


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-1211G-2CR01	
3 PROJECT/PROGRAM TITLE Summer Learning Camps - American Rescue Plan (ARP) <p align="right">TAPS 22B118</p>	4 AUTHORITY 84.425U ARP ESSER USDE or Appropriate Agency FAIN#: S425U210052	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 06/02/2022 - 08/31/2023 Program Period:06/02/2022 - 08/31/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$1,599,562.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$1,599,562.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>08/31/2023</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>10/20/2023</u> Last date for receipt of proposed budget and program amendments: <u>07/31/2023</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>03/24/2021</u> 		
10 DOE CONTACTS Program: Gloria Spradley-Brown Phone: (850) 245-9053 Email: Gloria.Spradley@fldoe.org Grants Management: Unit B (850) 245-0496	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. Other: 		
12 APPROVED: <p align="center"><i>Andria G. Cole</i></p> <hr/> Authorized Official on behalf of the Commissioner of Education		 <p align="center"><i>7/6/22</i></p> <hr/> Date of Signing

**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.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: American Rescue Plan Act (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund, Summer Learning Camps <p style="text-align: center;">TAPS NUMBER: 22B118</p>	DOE USE ONLY Date Received 06/02/2022								
B) Name and Address of Eligible Applicant: Brevard County School District 2700 Judge Fran Jamieson Way, Viera, FL, 32940		Project Number (DOE Assigned) 050-1211G-2CR01								
C) Total Funds Requested: <div style="text-align: center; font-size: 1.5em; font-weight: bold;">\$ 1,599,562.00</div> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ 1,599,562.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Contact Name: Frank Stockman</td> <td style="width: 50%;">Telephone Numbers: (321) 633.1000 ext 11348</td> </tr> <tr> <td>Fiscal Contact Name: Vonda Hayes</td> <td>(321) 633.1000 ext 11682</td> </tr> <tr> <td>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL, 32940</td> <td>E-mail Addresses: Stockman.Frank@brevardschools.org Hayes.Vonda@brevardschools.org</td> </tr> <tr> <td>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL, 32940</td> <td>DUNS number: 364622886 FEIN number: F596000522003</td> </tr> </table>		Contact Name: Frank Stockman	Telephone Numbers: (321) 633.1000 ext 11348	Fiscal Contact Name: Vonda Hayes	(321) 633.1000 ext 11682	Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL, 32940	E-mail Addresses: Stockman.Frank@brevardschools.org Hayes.Vonda@brevardschools.org	Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL, 32940	DUNS number: 364622886 FEIN number: F596000522003
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CERTIFICATION I, <u>Mark W. Mullins, Ed.D</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. 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.										
E) Signature of Agency Head	Superintendent _____ Title	05/20/22 Date								



Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E.** **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

Summer Learning Camps TAPS# 22B118

Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan (ARP) Act

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

1. The LEA will submit a DOE 100A Project Application Form, Project Narrative, DOE 101 Budget Narrative Form and Program Assurances Form by the due date unless an extension is granted by the Florida Department of Education.
2. The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.
3. The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.
4. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.
5. **Program Assurance 1, Allocable Expenditures:** Allowable expenditures during the school year (outside of the summer months) are limited to planning, curriculum and consumables for the upcoming summer program. All expenditures will be solely for the benefit of the summer program.
6. **Program Assurance 2, Target Students with the Most Significant Academic Need:** The LEA will assure that students with evidence of the most significant academic need are given priority to the summer learning camps.
7. **Program Assurance 3, Staff Training:** The LEA will provide training to staff, including but not limited to administrators, coaches, teachers, and support staff. The training will include a focus on: evidence-based practices and programs, the use of assessment/progress monitoring to inform instruction, and establishing a positive environment for youth development.
8. **Program Assurance 4, Promote Student Attendance:** The LEA will provide transportation and snack and/or meals to participants through this funding or alternative funding sources.
9. **Program Assurance 5, Progress Monitoring:** The LEA will provide teachers with student data for each student they will instruct. The LEA will support teachers with monitoring progress and adjusting instruction based on student data, as well as conduct pre/post assessments to measure the impact of learning using the existing progress monitoring tools. LEAs will report the number of student participants by grade level, the number of overall program hours conducted, and pre/post assessment data to the Department, as prescribed by the Department, within 30 instructional days at the conclusion of programming.
10. **Program Assurance 6, Assessment:** The LEA will provide a summative report to the Department that includes the number of student participants by grade level, the number of overall program hours conducted, pre/post assessment data, and an analysis of program operations, within 30 instructional days of concluding the program.
11. **Program Assurance 7, Content and Instruction:** The LEA will assure the use of strategies, practices and programs with strong or moderate evidence levels, as defined by ESSA, for improving student outcomes. The LEA will prepare students using standards/content for the upcoming grade level, frontloading for the next school year, while teachers diagnose unfinished learning, or deficiencies in

