work problems during class time such as NASA HUNCH, where Engineering, Culinary and Fashion students solve real world problems for the space station i. Authentic work simulations such as Early Childhood students teaching in our Early Childhood VPK programs, or Culinary students catering events during and after school i. Clinical experiences: Nursing assisting, Exercise Science and Dental students in actual clinical situations i. Paid employment with school district: HVAC, Automotive, Automotive Collision, Outboard Marine, Construction, Early Childhood, Technical Design and Culinary students working for BPS through an internship during the summer and part time during the senior year i. Paid employment internships with local business partners during and beyond the school day.
ii. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning	<p>The CLNA has helped and will continue to help develop and expand additional work-based learning opportunities for CTE students by</p>

opportunities for CTE secondary students in the 2023–2024 program year.

identifying additional businesses that are willing to provide these opportunities to our students.

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2023–2024 program year.	BPS has developed an Advance Standing and POS chart including each CTE programs offered in BPS. This chart includes articulation agreements with postsecondary institutions for each CTE program as well as statewide agreements for industry certifications. Our goal is to update the agreements every three years, and many were updated Spring 2022. The individual articulation agreements can be found on the BPS CTE website. In addition, specific agreements are sent to each teacher each year for them to share with their students. Information about articulation to postsecondary institutions is included in professional development provided to middle and high school CTE teachers, guidance counselors, and curriculum contacts. In addition, several of our high school CTE programs are offered on the high school campus through EFSC dual enrollment: Nursing Assisting and Early Childhood Education. All students meeting the criteria can take CTE programs offered on the EFSC campus through dual enrollment. Students from one school are also participating in a machining EFSC dual enrollment opportunity on its campus. Through the Career Dual Enrollment grant, we are working to expand additional opportunities for our students for postsecondary credit in CTE.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
<p>i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.</p>	<p>BPS currently works with both EFSC and UCF to recruit and retain teachers. Postsecondary schools, including UWF, UCF and St. Pete College, provide coursework needed for CTE teachers non-degreed vocational certifications and these offerings are shared with teachers each term. University course offerings, including UWF, UCF and St. Pete College, are shared with all CTE vocational teachers. BPS has aligned the online FACTE course offerings with the required professional development for district certified CTE teachers.</p> <p>Brevard Public Schools will provide professional development programs to teachers, counselors, and administrators including:</p> <ul style="list-style-type: none"> i. The use and applications of state-of-the-art technology i. State-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve performance of all students i. Support for teachers to ensure that they stay current with all aspects of the industry i. Internship programs that provide business experience to teachers i. Programs designed to help teachers and counselors close the academic gap for special subpopulation students

ii. Describe how you will identify and support those underrepresented in the teaching profession.

Professional development will be available to all with special attention given to the underrepresented.

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
<p>Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2023–2024 program year.</p>	<p>Addressing performance gaps in each of the special subpopulations will begin with establishing the same rigorous goals/objectives for all students. When students are given rigorous appropriate assignments, strong instruction, with deep student engagement, the gap between these special population students begin to narrow.</p> <p>Professional development will be provided to instructors, so they understand and broaden their personal mindset regarding members of special populations. We know that teacher expectations have a huge effect on student achievement growth and teachers need to be aware of their current attitudes and how they can provide engaging and worthwhile lessons for ALL students.</p> <p>Teachers must maintain high expectations for all students and believe that all students can learn rigorous standards. Data will be provided to teachers addressing the performance of each subgroup, so instructors are aware of any performance gaps. Using the established goals, instruction will be differentiated to accommodate learning styles of all students so that all can attain course objectives. Strategic progress monitoring will occur to ensure student performance is aligned to the rigor of the standards. Typically, disparities in performance can be controlled when all students are provided high-quality experiences.</p> <p>High quality curriculum will be provided for each CTE program and teachers will be monitored regarding the use and performance of students, especially the gaps in performance of the special subpopulations.</p>

Students will not be denied access to any CTE program based on race, ethnic group, gender or sexual orientation. Promotional materials will be developed showing non-traditional students participating in each CTE program. These publications will also include the BPS non-discrimination notice. Professional development opportunities will be made available to all CTE teachers regarding working with minority students and the importance of grade level expectations for all students.

CTE teachers will cooperate with school personnel in coordinating ESE services within each school and to support strategies to improve student achievement and close gaps in student participation and performance of ESE students. Modifications will be made to the curriculum and equipment to support students with disabilities. Every effort will be made to provide ELL students with print materials in their native language and computers in CTE programs will be converted to other languages so that ELL students can learn content in their native language. These students will also be given the opportunity to have the same content provided in English.

Economically disadvantaged, including homeless students, youth who are in, or have aged out of the foster care system, migrants, and students of out of workforce individuals will be provided with all necessary materials and supplies to be successful in CTE programs. All students, regardless of income, will be provided with three (3) attempts to pass each industry certification assessment, with no cost to the student or family. Our goal will be every opportunity for every student.

Efforts will be made to hire retired military personnel as CTE teachers for additional support for students who have military parents or a parent who is on active duty. These teachers are better prepared to help students transitioning into a new school. Counselors will provide specific information to transferring military families regarding the transfer of credits and placement into existing CTE programs. Military families will be provided the opportunity to attend any school in Brevard to continue in the same or similar CTE program.

	<p>Students participating in the Education for Teenage Parent (ETP) program will have access to all CTE programs. They will also be provided with brochures describing all CTE programs and counseled regarding the benefits of taking CTE.</p> <p>Promotional materials including brochures and videos will reflect individuals in non-traditional careers. Consideration for hiring non-traditional teachers in CTE will be a priority. Field trips and guest speakers will include non-traditional individuals. Specific lesson plans will be included in each CTE program to introduce students to non-traditional careers.</p> <p>Each year we will address performance and will deal with gaps in performance in each subgroup by providing specific professional development for instructors based on research practices that work. CTE staff will provide additional assistance to teachers and underperforming subgroups. Baseline data for subgroups is included in this application.</p>
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Section 10. Accountability and Program Improvement

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the 2023–2024 [Perkins V Implementation Guide](#).

Eligible recipients must respond to the narrative questions in Part 10-A.

	Response
A. Describe the agency’s data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program	BPS uses both Focus and Performance Matters to collect data using our student management system. Data can be pulled into a report and downloaded to an Excel spreadsheet. Information for all subgroups required in ESSA and Perkins can be segregated by teacher

<p>performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.</p>	<p>and school. The following information is available, minority and ethnic groups, gender, ESE, ELL, single parent, students in transition, and students whose parents are serving in the military. Performance in math and reading, attainment of industry certification, graduation status, and tests scores can also be included in the data for each student. We are working with our district data analyst to set up reports to pull data for monitoring and providing technical assistance. We will use this data to track enrollment and performance of CTE students, specifically for the target populations. In addition to these reports, advanced reports can be created to meet specific data needs.</p>
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Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local four-year plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education’s K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	Response
<p>Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K–20 Strategic Plan.</p> <p>URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.</p>	<p>Brevard’s High School Instructional Handbook, which contains College and Career Readiness requirements, along with a proven track record in accelerated programs is in direct support of the Next Generation Strategic Plan, Reading, and Math/Science Initiatives. Brevard’s students have increased opportunities to earn credits and must complete increased requirements in math, science and social studies to graduate. Brevard’s graduation requirements increased the rigor of its courses so that all students will graduate high school prepared to</p>

	<p>enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities. Additionally, Brevard is a top performer in the number of dual enrollment students in Florida taking A.A, A.S., College Credit Certificate, or PSAV Programs. CTE students who earn an industry certification or postsecondary CTE credential are publicly recognized at graduation ceremonies. This project will fund staff positions who, as part of their job responsibilities, contribute to the increase in acceleration partnerships with Eastern Florida State College and other higher education partners. Project funds support CTE teacher workshops to improve classroom instruction and align instructional practices with the Florida Educator Accomplished Practices (FEAPS). Brevard's High School Instructional Handbook, which contains College and Career Readiness requirements, can be viewed online BPS website.</p>
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Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)

A. Documentation of Automotive Service Technology Program

Eligible recipients must respond to the narrative question in Part 12-A.

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program.

Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.



Education Foundation

CERTIFICATE OF ACCREDITATION

This is to signify that:

Titusville High School

Secondary

Expires 5/1/2026

Has been evaluated by the

ASE Education Foundation

in the areas of instruction, course of study, facilities and equipment, and meet the standards of quality for the training of Automobile technicians at the following level:

Maintenance and Light Repair

Timothy A. Zilke

Timothy A. Zilke
President, ASE

Michael Coley

Michael Coley
President, ASE Education



Education Foundation

July 1, 2020

Program ID: 106921

Molly Vega
Principal
Merritt Island High School
100 E Mustang Way
Merritt Island, FL 32953

Dear Principal Vega:

We have received the on-site evaluation results for your automobile technician-training program at Merritt Island High School. The results indicate that the criteria have been met for renewal of program accreditation in *Maintenance & Light Repair*.

We commend you and your staff for maintaining your program's standards and continuing to meet the industry's requirements. The explosion in automotive technology makes your high-quality automotive training program more valuable than ever.

