


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-2413A-3C001	
3 PROJECT/PROGRAM TITLE Title IV, Part A - Student Support and Academic Enrichment (SSAE) <p align="center">TAPS 23A120</p>	4 AUTHORITY 84.424 Title IV, Part A SSAE USDE or Appropriate Agency FAIN#: S424A220010	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 08/01/2022 - 07/31/2023 Program Period:08/01/2022 - 07/31/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$1,259,887.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$1,259,887.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>07/31/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>09/20/2023</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: Cassandra Brown Phone: (850) 245-9947 Email: cassandra.brown@fldoe.org Grants Management: Unit A (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: 		
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;"> <u>09/15/2022</u> 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.



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2022-23 ESEA Federal Programs Application

[Click here to access the 2022-23 ESEA Federal Program Companion Guide](#)

Brevard

DUNS Number	356622886
FEIN Number	F596000255003

Fiscal Contact Information

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Title I, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title I, Part C

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title I, Part D, Subpart 2

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title II, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title III, Part A

Program Contact Name	
Title	
Phone Number	
Contact Email	

Title IV, Part A

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Title V, Part B, Subpart 2

Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2022-23 ESEA Federal Program Assurances

General Assurances [\(Click here to access documents related to General Assurances\)](#)

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [ESEA sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 7: The LEA assures that they submit their application by the dates listed on the 2022-23 Collaborative Calendar.

Assurance 8: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under Title I program. [ESEA section 1112(c)(1)].

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [ESEA section 1112(c)(2)].

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). [ESEA section 1112(c)(3)].

Assurance 4: Cross Coordination: The LEA assures that it will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [ESEA section 1112(c)(4)].

Assurance 5: Child Welfare Agency Point of Contact: The LEA assures that it will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. [ESEA section 1112(c)(5)(A)].

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [section 1112(c)(6)]. The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. [ESEA 1112(e)(1)(A-B)].

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). [ESEA section 1112(c)(7)].

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [ESEA section 1112(e)(1)(A-B)].

Assurance 9: Collaboration: The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [ESEA section 1112(a)(1)(A)].

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [ESEA section 1112(a)(1)(B)].

Assurance 11: Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [ESEA section 1112(c)(5)(B)].

Assurance 12: Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESEA section 1116(a)(1)].

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [ESEA section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent

and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [ESEA section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [ESEA section 1116(d)].

Assurance 16: Building Capacity for Involvement: To assure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [ESEA section 1116(e)].

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. [ESEA section 1116(f)].

Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [ESEA section 1116(g)].

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. [ESEA section 1117(a)(1)(A) and (B)].

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [ESEA section 1117(b)(1)].

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. [ESEA section 1117(b)(5)].

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [ESEA section 1118(b)(1-2)].

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [ESEA sections 1113(a)(3) and 1117(a)(4)].

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will be in compliance with the requirements set forth in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [ESEA sections 1112(3)(A) and (B)].

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: a LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [ESEA section 1118(c)(2)(A)].

Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [ESEA section 8524(b)].

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, in accordance with ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [ESEA section 1304(c)(1)].

Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [ESEA section 1304(c)(2)].

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [ESEA section 1304(c)(3)].

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [ESEA section 1304(c)(4)].

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [ESEA section 1304(c)(5)].

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and

families of other education, health, nutrition, and social services to help connect them to such services. [ESEA section 1304(c)(6)].

Assurance 7: The LEA assures to the extent feasible, such programs and projects will provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [ESEA section 1304(c)(7)].

Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state required policies and procedures including actively participate with and meet all Migrant Student Information Exchange System requirements. [ESEA section 1308(b)(2). 34 CFR 200.85(d). 20 USC 6398(b)(2)].

Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1); and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [ESEA section 1304(d). 34 CFR Part 200.89(c). 20 USC 6394(d)].

Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and in other states. [ESEA section 1304(b)(3). 34 CFR Part 200.82(b)].

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [ESEA sections 1421. [20 U.S.C. 6451] and 1425(6). [20 U.S.C. 6455]].

Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [ESEA sections 1422. [20 U.S.C. 6452] and 1424. [20 U.S.C. 6454]].

Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities. [ESEA sections 1425(8). [20 U.S.C. 6455]].

Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility in which the LEA has entered into an agreement. [ESEA section 1423. [20 U.S.C. 6453]].

Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [ESEA section 1431. [20 U.S.C. 6456]].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [ESEA section 2102(b)(2)(E)].

Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [ESEA section 2102(b)(2)(F)].

Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement

Assurance 1: The LEA assures that it will be in compliance with section 1112(e) – Parents Rights-to-know, prior to, and throughout, each school year as of the date of application. [ESEA section 3116(b)(4)(A)].

Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [ESEA section 3116(b)(4)(B)].

Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [ESEA section 3115(g)].

Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [ESEA section 3116(b)(4)(D)].

Assurance 5: The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [ESEA section 8501].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—are among the schools with the greatest needs, as determined by such local educational agency, or consortium; have the highest percentages or numbers of children counted under section

Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [ESEA section 4106(e)(2)(B)].

Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107. [ESEA section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108. [ESEA section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [ESEA section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [ESEA section 4106(e)(2)(F)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The local educational agency (LEA) assures that its grant funds under Title V, Part B, subpart 2 will be used for any of the following activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [ESEA section 5222(a)].

Assurance 2: The LEA assures that its grant funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [ESEA section 5232].

**Elementary and Secondary Education Act (ESEA) Federal Programs
Florida 2022-23 ESEA Federal Program Applications**

Project Application (DOE 100A)

UEI Number *M2CKC5FG3MD6*

Brevard

Program Name		Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
	Title I, Part A		23A001	\$16,293,831.00	\$0.00	\$0.00	\$0.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
	Title I, Part D, Subpart 2		23A009	\$169,589.00	\$0.00		\$0.00
	Title II, Part A		23A011	\$2,474,089.32	\$2,381,668.32	\$0.00	\$2,381,668.32
	Title III, Part A		23A014	\$572,560.60	\$0.00	\$0.00	\$0.00
X	Title IV, Part A		23A120	\$1,259,886.74	\$1,259,886.74	\$0.00	\$1,259,886.74
	Title V, Part B, Subpart 2		23A007	-	\$0.00		\$0.00

As the official who is authorized to legally bind the agency/organization, I do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Mark W. Mullins

Printed Name of Agency Head



Signature of Agency Head

Superintendent

7/25/2022

Title

Date

**Elementary and Secondary Education Act (ESEA) Federal Programs
Florida 2022-23 ESEA Federal Program Applications**

Project Application (DOE 100A)

UEI Number *M2CKC5FG3MD6*

Brevard

Program Name		Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
	Title I, Part A		23A001	\$16,293,831.00	\$0.00	\$0.00	\$0.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
	Title I, Part D, Subpart 2		23A009	\$169,589.00	\$0.00		\$0.00
	Title II, Part A		23A011	\$2,474,089.32	\$0.00	\$0.00	\$0.00
	Title III, Part A		23A014	\$572,560.60	\$0.00	\$0.00	\$0.00
X	Title IV, Part A	050-2413A-3C001	23A120	\$1,259,887.00	\$1,259,887.00	\$0.00	\$1,259,887.00
	Title V, Part B, Subpart 2		23A007	-	\$0.00		\$0.00

As the official who is authorized to legally bind the agency/organization, I do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

Printed Name of Agency Head

<i>Signature of Agency Head</i>	<i>Title</i>	<i>Date</i>

Florida 2022-23 ESEA Federal Programs Preliminary Allocations*

*Each LEA knows the climate within their LEA and should only use these preliminary allocation amounts for planning purposes.