learning, and intervene accordingly. Daily instruction will include grade-level content area enrichment; provide whole group, small group and/or one-on-one targeted instruction to provide immediate corrective feedback to remedy any deficiencies, provide opportunities for developing independence and self-confidence, and building and maintaining relationships with adults and peers.

- 12. **Program Assurance 8, Service Delivery Format:** The LEA will assure that program services are conducted face-to-face with students. FLVS may operate a virtual program.
- 13. **Program Assurance 9, Program Duration:** The LEA will assure that the program is conducted for a minimum of five (5) weeks.
- 14. **Program Assurance 10, Compliance:** The LEA will assure that this program will abide by all federal, state and local laws.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature: 	Date: 5/23/22
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Mark W. Mullins, Ed.D
Superintendent
Brevard Public Schools

1. Project Abstract

Brevard Public Schools will host, in our four communities most impacted by factors such as poverty, crime, homelessness, and other related factors that have created barriers for student success in striving for access into high tech industries that are otherwise prevalent in the overall community, immersive STEM programming designed to engage students in challenging content in creative ways. We will also host a face-to-face Summer Early Literacy Camp, “Let’s Go Wild About Literacy” at the following elementary schools: University Park, Endeavour, Saturn, Oak Park, and Turner based on performance data. K-2nd Grade substantially deficient students (students performing in the bottom quartile) will be identified through the state PM 2 data. All schools serving students are identified as 100 percent free/reduced lunch.

The STEM Immersive Experience will be offered at Madison Middle School, Cocoa High School (Jr/Sr), Stone Magnet Middle School, and Southwest Middle School. Each school’s program will be designed to serve 100 students from the rising 6th, 7th, and 8th grade students in their areas. Transportation and food services will be provided to all students.

Students will be taught by highly qualified, certified, and experienced teachers representing the fields of technology, engineering, math, and science at a ratio of 1:20 with a site coordinator. We will also engage our network of volunteers from companies such as Lockheed Martin, L3 Harris, and Northrup Grumman along with our partners at Eastern Florida State College and Florida Institute of Technology who will be guest lecturers and lab facilitators. If necessary, students will be selected through a random stratified process to ensure that students in demographic groups most impacted by COVID have opportunity to participate to include students experiencing homelessness, foster students, those with disabilities, students with economic challenges, English language learners, and those from racial and ethnic groups that data suggests have had a disproportionate impact. However, all attempts will be made to serve every student interested in the program. The curriculum (further detailed below) will focus on hands-on lessons centered around space and space exploration incorporating the physics of rocketry, computer science of robotics, social science of map skills and mathematics application. Additionally, students will participate in Coding and experimental design with a poster session at the end of the program. Students will be tracked through the following year and monitored for success in math, science, attendance, and behavior against their non-participating, similar demographic peers. In addition to the hands-on activities students will visit the Kennedy Space Center, the Orlando Science Center, the Museum of Science and Industry (Tampa), and Florida Institute of Technology to include Larsen Motorsports. Students will participate in pre/posttest assessments to measure their knowledge and perceptions to STEM related fields. In addition to individual student success the program will hopefully yield a 5% increase to all metrics identified below annually through the duration of the programming.

Madison Middle School: Had grades been issued in SY 21, Madison would have received a “D” designation. They have been identified for support based on their low federal index of 39%. Their Free and Reduced Lunch rate is consistently around 70% and only 50% of their students achieved the metric for “acceleration” in SY 21. Thirty four percent of their students left 8th grade (SY 21) having earned Algebra credit and a passing score on the EOC. They have had nominal success in industry certifications with 24 certificates earned in SY 21 however on the positive side, the data indicates that all attempts earned a credential. The school is made up of a diverse group of students; on average - 63% White, 18% Black, 9% Hispanic, and 10%

Multiracial. The achievement results in STEM related areas were 37% for science and 39% in Math and 24% of students at Madison are identified as having a disability.

