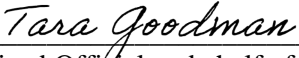




**Florida Department of Education
Project Award Notification**

| | | |
|--|---|--|
| 1 PROJECT RECIPIENT Brevard County School District | 2 PROJECT NUMBER 050-1613R-3CE01 | |
| 3 PROJECT/PROGRAM TITLE Strengthening Career & Technical Education for the 21st Century Act - Perkins V - CTE Entrepreneurship Education & Training (EET) TAPS 23B094 | 4 AUTHORITY 84.048A Carl Perkins - Reserve Funding Section 112 USDE or Appropriate Agency FAIN#: V048A220009 | |
| 5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date: | 6 PROJECT PERIODS Budget Period: 07/01/2022 - 06/30/2023 Program Period:07/01/2022 - 06/30/2023 | |
| 7 AUTHORIZED FUNDING Current Approved Budget: \$100,000.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$100,000.00 | 8 REIMBURSEMENT OPTION Federal Cash Advance | |
| 9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u> • Last date for receipt of proposed budget and program amendments: <u>05/30/2023</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>07/01/2022</u> | | |
| 10 DOE CONTACTS Program: John Occhiuzzo Phone: (850) 245-9037 Email: John.Occhiuzzo@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, 2022 through September 30, 2022. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2022 through June 30, 2023. | | |
| 12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  _____ Authorized Official on behalf of the Commissioner of Education </div> <div style="text-align: center;"> 10-10-22 _____ 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.

**ATTACHMENT B - FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

| | | | | | | | | |
|---|---|---|--|--|---|---|---|--|
| <p>Please return to:</p> <p>Florida Department of Education</p> <p>Submit application and all documents to FDOE via email: CTEGrant@fldoe.org</p> | <p align="center">A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Advancing Career and Technical Education Through Entrepreneurship Education and Training (EET) Fiscal Year 2022-2023</p> <p align="center">TAPS NUMBER: 23B094</p> | <p align="center">DOE USE ONLY</p> <p>Date Received</p> | | | | | | |
| <p>B) Name and Address of Eligible Applicant: Brevard Public Schools 2700 Judge Fran Jamieson Way Viera, FL 32940</p> | | <p align="center">Project Number (DOE Assigned) 050-1613R-3CE01</p> | | | | | | |
| <p>C) Total Funds Requested:</p> <p align="center">\$ 100,000</p> <hr/> <p>DOE USE ONLY</p> <p>Total Approved Project:</p> <p align="center">\$ 100,000</p> | <p align="center">D) Applicant Contact & Business Information</p> <table border="1"> <tr> <td data-bbox="609 766 1040 882"> <p>Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Rachel Rutledge, CTE Director</p> </td> <td data-bbox="1040 766 1482 882"> <p>Telephone Numbers: 321-633-1000 x 11380</p> </td> </tr> <tr> <td data-bbox="609 882 1040 997"> <p>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> </td> <td data-bbox="1040 882 1482 997"> <p>E-mail Addresses: Rutledge.Rachel@brevardschools.org</p> </td> </tr> <tr> <td data-bbox="609 997 1040 1060"> <p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> </td> <td data-bbox="1040 997 1482 1060"> <p>DUNS number: 36422886 FEIN number: 596000522</p> </td> </tr> </table> | | <p>Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Rachel Rutledge, CTE Director</p> | <p>Telephone Numbers: 321-633-1000 x 11380</p> | <p>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> | <p>E-mail Addresses: Rutledge.Rachel@brevardschools.org</p> | <p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> | <p>DUNS number: 36422886 FEIN number: 596000522</p> |
| <p>Contact Name: Rachel Rutledge, CTE Director Fiscal Contact Name: Rachel Rutledge, CTE Director</p> | <p>Telephone Numbers: 321-633-1000 x 11380</p> | | | | | | | |
| <p>Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> | <p>E-mail Addresses: Rutledge.Rachel@brevardschools.org</p> | | | | | | | |
| <p>Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940</p> | <p>DUNS number: 36422886 FEIN number: 596000522</p> | | | | | | | |
| <p align="center">CERTIFICATION</p> <p>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.</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> <p>E) <u></u> Superintendent <u>6/7/22</u> Date</p> <p align="center">Signature of Agency Head Title</p> | | | | | | | | |



**FLORIDA DEPARTMENT OF EDUCATION
Entrepreneurship Education and Training
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent: Brevard Public Schools
 B) DOE Assigned Project Number: 050-1613B-3CE01- 050-1613R-3CE01
 C) TAPS Number: 23B094

| (1) FUNCTION | (2) OBJECT | (3) ACCOUNT TITLE AND NARRATIVE | (4) FTE POSITION | (5) AMOUNT | (6) % ALLOCATED to this PROJECT | (7) ALLOWABLE DOE USE ONLY | (8) REASONABLE DOE USE ONLY | (9) NECESSARY DOE USE ONLY |
|-----------------|---------------|---|---------------------|---------------|------------------------------------|-------------------------------|--------------------------------|-------------------------------|
| 5300 | 312 | <p>Consultative services of Junior Achievement of the Space Coast to include idea generation for EET grant proposal, curriculum, and instruction for four local high schools to engage in idea generation and development of the entrepreneurial mindset; mentorship and teacher support for students to create and manage pop-up CTE businesses; counseling to ensure businesses will sustain beyond the grant year (see attached contract).</p> <p>Sec. 134: CLNA Need: Section 1- C iii, Needs 2-3; E, Need 1; F, Need 1; H ii, Need 3</p> <p>Program Number: 9204400, 8720300, 8401100, 8209600</p> <p>Sec. 135: Uses of Funds: 1B, 1C, 1D, 1E, 1F, 2A, 2C, 2E, 2G, 2I, 3, 5B, 5D, 5E, 5H, 5I, 5L, 5M, 5O, 5Q, 5R, 5S, 5T</p> | | \$25,000.00 | 100 | | | |
| 5300 | 641 | <p>FF&E over \$5,000 for developing an entrepreneurial mindset and entrepreneurial capabilities in existing sequential high school CTE programs. Welding: Scotchman Ironworker and Dual Mitering Band Saw and Power Mig Welder Construction: CNC machine Digital Design: Embroidery machine</p> <p>Sec. 134: CLNA Need: Section I - C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1</p> <p>Program Number: 9204400, 8720300, 8209600</p> <p>Sec. 135: Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5M, 5O-5T, 6</p> | | \$49,430.00 | 100 | | | |
| 5300 | 642 | <p>FF&E – Expected equipment to support CTE programs. No equipment over \$5,000 each item. Digital Design: EcoFree Pretreater Welding: 4 electric spool guns</p> <p>Sec. 134: CLNA Need: Section 1 - C iii, Need 1; E ii, Need 3; G ii, Need 2; H ii, Need 1</p> <p>Program Number: 9204400, 8209600</p> <p>Sec. 135: Uses of Funds: 1B, 1C, 1D, 1E, 1F, 3, 4A, 5A-5M, 5O-5T, 6</p> | | \$13,295.00 | 100 | | | |
| 5300 | 511 | <p>Correlation to Digital Multimedia program: Demonstrate creativity and innovation; Employ valid and reliable research strategies; Utilize critical thinking to make sense of problems and persevere in solving them. Demonstrate knowledge and mastery of design layout software. Through the program curriculum students will develop an entrepreneurial mindset and skills they can use in everyday life that will also make them assets to future employers as intrapreneurs. They will gain foundational skills and knowledge needed to plan, promote, launch, and run a pop-up company business, while exploring roles and responsibilities related to finance, marketing, and sales within a business structure. The student-driven project experience tasks students with achieving a profitable business goal while being exposed to real-life decision-making experiences as they manage logistics to set up and successfully run a product campaign. Students begin by brainstorming ideas for the business, including the type of merchandise they will sell including apparel, cups, T-shirts. All of the listed materials and supplies will be utilized strictly for instructional purposes to demonstrate methods of developing potential sample entrepreneurship recruitment aids for fictitious businesses in the</p> | | \$6,181.00 | 100 | | | |

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the

Printed Name: _____
Signature: _____
Title: _____
Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the

Printed Name: _____
Signature: _____
Title: _____
Date: _____

DOE 1015
July 2020



Florida Department of Education
 Division of Career and Adult Education
 Advancing Career and Technical Education through Entrepreneurship Education and Training (EET) Grant
PROJECTED EQUIPMENT PURCHASES FORM

Equipment projected to be purchased from this grant must be submitted on this form or in a format that contains the information appearing on this form.