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua	\$8,097,548	\$1,018,376	\$286,024	\$1,158,281	\$178,147	\$626,126	
020	Baker	\$1,151,324			\$238,133		\$89,024	
030	Bay	\$6,958,016		\$141,746	\$1,015,786	\$219,572	\$538,014	
040	Bradford	\$1,270,874			\$143,839		\$98,268	\$64,873
050	Brevard	\$16,293,831		\$169,589	\$2,474,089	\$572,561	\$1,259,887	
060	Broward	\$76,015,782	\$107,438	\$683,419	\$9,094,844	\$5,594,135	\$5,877,763	
070	Calhoun	\$708,292			\$102,431		\$54,767	\$49,822
080	Charlotte	\$3,728,534			\$623,543	\$88,296	\$288,301	
090	Citrus	\$4,181,347		\$106,310	\$639,725	\$26,450	\$323,314	
100	Clay	\$4,693,987			\$1,171,608	\$194,484	\$362,953	
110	Collier	\$10,078,395	\$4,378,984	\$141,746	\$1,831,183	\$1,266,674	\$779,291	
120	Columbia	\$3,227,801			\$467,907	\$22,366	\$249,583	\$228,329
140	DeSoto	\$2,078,308	\$590,115		\$248,369	\$81,489	\$160,701	\$111,298
150	Dixie	\$860,940			\$118,711		\$66,570	
160	Duval	\$42,598,847		\$420,176	\$5,271,177	\$1,520,281	\$3,293,868	
170	Escambia	\$15,026,943		\$230,338	\$1,705,301	\$152,864	\$1,161,927	
685	FAMU Developmental Research School	\$258,051			\$34,117		\$19,953	
687	FAU A. D. Henderson School	\$460,312			\$74,387	\$14,003	\$35,593	
180	Flagler	\$2,811,734			\$468,251	\$83,823	\$217,412	
708	Florida Department of Corrections							
557	Florida School for the Deaf and Blind	\$129,330			\$21,411		\$10,000	
48C	Florida Virtual School	\$1,214,715			\$285,323	\$29,173	\$93,925	
190	Franklin	\$603,578			\$64,713		\$46,670	\$28,428
371	FSU Developmental Research School	\$284,331			\$54,073		\$21,985	
200	Gadsden	\$4,383,780			\$275,869	\$59,318	\$338,967	\$117,960
210	Gilchrist	\$679,693			\$124,725	\$19,837	\$52,556	
220	Glades	\$423,466	\$117,898		\$76,768	\$14,197	\$32,744	\$44,063
230	Gulf	\$530,819			\$79,555		\$41,044	\$40,612
240	Hamilton	\$1,060,391		\$151,870	\$85,453	\$40,258	\$81,993	\$36,073
250	Hardee	\$2,422,936	\$658,259		\$273,973	\$62,624	\$187,349	\$118,172
260	Hendry	\$2,983,176	\$951,104		\$598,727	\$199,929	\$230,668	\$313,667
270	Hernando	\$5,867,060			\$1,133,176	\$107,744	\$453,658	
280	Highlands	\$6,690,317	\$845,166		\$655,508	\$95,881	\$517,315	\$286,778
290	Hillsborough	\$64,810,554	\$2,705,089	\$761,885	\$8,217,827	\$3,995,088	\$5,011,342	
300	Holmes	\$983,735			\$143,701		\$76,065	\$71,801
99H	IDEA	\$314,577			\$64,242	\$18,670	\$24,324	
310	Indian River	\$3,946,676	\$7,964		\$546,683	\$175,813	\$305,169	
320	Jackson	\$2,579,259		\$55,686	\$299,360	\$16,531	\$199,436	\$137,496
330	Jefferson	\$536,981			\$40,614	\$12,058	\$41,521	\$14,493
982	KIPP Miami	\$424,305			\$36,075		\$32,809	
340	Lafayette	\$349,574	\$7,478		\$58,249		\$27,030	\$26,491
350	Lake	\$11,684,697	\$35,201	\$35,437	\$1,758,222	\$351,821	\$903,495	
53D	Lake Wales	\$1,695,778	\$34,135		\$199,873	\$65,541	\$131,123	
360	Lee	\$24,900,062	\$541,205	\$184,776	\$4,043,453	\$2,753,698	\$1,925,346	
370	Leon	\$9,272,600		\$139,215	\$1,166,740	\$177,564	\$716,985	
380	Levy	\$1,831,580			\$294,669	\$35,980	\$141,623	\$127,542
390	Liberty	\$334,324		\$116,434	\$54,297		\$25,851	\$28,455
400	Madison	\$1,339,183	\$19,934	\$37,968	\$107,914		\$103,550	\$56,485
410	Manatee	\$12,986,966	\$429,931	\$245,524	\$1,796,599	\$1,173,321	\$1,004,190	
420	Marion	\$16,733,158	\$68,553	\$379,677	\$1,843,452	\$443,618	\$1,293,857	
430	Martin	\$3,289,677	\$17,211		\$577,351	\$452,564	\$254,367	
130	Miami-Dade	\$138,308,358	\$1,777,550	\$296,148	\$14,500,097	\$11,269,757	\$10,694,407	
440	Monroe	\$1,685,459			\$238,286	\$205,181	\$130,325	
450	Nassau	\$1,610,679			\$342,523	\$43,175	\$124,542	
460	Okaloosa	\$6,818,472		\$215,150	\$820,576	\$289,781	\$527,224	
470	Okeechobee	\$2,437,159	\$553,643	\$91,122	\$322,165	\$114,357	\$188,448	\$144,716
480	Orange	\$71,784,511	\$305,604	\$493,580	\$7,753,865	\$5,374,757	\$5,550,589	
490	Osceola	\$17,932,544		\$111,372	\$2,962,113	\$2,370,564	\$1,386,597	
500	Palm Beach	\$50,715,863	\$3,093,488	\$326,522	\$7,374,500	\$5,626,808	\$3,921,499	
510	Pasco	\$17,025,126	\$89,867	\$129,090	\$2,429,924	\$760,043	\$1,316,433	
520	Pinellas	\$25,192,875		\$498,643	\$3,604,971	\$1,178,378	\$1,947,987	
530	Polk	\$35,942,109	\$1,437,492	\$291,086	\$4,694,473	\$2,003,768	\$2,779,149	
540	Putnam	\$5,711,653	\$149,764		\$547,876	\$130,304	\$441,642	\$234,699
570	Santa Rosa	\$4,192,763			\$739,310	\$49,204	\$324,197	
580	Sarasota	\$8,387,403			\$1,236,295	\$497,101	\$648,539	
590	Seminole	\$11,642,404		\$144,278	\$2,119,132	\$632,267	\$900,225	
50D	South Tech	\$528,800			\$88,650	\$19,643	\$40,888	
550	St. Johns	\$2,921,982		\$174,652	\$761,299	\$86,545	\$225,936	
560	St. Lucie	\$10,903,603	\$185,471	\$410,051	\$1,659,054	\$892,876	\$843,099	
600	Sumter	\$2,006,726			\$335,025	\$48,815	\$155,166	
610	Suwannee	\$2,156,207	\$256,994		\$291,843	\$58,929	\$166,724	\$136,116
620	Taylor	\$1,175,054			\$147,829		\$90,859	\$59,166
015	UF, PK Yonge Devm't Research School	\$139,218			\$29,928		\$10,765	
630	Union	\$469,273			\$102,881		\$36,286	
48K	United Cerebral Palsy of Central Florida, Inc	\$353,356			\$36,148	\$12,252	\$27,323	
640	Volusia	\$18,969,867	\$71,953	\$339,178	\$2,476,542	\$705,199	\$1,466,806	
650	Wakulla	\$814,144			\$193,103		\$62,952	
660	Walton	\$2,489,338		\$70,874	\$320,648	\$132,055	\$192,483	
670	Washington	\$1,329,375	\$509,643		\$167,251		\$102,791	\$76,791
	Total	\$829,432,465	\$20,965,510	\$7,879,566	\$108,156,583	\$52,818,131	\$64,134,148	\$2,603,192

