


**Florida Department of Education  
Project Award Notification**

<b>1 PROJECT RECIPIENT</b> Brevard County School District	<b>2 PROJECT NUMBER</b> 050-1241V-2CR01	
<b>3 PROJECT/PROGRAM TITLE</b> Career Dual Enrollment Pathways Expansion (CTE Dual Enrollment) - CRRSA ESSER II  <p align="right"><b>TAPS 22B112</b></p>	<b>4 AUTHORITY</b> <b>84.425D CRSSA ESSER II</b> <b>USDE or Appropriate Agency</b>  <b>FAIN#:</b> S425D210052	
<b>5 AMENDMENT INFORMATION</b> Amendment Number: 1 Type of Amendment: Program/Budget Effective Date: 02/28/2022	<b>6 PROJECT PERIODS</b>  Budget Period: 01/01/2022 - 09/30/2023 Program Period: 01/01/2022 - 09/30/2023	
<b>7 AUTHORIZED FUNDING</b> Current Approved Budget: \$533,080.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$533,080.00	<b>8 REIMBURSEMENT OPTION</b> Federal Cash Advance	
<b>9 TIMELINES</b> <ul style="list-style-type: none"> <li>Last date for incurring expenditures and issuing purchase orders: <u>09/30/2023</u></li> <li>Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2023</u></li> <li>Last date for receipt of proposed budget and program amendments: <u>08/31/2023</u></li> <li>Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:</li> <li>Date(s) for program reports:</li> <li>Federal Award Date : <u>01/05/2021</u></li> </ul>		
<b>10 DOE CONTACTS</b> <b>Program:</b> Elizabeth Moya <b>Phone:</b> (850) 245-9943 <b>Email:</b> <a href="mailto:Elizabeth.Moya@fldoe.org">Elizabeth.Moya@fldoe.org</a> <b>Grants Management:</b> Unit B (850) 245-0496	<b>Comptroller Office</b> <b>Phone:</b> (850) 245-0401  <b>Duns#:</b> 364622886 <b>FEIN#:</b> F596000522003	
<b>11 TERMS AND SPECIAL CONDITIONS</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Other: Funds may be used to support any clock hour instruction. For college credit dual enrollment, funds may be used to support credit courses that are technical in nature (PSV) and/or count toward meeting program specific requirements (PSV and/or A&amp;P). Funds may not be used for general education or elective courses. However, districts placing students into general education college credit courses may use FEFP funds pursuant to 1007.271(21)(n).</li> </ul>		
<b>12 APPROVED:</b>  <div style="display: flex; justify-content: space-between;"> <div data-bbox="147 1864 755 1969"> <p><i>Gloria Spradley-Brown</i>            Authorized Official on behalf of Richard Corcoran            Commissioner of Education</p> </div> <div data-bbox="852 1864 1128 1942"> <p>04/12/2022            Date of Signing</p> </div> <div data-bbox="1193 1801 1518 1906" style="text-align: right;">  <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p> </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.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Get There Faster Career Dual Enrollment Expansion Grant  
Program Period: January 1, 2022, through September 30, 2023

**Governor Ron DeSantis**

**Education Commissioner Richard Corcoran**

<b>Agency Name</b>	Brevard County School Board
<b>Agency Number (auto populate)</b>	050
<b>Program Contact Name</b>	Rachel Rutledge
<b>Program Contact Title</b>	CTE Director
<b>Program Contact Email</b>	<a href="mailto:rutledge.rachel@brevardschools.org">rutledge.rachel@brevardschools.org</a>
<b>Program Contact Phone</b>	321-633-1000 x 11380

*Field will populate based upon selected agency name*

Received in OGM for Review on 2/28/2022

## NARRATIVE

1) Describe how your school district will collaborate with one or more postsecondary institutions to expand the capacity of existing career dual enrollment pathways or develop new career dual enrollment pathways.