A) Brevard Public Schools

Name of Eligible Recipient

B) 050-1613R-3CE01

Project Number (DOE USE ONLY)

Agencies are accountable for all equipment purchased using grant funds.

PROJECTED EQUIPMENT PURCHASES
 (Cells will expand when text is typed.)

| ITEM # | FUNCTION CODE | OBJECT CODE | ACCOUNT TITLE | DESCRIPTION | SCHOOL / PROGRAM | NUMBER OF ITEMS | ITEM COST (\$) | TOTAL AMOUNT (\$) |
|--------|---------------|-------------|----------------|-----------------------------|---------------------------|-----------------|----------------|-------------------|
| | A | B | C | D | E | F | G | H |
| 1 | 5300 | 641 | FF&E over \$5k | Scotchman Ironworker | Astronaut/Welding | 1 | \$13,500.00 | \$13,500.00 |
| 2 | 5300 | 641 | FF&E over \$5k | Dual Mitering Head Band Saw | Astronaut/Welding | 1 | \$5,500.00 | \$5,500.00 |
| 3 | 5300 | 641 | FF&E over \$5k | Power Mig Welder | Astronaut/Welding | 1 | \$11,200.00 | \$11,200.00 |
| 4 | 5300 | 641 | FF&E over \$5k | CNC Machine | Astronaut/Construction | 1 | \$6,000.00 | \$6,000.00 |
| 5 | 5300 | 641 | FF&E over \$5k | Embroidery Machine | Heritage / Digital Design | 1 | \$13,230.00 | \$13,230.00 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |

Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency's inventory system contain all required federal and state elements listed above?

Yes _____



FLORIDA DEPARTMENT OF EDUCATION
2022-2023 Request for Proposal (RFP) - Discretionary Competitive
Advancing Career and Technical Education through Entrepreneurship
Education and Training (EET) Grant
TAPS# 23B094

1. Project Abstract

FIXED

REQUIREMENT

Complete the following summary for the proposed project.

| | |
|---|--|
| Applicant Type | School District or Florida College System Institution |
| Program Level | Secondary Program or Postsecondary Program |
| Application Funding Categories <i>See page 1 for the application funding categories associated with the number of initiatives required.</i> | Select One: <input checked="" type="checkbox"/> Option One: High Impact <input type="checkbox"/> Option Two: Medium-High Impact |
| Amount (\$) of Funds Requesting | \$100,000.00 |
| Proposed Initiatives/Activities <i>Provide a numbered list of initiatives/activities</i> | <ol style="list-style-type: none"> 1. Coordinate with Junior Achievement (JA) of the Space Coast to provide students with curriculum and instruction on redefining entrepreneurship, strengthening self-direction, and becoming effective problem- solvers. 2. Organize a teacher/ student rally for collaboration of students from various CTE programs within each of the 4 schools (Astronaut High, Space Coast Jr/Sr High, Cocoa High, Heritage High) 3. Collaborate with students, teachers, and the local communities of a variety of CTE programs, at 3 high schools and 1 Jr/Sr High representing diverse culturally and economically diverse |

| | |
|--|---|
| | <p>communities, and schools with grades A, B, and C; to develop business plans and provide training on equipment specific to their CTE programs. Astronaut, and Space Coast are continuing their entrepreneurship with additional support and/or equipment. Cocoa and Heritage are being brought into the EET program and Space Coast is adding a new CTE program to EET.</p> <p>4. Provide students, teachers, and community mentors with resources needed to create and manage businesses related to CTE programs. Facilitate the operation of the businesses and provide support so that the businesses continue to influence the education systems within the schools and the district. This is evidenced in applying for the grant again and including support for the digital media programs at Space Coast High so that they can continue their EET student programs. Conduct a friendly competition between the schools, with awards for most income, most profit, most creative business ideas and most involvement of programs.</p> |
| <p>Partnerships <i>Provide a short summary of the collaborative partners identified for the proposed project</i></p> | <p>JA will be contracted to present at the Entrepreneurship rally, train teachers and students on entrepreneurship. Teachers will then lead students to develop entrepreneurial acumen to develop businesses that solve problems for their schools and communities, through cross curricular adventures. This non-profit organization will connect teachers and students to community professionals, through entrepreneurial mindset domains so that students develop business ideas, while being mentored by community members. Training will impact students, teachers, and the community, for years, as education at the 4 schools evolves to incorporate the entrepreneurial mindset.</p> |

2. Project Design and Implementation Plan

30 points

Describe the project design and implementation plan. This summary must include the following sections:

a. Purpose of the project:

a. Briefly describe the intended outcomes of the project

Brevard Public Schools (BPS) and JA will work in collaboration with students and staff at 4 local high schools and a junior/ senior high to plan, build and support pop-up businesses based on collaborations of CTE programs and equipment specific to the designated schools. The initiative is designed to spread the entrepreneurial seed planted over the last two years, while developing the entrepreneurial mindset within education of community schools so that students explore their entrepreneurial acumen through discovering the foundation elements of planning, developing, promoting, and running a school-based enterprise that will bring monetary rewards to the school and community. By strengthening the digital media programs at Astronaut and Space Coast, we hope to be able to spread the Entrepreneurial achievements to support the need of marketing materials in the community and strengthen job opportunities for digital media students and high school graduates. These programs district wide serve high percentages of students in special populations aligned with Perkins V legislation (16.7% Students with disabilities (SWD), 57% Free and Reduced Lunch (FRL)). The Cocoa Digital design teacher and students will work with JA to start an apparel design project, with new direct to garment printing equipment to be purchased with the grant funds. To diversify, since Cocoa makes the 5th school with DTG printing, Heritage will develop a garment industry with a large multi-spool commercial embroidery machine. Space Coast will continue to strengthen its digital media program with additional support from JA and add inclusion of the Engineering department with a metal laser cutter and metal. Then digital media and engineering will be able to collaborate to design and make garments and medals for the school and community. Finally, the Astronaut welding and construction programs (new

to the district, and a high demand local career) will join the entrepreneurship movement with band saws, spool guns for the welders, and a small CNC machine. Their welding program will also be able to collaborate with their digital media program that purchased a DTG printer the previous year, with grant funds. JA will help the departments to collaborate on opportunities that will support the school and community. The intended outcomes of the project include expanding entrepreneurial mindset, opening career opportunities to students and developing staff who are trained to incorporate the power of entrepreneurship into the educational setting and attainment of industry certifications, developing and sustaining pop-up businesses based on CTE curriculum and equipment, and increasing student achievement for all students, including SWD and special populations.

Initiatives/Activities:

- a. Provide a detailed description of the specific initiative/activities of the project
- b. Note: items listed must match the short summary in the project abstract above

The first activity in the Entrepreneurship initiative at Brevard Public Schools will involve coordinating with JA to train teachers with curriculum and instruction on Entrepreneurship initiatives at their schools. JA and previously trained BPS teachers will conduct a collaborative training seminar/ rally with selected teachers from each school, at SCHS (one of the school sites). JA will coordinate with Astronaut, Cocoa, Heritage, and Space Coast Jr/Sr High, Schools to provide support for classroom training of students through prescribed entrepreneurship curriculum. The curriculum will support students and staff, with a passion for student voice, as they explore entrepreneurial possibilities at their schools and in their communities. Students will review school and community needs and develop business goals specific to their CTE programs and current or proposed equipment. Every student will be served with every opportunity for growth, exploration, and problem solving, through the

entrepreneurial process, ultimately leading to gained entrepreneurial mindsets, and improved student success to include increased industry certification success, increased internship interest and increased job placement within entrepreneurship and CTE related programs. The next step in this process will involve reviewing business goals, redefining entrepreneurship so that it can be embraced by all, identifying the entrepreneurial attitudes and skills the work world demands, exploring the dimensions of entrepreneurial mindset and creating financial plans for the businesses. JA trainers will guide teachers to work with students on seeing opportunities where others don't so that they develop solutions to problems through entrepreneurship and will guide the development of necessary resources specific to the proposed equipment and CTE programs. Each school will involve students in digital design classes who will learn to apply their digital design using direct to garment printing, and laser engraving. Space Coast will add the engineering program, Astronaut will involve the welding and construction programs. Business programs at the schools will develop business plans and bookkeeping. Television programs will create marketing for the businesses. Special populations of ESE students will work on packaging for the businesses. The CTE departments and equipment companies from the community will provide training on utilization of the specific equipment.