Cocoa High School: Cocoa High School is a comprehensive school serving students in grades 7 – 12 in the highest poverty area of the district. The program will be supporting the middle school student population. Had grades been issued in SY 21, Cocoa would have received a “D” designation. They have been identified for support based on their low federal index of 38%. Their Free and Reduced Lunch rate is consistently around 80% and only 46% of their students achieved the metric for “acceleration” in SY 21. Seventeen percent of their students left 8th grade (SY 21) having earned Algebra credit and a passing score on the EOC. The school is made up of a diverse of students; on average – 35% White, 29% Black, 26% Hispanic, and 8% Multiracial. Nearly 12% of students are English Language Learners. The achievement results in STEM related areas were 30% for science and 21% in Math and 21% of students at Cocoa are identified as having a disability.

Stone Magnet Middle School: Had grades been issued in SY 21, Stone would have received a “D” designation. They have been identified for support based on their low federal index of 36%. Their Free and Reduced Lunch rate is consistently above 75% and only 48% achieved the metric for “acceleration” in SY 21. Eighteen percent of their students left 8th grade (SY 21) having earned Algebra credit and a passing score on the EOC. They have had minimal success in industry certifications with 7 certificates earned in SY 21. The school is made up of a diverse group of students; on average – 38% White, 35% Black, 16% Hispanic, and 9% Multiracial. Nearly 6 % of their students are English Language Learners. The achievement results in STEM related areas were 28% for science and 34% in math and 22% of the students at Stone are identified as having a disability.

Southwest Middle School: Had grades been issued in SY 21, Southwest would have received a “D” designation. They have been identified for support based on their low federal index of 40%. Their Free and Reduced Lunch rate is consistently above 65% and 63% of their students achieved the metric for “acceleration” in SY 21. Twenty-six percent of their students left 8th grade (SY 21) having earned Algebra credit and a passing score on the EOC. They have had minimal success in industry certifications with 6 certificates earned in SY 21. The school is made up of a diverse group of students; on average- 47% White, 23% Black, 20% Hispanic, and 8% Multiracial. The achievement results in STEM related areas were 34% for science and 40% in math and 20% of the students are identified as having a disability. Not represented in the data yet are the challenges that Southwest additionally faced in SY 22. They had significant disruption in school leadership, teacher turnover, unfilled positions, and substantial increases to student discipline. A turnaround team has been put in place for SY 23 however our progress monitoring and intervention work reveal concerns for the rapid decline of the school.

The Let’s Go Wild About Literacy Experience will provide students with learning experiences using evidenced based resources and hands-on learning opportunities. Classroom ratios will not exceed 1:15. To provide additional instructional support, each classroom will also have a trained instructional assistant to intervene and address student deficiencies in learning. Grade level content enrichment will be provided through weekly learning experiences partnering with community-based agencies and resources such as the local public library and the Brevard Zoo.

Two district content specialists will be paid up to 40 hours each to design lesson plans to meet the academic needs through accelerated learning experiences to frontload the content for the upcoming grade level. The student day will include foundational literacy skills utilizing Curriculum Associates Magnetic Reading Foundation K - 2 program. Supplemental activities, taught by an enrichment teacher, will include music, movement, and craft activities to enhance the Benchmark focus for the week. In addition, students will use resources from the public library, obtain a library card, make weekly visits based on local library opening hours, and a culminating field trip to the Brevard Zoo. A coordinator will be hired for each site to plan and oversee the overall program to include the instruction, the progress monitoring, professional development, promote student attendance, and assessment. To develop independence and self-confidence and build and maintain relationships with adults and peers among students, teachers will utilize strategies from Conscious Discipline daily.

The demographics for each school are as follows:

	Total Population	ELL	ESE	White	African American	Hispanic	Multi-Racial
Endeavour	711	35%	14%	16%	35%	43%	6%
Oak Park	573	4%	30%	55%	26%	8%	11%
Saturn	643	9%	23%	35%	34%	17%	13%
Turner	588	15%	26%	35%	27%	22%	15%
University Park	488	16%	20%	47%	38%	7%	8%

Transportation and food services will be provided to all students. The camp will be held from May 31, 2023, to June 30, 2023 for six hours a day.

2. Program Development and Design

The STEM Immersive Experience will be a 5 week highly interactive program serving students entering 6th – 8th grade during June 2023 (beginning week of May 29th) and continued the following year with our ARP funds. We are currently planning for similar programming in the Summer of 2022 with Title IV funds. Students will attend programming from 8:00 AM – 2:30 PM with extended hours on Thursdays for the four off-site experiences at Kennedy Space Center, the Museum of Science and Industry, the Orlando Science Center, and Florida Institute of Technology.