(Character Limit = 4,000 characters)

Brevard County Career and Technical Education Department currently holds articulation agreements and MOUs with local educational institutions. We will continue to expand the Patient Care Assisting career dual enrollment pathways at Astronaut High School, Bayside High School, Melbourne High School, Rockledge High School, and Titusville High School to provide transportation for clinical experiences and support the badging identification process on Eastern Florida State College's (hereinafter EFSC) campus. With recent COVID restrictions on our clinical experiences, simulated experiences have been allowed on campus to supplement clinicals hours for this career dual enrollment program. We will expand our programs by offering high-fidelity mannequins in our nursing programs. In addition, we will expand the existing MOU with Embry Riddle JROTC at Bayside High School to include JROTC at Titusville High School and Aviation Assembly and Fabrication at Eau Gallie High School. We will provide more opportunities for enrollment through Florida Institute of Technology (hereinafter FIT) career dual enrollment pathways with Palm Bay Magnet High School's Gaming/Computer Programming and Robotics. We develop a new career dual enrollment pathway in firefighting and will purchase equipment to support the new program alignment with EFSC. We will provide transportation for live burn for seniors in the firefighting program at Palm Bay Magnet High School in summer 2023. We will begin a new program in Natural Resources to align to the Environmental Science A.S. degree at Daytona State College. This program will focus on sustaining the Indian River Lagoon in our local community. We will build a partnership with the college to provide real-world experiences for our students focused on our shared water sources. Charter schools will be given a proportional share to engage in collaboration with their local postsecondary institutions. The funds provided for charter schools will allow them to expand their current capacity for career dual enrollment pathways or potentially develop new career dual enrollment pathways.

2) Describe how the school district will coordinate with one or more postsecondary institutions to deliver high quality career dual enrollment pathways, track student engagement and achievement, and support the retention and completion of credentials of value, including short-term credentials.

(Character Limit = 4,000 characters)

There is one Applied Robotics program in Brevard Public Schools (hereinafter BPS) consisting of 3 courses. Students learn and use AutoDESK Inventor parametric modeling software and take the AutoDESK Certified User industry certification exam during the Applied Robotics 2 or 3 course. 2017 Applied Robotics 0 tested; 2018 4 tested, 50% passed; 2019 10 tested, 100% passed. BPS will collaborate with FIT to increase Pirates to Panthers participation in the field of robotics and game design. The Pirates to Panthers (P2P) Academy is a collaboration designed to prepare students for success in industries unique to Florida's Space Coast. Students who participate in the program gain high-quality, hands-on education experience at the high school and college levels, preparing them for careers of the future. The robotics pathway consists of 9th grade: Foundations of Robotics 9410110X, 10th grade: Robotic Design Essentials 941020X, 9410130X Robotic Systems, 11th and 12th grades: FIT Courses Fall/Spring semesters\*; \*FIT aligned programs (Palm Bay High School: Robotics, 9.3 Black, 23.7% Hispanic, 4.2% Multiracial, 1.7% Other, 13.6% ESE, 52.5% FRL); 9th grade: Game Foundations 8208110X, 10th grade: Game & Simulation Design 8208120 Foundations of Programming 9007210X, 11th grade: 8208130X Game & Simulation Programming, 11th and 12th grade: FIT Courses Fall/Spring semesters\* Game/Sim, 17% Black, 21.4% Hispanic, 14.3% Multiracial, 1.8% Other, 22.3% ESE, 61.6% FRL); Brevard Public Schools offers an EFSC aligned Patient Care Assisting/nursing program in five of our high schools that consists of 2 prerequisite courses and clock hour dual enrollment courses in the third year. Students learn and practice nursing skills as well as participate in clinical experiences prior to sitting for the Certified Nursing Assistant exam (CNA) industry certification exam in their 3rd year. (Bayside High School nursing: 19.7% Black, 20.9% Hispanic, 7.4% Multiracial, 1.5% Other, 8.8% ESE, 56.2% FRL; In 2020, 13 tested for the CNA, 100% passed; in 2021, 13 tested, 100% passed. Titusville High School nursing: 19.2% Black, 6.9% Hispanic, 8.6% Multiracial, 6.3% Other, 9.4% ESE, 48.3% FRL; In 2020, 21 tested, 95% passed; in 2021, 14 tested, 85% passed. Rockledge High School nursing: 45.9% Black, 10.8% Hispanic, 5.4% Multiracial, 2.7% ESE, 54.1% FRL; In 2020, 15 students tested, 100% passed; in 2021, 12 tested; 92% passed. Astronaut High School nursing: 21.4% Black, 4.9% Hispanic, 2.9% Multiracial, 2.9% Other, 9.7% ESE, 47.6% FRL; In 2020, 18 students tested, 100% passed; in 2021, 21 students tested, 95% passed the CNA. Melbourne High School nursing: 10.4% Black, 9% Hispanic, 8.6% Multiracial, 5.8% Other, 9% ESE, 38.5% FRL); In 2020, 14 tested, 100% passed; in 2021, 10 tested, 90% passed. Embry Riddle Aeronautical University aligned program (enrollment in 2019-20, 15 students; enrollment in 2020-21, 0 students; enrollment in 2021-22, 9 students); New programs include Firefighting at Palm Bay Magnet High School (PBMHS). This program aligns to EFSC. Demographics at PBMHS are: 1,288 students in 2022 school year, 31.7% Black, 21.4% Hispanic, 8.3% Multiracial, 72% FRL, 4.8% ELL, 21.2% ESE. To track student engagement and achievement, we are going to monitor demographic data, specifically FRL, ESE, and race/ethnicity data, to account for a 5% growth in each population in student participation in dual enrollment. In terms of student achievement, we expect to see a 5% growth in industry certification attainment for students in dual enrollment programs as well. The content required to sit for industry certifications, i.e. credentials of value, builds in complexity as students' progress through a CTE program of study. As students complete credentials of value, they retain them, unless the specific credential requires recertification to become current on the skills. Although not a component of high school CTE, short-term credentials may be