In the next phase of the process, students and teachers will be provided with resources needed to create and manage their CTE businesses. This program will be managed within the school year, in several CTE classrooms simultaneously, at each school. The program will help students discover not only their entrepreneurial spirits, but also that differences create harmony. The student businesses will develop school and community spirit as well as a stronger collaboration between community and schools. The businesses will earn affirmations, and entrepreneurial life lessons to propel them into successfully entering the

community as entrepreneurial adults. Business proceeds will develop seed money for the following year, sustaining the program beyond the grant window, just as the proceeds did from last year's businesses, at different schools. Space Coast participated last year and did not achieve everything due to COVID shipping issues. Therefore, their Digital media teachers are participating again so that students get a strong understanding of Entrepreneurship and the digital media skills.

b. Partnership:

- A. Provide a list of all planned partners for the project including the anticipated key contributions of each partner to the success of the Brevard Public Schools
 1. District level CTE staff – will support business initiatives, assist with purchasing, and provide training on equipment as needed
 2. Cocoa High School - teachers and students in digital media will facilitate a pop-up business and include other CTE departments within the process.
 3. Astronaut High School – teachers / students in digital media, welding and construction will facilitate a pop-up business and include other CTE departments within the process.
 4. Space Coast Jr. Sr. High School – teachers and students in digital media and engineering will facilitate a pop-up business and include other CTE departments (HVAC, business, drafting, and television production) within the process.
 5. Communications Office – Media will raise awareness of entrepreneurial ventures at the four schools, per the direction of student leadership.

- B. Junior Achievement of Space Coast -Provide curriculum, speakers, contacts, and connections to help with the development of manufactured items, and facilitation of business plans.
- C. Economic Development Commission and Career Source - Community partners will serve as extended resources related to labor market data and entrepreneurial outlook in our community.
- D. All American Print Supply Co. -Provide training on equipment
- E. Local businesses which serve on CTE advisory boards will support student initiatives through mentoring

C Populations targeted

The populations targeted for this initiative include students enrolled in CTE programs at Astronaut High, Cocoa High, Heritage High, and Space Coast Jr. Sr. High School. These schools have gaps in special population performance, not only in Perkins Local Data reports, but also in core academic performance on state assessments, graduation rates, and discipline data. SWD and economically disadvantaged students are large populations in the four schools. The schools struggle to improve success of SWD. Low success of SWD can lead to poverty. Entrepreneurship and the eight life lessons (Kauffman Foundation) of the entrepreneurial mindset are a pathway to student success as well as a pathway out of poverty, as they provide clear growth opportunities toward productive futures, for students typically unsuccessful in school. According to John Hattie, collective teacher efficacy increases learning by 1.57, offering learning gains of multiple years. Combining the mentor and teacher efficacy with the entrepreneurial mindset will enhance student learning of SWD and those in

lower income. The schools selected for this school year have a wide range of school grades, from C to A. Astronaut high school has 32.9% minority enrolled, 57% economically disadvantaged, 18% SWD, and 65% graduated with their College and Career Readiness qualification. Cocoa high school has 52% economically disadvantaged, 17% SWD, and 64% graduated with their college and career readiness qualification. Heritage high school has 63% economically disadvantaged and 61% minority enrollment. Space Coast Jr Sr high school has 51% economically disadvantaged, 16% SWD, and 58% graduated with their college and career readiness qualification.

Numbers of students impacted (2021-22 enrollment numbers)

| Astronaut | Student (Stu) | Cocoa | Stu | Space Coast | Stu | Heritage | Stu |
|--------------|---------------|----------------|-----|-------------|-----|----------------|-----|
| Construction | 134 | Digital Design | 97 | Engineering | 99 | Digital Design | 168 |
| Welding | 127 | | | | | | |
| Total | 261 | | 97 | | 99 | | 168 |

Total number of potential impact: 625 students

A Summary of Brevard Public School's Perkins indicators

1S1 Graduation Rate, 4-year cohort - SWD= 93.8%, Economically disadvantaged FRL= 95.4%

2S1 Academic proficiency, Reading/ Language Arts – SWD = 24.5%, Economically disadvantaged FRL = 53.4%

2S2 Academic proficiency, Math – SWD =32.1%, Economically disadvantaged FRL = 56.1%

2S3 Academic proficiency, Science— SWD= 35.3%, Economically disadvantaged FRL= 56.8%

Students within our district, in digital design have an 74.8% **(2S1)** proficiency in language arts, 74.9% **(2S2)** proficiency in math, and 79.6% **(2S3) proficiency** in science, with a recognized post-secondary credential rate of 86.9% **(5S1)**. Support of the entrepreneurial program will help gain real-world experience, and growth in Entrepreneurial mindset to support increasing their proficiencies.

5S1 Attained Recognized Post-Secondary Credential - SWD = 44.4%, Economically disadvantaged FRL = 59.8%

- c. Furthermore, students are not earning industry certifications and/or earning college degrees or technical certifications at high success rates. Students in CTE programs at three of the selected high schools underperformed other students at other high schools in the district, in graduation rate; therefore, they need special support through CTE programs. Perkins V data shows that Brevard Public Schools CTE has a 97% graduation rate. Meanwhile, for 2020-21 graduation rate as a whole, Astronaut has a 86.5%, Cocoa has 75.6%, Heritage 91.5%, and Space Coast 84%.

Staffing:

- Provide the staffing plan for implementation
 - Identify all staff positions contributing to the project including those for which there is not a budget expenditure from the grant
- JA coordinators
 - Present curriculum to students and support business plans.
 - Attend one of two training sessions.

- Be security approved if delivering in person
- Be technology-ready if delivering virtually
- District CTE specialists –
 - support JA and teachers with curriculum
 - order equipment
 - be a liaison assisting teachers with ordering products from vendors
 - give approval feedback in a timely manner
 - give clear instructions on cash management
- Entrepreneurially trained teachers
 - develop and offer Entrepreneurship mindset rally
 - committed to group training- offer two sessions to teachers / volunteers
 - understand their role in facilitating the program (requires more direction from teacher than other JA programs)
 - be familiar with and adhere to deadlines
 - stay in consistent communication with volunteers and JA
- Digital media teachers, construction and welding, and engineering teachers at 4 schools – work with JA, offer curriculum, support student business development, involve other CTE teachers and programs
- Students/ teacher rally participants – present entrepreneurship to each CTE program at their school
- CTE teachers in all other programs at each school – support entrepreneurship in a manner that ties into their curriculum, with means determined by students

- CTE students at each school – plan and operate school-based business, reconcile financial statements, prepare presentations for schools and district, market information about their programs
- CTE Director, CTE resource teacher, and CTE school – based teacher – develop and submit grant proposal to FLDOE
- Local business members who are members of CTE advisory boards at the participating schools – help students to determine community need for businesses and help educate students on entrepreneurship.

b. Milestones and Timeframes:

- September – October 2022
 - BPS writes press release to announce grant award and JA-BPS partnership in program
 - Each participating school sends press releases to local newspapers, social media, and school web sites
 - JA provides marketing flyers to CTE teachers; CTE distributes to secure teacher commitments
 - JA recruits, trains, and places volunteers for each school (5-15 classrooms)
 - JA hosts teacher, volunteer, and CTE training session
 - JA provides teacher guidebook and student guidebooks electronically
 - Entrepreneurially trained teachers from previous year organize, schedule, plan, and host Entrepreneurship mindset rally

- Students and teachers who attend the rally make presentations to all CTE programs at their schools.
- October – December 2022
 - JA trains students, and students decide on business, various CTE programs start participating in manners that support their curriculum and industry certification results
 - JA pop-up meetings containing academic, conceptual topics relating to the development of entrepreneurial mindsets. Students plan timelines, milestone tasks, events, coordination and run profitable businesses relating to their CTE program, school, and community needs
 - Week 1 – This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.
 - Week 2 – This meeting is a continuation of the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the popup experience through the eyes of an entrepreneur. Finally, students review the primary business goal for

the pop-up project and continue discussing how to set business success goals and personal growth goals.