To acknowledge your accomplishment, we are creating a plaque insert for you that will recognize your school and the level of accreditation your program has achieved.

Congratulations!

Sincerely,

Michael Coley
President

cc: Chris Wilson, Instructor
Tom Klem, ETL

Accreditation Expiration Date: 8/1/2025



Education Foundation

April 11, 2022

Program ID: 100462

Mark Elliott
Principal
Satellite High School
300 Scorpion Ct.
Satellite Beach, FL 32937

Dear Principal Elliott,

We have received the on-site evaluation results for your automobile technician-training program at Satellite High School. The results indicate that your program continues to meet the requirements for *Maintenance & Light Repair* accreditation.

We commend you and your staff for maintaining your program's standards and continuing to meet the industry's requirements. The explosion in automotive technology makes your high-quality automotive training program more valuable than ever.

To acknowledge your accomplishment, we are creating a plaque insert for you that will recognize your school and the level of accreditation your program has achieved.

Congratulations!

Sincerely,

Michael Coley
President

cc: James Johnson, Instructor
Gary McClain, ETL

Accreditation Expiration Date: 5/1/2027



Education Foundation

January 17, 2022

Program ID: 108127

John Harris
Principal
Heritage High School
2351 Malabar Rd.
Palm Bay, FL 32907

Dear Principal Harris,

We have received the on-site evaluation results for your automobile technician-training program at Heritage High School. The results indicate that your program continues to meet the requirements for *Maintenance & Light Repair* accreditation.

We commend you and your staff for maintaining your program's standards and continuing to meet the industry's requirements. The explosion in automotive technology makes your high-quality automotive training program more valuable than ever.

To acknowledge your accomplishment, we are creating a plaque insert for you that will recognize your school and the level of accreditation your program has achieved.

Congratulations!

Sincerely,

Michael Coley
President

cc: James Johnson, Instructor
Tom Klem, ETL

Accreditation Expiration Date: 2/1/2027

Eau Gallie High School ~ ASE Program # 106047

Eau Gallie High School

Secondary

[View School's Web Site](#)

1400 Commodore Blvd.
Melbourne, FL 32935
(321) 242-6400

Auto Series Programs

Eau Gallie High School

Program Contact: Philip Younger (321) 242-6400
Certification Expiration: July 2024

Maintenance and Light Repair



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Rockledge High School - Standard

- School Address: 220 Raider Rd.
Rockledge, FL 32955
- Program Id: 106974
- Series: Automobile
- Type: Standard
- Education Level: Secondary
- Areas of Accreditation
 - Maintenance & Light Repair
- Expiration Date: 6/1/2025
- Compliance Review Due Date : 12/1/2022
- Program Info:
- Integrated Academic Recognition: None
- Program Primary Contact:
 - + Edit Program Primary Contact
- View Renewal Application

Roster Employers Instructors Status History

Graduation Year

(/Student/AddStudent/1dd5b55c-b909-e811-80c8-005056a271b9?RosterYear=2020)

ns (/Roster/ListQualifications?SelectedProgramId=1dd5b55c-b909-e811-80c8-005056a271b9&RosterYear=2020)

Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Equitable Access

Eligible recipients must respond to the narrative question in Part 13-A.

	Response
For the fiscal year 2023–2024, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf .	Brevard Public Schools will provide secondary CTE programs for individuals in the least restrictive environment in accordance with IDEA and GINA, and, whenever appropriate, be included as a component of the IEP. Project funds will be utilized to assist in data collection, analysis, program evaluation, and industry certification of all stakeholders including special populations. Brevard’s Office of Career & Technical Education is poised to respond to the needs of industry, students, and special populations as determined through the measurement and analysis of local, state and national data.

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Secondary, Section 131**

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_XXB004_submit, on the **due date of May 26, 2023.**
- Include only the items requested. (Do not include **Instructions** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.

File # and Type	Item	Applicant Provide page #s for items listed
PDF File	Attachments	Page Number(s)
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	1
	Program of Study Template	2-3
	2023–2024 Secondary CTE Assurances Form	4-8
Word Document File	Narrative Sections	Page Number(s)
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	9-15
	Section 2. Primary Program of Study and CTE Secondary Programs for 2023–2024	16-21
	Section 3. Career Exploration and Guidance	22-23
	Section 4. Continuous Academic Improvement and Academic Integration	24-25
	Section 5. Equity and Access for Special Populations	26-27
	Section 6. Opportunities for Work-Based Learning	28-29
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	29
	Section 8. Support for CTE personnel	30-31
	Section 9. Performance of Special Populations and Subgroups	32-34
	Section 10. Accountability and Program Improvement	34-35
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	35-36
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	37-43
	Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	44
	Application Checklist – must be last page of the Word Document File	45
Excel File	Ssecondary Grant Application CLNA and Budget Excel Workbook	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Perkins V 2023–2024
District Secondary CLNA and
Budget Workbook
Florida Department of Education

Governor: Ron DeSantis
Commissioner: Manny Diaz, Jr.

Program (Must complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.) <u>District secondary: Use Secondary Program Number.</u>			Labor Market Alignment Fundable: One primary or two secondary sources. (Red strikethrough) Secondary source answers are not different. Auto-populate remains blank if N/A/Invalid or "No." Do not copy and paste over auto-populate or dropdown fields. May press "delete" or "backspace" to clear a dropdown field if needed.)							SSO High School Fundable: Must answer K, M, N, O. SSO secondary source answers are not different. Auto-populate remains blank if N/A/Invalid or "No." <u>Please also respond to Column L. It may be answered with "No."</u> <u>You may copy and paste over text or text/# fields only.</u> <u>SSO links given if K-C answered.</u>				Middle School Fundable: Must answer P & Q. (Middle School courses optional but encouraged. Gray if not a middle school program or not Perkins V eligible/has valid program name. Will change to green if both P & Q are answered.)		Program of Study Columns R&S. Agency must have at least one program of study, meaning that at least one row must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.)		Fundable/ Nonfundable Programs Fundable must meet LMA, SSO requirements. Middle School: Must have answers to P & Q.)		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Response Line	Secondary Program Number (High School or Middle School, strikethrough for invalid or ineligible entries) (Text/# Field)	Standard Program Name (Auto-populate)	SOC Code Strikethrough if no alignment with Program Number Not all but most programs will have a SOC code. Use Crosswalk. (Text/# Field)	Primary Source Option #1 State Demand Occupation List (Auto-populates, must answer B2 and type SOC Code into Column D)	Primary Source Option #2 Regional Demand Occupation List (Auto-populates, must answer B2 and type SOC Code into Column D)	Primary Source Option #3 Enterprise FL, TechEd or FDOC (Auto-populates, must type Program Number into Column B)	Primary Source Option #4 Local (Dropdown)	Secondary Source #1 (Leave blank if N/A) (Dropdown)	Secondary Source #2 (Must be Different From #1) (Leave blank if N/A) (Dropdown)	Identify the high schools (or other sites including virtual) where the program will offer at least 3 courses (or 2 courses for 2 course programs). (Text/# Field)	Do not leave blank (answer N/A if this does not apply). Identify the high schools (or other sites including virtual) where the program WILL NOT offer at least 3 courses (or 2 courses for 2 course programs), if applicable. (Text/# Field)	List one or more experiential learning opportunities. E.g., work-based learning opportunity or capstone experience (if course, include course number), and/or the CTEO students will have access to for this program. (Text field)	List one or more ways business and industry will be engaged in the operations of the program. (Text field)	List the industry recognized credentials students may earn in the program. (Text field)	Identify one or more 9-12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to. (Text field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text field)	If part of a fully compliant Program of Study, list the primary aligned postsecondary program. (Single check box for college-credit programs) (Dropdown)	Primary Accelerated Credit Opportunity (Required for Compliant Programs of Study) (Dropdown)	Fundable? (Dropdown)	Optional: Comments (Text field)
No action needed. Allows better communication when looking at a printed version.	Type number. Use the CTE program number. Individual courses rejected.	Auto-populate. Please do not modify or paste over. If you need to list a customized name, use the optional comment field.	Type in by using the Crosswalk. Refers to federal reference codes for occupations. Not all programs will have a SOC Code.	Auto-populates. Please do not modify or paste over. This is based on the region identified in each D2, FL DED maintains a list of state-wide in-demand occupations.	Auto-populates. Please do not modify or paste over. DEED maintains a list of in-demand occupations for each Workforce Development Agency region. As of 06/22, FL is divided into 24 regions.	Auto-populates. Please do not modify or paste over. Information provided by DEED/Florida Enterprise for the programs classified as "TECH ED" program type by Workforce Innovation Opportunity Act Plan. This column checks against a list of programs that qualify under the Florida Department of Agriculture & Consumer Services and FDOE set a list that can be found here. The list is available on the FDOE Web site.	Select documentation option from the dropdown. Local TOL = Targeted Occupations List. Local WIOA Plan = Workforce Innovation Opportunity Act Plan. Contact local resources. FDOE does not maintain local lists. Maintain local documents for 5 years.	Select documentation option from the dropdown. Maintain local documents for 5 years.	Select documentation option from the dropdown. Maintain local documents for 5 years.	Type answer. List school number and/or school name. *N/A* if not applicable.	Type answer. List school number and/or school name. *N/A* if not applicable.	Type answer. Describe how business and industry are involved in your program. Common examples include work-based learning, advisory council representation, and business stakeholder engagement.	Type answer. List industry certification or postsecondary degree, diploma, license, or certificate available for students to complete within the program.	Type answer. List high school program name/number.	Type answer. List school number and/or school name.	Select from dropdown list. If your agency has a fully compliant program of study for the respective secondary program of study. The program, use dropdown to select the clock hour or college credit program most aligned with your secondary program.	Select from dropdown list. Select the accelerated credit opportunity for your program of study. The program, use dropdown to select the clock hour or college credit program most aligned with your secondary program.	Select from dropdown list. You <u>MUST</u> answer this question. For the purpose of this Workbook, "Fundable" means that a program is able to receive Perkins V funding (ineligible will receive a red strikethrough over the program/CTP number), and either meets or is on an exempt list (automatically checked) for LMA and SSO. If any conditions for "yes" are unmet, then must answer "no." Applicants may choose "no" even if the program meets all requirements.	This may be left blank. Applicants may, for example, list customized names here (do not attempt to alter the standard program name column).	
1 (Example)	903100	Global Logistics and Supply Chain Technology	1310B	YES	YES	No	N/A	N/A	N/A	001-Eagle Academy, 002-Summit High School, 013-A.S.-Gaudens' Virtual Schools	N/A	SKRUSA, FL-TSA	Advisory board meetings; Provide job shadowing opportunities to students.	MSSC Certified Logistics Technician (CLT)	Computer Application in Business	013-A.S.-Gaudens' Virtual Schools	Global Logistics and Supply Chain Technology	Local Articulation Agreement	YES	