3) Provide a summary of how partnerships with postsecondary institutions and employers will be leveraged to expand career dual enrollment, including high quality work-based learning opportunities.

(Character Limit = 4,000 characters)

Brevard Public Schools has a refined focus on work-based learning and career pathways through making it as part of the district's strategic plan. By establishing business partnerships between high school Career and Technical Education programs (CTE), Adult Education career programs, and post-secondary partners, this can provide pathways for work-based learning experiences and workforce opportunities for students.

Work-based learning opportunities serve as a critical component of a student's successful transition from secondary to postsecondary education and the workforce. By expanding upon the current pathways, this allows for more successful outcomes for students and employers alike. More employers will have access to an increased diversity of skills from well-trained future talent, and students have a new variety of clear paths identified to guide their academic and career goals.

With the combined efforts of expanding career dual enrollment, increasing our strategic partnerships with postsecondary institutions and employers, increasing focus on program alignment with labor force needs, and expanding work-based learning opportunities, this provides a crucial foundation for future development of the talent pipeline and successful academic and career outcomes.

4) Describe how your school district plans to advertise the program and increase awareness among eligible current and potential student populations. Response should address how the awareness campaign will focus on schools with lower than average dual enrollment participation and postsecondary transition, including alternative high schools and juvenile justice programs.

(Character Limit = 4,000 characters)