- Week 3 – During this meeting, students review the market research data they have compiled and look for patterns to inform them of their decision making as they plan their pop-up business. Then, students explore the distinct roles and responsibilities of the pop-up business and evaluate their own personal skills and interest to determine what role they will assume during their pop-up experience. (This is also when equipment will be confirmed, edited as needed, CTE district specialists can order)

- Week 4 – This meeting introduces students to the Four Ps of marketing (product, price, place, and promotion), which act as the framework for their business planning tasks. Students explore which factors to consider when making the weighty decision of where to locate the business, as well as merchandising, product display, and store layout as essential elements of marketing strategy to maximize sales. (This is also when students will consider other CTE programs at their schools and how to incorporate their specialties then get buy in from the programs)

- Week 5 – This meeting focuses on selecting a price for the product or service, and promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will

determine how to promote their business and will work on tasks for advertising. (This is when advisory board members from CTE programs can help with sales)

- Week 6 – In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operational. They will review and finalize all logistics necessary to launch the store.
- Week 7 – This meeting guides students through the final tasks necessary to close the pop-up business, reconcile the finances, and determine the businesses final profit.
- January – February 2023
 - Production equipment will arrive, and students and teachers will be trained on the production equipment, by manufacturer/ company where purchased
 - Connections with Career Source Brevard
- February – March 2023
 - Production of products
 - Connections with Economic Development Commission
- March – April 2023
 - Sales of products
 - Connections with Advisory Board Members
- April – May 2023
 - Sales of products

- JA will come back in to help wrap up the business - Students will use the final metrics and intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students will use the pop-up store's proceeds to create a plan for future business operations, and training of new students for next school year, to keep growing the entrepreneurial mindset.
- Each participating school sends press releases to local newspapers, social media, and school web sites

3. Project Need

30 points

Describe the local need for the EET project (identified in the abstract) addressing the following:

- a. The need for the requested level (\$100,000 high impact or \$50,000 high to medium impact) of funding.

The high impact level of funding is requested to continue to serve 2 (Astronaut digital media, Space Coast Digital media) programs and add 2 schools and 4 new programs (Astronaut welding and construction, Space Coast engineering, Cocoa digital media, and Heritage digital media) programs, spreading the EET knowledge and opportunities further across the district.

The four schools will be supported with new equipment relating to their CTE programs.

Brevard Public Schools services a county that is 72 miles long and averages 26.5 miles wide, with a population of over 622,000, 113 schools and approximately 74,000 students. Brevard Public Schools has a mission to educate all students with excellence as the standard, working together in a safe professional learning community. To meet this mission in today's post COVID economy, it has become more important to spread entrepreneurial education.

Furthermore, the need to increase college and career readiness qualifications spans the length of the county. Within the community there is a strong level of engagement with community members eager to strengthen our advisory boards, post COVID hiatus. Community members offer diverse business culture lending to our ability to impact a diverse economic, and cultural student body. Our student body throughout the district significantly varies by income, ethnicity, and ability levels. These students participate in programs including digital media, construction, and welding. Brevard identified 8,022 students who were in line to take industry certifications for the 2022 school year. Of those, only 89% tested and only 52% passed industry certifications, leaving a lot of room for a strong entrepreneurial program to build entrepreneurial mindset along with collective efficacy and strengthen passing rates. By learning problem solving and confidence building involved in entrepreneurship, students build their cognitive task analysis which John Hattie tells us, has a 1.29 effect size on learning and therefore will influence industry certification scores. Students responsible for planning and implementing their pop-up businesses will practice the entrepreneurial mindset as they begin to picture possibilities for their futures. An indirect benefit of entrepreneurial education will be seen at the schools, beyond the CTE classrooms, through the pop-up CTE businesses on campus. The community will benefit from the funds being raised. For example, if the digital media students create a shirt printing business, shirts can be made for local businesses and the businesses can have better quality local shirts while supporting schools so that schools need fewer donations, all while building the local employment base. CareerSource Brevard and community advisory board members will mentor through virtual and/or in person tours, meetings, and mentoring sessions. Students will also be introduced to events with technology incubators and small manufacturers, inviting student teams to solve local community problems. Entrepreneurship is the lifeblood of our

communities. With the growth at the space center and consequent construction, all areas of our CTE programs stand to see growth. CTE in our district has undergone a restructuring to match high need/ high income careers within the community, so that our students have local secondary and post-secondary opportunities for employment. Additionally, our district CTE department is encouraging growth of atypical students within programs. Whether it be an HVAC student considering owning her own company, or a digital design student planning for securing clients through social media, each student will benefit from understanding the advances made through entrepreneurship problem solving.

Entrepreneurial skills and competencies can be found within CTE state standards and through CTE industry certifications, therefore playing an integral part in development of the entrepreneurial mindset. Each of the curriculum frameworks is designed to reinforce core academic skills necessary for the contemporary workplace. Our CTE standards are clearly aligned with ELA and math core standards; they provide critical application of these core concepts for students that will help them transfer knowledge to work. Students studying design plans or measuring wood for projects need entry level skills to be successful. Not only are core concepts defined in the curriculum frameworks, but technical skills also support the entrepreneurial mindset. Every three years, the frameworks are updated with industry input to provide meaningful concepts that stay contemporary with industry needs for local high-demand skills; therefore, secondary CTE students that progress in a program of study are exiting with an elevated level of technical skill and solid core academic skills. This EET grant will enable great advances in choice and opportunity within the community.

Although technical and academic skill conversation is critical to the success of CTE graduates, it is also of primary importance to include education about the entrepreneurial mindset, as students learn problem solving to become successful. CTE has a unique role in

the educational system because each of the curriculum frameworks involves employability skills. As students progress in their CTE programs, and are taught 21st century skills such as leadership, flexibility, collaboration, and productivity, they are also given the opportunity to demonstrate the skills at work in their daily classroom tasks. An entrepreneurially trained teacher will instill entrepreneurship in students, no matter which content area he teaches in CTE. With the groundwork laid in the curriculum frameworks and the appropriately trained CTE instructional personnel, the entrepreneurial mindset is a natural product of a quality CTE educational program. Partnering with Junior Achievement to design a program that feeds into programs outside of the traditional business education program will begin building larger capacity for other CTE students in the district to feed into our local Space Coast economy, in high demand solution-creating opportunities, with high income.

Through entrepreneurial education, CTE helps empower ordinary people to accomplish extraordinary things. It is not enough for students to possess a technical skillset. Students need knowledge of finances, selling, customer acquisition, and problem-solving processes to include thoughtful abandonment of ideas. CTE can provide students with the ability to process through choices, opportunities and actions that take a concept from inception to implementation. In the CTE classroom, students are challenged to consider adult matters through knowledge, community, and persistence, that will impact their successes, like no other educational courses provide. Over twelve percent of students in the digital design programs are SWD. Sixteen percent of the welding students are SWD. 20.6% of building construction students are SWD. 42.5% of students in the digital design programs are on FRL. 46.6% of welding students are on FRL. 54.1% of students in building construction are on FRL. 14.1% are black, 10.8% are Hispanic and 7.4% are of mixed ethnicities from these

three programs combined districtwide. Given the above data, the selected programs offer great opportunity to disadvantaged and underrepresented students.

- b. Compelling evidence and data that supports the initiatives/activities of the project.

NOTE: While the Perkins V State Plan articulates the efficacy of EET on student engagement and completion, include any additional compelling evidence specific to your institution or district for the kind of project proposed herein.