2023-2024 CLNA Program Summary		Agency Name Please do NOT forget this step. (Dropdown)	Agency Number (Auto-populates)	WDA (Auto-populates)	Last Update															
District Secondary		Brevard Public Schools	050	13	05/01/23															
<p>Program (Must complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.)</p> <p><u>District secondary: Use Secondary Program Number.</u></p>		<p>Labor Market Alignment Fundable: One primary (Column E, F, G, or H) or two secondary sources (Columns I & J). (Red strikethrough if secondary source answers are not different. Auto-populate remains blank if N/A/invalid or "No." Do not copy-and-paste over auto-populate or dropdown fields. May press "delete" or "backspace" to clear a dropdown field if needed.)</p>			<p>SSQ: High School Fundable: Must answer K, M, N, O. Please also respond to Column L. It may be answered with "N/A." You may copy-and-paste over text or text/# fields only. SSQ turns green if K-O answered</p>	<p>Middle School Fundable: Must answer P & Q. (Middle School courses optional but encouraged. Gray if not a middle school program or not Perkins V eligible/no valid program name. Will change to green if both P & Q are answered.)</p>	<p>Program of Study (Columns R&S. Agency must have at least one program of study, meaning that at least one row must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.)</p>	<p>Fundable/ Nonfundable Programs (Fundable must meet LMA, SSQ requirements. Middle School: Must have answers to P & Q.)</p>												
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Response Line	Secondary Program Number (High School or Middle School, strikethrough for invalid or ineligible entries) (Text/# Field)	Standard Program Name (Auto-populates)	SOC Code Strikethrough if no alignment with Program Number Not all but most programs will have a SOC code. Use Crosswalk. (Text/# Field)	Primary Source Option #1 State Demand Occupation List (Auto-populates, must type SOC Code into Column D)	Primary Source Option #2 Regional Demand Occupation List (Auto-populates, must type SOC Code into Column D)	Primary Source Option #3 Enterprise FL (TechEd) or FDAC (Auto-populates, must type Program Number into Column B)	Primary Source Option #4 Local (Dropdown)	Secondary Source #1 (Leave blank if N/A) (Dropdown)	Secondary Source #2 (Must be Different from #1) (Leave blank if N/A) (Dropdown)	Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2 course programs). (Text/# Field)	Do not leave blank (answer N/A if this does not apply)	List one or more experiential learning opportunities. E.g., work-based learning opportunity or capstone experience (if course, include course number), and/or the CTSO students will have access to for this program. (Text Field)	List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	List the industry recognized credential students may earn in the program. (Text Field)	Identify one or more 9-12 Career Preparatory or Technology Education Programs that the middle grades exploratory course introduces students to. (Text Field)	Identify one or more high school (or other instructional sites including virtual) where the program will be available. (Text Field)	If part of a fully compliant Program of Study, list the primary aligned postsecondary program. (Eligible clock-hr, college-credit programs.) (Dropdown)	Primary Accelerated Credit Opportunity (Required for Compliant Programs of Study) (Dropdown)	Fundable? (Dropdown)	Optional: Comments (Text Field)
1	8301100	Business Management and Analysis	111021	Yes	Yes					161 3011	None	CTSO	Guest Speaker, Advisory Committee	INTUT001			Office Administration	Statewide Articulation Agreement	Yes	
2	8723000	Air Conditioning, Refrigeration and Heating Technology	499021	Yes	Yes					302	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	HBINS004			Building Construction Technologies	Statewide Articulation Agreement	Yes	
3	8212500	Administrative Office Specialist	436011		No					2311 0302	None	CTSO	Guest Speaker, Advisory Committee	INTUT001			Office Administration	Statewide Articulation Agreement	Yes	
4	9200200	Advanced Manufacturing Technology	511011	Yes	Yes					2311	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	SOLID003 MSSCN001			Manufacturing Technology	Statewide Articulation Agreement	Yes	
5	9001300	Applied Cybersecurity	151212	Yes	Yes					2011 0011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	COMP018 CERT007			Network Systems Technology	Statewide Articulation Agreement	Yes	
6	8401100	Applied Engineering Technology				Yes				2211 2011 4011 2021 0302	None	CTSO, Capstone, Internships	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	SOLID003			Engineering Technology	Statewide Articulation Agreement	Yes	
7	9410100	Applied Robotics				Yes				2021	None	CTSO, Capstone	Guest Speaker, Field Trips, Advisory Committee, Financial Support	ADESK011			Engineering Technology	Statewide Articulation Agreement	Yes	
8	8101100	Architectural Drafting	173011				Local TOL			1011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011			Computer Aided Drawing and Modeling	Statewide Articulation Agreement	Yes	
9	9514000	Automotive Collision Technology	493021	Yes	Yes					1121	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	NIASE086 NIASE087 NIASE088 NIASE089			Automotive Collision Repair and Refinishing - APRR	Statewide Articulation Agreement	Yes	
10	9504100	Automotive Maintenance and Light Repair	493023	Yes	Yes					3011 2311 4011 1011 6011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	NIASE076 NIASE077 NIASE078 NIASE079 NIASE080			Automotive Service Management Technology	Statewide Articulation Agreement	Yes	
11	9540700	Aviation Assembly and Fabrication	493011	Yes	Yes					3011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	FEDA013 NCATD003			Aerospace Technician	Statewide Articulation Agreement	Yes	
11	8720300	Building Construction Technologies	499071	Yes	Yes					0161 1121 2011 2021	None	CTSO, Internships	Internships, Field Trips, Community Tours, Advisory Committee, Financial Support	HBINS004 HBINS005			Building Construction Technologies	Statewide Articulation Agreement	Yes	
12	8918000	Criminal Justice Operations	131041	Yes	Yes					2021 1011	None	CTSO	Internships, Community Tours, Advisory Committee	FDMQA030			Criminal Justice Technology Specialist	Statewide Articulation Agreement	Yes	
13	8805000	Culinary Arts	119051	Yes	Yes					2211 1121 2011 2021 0011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	NRFEP003 NRFSP001			Culinary Management	Statewide Articulation Agreement	Yes	