## NARRATIVE

The CTE department works closely with our Government and Community Relations (GCR) and School Choice (SC) departments to prepare high quality communications for our families in Brevard County. Beginning in April 2022, we will meet with GCR to develop a comprehensive communication plan to include electronic and printed communications that reach all special population groups identified by Perkins V. Historically, our special population groups are underrepresented. Only 6.3% ESE, 48.2% FRL, 1.6% ELL, and 44.4% non-white students participate in career dual enrollment in BPS. Our goal is to build awareness and increase participation by all student groups in participating schools in career pathways in high demand in our community. We will do this through biweekly Facebook posts about the program, quarterly newsletters about the CTE offerings, to include postsecondary pathways, at the schools, and printed, mailed communications to reach families that are not connected online. We will engage our local media to highlight our programs with postsecondary pathways for features on local news stations once a year to build awareness of the programs. Because of COVID, we have been limited on the number of students and families we can bring on our school campuses at a time; however, we will creatively address the promotional opportunities with our GCR office to raise awareness in other ways. Our SC office has a comprehensive communication plan for families to select program offerings at non-zoned schools. This plan includes electronic, phone, and mailed options to inform families about deadlines and offerings. Part of our strategic plan for the district includes a formal analysis of our choice programs at our priority schools. When warranted, addition of career dual enrollment options can be a conversation to meet the needs of our fragile schools to increase postsecondary participation. The CTE office will update our annual program booklet, our high school one-pager, and our high school websites to advertise the career dual enrollment options available to students at each of our local high schools. Financial support for advertising through Peach Jar will be provided to our schools with lower than average dual enrollment participation. The dual enrollment programs we currently have require specific eligibility criteria tailored to each educational institution. The enrollment requirements for these programs include a minimum unweighted GPA, college-ready reading and writing placement test scores, meeting all prerequisites for the course/s, and a high school record of good attendance, proper conduct, and respectful attitudes. These prerequisites in addition to the COVID pandemic have a direct correlation to smaller class sizes we have seen in the past two years. CTE in Brevard County will continue to promote and build sustainable programs amidst these rigorous standards and challenges. We will continue to hold a high standard of excellence in Brevard County while increasing awareness and promoting our programs.

5) Describe how your school district will collect and store information on students enrolled in career dual enrollment pathways to comply with the reporting requirements.

*(Character Limit = 4,000 characters)*

The district will collect data on students enrolled in career dual enrollment courses through FTE count during Survey 2 in August and Survey 3 in February. Currently, we monitor student enrollment through AS400 (Student Information System); however, we are shifting to Focus in the 2023 school year. The CTE department will actively review program numbers in not only the dual enrollment courses, but in the high school courses that align to the career pathway. This is a practice that we monitor for all of our programs to ensure success for Perkins V. We will maintain a five year record of enrollment data in the programs to comply with reporting requirements. Not only will we monitor enrollment, we will also monitor industry certification attainment as it aligns to our career dual enrollment opportunities. Survey 5 is the official verification with the FLDOE; however, we begin verification much earlier with our schools. We have quarterly industry certification reports to monitor accurate reporting of testing that takes place throughout the year.

6) Describe how your school district will sustain the expanded career dual enrollment capacity after the initial grant period.

*(Character Limit = 4,000 characters)*

The BPS CTE Department looks towards the sustainability of any successful dual enrollment pathway, our industry certifications will play a vital role. One way that we intend to sustain our dual enrollment pathway within our CTE programs in the district is to promote and prepare our students by offering industry certifications. Our current dual enrollment program, Nursing Assistant, offers the Certified Nursing Assistant exam that is taken in the third year of the program and prepares our students for the workforce upon graduation. In addition, we have a Pirates to Panthers program for our gaming, robotics, and information technology programs here in Brevard County. This program aligns with FIT's pathways to an Associate of Science degree that provides hands-on, college-level experience from a prestigious nationally-recognized university. The CAPE industry certifications offered in these programs include industry certifications such as AutoDesk and Unity, which prepare our students to work in the field of technology. In addition to offering CAPE industry certifications to all students, BPS is committed to increasing transportation opportunities to our students in dual enrollment programs. This would include transporting students to clinical experiences, field trips, college campuses, and testing sites. We have initiated an important opportunity for local funding through negotiations with private educational institutions. These educational partners will connect our business community to CTE programs in Brevard County. These partnerships will increase dual enrollment, and provide opportunities for internships and future articulation agreements. The CTE Department at BPS will continue to offer industry certifications, create transportation opportunities, and build partnerships with local educational institutions to create a sustainability plan for our dual enrollment programs.

7) Describe how your school district will utilize these funds to incentivize participation from secondary schools through expenditures for one-time operating costs or teacher incentives that are directly related to participation in dual enrollment.