Brevard Public Schools, located in The Space Coast is driven by four key industries: aerospace/ aviation, information technology, healthcare, and manufacturing, hence the concentration of applicable CTE programs relating to these areas. In the state of Florida, all the key strategies fall on the Enterprise Florida targeted sectors list. Brevard County is booming, with the resurgence of the space industry and therefore our population and business growth are also increasing, necessitating the need for business marketing being learned in our digital media and business programs. The space industry is fed by our engineering and welding programs who benefit from our entrepreneurial education mindset. The welding program aims to serve a growing need for gates, as the housing market booms with over 1500 new homes on the market. The welding program is also targeting K9 units, the sheriff's department alone has 17 units and then add local and state units above that. The schools participating have a variety of population needs. The schools chosen have grades from A to C, graduation rates as low as 75.6%, and college attendance rates as low as 30%, showing the need for engaging entrepreneurial education that will inspire students to finish high school and offer opportunities for post high school skilled employment. Small entrepreneurial ventures drive each of these industries within our community. Brevard County has over 500 manufacturers in aviation, aerospace, medical equipment, communications, transportation, and emerging technologies. According to CareerSource

Brevard, one out of three aerospace employees in the state of Florida is employed in Brevard, within 50 companies. Brevard county is therefore a prime location for people with an entrepreneurial mindset and a high-tech realm to practice, such as digital media. Additionally, students who pass industry certifications show employers that they have drive and ability, leading to increased confidence in entrepreneurial adventures within the local market. According to the Federal Reserve Bank of St. Louis Economic Data, the unemployment rate for Brevard County in July 2021 was at 6.2%, the same as August 2020 and almost double that of 2019. Entrepreneurship mindset, especially for those in poverty, is a way to learn problem-solving skills to create the opportunities that can end unemployment for the person skilled in the eight lessons of entrepreneurship. The hope gained by the success of idea-generation and success from an entrepreneurial venture can take away the bitterness wrought from unemployment. Henry Ford tells us "If money is your hope for independence, you will never have it. The only real security that a man will have in this world is a reserve of knowledge, experience, and ability." Particularly in the world of COVID, facing a third school year of abnormality, our students need Hope! Many of our families have dealt with layoffs and other hardships that children their age should not have had to deal with. Students need opportunity (one of the eight lessons of entrepreneurial mindset) to focus positive energy! Friendly competition, future planning, and hands on learning to reinforce state and industry standards will help students to see beyond today. According to usafacts.org, as of August 20, 2021, Brevard County has reached 64,323 COVID cases, with 914 deaths.

- c. The projected impact of this proposal toward creating *entrepreneurial mindsets* and/or *entrepreneurial capabilities* with your targeted population(s)

The projected impact will offer entrepreneurial education to approximately 600 students for this school year. Through student and teacher training, real life application of small school-

based businesses and reflection of success through profit analysis, the schools involved this year will develop an understanding of the contemporary meaning of entrepreneurship, grow entrepreneurial mindsets and demonstrate entrepreneurial capabilities. This entrepreneurship program is expected to support CTE programs in strengthening technical skills which lead to increased industry certification success, develop entrepreneurship mindsets so that they develop problem solving skills necessary for the work world, and encourage success on language arts, math, and science assessments, due to the increased collective teacher efficacy. Because a community of adults is working to mentor students, they develop a community of collective efficacy of believing in students. The belief that the teachers believe in them will give students confidence. The tasks in entrepreneurship involve language arts, math, and science, therefore building student skill levels. As students develop a business plan, they build math skills and confidence. When students learn the printing process, they increase science understanding. This growth will occur because students will be able to redefine entrepreneurship, identify and practice entrepreneurial mindsets and skills, explore critical decision making through the entrepreneurial mindset (which supports standards in all CTE programs), and flourish within the newly created entrepreneurial learning environment. The entrepreneurial initiative helps students focus on higher order thinking that involves creative decision making, further supporting course standards, and experiences supporting industry certification. These build confidence which supports staying in school and realizing the self-worth to pass certifications and graduate college and career ready. The business sense developed in the pop-up business will help students to understand the importance of learning market, pricing, trends, risk analysis and timeliness of decision making. Students will see how every decision will influence their profits and learn to see the way that their efforts increase success, which will be applied to industry certifications, graduation, and life. The

lessons learned from mentors and through entrepreneurship activities will empower SWD and low-income students to accomplish extraordinary feats and show them that they too can be entrepreneurial in problem solving. There will be no failures through these experiences, only learning experiences and successes. Students who try cannot fail, only learn. Anticipated impacts that may be measured during the grant period include increased attendance due to project interest, improved industry certification success creating increased college and career readiness, increased language arts and math scores and finally, improved graduation rates.

4. Budget Narrative

15 points

Describe how the project will directly align with secondary and postsecondary CLNA results, proposed objectives and EET program expenditures utilizing the DOE 101S Budget Narrative Form.

Entrepreneurship in Brevard Public Schools is a priority based on our Comprehensive Local Needs Assessment (CLNA) results. To meet the needs of all students through work-based learning experiences, the entrepreneurship pop-up shops provide an additional resource to meet the size, scope, and quality expectation under Perkins V.

The training that Junior Achievement provides supports opportunities for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals to participate in CTE professional development. CTE staff will also provide training on equipment that is purchased for the entrepreneurship program. Opportunities will also be provided to plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement for all students, including ESE and special populations.

According to labor market data for Brevard County, graphic designers are listed as regional demand occupations for 2021-22. The Entrepreneurship initiative will provide opportunities for students to utilize high-tech printers and relevant software which are specific to this occupation and industry. CareerSource, our local workforce program, works closely with industry partners to determine gaps and provide Brevard Public Schools with insight on CTE programs that meet these industry needs. Production workers and maintenance workers are on local and statewide demand lists for needs in our community. Brevard has business partners in our community that are highly interested in our students for internships. The technical skills students will be practicing through grant funds, along with the employability skills utilized through teamwork required for entrepreneurship, will be invaluable to our local workforce.

5. Sustainability

20 points

Describe how the applicant intends to ensure the project's sustainability and/or expansion of the program after the grant period ends. Provide information on future funding sources and plans to continue the project(s) initiated with these funds.

CareerSource Brevard indicates that Brevard is Florida's top-ranked business climate which allows for ample entrepreneurship opportunities and encourages the school – based businesses to branch out and meet the needs of the community. It does this by offering solutions to local problems, such as shirt printing and engraving services, which can be provided by cross-curricular groups. It also allows for room for more out of the box thinking and problem solving closely related to the curriculum of additional CTE programs, instead of those programs just offering support to the businesses designed by the digital design/ media programs. With Brevard County ranked second in Florida for diversified economy, there is a strong business environment even during the current COVID-19 crisis. Brevard offers

students an economy open to entrepreneurial problem solving, self-employment and successful utilization of talents and skills, therefore supporting students and encouraging them to stay local and feed the entrepreneurial spirit back into the local economy. This helps to expand the mindset within our schools and allows the average to do the unthinkable. The Brevard Public Schools Career and Technical Education department works diligently toward sustainability of all successful educational adventures, working toward sustainability with strong partnerships of all stakeholder groups. Collaborations with Junior Achievement, and mentorship of advisory boards will continue beyond the program. Additionally, the partnership with CareerSource Brevard will continue as they support students in career readiness and job opportunities. Teachers are offered opportunities to work during the summer, within fields of instruction as a means of staying current in the field and gaining additional entrepreneurial skills. Teachers make use of these opportunities to enhance curriculum within their classrooms. Building onto the entrepreneurial content learned throughout the school year program, teachers will update industry insights and be better prepared to provide BPS CTE students with the latest local data in preparation for their own entrepreneurial problem solving and business ownership experiences.

In addition to supporting teachers to continue their entrepreneurial education, BPS is committed to increasing work-based learning experience for our students. Through a Perkins grant, a new Work-Based learning Specialist has been hired in 2021. The Specialist has connected the local business community with our CTE programs. For 2022, Work-Based learning opportunities in the district have increased from 6 to 24. As a stakeholder in our entrepreneurship venture, the specialist will remain vigilant at adding internship opportunities, so that all schools and all CTE programs involved with the entrepreneurship program will have the opportunity to place students in Work-Based learning environments, support

industry certification success, graduation rates, and life success of students in our target groups (SWD and those in lower income groups on FRL). Skills learned in entrepreneurship education directly aligned to work-based learning are choice, opportunity, action, knowledge, wealth, and persistence (6 of the 8 entrepreneurial lessons according to Clifton Taulbert and Gary Schoeniger).

The district CTE department at BPS will collaborate with teachers and students at the schools to develop sustainability plans for each pop-up business. Profits earned this school year will be utilized along with the equipment purchased this year, to provide future entrepreneurship opportunities. Career and Technical Student Organizations (CTSOs) support transition of the businesses from year to year. CTOS maintain longer membership than some of the CTE programs therefore maintaining consistency in student leadership and a system for supporting teachers as they pass along entrepreneurial educational experiences.

6. Dissemination Plan 5 points

Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

Brevard Public Schools will write a press release to announce the grant award and the BPS-JA partnership. The CTE department will secure teacher commitments based on targeted programs. JA will provide marketing flyers to CTE teachers to distribute and display at targeted schools. JA will host teacher, volunteer and CTE training sessions. JA will provide teacher and student curriculum in digital format. CTE teachers at the schools will work with school administrators to spread the word about the friendly competition taking place on school grounds. Students will spread the good news about entrepreneurial education. Digital design/ media students will design marketing materials. School and district social media will

be updated with information throughout the process. Teachers and students will work collaboratively with advisory board members who are business representatives from the local communities. Schools with TV production programs will develop videos marketing the program successes. Teachers will develop a professional development (PD) session for the district PD Day in August 2023. Local newspapers will be sent information for circulation.