Two weeks of the program will be in partnership with the **Aldrin Foundation** with a focus on **Rockets, Robots, and Rovers**. This high-quality curriculum has demonstrated success throughout the nation and includes materials, equipment, rocketry experts, and training for staff. Data on program effectiveness shows that 85% of attending students had consistent or increased interest in STEM, 62% rated their interest at 10/10 and showed enhanced student engagement following the program.

One week of the program will be focused on **unmanned aircraft (Drone)** piloting and competitions along with related lessons in aviation. Students will design, create a portfolio, fly drones, and race them. Students will be given a job role: Project Manager, Manufacturing Engineer, Design Engineer, Drone Technician, Graphic Designer, and Marketing Coordinator. Students will develop valuable project management skills that are transferable to any career field. Students will train and pass an aeronautical knowledge and safety test called, The Recreational UAS Safety Test (TRUST).

One week of the program will be focused on **Coding and Computer Science**. BPS will partner with **Codecraft Works** to implement curriculum and create a fun environment of competition based on exciting strategies to introduce, develop, or test software programming skills for coders of all levels with browser-based challenges. Students will take a deep dive into project-based coding games that emphasize real-world problem solving, creativity, and critical-thinking skills and end with an exciting competitive tournament.

The final week of the program will be **Experimental Design** where students will have an opportunity to work in labs to design experiments, test hypotheses and learn the basics of research and how experimental design solves real world problems. They will work alongside high school mentors who regularly compete in Science and Engineer competitions to include SSEF and ISEF. The program will culminate with a **poster session** event for parents and community members. Students will strengthen their communication and production skills as they share major findings from their work over the preceding 5 weeks.

The Let's Go Wild About Literacy Experience will be a 5-week engaging program serving Kindergarten, First grade, and Second grade students during June 2023 (beginning the week of May 29). Students will attend the camp for six hours per day.

Each day, students will receive explicit, systematic, and cohesive foundational skills instruction using Lexia Core 5 and Magnetic Reading Foundation K-2 program. Daily enrichment activities to support implementation of the core B.E.S.T. standards are included. These activities include fine and gross motor skill development activities using music, movement, and art. Weekly visits to the public library will occur where students will apply literacy skills through self-selected text. Students will participate in daily morning meetings to practice skills for building and maintaining relationships. In addition, daily read alouds utilizing the Benchmark book lists text. Small group teacher direct instruction using the Magnetic Reading Foundation K-2 program and daily writing instruction will occur. Frontloading will occur through scaffolded small group support of on grade level content. This will accelerate student learning for increased mastery of on grade level benchmarks to assist with addressing the learning gap due to the impact of the coronavirus on the identified student populations. Students will also attend learning experiences at the Brevard Zoo and the Brevard Public Schools Summer Fine Arts Theatre program for aligned learning opportunities.

Progress monitoring will include teacher observation during lessons throughout the day with planned formative checks for understanding. In addition, student work samples will be collected and analyzed for ongoing progress monitoring.

Professional development will be provided by the district content specialists to the school-based coordinator, classroom teachers, and instructional assistants. It will include a whole group training component focusing on the overview of the daily schedule, routines, and summer instructional expectations followed by grade specific breakout sessions that include training on specific instructional strategies/materials to be used for positive reinforcement to develop independent readers. Ongoing support will be provided past the training day by the onsite coordinators, as needed throughout the program.

To extend learning beyond the school day, each student will receive an at home learning backpack to facilitate the partnership between home and school. The site-based coordinator will be responsible for hosting a parent event. The parent event will include resources and training for parents to facilitate at home learning. The backpacks will include four high interest fiction and non-fiction books, skill kits, writing journals, and standards-based activities to include a family engagement guide. To support our students in the ELL program, the family guide is in the native language of the family.

To encourage high quality teachers for students, incentive premium pay will be provided to reading endorsed teachers (\$1,000). Premium pay for the coordinators will be \$1000 to include planning and overseeing the overall program, instruction, progress monitoring, professional development, monitoring and supporting attendance, assessment, and parental support of the at home learning backpack.

3. Program Evaluation of Effectiveness

Brevard Public Schools will conduct program evaluation through both short-term data and by longitudinal studies at the student level and through key performance indicators at the school level. BPS has developed a pre/posttest for STEM programming based on the work of the International Technology and Engineering Educators Association - the assessment will be issued at the beginning and end of programming. The data will be entered into our Learning Management System for availability during the school year and for subsequent years. It will also allow for analysis by subgroup and by content strand. In addition to the post-test BPS will collect qualitative data through surveys and student interviews. We have found that student interview data is a critical addition to traditional methods of gathering data.