*(Character Limit = 4,000 characters)*

The school district will utilize funds to incentivize Titusville High School to reinstitute the JROTC program in unmanned aerial with Embry Riddle Aeronautical University. Since Bayside High School is already utilizing the career dual enrollment courses, payment of this resource for the program will be a value-add for the school to incorporate these courses into their master schedule. We anticipate a higher number of student participants in the program at Bayside High School as well since the courses will be paid for by the district. By paying for the course fees for the students at Palm Bay Magnet High School to attend the Pirates to Panthers program at FIT in Gaming and Robotics, we will incentivize the school to further promote students in special population groups into the program. By growing the career dual enrollment classes, the CTE courses will also increase in size. This will increase the number of students pursuing postsecondary pathways after high school. The Patient Care Assisting courses that are offered on our high school campuses often struggle with enrollment. We will provide transportation for the students to the EFSC campus for students for their badging, as well as to the clinical sites for their required hours with patients. These programs, located at Bayside High School, Titusville High School, Astronaut High School, Rockledge High School, and Melbourne High School will also receive high-quality simulation items to support their PCA programs to serve all students, in the event COVID limits the ability to transport students again to clinical experiences. We will have the ability to educate BPS students on school campuses as needed with real-world instructional equipment similar to items used on the postsecondary campus. The new firefighting program at Palm Bay Magnet High School will receive equipment items, such as SCBA tanks, bunker gear, and mannequins to support career dual enrollment taking place on their school campus. All schools will benefit from the college-minded students and comprehensive training opportunities offered to them through career dual enrollment/high school CTE program opportunities.

[A] Enter the name of the postsecondary institution offering the career dual enrollment pathway.

[B] Select type of postsecondary partner (FCS, District, SUS, Private) using the dropdown.

[C] Provide the postsecondary career dual enrollment program in which students would enroll.

[D] If the career dual enrollment program is with an FCS or School District, provide a valid 10-digit CIP number.

[E] List type of postsecondary credit program.

[F] List the industry certification codes on the 21-22 Master Credential List that students may earn (at least one must be provided).

[G] List any other credential students may be able to earn (clock hour certificate, college credit, degree).

[H] Select whether this is a new pathway or expansion to an existing pathway.

[I] - [L] Provide actual, estimated, and projected unduplicated headcount of students enrolled in coursework in the career dual enrollment pathway.

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Postsecondary Educational Partner	Postsecondary Partner Type	Postsecondary Career Program (Program Title)	Program Number (10 Digit CIP, if FCS or District)	Credit Type (clock hour or credit)	Industry Certification Codes on 21-22 Master Credentials List	Other credentials students can earn in the pathway	Type (Expansion or New)	2020-21 Actual	2021-22 Est.	2022-23 Projected	2023-24 Projected
Embry Riddle Aeronautical University	Private	Associate in Science, Aviation Maintenance		Credit	FEDAA013, NCATT003		New				10
Embry Riddle Aeronautical University	Private	Associate in Science, Aeronautics		Credit	USINS001		New				20
Florida Institute of Technology	Private	Associate of Science, Computer Information Systems		Credit	ADESK030, UNITY003, UNITY002, ADESK011		Exp	0	0	10	25
Eastern Florida State College	FCS	Associate in Science, Fire Science Technology	0743020303	Credit	FLSFM005	CPR/BLS	New				25
Eastern Florida State College	FCS	Career Certificate, Patient Care Assistant	0351390202	Clock Hr	FDMQA002	CPR/BLS	Exp	158	244	250	260
Indian River State College	FCS	Associate in Science, Aquaculture Management	1101030301	Credit	FLAQA001		New				25



## DOE-101S Budget Narrative Form

**Purpose:** To present a budget that reflects the objectives, deliverables, and proposed costs of the program as noted within the application.

### FLORIDA DEPARTMENT OF EDUCATION DOE-101S BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	Brevard Public Schools
B) DOE Assigned Project Number:	050-1241V-2CR01
C) TAPS Number:	22B112