7. Support for Reading/Strategic Imperatives FIXED REQUIREMENT

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>

Goal 1: Higher student achievement will be gained in several ways. Measure 3 – student achievement on Florida Assessments (MESH) will be achieved through student exposure to real life applications in all four MESH areas, due to the exposure to JA curriculum, actively producing a business plan and then working the plan.

Measure 5 will be met by increasing student opportunity to improve achievement on Florida achievement assessments. At the end of the project, the percentage of students making learning gains in ELA and math will be compared between 2018-2019, 2020-2021, and 2021-2022 results (no 2019-2020 results are available).

Measure 6 will also be studied to document the success of the project in closing the achievement gap, by comparing the same years listed above, to see the percent of students achieving grade-level or above performance in the four core subject areas by subgroup, for students involved in the project. Goal 2: seamless articulation and maximum access will be studied based on measure 2, offering student access to high quality K-12 educational outcomes, with the support of this entrepreneurship program the intention is for the involved schools to increase their letter grades from C to A or B

schools and for the A school to maintain the A. Under goal 2, measure 4, access to choose, students are given opportunities to choice into all the schools. The entrepreneurship program will strengthen the choices for attending the schools by strengthening the CTE programs at the schools.

**8. Federal Programs - General Education Provisions Act (GEPA) FIXED
REQUIREMENT**

Applicants must provide a concise 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: <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Brevard Public Schools is committed to providing equitable access to students to its Career and Technical Education programs and courses. Programs at each of our schools are designed with all students in mind. Perkins V legislation has an increased focus on special populations in the CTE classroom. Historically, our programs have provided access to students of all genders, races, national origins, colors, disabilities, and ages: this year is no different. Enrollment numbers in these programs for the 2021-2022 school year demonstrate a commitment to equitable access to subpopulations in our CTE programs. With over 14,500 students enrolled in our high school CTE programs this school year and 14% of our students served with SWD services, over 2,000 students are benefiting from Career & Technical Education in Brevard. BPS will carefully review data of its CTE programs biannually with school leadership and district leadership to ensure access for students. CTE will work collaboratively with district departments to build awareness of opportunities for programmatic success and industry certification attainment for all students through CTE.



INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES
(CONSULTANTS, PERFORMERS, SPEAKERS, INSTRUCTORS, ENTERTAINERS, AND/OR ARTISTIC SERVICES)

By and Between
The School Board of Brevard County, Florida
and
Junior Achievement of the Space Coast

This Agreement ("Agreement") is made by and between The School Board of Brevard County, Florida, a political subdivision of the State of Florida, located at 2700 Judge Fran Jamieson Way, Viera, Florida 32940, more commonly known as Brevard Public Schools (hereinafter referred to as "BPS"), and Junior Achievement of the Space Coast, 1275 South Patrick Drive, Suite E, Satellite Beach, Florida 32937, (hereinafter referred to as "Independent Contractor"), each individual referred to as a "Party" and, collectively, the "Parties."

WITNESSETH:

WHEREAS, pursuant to Rule 6A-1.012, Florida Administrative Code, the requirement for requesting bids from three (3) or more sources is waived for the procurement of professional or educational services, to include, but not be limited to, artistic services and those services performed by consultants, performers, speakers, instructors, and/or entertainers;

WHEREAS, BPS desires to secure a contractual relationship to obtain certain professional services, performed on a short-term basis (within a one (1) year term), by Independent Contractor;

WHEREAS, Independent Contractor is willing, able, and qualified to perform the required professional services, more specifically outlined in Exhibit "A" Work Order for Services ("Services");

WHEREAS, it is the intent of this Agreement to set forth the terms and conditions of the relationship between the Parties, allowing various schools and/or departments to utilize the Services on an as-needed basis using the form contained in Exhibit "A", the Work Order for Services; and

WHEREAS, BPS has assigned these Services performed by Independent Contractor to agreement number 22-916-A-WH for tracking purposes.

NOW THEREFORE, for good and valuable consideration and the mutual promises contained herein, the Parties agree as follows:

1. **RECITALS.** The foregoing recitals are true and correct and are incorporated herein.
2. **AMENDMENTS AND MODIFICATIONS.** No Amendments and/or modifications of this Agreement will be valid unless in writing and signed by each of the Parties.
3. **TERM AND TERMINATION.** The term of this Agreement will cover the period beginning August 1, 2022 through May 31, 2023. The Parties may renew the Agreement at the end of the period on the same or substantially similar terms by mutual written agreement. Independent Contractor will give BPS written notice of any substantial failure to perform under this Agreement through no fault of Independent Contractor. If BPS fails to correct or diligently pursue cure of such failure within ten (10) business days of receipt of notice, this Agreement may be terminated by Independent Contractor, at its option, upon thirty (30) calendar days' prior written notice to BPS. BPS may terminate this Agreement with or without cause upon thirty (30) days' written notice sent by certified mail to Independent Contractor. In the event of a material breach by Independent Contractor hereunder through no fault of BPS, BPS may, at its option, terminate this Agreement immediately.
4. **PAYMENT.** BPS agrees to provide funds for the Agreement as outlined in Exhibit "B", Fee Schedule, which is attached hereto and incorporated herein. Independent Contractor must send an original invoice with the purchase order number to Accounts Payable, 2700 Judge Jamieson Way, Viera, Florida 32940 to receive payment for services rendered. Payments must be made on or about forty-five (45) days after BPS's receipt of the invoice. BPS will pay these fees to Independent Contractor for services rendered as outlined in Exhibit "B," which includes all direct charges,

indirect charges, and reimbursable expenses, if any. Failure on the part of Independent Contractor to complete Services in an accurate and quality manner will be considered a default of this Agreement.

5. **AVAILABILITY OF FUNDS.** The obligations of BPS under this Agreement are subject to the availability of funds lawfully appropriated for its purpose by the State of Florida and BPS.
6. **PERSONNEL AND JESSICA LUNSFORD ACT COMPLIANCE.** All of the Services herein will be performed by Independent Contractor or under its supervision, and all personnel engaged in performing the Services will be fully qualified and, if required, authorized or permitted under applicable state and local law to perform such Services. Independent Contractor and any of its employees performing Services hereunder must comply with the Jessica Lunsford Act effective September 1, 2005, as same may be amended from time to time. Non-instructional school BPS employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students, or who have access to or control of school funds must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. For purposes of this Agreement, contractual personnel include any vendor, individual, or entity under Agreement with BPS. The cost of the required screening is at the expense of Independent Contractor.
7. **FEDERAL AND STATE TAX.** BPS is exempt from federal and state taxes for tangible personal property. Independent Contractor is not exempted from paying applicable sales tax to the State of Florida and/or the federal government, as the case may be, for the purchase of materials to fulfill contractual obligations with BPS, nor is Independent Contractor authorized to use BPS's tax exemption number in securing such materials. In the event Independent Contractor is also exempt from federal and state taxes for tangible personal property, it shall promptly submit to BPS an appropriate exemption certificate. BPS will sign an exemption certificate submitted to it by Independent Contractor. Independent Contractor is responsible for payment of its own FICA and social security benefits with respect to this Agreement.
8. **DOCUMENTATION.** In the performance of this Agreement, Independent Contractor must maintain books, records, and accounts of all activities in compliance with standard accounting procedures.
9. **INSURANCE.**
 - (a) Independent Contractors Who are Legal Entities. At its sole expense, if Independent Contractor is a legal entity (i.e. LLC, Inc., Company, etc.) or otherwise registered with the Florida Division of Corporations, Independent Contractor must, at all times, maintain the following types of insurance during the term of this Agreement and such insurance will apply to Independent Contractor, its employees, agents, and sub-contractors:
 - i. Workers' Compensation insurance in statutory amounts and Employers' Liability in an amount not less than One Million Dollars (\$1,000,000) each accident/disease. This insurance must apply to all Independent Contractor's employees who will be engaged in the performance of the Services in this Agreement.
 - ii. Commercial General Liability insurance, including products and completed operations and contractual liability, arising from any and all claims for property damage and bodily injury, including death, in an amount not less than One Million Dollars (\$1,000,000) each occurrence and Two Million Dollars (\$2,000,000) aggregate. This policy must include The School Board of Brevard County, Florida, its board members, employees, and representatives as additional insured.
 - iii. Automobile Liability insurance, including all owned, non-owned, and hired vehicles used in conjunction with providing Services outlined in this Agreement, for property damage and bodily injury, including death, in an amount not less than One Million Dollars (\$1,000,000) each accident. This policy must include The School Board of Brevard County, Florida, its board members, employees, and representatives as additional insured.
 - iv. Independent Contractor agrees to provide proof of insurance before execution of this Agreement and that no Services will begin until proof of insurance is received by BPS. Receipt of proof of insurance is not an approval of Independent Contractor's insurance or a release or waiver of Independent Contractor's obligation to provide the insurance required in this Agreement.