**Title IV, Part A
Brevard**

Student Support and Academic Enrichment Grants

To improve students' academic achievement by increasing school LEA capacity to provide all students with access to a well-rounded education; improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students.

Preliminary Allocation \$1,259,887.00

Requested Allocation Amount \$1,259,887.00

Estimated Roll Forward \$0.00

Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll) \$1,259,887.00

LEAs receiving \$30,000 or More: MUST focus on three Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)
LEAs receiving less than \$30,000: Only required to focus on one of the Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

- Area of Focus 1 Well-Rounded Educational Opportunities
- Area of Focus 2 Safe and Healthy Conditions
- Area of Focus 3 Effective Use of Technology
- Area of Focus 4 Administrative Costs which includes indirect costs (Direct grant administration not to exceed 2% of Allocation)

Title IV, Part A Equitable Services Formula

Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	69252
A2. Participating Private Schools Total Enrollment	3080
A3. Total Enrollment = A1 + A2	72332
Title IV, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation	\$1,259,887.00
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	\$25,197.74
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$1,234,689.26
Per Pupil Rate	
C1. B3 divided by A3	\$17.07
Equitable Services	
Amount LEA must reserve for equitable services for private schools = A2 x C1	\$52,574.83

Area of Focus 1: Well-Rounded Educational Opportunities

A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Please see attached narrative document, additional space was needed.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Please see attached narrative document, additional space was needed.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Salary and Fringe for Content Specialist - Testing and Accountability
Activity 2	Salaries and Fringe for STEM Teachers/School level instructional coaches
Activity 3	Salary and Fringe for Director of Diversity
Activity 4	STEM School Resources (Materials and Supplies / Equipment and Technology)
Activity 5	STEM School Competition Support (travel to national competitions). Brevard Public Schools (Title II and IV Grant Coordinator) will submit the travel plans for any school that will be traveling to STEM competition for the T4 office to review. Historically these competitions begin in May, and the grant coordinator will work to communicate plans to the T4 office in March/April.
Activity 6	Gifted Student Evaluation
Activity 7	Dual Enrollment Tuition and Books - Pirates to Panthers. Tuition to FIT (cost \$100 per credit hour) for 10 students to take 4 (3 hour) courses: 10 students x 12 hours @ \$100 per hour=\$12,000 Textbooks for 10 students for 3 classes @ \$125 per textbook =\$3,750 Total requested is \$15,750
Activity 8	Equitable Services Allocation to Charter Schools
Activity 9	Equitable Services Allocation to Private Schools