At the conclusion of the subsequent school year, BPS will conduct a data analysis comparing student performance of the participants against those with like demographics in the population, regressed against SY 22 data. The data will include enrollment in challenging and relevant courses, industry certifications, science achievement data, math achievement data, and middle school acceleration. Additional points of comparison between the participant and non-participant students will include attendance data and discipline data to measure the impact to student's social and emotional skills. Finally, each school will be monitored for overall improvement to school performance in each of the monitored data indicators.

Brevard Public Schools will conduct program evaluation using a pre/post assessment given to all students in attendance. Students will be assessed through LEXIA Core 5 pre-assessment given the first week of summer camp and a LEXIA Core 5 post-assessment given the final week of summer camp. The data will be entered into our Learning Management System for availability during the

school year and for subsequent years. It will also allow for analysis by subgroup and by content strand.

These data will also be used to inform programmatic planning for the subsequent summer. This includes demographic, subgroup, and student achievement data for students who attend. Student cohort data will be analyzed through the learning management system to determine impact of summer literacy camp effectiveness through student progress monitoring throughout the subsequent school year.

Stakeholder feedback will be gathered through a post-program survey given to parents the last week of programming, with a focus on early literacy development. This data will be used to evaluate the effectiveness of the program in relation to parenting/literacy development of students and parent understanding of literacy and reading acquisition, including the use of the public library as a resource for early reading skills and the utilization of the at home learning backpack.

A) Brevard Public Schools
 Name of Eligible Recipient
 B) 050-1211G-2CR01
 Project Number (DOE Use Only)

TAPS Number 22B118

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5900	120	STEM Immersive Program teachers 6 at 4 schools for 25 days at 7 hours a day for 21 days and 9 hours a day for 4 days (inclusive of 1 coordinating teacher per site) at an avg of \$35 per hour.	24	\$ 152,880.00
5900	210	STEM Immersive summer teacher retirement @10.82%	24	\$ 16,541.00
5900	220	STEM Immersive summer teacher FICA/Medicare @7.65%	24	\$ 11,696.00
5900	240	STEM Immersive summer teacher Workers Comp @.558	24	\$ 854.00
5900	150	STEM Immersive summer instructional assistant (to support inclusion) 2 at 4 schools for 25 days at 7 hours a day for 21 days and 9 hours a day for 4 days at an avg of \$17 per hour	8	\$ 24,752.00
5900	210	STEM Immersive summer IA retirement @10.82%	8	\$ 2,678.00
5900	220	STEM Immersive summer IA FICA/Medicare @ 7.65%	8	\$ 1,894.00
5900	240	STEM Immersive summer IA Workers Comp @.558	8	\$ 144.00
5900	150	STEM Immersive summer student interns for experimental research 8 students at 4 schools for 4 days at 7 hours a day at \$15 an hour	32	\$ 13,440.00
5900	220	STEM Immersive summer student intern FICA/Medicare @ 7.65%	32	\$ 1,028.00
5900	240	STEM Immersive summer student intern Workers Comp @.558	32	\$ 75.00
6300	130	STEM Immersive Curriculum development for coordinating teachers extra duty pay 4 teachers for 40 hours at an avg of \$35 per hour	4	\$ 5,600.00
6300	210	STEM Immersive curriculum teacher retirement @10.82%	4	\$ 606.00
6300	220	STEM Immersive curriculum teacher FICA/Medicare @7.65%	4	\$ 428.00
6300	240	STEM Immersive curriculum teacher Workers Comp @.558	4	\$ 31.00
6400	130	STEM Immersive Prof Development 20 teachers for 24 hours at an avg of \$35 an hour	20	\$ 16,800.00
6400	210	STEM Immersive PD teacher retirement @10.82%	20	\$ 1,818.00
6400	220	STEM Immersive PD teacher FICA/Medicare @7.65%	20	\$ 1,285.00
6400	240	STEM Immersive PD teacher Workers Comp @.558	20	\$ 97.00
5900	510	STEM Immersive Materials and Supplies per students \$50 per week for two weeks plus costs to the Aldrin Foundation for kits for the Robots, Rockets, and Rovers portion of the programming \$366 per student for 2 weeks.		\$ 477,943.36
5900	310	STEM Immersive Contracted services to Codecraft Works for the coding portion of the programming 5 classrooms @ 4 sites at \$1500		\$ 30,000.00
7800	737	STEM Immersive admission costs for Kennedy Space Center, Museum of Science and Industry, and Orlando Science Center		\$ 17,000.00
7800	310	STEM Immersive transportation costs for KSC, MOSI, Orlando Sci Center		\$ 15,000.00
5900	640	STEM Immersive Poster printers for parent and community poster session - 4 Printers at approximately \$7000 each		\$ 28,000.00
5900	611	STEM Immersive Poster Printer supplies for parent and community poster session - ink and paper supplies \$3000 @ 4 schools		\$ 12,000.00
5100	122	Hire 30 certified teachers to teach the following grade levels: 10 kindergarten, 10 first grade, 10 second grade = 5,635 (salary) x 30 hires=167,000	30	\$ 167,000.00
5100	210	Retirement costs for 30 teachers 610 (ret) x 30= 18,300	30	\$ 18,300.00
5100	220	FICA costs for 30 teachers 432 (fica) x 30= 13,050	30	\$ 13,050.00
5100	241	Workers Comp costs for 30 teachers 32 (comp) x 30= 960	30	\$ 960.00