- (b) Independent Contractors Who are Sole Proprietors or Individuals. If Independent Contractor is a sole proprietor or individual, they must complete the Independent Contractor Request for Waiver of General Liability Insurance, attached hereto as Exhibit "C" and incorporated herein.
10. **TIME OF ESSENCE.** Time is of the essence concerning the performance of all terms and conditions of this Agreement.
11. **STANDARD OF CARE.** In providing Services under this Agreement, Independent Contractor will endeavor to perform in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession currently practicing under similar circumstances. Upon notice by BPS, Independent Contractor will correct those Services not meeting such a standard.
12. **INDEMNIFICATION. INTENTIONALLY DELETED**
13. **SUCCESSORS AND ASSIGNS.** BPS and Independent Contractor each binds itself and its partners, successors, executors, administrators, and assigns to the other Party of this Agreement and the partners, successors, executors, administrators, and assigns of such other Party, in respect to all covenants of this Agreement. Neither BPS nor Independent Contractor will assign, sublet, convey, or transfer its interest in this Agreement without the written consent of the other. Nothing herein is construed as creating any personal liability on the part of any officer or agent of BPS, which may be a party hereto, nor is it construed as giving any rights or benefits hereunder to anyone other than BPS and Independent Contractor.
14. **GOVERNING LAW AND REMEDIES.** The law of the State of Florida will govern this Agreement. Any and all legal action necessary arising out of the Agreement will have its venue in Brevard County, and interpretation of the Agreement will be according to the laws of Florida. If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of a dispute, breach, default, or misrepresentation in connection with any provision of this Agreement, the successful or prevailing party or parties will be entitled to recover reasonable attorney's fees, court costs, and all expenses (including taxes) even if not taxable as court costs (including, without limitation, all such fees, costs, and expenses incident to appeals), incurred in that action or proceeding, in addition to any other relief to which such party or parties may be entitled.
15. **CONFLICT OF INTEREST.** Independent Contractor represents that it presently has no interest, and will acquire no interest, either direct or indirect, which would conflict in any manner with the performance of Services required hereunder, as provided for in Section 112.311, Florida Statutes. Independent Contractor further represents that it will not employ any person having any interest for said performance of services. Independent Contractor will promptly notify BPS in writing by certified mail of all potential conflicts of interest for any prospective business association, interest, or other circumstances which may influence or appear to influence Independent Contractor's judgment or quality of Services provided hereunder. If, in the opinion of BPS, the prospective business association, interest, or circumstance would not constitute a conflict of interest by Independent Contractor, BPS will so state in its response and Independent Contractor may, at its option, enter into said association, interest, or circumstance and it will not constitute a conflict of interest with respect to the Services provided to BPS by Independent Contractor under the terms of this Agreement. If BPS, in its sole discretion, determines that there is a conflict, Independent Contractor will not enter into or, if already entered into, will immediately terminate such arrangement or agreement with the subject business associate.
16. **INDEPENDENT CONTRACTOR RELATIONSHIP.** Independent Contractor is, and will be, in the performance of all Services and activities under this Agreement, an independent contractor, and not an employee, agent, or servant of BPS. All persons engaged in any of the work or Services performed pursuant to this Agreement will at all times, and in all places, be subject to Independent Contractor's sole direction, supervision, and control. Independent Contractor shall exercise control over the means and manner in which it and its employees perform the work, and in all respects to Independent Contractor's relationship and the relationship of its employees to BPS shall be that of an independent contractor and not as employees or agents of BPS. Independent Contractor does not have the power or authority to bind BPS in any promise, agreement, or representation. Nothing contained herein creates an association, partnership, joint venture, or relationship of principal and agent or master and servant among the Parties or any affiliate thereof, or to provide any Party hereto with the right, power, or authority whether expressed or implied, to create any such duty or obligation on behalf of any other party.

17. **NONDISCRIMINATION.** Independent Contractor warrants and represents that all of its employees are treated equally during employment without regard to race, color, religion, sex, age, national origin, sexual orientation, gender identity, or expression, and genetic information or any other category of persons protected pursuant to Florida law.
18. **SURVIVAL.** All covenants, agreements, representations, and warranties made herein, or otherwise made in writing by any party pursuant hereto, including but not limited to any representations made herein relating to disclosure or ownership of documents, shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby. The insurance and indemnity provisions set forth in the Agreement will survive the termination of the Agreement.
19. **COMPLIANCE WITH LAWS.** Independent Contractor agrees it will comply with all applicable laws, codes, ordinances, permitting, and regulations as well as applicable BPS policies and BPS regulations, rules, and guidelines in connection with the Services to be provided hereunder. BPS agrees it will comply with all applicable laws, codes, ordinances, permitting, and regulations in connection with the Services provided hereunder.
20. **SEVERABILITY.** If any terms or provision of this Agreement, or the application thereof to any person or circumstances will, to any extent, be held invalid or unenforceable, such term or provision shall be stricken and deemed unenforceable. Every other term and provision of this Agreement will be deemed valid and enforceable to the extent permitted by law.
21. **NAMES; TRADEMARKS.** Independent Contractor shall acquire no rights under the Agreement to, and will not use, the name of BPS or the name of "Brevard County Public Schools" or "BPS" either alone or in conjunction with or as part of any other name, word, mark, picture, logo, design, and/or trademark (collectively, "BPS Marks") in any of Independent Contractor's advertising, publicity, or promotion; to express or imply any endorsement by BPS or its Services; or in any other manner (whether or not similar to the uses hereinabove expressly prohibited) without the prior review and written approval by BPS, except as expressly permitted herein. No advertisement, publication, or other use of BPS marks shall be published or otherwise promulgated by Independent Contractor without BPS's prior inspection and written approval. This clause will survive the expiration or sooner termination of this Agreement.
22. **FERPA.** To the extent Services provided hereunder pertain to the access to student information, Independent Contractor must adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA) and Sections 1001.41 and 1002.22, Florida Statutes (the Protection of Pupil Privacy Acts), and other applicable laws and regulations as they relate to the release of student information.
23. **NON-EXCLUSIVE AGREEMENT.** The Parties understand and agree this Agreement is a non-exclusive agreement, and the Parties hereto may participate in other comparable services to and from any other person or entity.
24. **ENTIRETY OF AGREEMENT.** BPS and Independent Contractor agree that this Agreement and any documents made a part thereof, sets forth the entire agreement between the Parties, that there are no promises or understandings other than those stated herein. None of the provisions, terms, and conditions contained in this Agreement may be added to, modified, superseded, or otherwise altered, except by written instrument executed by the Parties hereto.
25. **CONSTRUCTION OF AGREEMENT.** Each Party has participated in negotiating and drafting this Agreement, so if ambiguity or a question of intent or interpretation arises, this Agreement will be construed as if the Parties had drafted it jointly, as opposed to being construed against a Party because it was responsible for drafting one or more provisions of this Agreement.
26. **NON-WAIVER.** The failure of either Party to exercise or delay in exercising any right, power, or privilege provided for hereunder is not deemed a waiver thereof; nor will any single or partial exercise of any such right, power, or privilege preclude any other or further exercise thereof, or the exercise of any other right, power, or privilege under this Agreement. No Party is deemed to have waived a right, power, or privilege provided for herein, unless such waiver is in writing and signed by the waiving Party.
27. **FORCE MAJEURE.** Except as otherwise provided herein, none of the Parties shall be obligated to perform, be in default of its performance, if prevented by: (a) fire, earthquake, hurricane, wind, flood, act of God, riot,

epidemic/pandemic, or civil commotion; (b) any law, ordinance, rule, regulation, or order of any public or military authority stemming from the existence of economic or energy controls, hostilities, war, or governmental law and regulation; or (c) labor dispute that results in a strike or work stoppage affecting the performance of this Agreement.