Postsecondary District Program Needs Assessment: 2023–2024

14	8417140	Dental Aide	315099	No	No	Local TOL												Dental Hygiene	Statewide Articulation Agreement	Yes			
15	8209600	Digital Design	271024	Yes	Yes					2211 1121 3011 4021 2011	None	CTSO, Clinicals	Clinicals, Guest Speakers, Field Trips, Advisory Committee	NATHA003					Graphics Technology	Statewide Articulation Agreement	Yes		
17	8201600	Digital Media/Multimedia Design	271014	No	No	Local TOL				0161 3011 2311 4011 1011	None	CTSO, Internships	Guest Speakers, Guest Judges, Field Trips, Advisory Committee	ADOBE023 ADOBE024 ADOBE025					Graphics Technology	Statewide Articulation Agreement	Yes		
18	8201400	Digital Video Technology	274011	Yes	Yes								Guest Speakers, Guest Judges, Field Trips, Advisory Committee	ADOBE023 ADOBE024 ADOBE025					Graphics Technology	Statewide Articulation Agreement	Yes		
19	8725000	Drafting	173011	No	No	Local TOL							Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011					Computer Aided Drawing and Modeling	Statewide Articulation Agreement	Yes		
20	8405100	Early Childhood Education	252011	No	No	Local TOL				3011 4011 2021 6011 1171	None	CTSO, Practicum	Internships, Guest Speakers, Field Trips, Advisory Committee	CPREC001					Early Childhood Education	Dual Enrollment	Yes		
21	8417170	Emergency Medical Responder	315099	No	No	Local TOL							Practicum, Guest Speakers, Field Trips, Advisory Committee	NREMT003					Emergency Medical Services	Local Articulation Agreement	Yes		
22	8007300	Environmental Water & Reclamation Technology	518031	Yes	Yes	Yes							Internships, Guest Speakers, Field Trips, Advisory Committee	FLDEP003 FLDEP006					Environmental Science Technology		Yes		
23	8417000	Exercise Science	399031	No	No	Local TOL				2211 1121 3011 2311 1171	None	CTSO, Internships	Internships, Field Trips, Advisory Committee	NATHA003					Sports, Fitness, and Recreation Management		Yes		
25	8815100	Finance	433021	No	Yes								Guest Speaker, Advisory Committee	INTUT002 INTUT001					Accounting Technology	Statewide Articulation Agreement	Yes		
26	8208300	Game/Simulation/Animation Programming	151131	Yes	Yes					2311 4011 2021	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	ADESK030 UNITY002 UNITY003					Game Development Design	Statewide Articulation Agreement	Yes		
27	8703100	Hospitality and Tourism Management	119081	Yes	Yes								Guest Speaker, Field Trips, Advisory Committee	PROSC031					Hospitality & Tourism Management		Yes		
28	9001500	Cloud Computing & Virtualization	151142	Yes	Yes								Internships, Field Trips, Advisory Committee	CERTI007 INTUT002					Computer Information Technology		Yes		
#REF!	8216100	International Business	111021	Yes	Yes					2011 1011	None	CTSO	Guest Speaker, Field Trips, Advisory Committee	INTUT001					Office Administration	Statewide Articulation Agreement	Yes		
29	8771101	Journalism and Multimedia	274021	No	No	Local TOL							Guest Speakers, Advisory Committee	ADOBE024					Office Administration	Local Articulation Agreement	Yes		
30	9003400	Applied Information Technology	151151	Yes	Yes								Internships, Guest Speakers, Field Trips, Advisory Committee, Financial Support	CERTI007 NIFMS001 NIFMS002 NIFMS013 NIFMS014 NIFMS017					Computer Information Technology		Yes		
31	9202100	Machining Technology	514035	No	No							Job Analytics CareerSource Board Letter of Support	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee						Engineering Technology	Statewide Articulation Agreement	Yes		
32	8404100	Maritime Technology		Yes	Yes	Yes							Guest Speaker, Field Trips, Advisory Committee	MSSCN002					Transportation and Logistics	Local Articulation Agreement	Yes		
33	9200500	Marketing, Management and Entrepreneurial Principles	112021	Yes	No								Guest Speaker, Advisory Committee	PROSC031					Business Administration	Local Articulation Agreement	Yes		
34	8212300	Medical Administrative Specialist	436013		Yes					1011 5011	None	CTSO, Internships	Guest Speaker, Advisory Committee	PROSC031					Office Administration	Statewide Articulation Agreement	Yes		
													Guest Speaker, Advisory Committee	NATHA003									

35	8417210	Nursing Assistant (Acute and Long-Term Care)	311014		No	Local TOL				0161 2211 2011 1011 0011	None	CTSO, Clinicals	Clinicals, Guest Speakers, Field Trips, Advisory Committee	FDMQA002			Nursing R.N.	Dual Enrollment	Yes		
36	9504200	Outboard Marine Service Technology	493051		No	Local TOL					3011	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	NIASE080 NIASE081		Marine Service Technologies	Local Articulation Agreement	Yes		
37	8909000	Principles of Teaching	259041		No	Local TOL				2211 0302	None	CTSO, Practicum	Practicum, Guest Speakers, Advisory Committee	EDTS001			Educational Assisting	Local Articulation Agreement	Yes		
38	9103000 (OK'd by Bruce-Harrington)	#N/A	435031							0011 2021 1011			Guest Speakers, Advisory Committee	FDMQA030							
39	8401000	Technical Design			Yes	Yes	Local TOL			2211 1121 3011 3011 2311	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee	ADESK002 ADESK008 ADESK011			Computer Aided Drawing and Modeling	Statewide Articulation Agreement	Yes		
40	8201500	Television Production Technology	274032	No	No			Job Analytics	CareerSource Board Letter of Support	2211 4021 0302 0011 1171	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	ADOBE023			Film Production Technology	Statewide Articulation Agreement	Yes		
41	9007500	Web Application Development & Programming	151131	Yes	Yes					1011 6011 1171	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Advisory Committee, Financial Support	INTUT002 CERT012			Computer Programming and Analysis	Statewide Articulation Agreement	Yes		
42	9204400	Welding Technology Fundamentals	514121	Yes	Yes						161	None	CTSO, Internships	Internships, Guest Speakers, Field Trips, Community Tours, Advisory Committee	HBINS004 HBINS005		Welding Technology	Local Articulation Agreement	Yes		
43	8918200	Introduction to Fire Fighting	332011	Yes	Yes						2021		2021 CTSO, Practicum	Practicum, Guest Speakers, Field Trips, Community Tours, Advisory Committee	FLSFM005		Fire Science Technology	Statewide Articulation Agreement	No		
44	8209100	Careers in Fashion and Interior Design		No	No											1171				No	
45	8209200	Careers in Fashion and Interior Design and Career Planning		No	No											1171				No	
46	8209310	Careers in Fashion Design		No	No											5011				No	
47	9009200	Coding Fundamentals		No	No											1011 6011 1171	Web Application Development & Programming (9007500) Game/Sim/Anim/Programming (8208300)			Yes	
48	8200520	Computer Applications in Business 1			No											0161 2211 1121 5011 3011	Admin Office Specialist (8212500) Digital Design (8209600) Digital Media/Multimedia (8201200)			Yes	
49	8200210	Computer Applications in Business 2			No											0161 2211 1121 5011 3011	Admin Office Specialist (8212500) Digital Design (8209600) Digital Media/Multimedia (8201200)			Yes	
50	8200211	Computer Applications in Business 3			No											0161 2211 1121 5011 3011	Admin Office Specialist (8212500) Digital Design (8209600) Digital Media/Multimedia (8201200)			Yes	
51	8809200	Fundamentals of Culinary Careers			No											2211 1121 2011 2021	Culinary Arts (8800500)			Yes	
52	8130300	Fundamentals of Architecture and Construction			No											0161 1121 2011 2021	Building Construction Technology (8220310)			Yes	
53	8500230	#N/A																			
54	9100210	#N/A																			

55	9100330	#N/A																	
56	8718000	Commercial Art Technology	271024	Yes	Yes					6507	Development of the school yearbook, website other school digital design needs		Connecting with local digital designers and web developers for class visits, internships, work opportunities, and field trips			Digital Design	Dual Enrollment	Yes	
57	8004100	Aquaculture	452093			Yes				5011		Advisory Board, Guest Speakers				Aquaculture Technology	Statewide Articulation Agreement	No	
58	8104300	Carpentry	473012	Yes	Yes					1171		Advisory Board, Guest Speakers				Carpentry		No	

FLORIDA DEPARTMENT OF EDUCATION
2023–2024 Perkins V Budget Narrative Form

Before completing, please review the Instructions & Example (especially for Column 3).
Show all amounts in whole dollars only.

TAPS Number	24B004
A) Name of Eligible Recipient/Fiscal Agent	Brevard Public Schools
B) Project Number (DOE Use Only)	050-1614S-4CS01

(1)	(2)	(3)	(4)	(5)
Function	Object	Account Title & Narrative	FTE Position	Amount
6300	131	<p>Salaries: for 3 full-time CTE resource teachers to: Participate in the CLNA analysis; Prepare lesson plans ; integrate content aligned with challenging academic standards; Provide instruction to students regarding articulation agreements, benefits of industry certification, CTE participation, PS credit through dual enrollment; Providing information to community groups and parents; Participate in a variety of school activities; Use varied assessment instruments assess student progress; Evaluate the performance of special populations and each subgroups as described in ESSA; Establish and maintain co-curricular CTSO; establish and maintain open lines of communication with stakeholders; Plan and carry out the implementation of CTE programs and POS ; Maintain and procure appropriate equipment, technology, and instructional materials aligned with business and industry needs. Project funds will be used for CTE resource teacher salary in accordance with contract language. CTE resource teachers are 10-month teachers paid on the instructional salary schedule. Project funds will also provide the CTE resource teacher salary and other school-based teacher salary for summer hours to participate in curriculum development, for purposes of aligning curriculum to POS and industry certification standards. Secondary CTE teachers will coordinate with PS institutions, business partners, local workforce board, and advisory councils to align, refine, and sustain secondary POS and PS curriculum crosswalks. Salary rates will align with teacher contract language. CTE Teachers will support special populations in the CTE classroom, enhanced WBL experiences for students, increased PS opportunities for students, and additional exposure to middle grades classes during time off contract. All activities will be completed by June 30, 2024. There is a salary increase of over 20% from FY23 because we added additional summer hours to support curriculum development during July 2023 and June 2024.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,2; D i, Needs 1,2; E i, Needs 1 and 3; F i, Needs 1, 2, 4; G i, Needs 1, 2, and 4; H i Need 1,2 Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>	3.0	\$202,766
6300	210	<p>Retirement : (11.91%) for secondary CTE resource teachers and school-based teachers participating curriculum development and CTE-POS improvement activities.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,2; D i, Needs 1,2; E i, Needs 1 and 3; F i, Needs 1, 2, 4; G i, Needs 1, 2, and 4; H i Need 2 Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>		\$24,150
6300	220	<p>Social Security: (7.65%) for secondary CTE resource teachers and school-based teachers participating in curriculum development and CTE-POS improvement activities.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,2; D i, Needs 1,2; E i, Needs 1 and 3; F i, Needs 1, 2, 4; G i, Needs 1, 2, and 4; H i Need 2 Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>		\$15,512