5100	122	Hire 5 certified enrichment teachers to teach enrichment activities for the summer camp students 5,645 (salary) x 5= 28,175	5	\$ 28,175.00
5100	210	Retirement costs for 5 teachers 610 (ret) x 5= 3,050	5	\$ 3,050.00
5100	220	FICA costs for 5 teachers 432 (fica) x 5=2,160	5	\$ 2,160.00
5100	241	Workers Comp costs for 5 teachers 32 (comp) x 5= 160	5	\$ 160.00
5100	122	Hire 5 certified teachers to serve as coordinators for the summer camp 5,645 (salary) x 5= 28,175	5	\$ 28,175.00
5100	210	Retirement costs for 5 coordinators 610 (ret) x 5= 3,050	5	\$ 3,050.00
5100	220	FICA costs for 5 coordinators 432 (fica) x 5=2,160	5	\$ 2,160.00
5100	241	Workers Comp costs for 5 coordinators 32 (comp) x 5=160	5	\$ 160.00
5100	152	Hire 30 instructional assistants to support classroom learning 10 kindergarten, 10 first grade, 10 second grade 2,415 (sal) x 30= 72,450	30	\$ 72,450.00
5100	210	Retirement costs for 30 instructional assistants 262 (ret) x 30=7,860	30	\$ 21.00
5100	220	FICA costs for 30 instructional assistants 185 (fica) x 30=5,550	30	\$ 5,550.00
5100	241	Workers Comp costs for 30 instructional assistants 14 (comp) x 30= 420	30	\$ 420.00
5100	126	1000 Premium pay for reading endorsement to encourage high quality teachers, for 40 total teachers (30 classroom/5 enrichment/5 coordinators) 1000 x 40= 40,000		\$ 40,000.00
5100	126	1000 Premium pay for 5 coordinators to encourage high quality teachers 1000 x 5= 5,000		\$ 5,000.00
7800	737	Entrance fees for the summer camp students to the Brevard Zoo (550 students x 16.00 per student) for the premium ed-zoocation experience for educational programming based on Florida Standards		\$ 8,800.00
5100	521	Purchase Curriculum Associates Magnetic Reading Foundation K-2 Program		\$ 46,150.00
5100	511	Purchase 300 First Grade (for rising first grade students) home education backpacks with home learning materials (55 per backpack x 300= 16,500)		\$ 16,500.00
5100	511	Purchase 300 Second Grade (for rising second grade students) home education backpacks with home learning materials (55 per backpack x 300= 16,500)		\$ 16,500.00
5100	511	Purchase 300 Third Grade (for rising third grade students) home education backpacks with home learning materials (55 per backpack x 300= 16,500)		\$ 16,500.00
5100	391	Printing of materials/communication/teacher and classroom supplies (1000 x 5= 5,000)		\$ 5,000.00
5100	511	Purchase materials and supplies to support the summer literacy camp programming		\$ 89,062.00
5100	511	Purchase literacy materials aligned for Florida BEST ELA standards booklist for grade levels (rising 1st, 2nd, 3rd)		\$ 63,000.00
5900	390	Proportional Share for Charter Schools		\$ 57,913.83
7200	792	Indirect costs @ 3.81%		\$ 57,704.81
C)TOTAL				\$ 1,599,562.00

Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Object) School Districts:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:

Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.