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FULL-TIME EQUIVALENT (FTE)	\$\$\$ AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE (DOE USE ONLY)	REASONABLE (DOE USE ONLY)	NECESSARY (DOE USE ONLY)
5100	730	Dues and Fees for students for Career Dual Enrollment. \$4,500 will cover on campus dual enrollment costs for Embry Riddle for aviation programs at Eau Gallie High and JROTC programs at Bayside and Titusville High. Tuition for Florida Institute of Technology will be covered for students in the Pirates to Panthers program at Palm Bay Magnet High. Dual enrollment tuition will be covered for health science courses and other public service courses to be taught on Eastern Florida State College Campus.		\$ 14,490.00	100%			
5300	520	Instructional materials for dual enrollment courses and CTE courses that lead to career dual enrollment opportunities.		\$ 5,000.00	100%			
9100	310	Private transportation/ride share services for students to clinical experiences or postsecondary experiences (Estimate based on \$30/ride + 2.50/mile (av. 10 mi/way) *2 ways * 6 experiences per student * 90 students)		\$ 59,400.00	100%			
5300	140	Substitutes for CTE educators to attend CTE career dual enrollment activities with students such as clinical experiences and field trips (30 subs @ \$125/day)	0.1	\$ 3,750.00	100%			
5300	220	Social Security (7.65%) for Substitutes		\$ 287.00	100%			
5300	240	Workers Comp (0.558%) for Substitutes		\$ 21.00	100%			
5300	330	Mileage for instructors to visit students at their clinical/internship sites throughout the district. Mileage shall be reimbursed according to the District's travel procedures. Mileage estimate based on .585 cents per mile, average miles to placement site: 15 miles, expected number of students: 90. (.585 x 15 miles)= \$8.40 (x 2 for round trip)= \$17.55. \$17.55 x 90 students= \$1579.50 x 20 visits/year = \$31,590		\$ 31,590.00	100%			
6300	130	Extra Duty Pay: Additional hours for CTE teachers to educate families and/or create resources to share with students about opportunities for career dual enrollment (156.25 additional hours at \$32 per hour). All activities will be completed by September 30, 2023.	0.15	\$ 5,000.00	100%			
6300	210	Retirement: (10%) for secondary CTE resource teachers and school-based teachers participating curriculum development and CTE-POS improvement activities.		\$ 500.00	100%			
6300	220	Social Security: (7.65%) for secondary CTE resource teachers and school-based teachers participating in curriculum development and CTE-POS improvement activities.		\$ 383.00	100%			
6300	240	Workers Comp: (0.558%) for secondary CTE resource teachers and school-based teachers participating in curriculum development and CTE-POS improvement activities.		\$ 28.00	100%			



## DOE-101S Budget Narrative Form

5300	510	Personal costs for students in career dual enrollment programs (such as uniforms, white shoes, school supplies, goggles)		\$ 42,982.00	100%			
5300	730	Required fingerprinting costs for students in career dual enrollment programs		\$ 7,500.00	100%			
5300	790	Required drug screen costs for students in career dual enrollment programs		\$ 7,500.00	100%			
5300	510	Supplies for developing, implementing, and or improving the Patient Care Assisting and Firefighting programs such as hand tools, blood pressure kits, coolers, CPR masks, gloves, trauma/bandaging kits, spine immobilization and splinting items.		\$ 27,669.00	100%			
6300	640	FF&E developing, implementing, and or improving sequential CTE programs and enhancing existing career and technical education programs that link high school with postsecondary career and technical education. Examples of purchases to include simulation mannequin and equipment for five Patient Care Assisting programs; Firefighting equipment such as stair steppers, ladders, stretcher, forcible entry trainer, sled, mannequins, dummies, ice machine and washing machine/extractor. Natural resources equipment such as aquariums, shovels, water pumps.		\$ 291,426.00	75%			
7200	790	Indirect Costs @ 5% rate		\$ 26,654.00	100%			
5900	390	Charter school proportional share (Round up \$8900)		\$ 8,900.00	100%			
				\$ 533,080.00				

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July 2015

**Criteria**

- The budget is thorough, specific, and supports the proposed project.
- The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives, and outcomes.
- The costs are reasonable in relation to the objectives, design, and potential significance of the proposed program.
- The costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits of the program.
- The required personnel, professional and technical services, and/or travel for the proposed program are clearly and adequately explained.



## ADDITIONAL NARRATIVE

**General Education Provisions Act (GEPA): 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>

*(Character Limit = 4,000 characters)*

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. 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.