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	0.6	\$37,147.34	LEA
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement	0.6	\$4,424.25	LEA
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0.6	\$2,841.77	LEA
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance	0.6	\$6,417.60	LEA
6300	240	AOF 1	1	Instruction and Curriculum Development Services-Workers' Compensation	0.6	\$207.28	LEA
5100	120	AOF 1	2	Basic (FEFP K-12)-Classroom Teacher	4	\$212,638.40	LEA
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement	4	\$25,325.23	LEA
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)	4	\$16,266.84	LEA
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance	4	\$42,754.62	LEA
5100	240	AOF 1	2	Basic (FEFP K-12)-Workers' Compensation	4	\$1,186.52	LEA
6300	110	AOF 1	3	Instruction and Curriculum Development Services-Administrator	0.4	\$38,386.82	LEA
6300	210	AOF 1	3	Instruction and Curriculum Development Services-Retirement	0.4	\$4,571.87	LEA
6300	220	AOF 1	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0.4	\$2,936.59	LEA
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance	0.4	\$4,289.84	LEA
6300	240	AOF 1	3	Instruction and Curriculum Development Services-Workers' Compensation	0.4	\$214.20	LEA
5100	510	AOF 1	4	Basic (FEFP K-12)-Supplies		\$37,325.00	LEA
5100	640	AOF 1	4	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment		\$37,325.00	LEA
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		\$15,000.00	LEA
5100	510	AOF 1	6	Basic (FEFP K-12)-Supplies		\$4,865.00	LEA
5100	730	AOF 1	7	Basic (FEFP K-12)-Dues and Fees		\$12,000.00	LEA
5100	510	AOF 1	7	Basic (FEFP K-12)-Supplies		\$3,750.00	LEA
6400	390	AOF 1	8	Instructional Staff Training Services-Other Purchased Services		\$65,086.22	LEA
5900	510	AOF 1	9	Other Instruction-Supplies		\$9,552.84	Private
5900	730	AOF 1	9	Other Instruction-Dues and Fees		\$8,725.62	Private
5900	360	AOF 1	9	Other Instruction-Rentals		\$785.10	Private
LEA Total (Including Roll Forward)						\$574,960.40	
Private Total (Including Roll Forward)						\$19,063.56	
Area of Focus 1 Total (Not Including Roll Forward)						\$594,023.96	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$594,023.96	

Area of Focus 2: Safe and Healthy Conditions

A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Please see attached narrative document, additional space was needed.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Please see attached narrative document, additional space was needed.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	Salary and Fringe for Content Specialist - Secondary Guidance
Activity 2	Youth Truth Survey Contract
Activity 3	CPR/AED Training and supplies. Staff participating in the supplemental training are above and beyond the required staff/bus drivers. Processes will be put in place to inform trainers and verify the job title of participants.
Activity 4	Equitable Services Allocation to Charter Schools
Activity 5	Equitable Services Allocation to Private Schools
Activity 6	MTSS Instructional Assistants