6300	230	<p>Medical and Life Insurance (.084% LI, \$10,664 pp MI - only 2 with MI) for 3 CTE resource teachers. Calculated on contracted salary: $\\$10,664 * 2 = \\$21,328$; $.084\% * \\$202,766 = \\170.32; $\\$170.32 + \\$21,328 = \\$21,498$</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,2; D i, Needs 1,2; E i, Needs 1 and 3; F i, Needs 1, 2, 4; G i, Needs 1, 2, and 4; H i Need 2 Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>		\$21,669
6300	240	<p>Workers Comp: (0.558%) for secondary CTE resource teachers and school-based teachers participating in curriculum development and CTE-POS improvement activities. $\\$202,766 * .558\% = \\$1,132$</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,2; D i, Needs 1,2; E i, Needs 1 and 3; F i, Needs 1, 2, 4; G i, Needs 1, 2, and 4; H i Need 2 Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R</p>		\$1,132
6300	160	<p>Salary for a full-time Work-Based Learning Specialist. The specialist will work with CTE students to recruit for preapprentice and internship opportunities. Activities include helping students complete the on-boarding process to enroll in an internship or a pre-apprentice program. Additional activities include classroom presentations, working with advisory committees, communicating with students, parents and industry partners, and all additional activities for students to have successful work-based experiences while enrolled in high school. All WBL specialist activities will be completed by June 30, 2024. A millage was approved in Brevard County which provided an increase for this support role. A breakdown of the millage amounts is included with packet. Narrative Section, CLNA Need and Priority#: Section 1, B ii, Needs 1,3,4, D i, Needs 1,3,4; E i, Need 3; G i, Need 4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-ST, 6</p>	1.0	\$71,159
6300	210	<p>Retirement : (11.91%) for Work-Based Learning Specialist Narrative Section, CLNA Need and Priority#: Section 1, B ii, Needs 1,3,4, D i, Needs 1,3,4; E i, Need 3; G i, Need 4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-ST, 6</p>		\$8,475
6300	220	<p>Social Security: (7.65%) for Work-Based Learning Specialist Narrative Section, CLNA Need and Priority#: Section 1, B ii, Needs 1,3,4, D i, Needs 1,3,4; E i, Need 3; G i, Need 4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-ST, 6</p>		\$5,443
6300	230	<p>Medical and Life Insurance (.084% LI, \$10,664 pp MI) for Work-Based Learning Specialist $.084\% * \\$71,159 + \\$10,664$ Narrative Section, CLNA Need and Priority#: Section 1, B ii, Needs 1,3,4, D i, Needs 1,3,4; E i, Need 3; G i, Need 4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-ST, 6</p>		\$10,724
6300	240	<p>Workers Comp: (0.558%) for Work-Based Learning Specialist $.558\% * \\$71,159 = \\398 Narrative Section, CLNA Need and Priority#: Section 1, B ii, Needs 1,3,4, D i, Needs 1,3,4; E i, Need 3; G i, Need 4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400</p> <p>Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-ST, 6</p>		\$398

5300	641	<p>Capital Outlay- FF&E over \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2024. Projected purchases include a CNC machine with tool setter, touch probe, freight and rigging (\$96,738 total); \$55,000 paid out of Perkins for the machining program at Bayside, sheet metal brake (\$8056) for the construction program at Cocoa, suspension trainer (\$15,495) for the automotive program at Heritage, heating proofing cabinet (\$5195) for the culinary program at Melbourne, Hobart dishwasher (\$20000) for the culinary program at Palm Bay, automotive trainer (\$13,025) for automotive program at Heritage</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, B ii, Need 2, D i, Need 2; E i, Need 1; F i, Need 2; Program Number: 9504100, 9202100, 8800500, 8720300 Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>		\$116,771
5300	123	<p>Supplement Pay for CTSO MS and HS Sponsors (\$1,042 * 20 advisers). A portion of the supplement will be paid per union contract. Additional supplements are based on the results of the CLNA Needs and are in addition to the supplements provided by the union contract. Additional responsibilities, involving a defined program of work for CTE CTSO's will be required for the enhanced supplement. An MOU outlining the expectations for the additional supplement is included in the attachments section.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Need 2, Need 3, Need 5; E i, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H i, Need 3</p> <p>Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400 Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q</p>		\$20,840
5300	644	<p>Capital Outlay - Computer hardware under \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2024. Projected purchases to include lab for Jacobs at Johnson (\$28,980 - 30 machines at \$966 ea); split cost of Payne-Craig lab at Heritage (\$13,410 = 31 machines at \$965/ea. Another funding stream covering \$16,505 of the cost); split cost of Kearns lab at Rockledge (\$14,958; 31 machines being purchased at \$965/ea. Even split cost or \$14,957.50), split cost of Chang lab at Melbourne (\$18,270; 30 machines being purchased at \$1,218/ea. Even split cost with another funding stream), tablets for Engineering at Palm Bay Magnet (\$1,383), split cost of lab for Perdue and Jones (64 machines at \$2,130/ea. Split cost evenly with another funding stream = 68,160); 3D carbon fiber printer for Aviation at Eau Gallie (\$2,233), HP laptop for Construction at Astronaut (\$1,100), AIO Printer for construction at Melbourne (\$267), CAD laptop for engineering at Palm Bay (\$2,120), Wacomsat Palm Bay (2 at \$3,431/ea = \$6,862), P360 towers at Palm Bay (2 ea at \$2,060 = \$4,120), audio mixer for TV at Viera (\$3,999)</p> <p>Narrative Section, CLNA Need and Priority#: Section 1, B ii, Need 2, D i, Need 2; E i, Need 1; F i, Need 2; Program Number: , 8301100, 8216100, 8401100, 8720300, 8201600, 9009200, 8208300, 8201500 Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6</p>		\$165,862
6400	730	<p>Professional Development - FACTE registration for Work-Based Learning Specialist and CTE teachers. FACTE registration will be paid prior to June 30, 2024.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Need 2, Need 3, Need 5; E i, Needs 1-3; F ii, Needs 1-4; G ii, Need 1; H i, Need 1</p> <p>Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400 Section 135: Requirement for the Uses of Funds: 2A-2I</p>		\$1,200
6400	330	<p>Out of county travel for CTE teachers and WBL specialist. Estimate based on 3 people for 2 nights, hotel at \$150/night. Possible conferences include FACTE, Certified, and ACTE. Local rates will be utilized by most economical means available plus per diem. All travel will take place prior to June 30, 2024.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,4; D i, Needs 1,4; E i, Needs 3; F i, Needs 1,2,4; Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400 Section 135: Requirement for the Uses of Funds: 2A-2I</p>		\$1,300
5300	330	<p>Out-of-County travel for Career & Technical Education teachers to travel with eligible CTSO students to compete in state and national CTSO competitions and CTE competitions. This CTSO travel is an integral part of the curriculum and part of a larger program to serve special populations and non-traditional students. Travel will be reimbursed according to Brevard District out of county travel rates. All travel will take place prior to June 30, 2024. BPS travel procedures will be utilized for most economical means available.</p> <p>Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,3,4; D i, Needs 1,3,4; E i, Need 2,3, F i, Needs 1,3,4; G i, Needs 2-4, H i, Need 1,</p> <p>Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400 Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q</p>		\$16,000