28. **NOTICE.** All formal notices, proposed changes, and determinations between the Parties hereto including, but not limited to, changes to the notification addresses set forth below, shall be in writing and shall be sufficient if mailed by United States mail, postage prepaid, to the parties at the contact information listed below:

**THE SCHOOL BOARD OF BREVARD COUNTY,
FLORIDA**
Attention: Procurement
2700 Judge Jamieson Way
Viera, Florida 32940

JUNIOR ACHIEVEMENT OF THE SPACE COAST
Attention: Anne Conroy-Baiter
1275 South Patrick Drive, Suite E
Satellite Beach, Florida 32937

29. **COUNTERPARTS.** This Agreement may be executed in counter copies, including facsimile and electronic mail signatures, each of which shall be deemed to constitute one (1) original document.

30. **PUBLIC RECORDS.**

1.1. **IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE BPS CUSTODIAN OF PUBLIC RECORDS AT (321) 633-1000 ext. 11453, recordsrequest@brevardschools.org, BREVARD COUNTY PUBLIC SCHOOLS, RECORDS MANAGEMENT, 2700 Judge Fran Jamieson Way, Viera, Florida 32940.**

1.2. This Agreement is subject to and governed by the laws of the State of Florida, including without limitation Chapter 119, F.S., which generally makes public all records or other writings made by or received by the Parties. Contractor acknowledges its legal obligation to comply with Section 119.0701, F.S. Contractor shall keep and maintain public records, as defined in the Florida Public Records Act, which would be required to be kept and maintained by BPS to perform the scope of services. Contractor will comply with all requirements for retaining public records and will transfer, at no cost to BPS, all public records in the possession of Contractor upon a request for such public records. See Section 119.0701(2)(b)4, F.S., for additional recordkeeping requirements.

1.3. A request to inspect or copy public records relating to BPS's contract for services must be made directly to BPS's Custodian of Public Records. If BPS does not possess the requested records, BPS's Custodian of Public Records will immediately notify Contractor of the request. Contractor must provide a copy of the records to BPS or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, F.S. If Contractor does not timely comply with BPS's request for records, BPS will be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

1.4. Should Contractor fail to provide the requested public records to BPS within a reasonable time, Contractor understands and acknowledges that it may be subject to penalties under Sections 119.0701(3)(c) and 119.10, F.S.

1.5. Contractor shall not disclose public records that are exempt, or confidential and exempt, from public records disclosure unless specifically authorized by law for the duration of this Agreement term and following the completion, expiration, or termination of same if Contractor does not transfer the records to BPS. Upon completion, expiration, or termination of this Agreement, Contractor shall transfer, at no cost to BPS, all public records in its possession or keep and maintain public records required by BPS to perform the

services. If Contractor transfers all public records to BPS, Contractor shall destroy any duplicate public records that are exempt, or confidential and exempt, from public records disclosure requirements. If Contractor keeps and maintains public records upon completion, expiration, or termination of this Agreement, Contractor shall meet all applicable requirements for retaining public records and provide requested records to BPS pursuant to the requirements of this Article. All public records stored electronically must be provided to BPS in a format that is compatible with the information technology systems of BPS.

31. **E-Verify.** Under Executive Order 11-116, and Section 448.095, Fla. Stat., effective July 1, 2020, Contractor shall use the U.S. Agency of Homeland Security's E-Verify system, <https://e-verify.uscis.gov/emp>, to verify the employment eligibility of all employees hired during the term of this Agreement. Contractor shall also require all subcontractors performing work under this Agreement to use the E-Verify system for any employees they may hire during the term of this Agreement. Contractor must provide evidence of compliance with 448.095, Fla. Stat by January 1, 2021. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number. Failure to comply with this provision is a material breach of the Agreement, and BPS may choose to terminate the Agreement at its sole discretion. Contractor may be liable for all costs associated with BPS securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs (if necessary).

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, BPS has made and executed this Agreement and Independent Contractor has made and executed this Agreement on the day and year written below.

JUNIOR ACHIEVEMENT OF THE SPACE COAST

By: Anne Conroy-Baiter Digitally signed by Anne Conroy-Baiter
Date: 2022.06.01
11:05:46 -04'00' Date: 6/1/2022
Authorized Representative Signature

Print Name: Anne Conroy-Baiter

Title: President

THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

By: Mark Mullins Digitally signed by Mark Mullins
Date: 2022.06.08
06:07:29 -04'00' Date: 6/8/2022
Mark W. Mullins, Ed.D., Superintendent

Department/School Approval:

By: Rachel Rutledge Digitally signed by Rachel Rutledge
Date: 2022.06.06
10:19:11 -04'00' Date: 6/6/2022

Print Name: Rachel Rutledge

Title: Director of Career and Technical Education

EXHIBIT "A"

WORK ORDER FOR SERVICES

| | |
|---|---|
| Independent Contractor: | Junior Achievement of the Space Coast |
| Tracking Number Assigned by BPS Procurement: | 22-916-A-WH |
| Description of Services to be Performed: | <p>Junior Achievement of the Space Coast (JASC) will launch the JA Company Program Pop-Up program at Cocoa High, Heritage High, Astronaut High, and Space Coast Jr/Sr High from August 2022 - May 2023 in 2-3 CTE classrooms at each school. JA Company Program Pop-Up is designed to plant the seeds of an entrepreneurial mindset while students explore the foundational elements of planning, setting up, promoting, and running a small school based-enterprise. The program consists of seven meetings of approximately 45 minutes each with additional time for actual meetings of the pop-up business.</p> <p>To achieve program success, JASC will:</p> <ul style="list-style-type: none"> • Provide the JA Company Program Pop-Up program, including program materials, teacher/volunteer guides, and student guides; • Recruit, train, and place community volunteers in each participating classroom • Provide training and orientation for each participating classroom teacher • Advise school coordinators, teachers, and volunteers on best practices including money management options, pop up ideas, and troubleshooting • Create 5-6 program-specific JA Speaker Series Virtual videos with subject matter experts specific to the JA Company Program Pop-Up • Design school-based pop-up competition, where all CTE classes operate their pop-up businesses and winner is determined by most profit • Provide plans for continuation of program for 2023-2024 |
| Location of Services to be Performed: | Palm Bay High School and Astronaut High School |
| Dates of Services to be Performed: | August 2022 - May 2023 |
| Times of Services to be Performed: | tbd |
| Name and Contact Information of BPS Employee Coordinating Services at Location: | Rachel Rutledge Rutledge.rachel@brevardschools.org |
| Other Notes and/or Expectations: | |

EXHIBIT "B"
FEES FOR SERVICES

| | |
|--|------------------------------|
| Description: One Time Payment | Rate of Pay: \$25,000 |
| Payment upon program completion (May 2023) | |

FY 2022-2023
Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Advancing Career and Technical Education through Entrepreneurship
Education and Training (EET Grant)
TAPS# 23B094

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
 - 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.
 - Include this form in the application package.
- Eligible agencies must download the **Entrepreneurship Education and Training Grants** Application and submit all documents to FDOE via email to: CTEGRANT@fldoe.org,
Wednesday, June 8, 2022, no later than 11:59 pm (EDT)

| Place in the following order | Item | Applicant Provide page #s for items listed |
|------------------------------|--|---|
| 1 | DOE 100A, Project Application – with appropriate signature | 1 |
| 2 | DOE 101S, Budget Narrative Form | 2-3 |
| 3 | Projected Equipment Purchases Form OR other equipment documentation | 4 |
| 4 | Narrative Section | |
| | 1) Project Abstract | 5-6 |
| | 2) Project Design and Implementation | 7-19 |
| | 3) Project Need | 19-26 |
| | 4) Budget and Narrative | 26-27 |
| | 5) Sustainability | 27-29 |
| | 6) Dissemination Plan | 29-30 |
| | 7) Support for Reading/Strategic Imperatives | 30-31 |
| | 8) General Education Provisions Act (GEPA) - one page summary | 31-32 |
| 5 | Application Review Criteria and Checklist | 33-41 |

exec. contract

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