5300	730	Dues and Fees for CTE teacher registrations for CTSO National Competitions. (25 CTE teacher registrations at \$116 per teacher). Registrations for each teacher will be paid prior to June 30, 2023. Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,3,4; D i, Needs 1,3,4; E i, Need 2,3, F i, Needs 1,3,4; G i, Needs 2-4, H i, Need 1, Program Number: 8723000, 8212500,9200200,8401100,9410100,8101100,9514000,9504100,9540700,8720300,8918000,8800500, 8417140,8209600,8725000,8405100,8417170,8007300,8417000,8815100,8208300,8703100,,8216100, 9202100,8404100,9200500,8212300,8417210,9504200,8401000,8201500,9007500,,9204400 Section 135: Requirement for the Uses of Funds: 1A, 1C-1F, 2A, 2B, 2D, 2E, 5E, 5G, 5J, 5L, 5O, 5Q		\$2,900
5300	140	Substitutes for CTE educators to attend CTE program improvement activities such as curriculum development workshops and program specific software/equipment training. (30 subs @ \$125/day) Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,3,4; D i, Needs 1,3,4; E i, Need 2,3, F i, Needs 1,3,4; G i, Needs 2-4, H i, Need 1, Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; ; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; ; 9204400 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R	0-05	\$3,750
5300	220	Social Security (7.65%) for Substitutes Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,3,4; D i, Needs 1,3,4; E i, Need 2,3, F i, Needs 1,3,4; G i, Needs 2-4, H i, Need 1, Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; ; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; ; 9204400 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R		\$287
5300	240	Workers Comp (0.558%) for Substitutes Narrative Section, CLNA Need and Priority#: Section 1: B ii, Needs 1,3,4; D i, Needs 1,3,4; E i, Need 2,3, F i, Needs 1,3,4; G i, Needs 2-4, H i, Need 1, Program Number: 8723000; 8212500; 9200200; 8401100; 9410100; 8101100; 9514000; 9504100; 9540700; 8720300; 8918000;8800500; 8417140; 8209600; 8725000; 8405100; 8417170; 8007300; 8417000; 8815100; 8208300; 8703100; ; 8216100; 9202100; 8404100; 9200500; 8212300; 8417210; 9504200; 8401000; 8201500; 9007500; ; 9204400 Section 135: Requirement for the Uses of Funds: 1C, 1D, 1E, 2A-2I,4B, 5A-G, 5K-M, 5R		\$21
5300	511	Supplies such as dry goods, gas, wood and steel for Culinary Arts, Aviation, Automotive, Welding, Machining, and Construction programs. Purchases will be completed prior to June 30, 2024. Narrative Section, CLNA Need and Priority#: Section 1: B ii, Need 2 Program Number: 9540700, 8800500, 9504100, 9202100, 9204400, 8720300 Section 135: Requirement for the Uses of Funds: 1B, 1D, 1E, 1F, 2B- I,3, 4A, 5A-5H, 5J-5M, 5O-5T, 6		\$48,164
5300	643	Capital Outlay - Computer hardware over \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2024. 3D scanner for aviation program at Eau Gallie Narrative Section, CLNA Need and Priority#: Section 1, B ii, Need 2, D i, Need 2; E i, Need 1; F i, Need 2; Program Number: 9540700 Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6		\$5,089
5300	642	Capital Outlay- FF&E under \$5,000 for developing, implementing and/or improving sequential CTE programs and enhancing existing career and technical programs that link high school with postsecondary career and technical education. Purchases will be completed prior to June 30, 2024. Projected purchases include a Jet drill press for construction at Astronaut, 2 fridges for culinary at Central, sheet metal lock for construction at Cocoa, refrigerant identifier for automotive at Heritage, work benches for culinary at Kennedy, dishwashers for culinary at McNair, utility carts for culinary at Melbourne, food processor for culinary at Melbourne, miter saw for engineering at Palm Bay, mixers for culinary at Southwest, work tables for culinary at Southwest, chairs for TV production at Viera. The chairs are able to move throughout the classroom to the various stages of the lab and classroom - studio, computer lab, and sound room. This will allow for more collaboration with students throughout the program. Narrative Section, CLNA Need and Priority#: Section 1, B ii, Need 2, D i, Need 2; E i, Need 1; F i, Need 2; Program Number: 8720300, 8809200, 8800500, 9504100, 8401100, 8201500 Section 135: Requirement for the Uses of Funds: 1A, 1B, 1C, 1D, 1E, 1F, 2A- I,3, 4A, 4B, 5A-5B, 5C, 5E, 5H, 5J-5M, 5O-5T, 6		\$40,055
7200	792	Indirect costs @3.33% PLAN B		\$11,459
			C) TOTAL	\$795,126

FLORIDA DEPARTMENT OF EDUCATION
2023–2024 Perkins V Projected Equipment Form

Important: See Instructions Below
Agencies are accountable for all equipment purchased using grant funds.
Show all amounts in whole dollars only.

A) Name of Eligible Recipient/Fiscal Agent

Brevard Public Schools

B) Project Number (DOE Use Only)

Item Number	A Function Code	B Object Code	C Account Title	D Description	E School/ Program	F Item Cost (\$)	G Total Amount (\$)
1	5300	641	FF&E over \$5k	CNC machine (\$55,000 paid out of Perkins)	Bayside High/ Machining	\$96,738.00	\$96,738.00
2	5300	641	FF&E over \$5k	Sheet metal brake	Heritage High/ Automotive	\$8,056.00	\$8,056.00
3	5300	641	FF&E over \$5k	Suspension Trainer	Heritage High/ Automotive	\$15,495.00	\$15,495.00
4	5300	641	FF&E over \$5k	Proofing Cabinet	Melbourne High/ Culinary	\$5,195.00	\$5,195.00
5	5300	643	FF&E Hardware over \$5k	3D Scanner	Eau Gallie High/ Aviation	\$5,089.00	\$5,089.00
6	5300	641	FF&E over \$5k	Hobart Dishwasher	Palm Bay High/ Culinary	\$20,000.00	\$20,000.00
7	5300	641	FF&E over \$5k	Brake and ABS Trainer	Heritage High/ Automotive	\$ 13,025.00	\$ 13,025.00

Does the agency's inventory system contain all required federal and state elements listed in the **Inventory Guidelines** in the instructions?

Mark one of these answers with an "X."

X
Yes?

No?

**THE SCHOOL DISTRICT OF BREVARD COUNTY, FL AND
THE BREVARD FEDERATION OF TEACHERS
MEMORANDUM OF UNDERSTANDING**

MILLAGE

Whereas, Brevard Public Schools is seeking a method to address employee salaries and to maintain a self-funded benefits program (among other things); and

Whereas, as a method for Brevard Public Schools to earn additional revenue for employee compensation and benefits is through a county-supported ballot initiative for a millage; and

Whereas, a millage will be placed on the ballot in November 2022; and

Whereas, this millage, upon being voted in successfully will provide additional revenue to use toward employee salaries and benefits;

Therefore, the following tenets for additional salary and benefits for Brevard Public Schools teachers will include the following:

- FRS Eligibility
- Eighty (80) percent of the millage revenue is allotted to compensation and benefits. Of that, eighty-three (83) percent is for compensation and benefits for budgeted salaries in all funds. Of the 83%, the allotment for Brevard Federation of Teachers compensation and benefits is 69% based on current calculation.
- Eighty (80) percent of the millage revenue is allotted to compensation and benefits. Of that, 10.5% is allotted to supplements.
- The millage shares will be paid on a schedule of 20 pays. If the district payroll operational system does not accept the programming configurations for 20 pays, the parties agree to return to the table to discuss and agree to the number of pays.
- If payment does not begin on August 31, 2023, it will be paid retroactively.
- The employee total count will be determined on the last day of the previous school year.
- The percentage of a share provided to teachers is identified in Appendix A.
- See Appendix B for an approximate amount of the supplement according to the 2021-2022 Tax Roll. Both parties understand the tax roll will change from year to year.
- If the amount of the funds dispersed to the BFT unit is less than the agreed upon percentage for Compensation and/or Benefits for BFT, and the underpayment is less than \$200 per person if divided equally, the funds will be used as a contribution to the Brevard Public Schools' Health Insurance Trust Fund (as a one-time infusion to strengthen the "Required Fund Balance") as supported by the Citizens Financial Oversight Committee (CFOC). If the underpayment of the funds allocated to BFT is more than \$200 per person if divided equally, the funds will be added to

the next year's amount to be utilized during recalculation of the share for the subsequent year

- If the amount of funds dispersed to BFT exceeds the amount projected based on the yearly recalculation, both parties agree to return to the bargaining table to discuss remedies.
- Prior to December 21, 2022 all teachers will have an opportunity to review their years of service and provide verification of experience for outside years not submitted. Additional years of experience must be submitted by March 10, 2023 in order to be considered for the purposes of millage payments only. This recalculation is for millage purposes only and shall not be considered for salary placement, leapfrogging, or other adjustments related to the member's salary.
- Non-benefits eligible members of the bargaining unit will receive half of the amount for which they are eligible.
- Teachers on short-term contracts will receive a prorated supplement.

Contingencies

This agreement will only be valid provided that:

- The millage, projecting an approximate revenue for Brevard Public Schools over a four (4) year period of time, providing a commitment to employee compensation and benefits, placed on the November 2022 ballot, is successful. (Additional Compensation Program)

**SCHOOL DISTRICT OF BREVARD COUNTY, FL
TEACHERS**

BREVARD FEDERATION OF

BY: Karyle Green 9-9-22
Karyle Green, Ed.D. Date
Director, Professional Standards/Labor Relations

BY: Anthony Colucci 9-9-22
Anthony Colucci Date
President

Non-Bargained Millage

Estimated Value of Each Share 8,996.05

BPS Years	Leadership Team (Cabinet & Directors)		NB Pay for Performance (School-Based Admin)		NB Exempt		NB Non-Exempt	
		% Share		% Share		% Share		% Share
18 or more	8,996.05	1.000	8,996.05	1.000	7,196.84	0.8000	4,498.03	0.500
17	8,546.25	0.950	8,546.25	0.950	6,747.04	0.7500	4,048.22	0.450
16	8,546.25	0.950	8,546.25	0.950	6,747.04	0.7500	4,048.22	0.450
15	8,096.45	0.900	8,096.45	0.900	6,297.24	0.7000	3,598.42	0.400
14	8,096.45	0.900	8,096.45	0.900	6,297.24	0.7000	3,598.42	0.400
13	7,646.64	0.850	7,646.64	0.850	5,847.43	0.6500	3,148.62	0.350
12	7,646.64	0.850	7,646.64	0.850	5,847.43	0.6500	3,148.62	0.350
11	7,196.84	0.800	7,196.84	0.800	5,397.63	0.6000	2,698.82	0.300
10	7,196.84	0.800	7,196.84	0.800	5,397.63	0.6000	2,698.82	0.300
9	6,747.04	0.750	6,747.04	0.750	4,947.83	0.5500	2,249.01	0.250
8	6,747.04	0.750	6,747.04	0.750	4,947.83	0.5500	2,249.01	0.250
7	6,297.24	0.700	6,297.24	0.700	4,498.03	0.5000	1,799.21	0.200
6	6,297.24	0.700	6,297.24	0.700	4,498.03	0.5000	1,799.21	0.200
5	5,847.43	0.650	5,847.43	0.650	4,048.22	0.4500	1,349.41	0.150
4	5,847.43	0.650	5,847.43	0.650	4,048.22	0.4500	1,349.41	0.150
3	5,397.63	0.600	5,397.63	0.600	3,598.42	0.4000	899.61	0.100
2	5,397.63	0.600	5,397.63	0.600	3,598.42	0.4000	899.61	0.100
1	4,947.83	0.550	4,947.83	0.550	3,148.62	0.3500	449.80	0.050
0	4,947.83	0.550	4,947.83	0.550	3,148.62	0.3500	449.80	0.050



OUT-OF-COUNTY TRAVEL PROCEDURES

Accounting Services

Updated April 2023

ACCOUNTING SERVICES TRAVEL STAFF

Debi Gott, Accounting Supervisor

633-1000 ext. 11636

gott.deborah@brevardschools.org

Ann Routhier, Accounting Specialist III

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OVERVIEW

- Most Economical Means of Travel
- Using Third-Party Companies
- “Other Entity”
- Per Diem
- Meal Reimbursements
- Using A Purchasing Card
- Pre-Travel and Post-Travel Checklists
- Commuting Mileage
- Submitting Travel Forms
- Common Mistakes: Out-of-County Travel Form

MOST ECONOMICAL MEANS OF TRAVEL

- The most economical and efficient means of travel apply to all travel expenses.
- The most economical and efficient means of travel guidelines:
 - The most efficient way to travel should be considered even if it costs more
 - In-county travel – personal car should be used
 - In-state travel – personal car (depending on # days/miles).
 - Multiple day trips into the panhandle or beyond Miami – Avis/Budget Rental car
 - Out-of-state travel – airline and Avis/Budget Rental Car
- Not sure which method is the most economical? We can help you calculate it.
- ***If a personal car is chosen when it is not the most economical/efficient means of travel, the District will only reimburse the amount equivalent to the most economical means of travel.***

MOST ECONOMICAL MEANS OF TRAVEL (CONTINUED)

- The most economical means of travel also applies to hotel rooms and the type of airline ticket purchased. The following are examples that would **NOT** be the most economical and would **Not** be reimbursed:
 - Hotel room upgrades that are above standard rates
 - Hotel rooms with added costs for meals or use of amenities
 - i.e., \$25/night additional charge for “free breakfast” (Breakfast allowance is \$6).
 - Valet parking (without justification for exception)
 - Airline tickets that are above standard rates
 - Additional baggage charges for air travel
 - Charges for 1 bag per traveler is allowed. Additional baggage would need to be justified (i.e., band teacher traveling with a cello).

USING THIRD-PARTY COMPANIES

There are often problems when using a third-party booking company. **Please be careful** of the following charges before finalizing a reservation with a third-party company.

- The District is exempt from paying Florida sales tax. However, Florida sales tax is sometimes charged by third-party companies and cannot be paid by the District. Often the third-party company will not refund the tax. In such case, the person that booked the travel is responsible for reimbursing the District for the tax charged.
- Third-party companies often charge third-party booking fees, which are not paid by the District. If these fees are included, the person that booked the travel is responsible for paying the third-party fee.

“OTHER ENTITY”

On the Out-of-County Travel Pre-Approval Form and Out-of-County Travel Approval Form, “Other Entity” means an entity other than Brevard County School District.

“Other Entity” examples include:

- The traveler agreed to “absorb” a portion of the cost
- The FLDOE/FAMIS etc. is paying a portion of the cost
 - Both examples are entered in the “Other Entity” field of the form

The following are not “Other Entity” funds:

- Grant money (fund 100 grants or fund 42x grants)
- Internal accounts money (fund 499)
 - These costs are all considered within “District” funds

PER DIEM

- Per diem can be paid when traveling for:
 - Over 24 hours (**Class A travel**).
 - Less than 24 hours with an overnight stay (**Class B travel**).
- Per diem is not paid for day trips (**Class C travel**).
- Per diem is paid in lieu of lodging and meals.
 - *Lodging or Meal expense reimbursement is not allowed if per diem is being requested. Request can include Lodging and Meals **OR** per diem; **not both**.*
- The amount of per diem is \$20 per quarter and up to \$80.00 per day. Each quarter is:
 - 12:00 a.m. (midnight) – 6:00 a.m.
 - 6:00 a.m. – 12:00 p.m. (noon)
 - 12:00 p.m. (noon) – 6:00 p.m.
 - 6:00 p.m. – 12:00 a.m. (midnight)

MEAL REIMBURSEMENTS

- Meals are reimbursed when traveling for:
 - Over 24 hours (Class A travel)
 - Less than 24 hours with an overnight stay (Class B travel)
- Meals are ***not*** reimbursed for day trips (Class C travel).
 - This includes multiple day trips where the traveler returns each day
- Meal reimbursements are set amounts regardless of what the traveler spends. This means receipts are ***not*** required.
- Meals provided at a conference or included with the hotel stay are not reimbursed.
 - Continental breakfast is considered a meal
 - Appetizers or hors d'oeuvres are considered a meal

MEAL REIMBURSEMENT (CONTINUED)

- Convenience fees/mileage for meals (or other reasons) will not be reimbursed by the District. Examples include:
 - Driving to and from dinner (even if using a taxi/Uber).
 - Parking that is not required/related to the purpose of the travel.
- Meal reimbursement rates are:
 - Breakfast - \$6
 - When travel begins before 6 a.m. and extends beyond 8 a.m.
 - Lunch - \$11
 - When travel begins before 12 p.m. and extends beyond 2 p.m.
 - Dinner - \$19
 - When travel begins before 6 p.m. and extends beyond 8 p.m.

USING A PURCHASING CARD (P-CARD)

- A District P-card may be used for:
 - Registrations
 - Airfare and baggage fees (1 bag per traveler)
 - Parking
 - Taxi/Uber/Shuttle
 - Hotel
- If the traveler chooses to use his/her personal credit card to pay for travel expenses, Florida sales tax and third-party booking fees are not reimbursed.
- P-card should not be used for personal items **including meals**

PRE-TRAVEL CHECKLIST FOR OUT-OF-COUNTY TRAVEL

- Complete the *Out-of-County Travel Pre-Approval Form* (page 1) and obtain signature approval. Travel forms and procedures can be on the BPS website:
<https://divisions.brevardschools.org/sites/finance/accounting/Shared%20Documents/Accounts%20Payable/Travel%20Documents>
 - Keep the form on file to be provided with final reimbursement request
- The approver must be the Principal, Director or cabinet member. The approver cannot be the traveler
- Make travel arrangements using PO or P-card
- While traveling:
 - Keep note of date/time of each departure/arrival
 - Retain copies of all original receipts (except meals)
- Retain copy of agenda to be provided with final reimbursement request

POST-TRAVEL CHECKLIST FOR OUT-OF-COUNTY TRAVEL

- Complete the Out-of-County Travel Actual Form (page 2)
- Include exact dates/times of each departure/arrival
- Verify the mileage requested for personal vehicle matches the mileage map (MapQuest)
- Include all expenses for the trip (even if paid with P-card/PO)
- Verify the accounting string is complete and valid
- Attach the traveler's receipts, agenda and mileage map (MapQuest), and commuting mileage (see next slide) map (if applicable). Receipts for meals are not required
- Obtain appropriate approval signature (Principal, Director, cabinet member; not the traveler)
- Make a copy for your records
- Submit original documents to Accounting within 14 days of travel

COMMUTING MILEAGE

When traveling on behalf of the District, travelers are reimbursed for mileage driven less commuting mileage for each travel occurrence. Commuting mileage is the mileage that the traveler would have driven to work had he/she not been traveling on behalf of the District.

- If traveler leaves from home or returns directly home on a workday without going to work, commuting mileage is deducted from total mileage for each travel occurrence. Commuting mileage is considered personal mileage and is not reimbursed by the District.
- If Traveler leaves or returns home on a week-end day (Saturday or Sunday) personal mileage is not deducted from the total mileage reimbursed.
- When computing mileage driven, use MapQuest where possible. If other tools are used to track mileage, a \$5.00 (one way) grace amount is given when mileage is tracked by the traveler and a different calculation results.

SUBMITTING TRAVEL FORMS

- When there is no reimbursement due to the employee, the travel form is still required, but it is kept on file at your site.
- If there is a reimbursement due to the employee from District funds:
 - Originals with supporting documents are forwarded to Ann Routhier, Accounting Services.
- If there is a Reimbursement due to the employee from Internal funds:
 - The travel form is still required.
 - Originals with supporting documents are forwarded to Ann Routhier, Accounting Services.

COMMON MISTAKES: OUT-OF-COUNTY TRAVEL FORMS

- ***Not using the correct year's travel form - #1 common error. This causes mileage to need to be recalculated.***
- Pre-approval form is not dated or is dated after the travel took place
- Not completing the form in Excel
- Incorrect employee ID number
- Not including the traveler's site name (only including the site number)
- Omitting dates/times of departure/arrival
- Dates and times not matching between "Trip" section of form and "Mileage Itinerary" section of form
- Omitting travel method (box is not checked)
- Not including all expenses (even those paid with P-card/PO or by another entity)
- Including all expenses, then not deducting charges paid by another entity
- Not including the approver's signature (or the wrong person approved the form)
- Not including the traveler's or the approver's printed name/title
- Not attaching the agenda, traveler's receipts, or a mileage map (MapQuest), including home to base map, if applicable
- Not including a full and valid accounting string
- Sending Accounting a duplicate copy – send originals; keep copies for your records

Let's Review the Out-of-County Travel Form

THEN...

Questions
&
Answers

Perkins V Local Program Improvement Plan 2023 (Program Year 2021–2022)

Instructions

Agencies that do not achieve 90% of a target for a Perkins V Core Performance Indicator must execute a Program Improvement Plan (PIP). The purpose of the PIP is to help agencies increase their performance and meet their targets. The plan examines contributing factors to the shortfall, sets a path to increase performance, and establishes accountability for the plan. Additional steps may be required if an agency is on an improvement plan for a third year.

The plan should accurately assess conditions at your agency, and should have discrete, achievable actions. A person should be responsible for each part of the plan, and the actions should have target completion dates.

Please also note:

- Copy and complete a **separate PIP form for each measure** not meeting the 90% threshold as indicated in the notification email. **Write the agency name and the measure for each PIP.** All secondary PIPs and all postsecondary PIPs may be grouped together into a single document.
- PIPs may be submitted after the RFA, but must be approved by FDOE before a funding letter may be issued. Please submit the RFA no later than June 30 for a July 1 funding date. Submit the PIP on or before **Friday, July 21** to avoid delays in PIP processing.
- Please respond to the following questions. Provide answers that are succinct yet complete with important details. PIPs that do not meet a basic level of quality and effort will be returned for revisions. While there is no minimum length, responses must answer the questions effectively. For each answer, use no more than 2 double-spaced pages. Though optional, you may also add tables or other graphics to, for example, illustrate who will complete specific actions by a specific time.
- Where possible, provide qualitative as well as quantitative information.
- Agencies may request a current copy of FDOE's **non-traditional program lists** from the Perkins Team at Perkins@fldoe.org. These lists may have a special format to assist with future program planning. Other resources include FDOE's Perkins V Implementation Guide and State Plan, available on FDOE's online Perkins page.
- For PIPs submitted in the summer of 2023 (regarding performance in the 2021–2022 program year), note that the State of Florida did not meet its target for measure 4S1 due to a change in methodology. The State adopted the program list issued by the US Department of Education Office of Career, Technical, and Technical Education (OCTAE). Some programs previously marked as “non-traditional” were no longer classified as such according to the new list. Agencies may acknowledge this in their PIPs. FDOE is considering plans to allow agencies to negotiate their own 4S1 targets at a later time as part of a separate process. For now, the current policy is for agencies to complete the PIP for 4S1 based on current targets.

Agency Name: Brevard County School District

Program Improvement Plan for Measure: **4S1**

Item A: Provide any information or data that may explain why the agency did not meet the 90 percent performance level for this indicator.

Response
<i>In 2021-22 the district target for 4S1 was 42.25% and the actual performance was 29.4%. This represents a 12.85% difference. This was the first year the district performance was not within 90% of our local target. A review of the the special population data in CTE courses over the past two years found that our nontraditional student participation has decreased in our skilled trades programs. A review of responses to the annual student survey indicated that students may not pursue these types of programs because were not aware of the resources available on campus and/or they have doubt that prevents them from participating.</i>

Item B: Describe the agency’s goal(s) for improving performance on this measure, the specific actions to be taken to meet the goal(s), and how the agency will measure whether the goal(s) have been met.

Response
<i>Response: Our goal for the 2023-2024 school year is to increase nontraditional student participation in CTE skilled trades programs and meet our agreed-upon target by enacting specific actions.</i>
<i>The specific actions to be taken include:</i>
<i>1. Identify courses and programs that have low nontraditional student participation.</i>
<i>2. Identify evidence-based strategies to recruit nontraditional students into these programs.</i>
<i>3. Select strategies to address identified problem areas.</i>
<i>4. Provide workshops to CTE teachers on how to recruit and support nontraditional students into their programs.</i>
<i>5. Implement strategies to recruit and support nontraditional students in CTE courses.</i>
<i>6. Develop/enhance a communications plan to inform students of opportunities available on campus for CTE trades programs.</i>
<i>7. Show nontraditional participation through graphics so students can envision participation in these programs. Have students share their experiences with other students.</i>
<i>8. Survey nontraditional students on reasons they are not participating in skilled trades programs.</i>

The agency will measure the goal by assessing whether the target has been met. The agency will further research the success, or lack thereof, of the specific actions.

Strategies to assess outcomes of actions taken might include one or more of the following:

- *Collect data on student enrollment in level 2 courses in CTE skilled trades courses.*
- *Collect data on student knowledge of CTE offerings at their schools.*

Item C: Provide the name of the lead contact for each action item identified under response B.

Response
<i>All actions will be overseen and coordinated by Rachel Rutledge, CTE Director, with input from the advisory council and relevant faculty/staff.</i>

Item D: Project a date of completion for each action item identified under response B.

Response
<i>Timelines for actions:</i> <ul style="list-style-type: none">• <i>Actions 1-3 will be completed by the end of August 2023</i>• <i>Action 4 will be completed by the end of October 2023</i>• <i>Action 5 will be built into ongoing quarterly professional development activities, beginning in August 2023 and continuing through the 2023-2024 school year</i>• <i>Action 6 will be completed by the end of May 2024</i>• <i>Action 7 will be continued throughout the 2023-24 school year and completed by the end of August 2024</i>• <i>Actions 8 will be completed by the end of September 2023</i>

Item E: Describe how this local program improvement plan was developed in consultation with appropriate agencies, individuals, and organizations.

Response
<i>This program improvement plan was developed through surveying advisory stakeholders to include Eastern Florida State College representatives, professional organizations in the skilled trades, and workforce board members.</i>

Item F: Describe any disparities or gaps in the performance of different categories of students using the data provided by the Division of Career and Adult Education and how those gaps will be addressed (Perkins V section 113(b)(3)(C)(ii)(II)).

Response
<p><i>The program completion for female students in the skilled trades (building construction, HVAC, welding, and automotive) programs was low. The program completion for male students in early childhood education programs was low. Professional learning will be provided to CTE trades teachers to help them understand recruitment and retention strategies to increase participation in these programs.</i></p> <p><i>The State of Florida did not meet its target for measure 4S1 due to a change in methodology. The State adopted the program list issued by the US Department of Education Office of Career, Technical, and Technical Education (OCTAE). Some programs previously marked as “non-traditional” were no longer classified as such according to the new list.</i></p> <p><i>Our English Language Learners represented a significant drop in graduation rate over the previous year. We had a large number of ELL students come into Brevard County in that school year. We dropped from a 95.2% graduation rate in 2021 to a 55% graduation rate in 2022. The CTE office will be collaborating with this department in BPS to uncover root causes and set strategies to inform students and families about opportunities. Given the performance of this group in ELA and science, this gap appears to be related to language barriers. This gap will be addressed by working the district’s specialist to develop a communications plan to convey to the population the services that are available in order to help this population of students succeed.</i></p> <p><i>We also saw a drop in the percentage of student grades from 2021 to 2022. We will be working with the SIT office in BPS to ensure these students are supported through their program. We will help that office determine appropriate placements in other schools when the student has to transfer mid year.</i></p>

Item G: Describe how budget allocations will be utilized to support the improvement goals and identify the funding source(s).

Response

CAPE funds funds will be used for professional learning for CTE trades teachers to support special population groups. Perkins funds will be used to support a team member that focuses on special population recruitment and retention responsibilities. ESSER funds will be used to offset student fees to participate in CTE programs.