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	130	AOF 2	1	Instruction and Curriculum Development Services-Other Certified	0.8	\$38,853.29	LEA
6300	210	AOF 2	1	Instruction and Curriculum Development Services-Retirement	0.8	\$4,627.43	LEA
6300	220	AOF 2	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0.8	\$2,972.28	LEA
6300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance	0.8	\$8,547.84	LEA
6300	240	AOF 2	1	Instruction and Curriculum Development Services-Workers' Compensation	0.8	\$216.80	LEA
6400	360	AOF 2	2	Instructional Staff Training Services-Rentals		\$87,345.00	LEA
6400	730	AOF 2	3	Instructional Staff Training Services-Dues and Fees		\$4,560.45	LEA
6400	510	AOF 2	3	Instructional Staff Training Services-Supplies		\$1,500.75	LEA
6400	390	AOF 2	4	Instructional Staff Training Services-Other Purchased Services		\$25,339.72	LEA
5900	510	AOF 2	5	Other Instruction-Supplies		\$13,163.28	Private
5900	730	AOF 2	5	Other Instruction-Dues and Fees		\$4,006.61	Private
5900	360	AOF 2	5	Other Instruction-Rentals		\$2,272.84	Private
5100	150	AOF 2	6	Basic (FEFP K-12)-Paraprofessional	12	\$244,417.13	LEA
5100	210	AOF 2	6	Basic (FEFP K-12)-Retirement	12	\$29,110.08	LEA
5100	220	AOF 2	6	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)	12	\$18,697.91	LEA
5100	230	AOF 2	6	Basic (FEFP K-12)-Group Insurance	12	\$127,933.31	LEA
5100	240	AOF 2	6	Basic (FEFP K-12)-Workers' Compensation	12	\$1,363.85	LEA
LEA Total (Including Roll Forward)						\$595,485.83	
Private Total (Including Roll Forward)						\$19,442.73	
Area of Focus 2 Total (Not Including Roll Forward)						\$614,928.56	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$614,928.56	

Area of Focus 3: Effective Use of Technology

A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

Please see attached narrative document, additional space was needed.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

Please see attached narrative document, additional space was needed.

No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	Equitable Services Allocation to Charter Schools
Activity 2	Equitable Services Allocation to Private Schools

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	390	AOF 3	1	Instructional Staff Training Services-Other Purchased Services		\$11,668.19	LEA
5900	390	AOF 3	2	Other Instruction-Other Purchased Services		\$14,068.55	Private
LEA Total (Including Roll Forward)						\$11,668.19	
Private Total (Including Roll Forward)						\$14,068.55	
Area of Focus 3 Total (Not Including Roll Forward)						\$25,736.74	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$25,736.74	

Area of Focus 4: Administrative Costs

A. Describe the funded activities that will be implemented to address Area of Focus 4.

Direct administrative costs are not to exceed 2 percent of the total allocation. Indirect administrative costs may not exceed the restricted rate defined by the FDOE Comptroller's Office.

LEAs may claim both direct administrative cost and restricted indirect costs.

Activity 1	Salary and Fringe for Grant Coordinator
Activity 2	Salary and Fringe for Grant Administrative Tech

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	110	AOF 4	1	Instruction and Curriculum Development Services-Administrator	0.18	\$11,839.77
6300	210	AOF 4	1	Instruction and Curriculum Development Services-Retirement		\$1,410.12
6300	220	AOF 4	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$905.74
6300	230	AOF 4	1	Instruction and Curriculum Development Services-Group Insurance		\$2,138.75
6300	240	AOF 4	1	Instruction and Curriculum Development Services-Workers' Compensation		\$66.07
6300	160	AOF 4	2	Instruction and Curriculum Development Services-Other Support Personnel	0.18	\$5,584.05
6300	210	AOF 4	2	Instruction and Curriculum Development Services-Retirement		\$665.06
6300	220	AOF 4	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		\$427.18
6300	230	AOF 4	2	Instruction and Curriculum Development Services-Group Insurance		\$2,129.85
6300	240	AOF 4	2	Instruction and Curriculum Development Services-Workers' Compensation		\$31.16
Area of Focus 4 Total (Not Including Roll Forward)						\$25,197.74
Estimated Roll Forward Total						\$0.00
Total Funds Requested (Including Roll Forward)						\$25,197.74

Area of Focus	LEA Total (Including Roll Forward)	Private Total (Including Roll Forward)	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Well-Rounded Educational Opportunities	\$0.00	\$19,063.56	\$594,023.96	\$0.00	\$594,023.96	47.15%
Area of Focus 2 Safe and Healthy Conditions	\$0.00	\$19,442.73	\$614,928.56	\$0.00	\$614,928.56	48.81%
Area of Focus 3 Effective Use of Technology	\$0.00	\$14,068.55	\$25,736.74	\$0.00	\$25,736.74	2.04%
Area of Focus 4 Administrative Costs	\$0.00	\$25,197.74	\$25,197.74	\$0.00	\$25,197.74	2.00%
Grand Total	\$0.00	\$52,574.84	\$1,259,887.00	\$0.00	\$1,259,887.00	100.00%

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If requesting less than the preliminary allocation, please provide the LEA's justification.

Title IV, Part A Summary Budget

DOE 101

Brevard		050-2413A-3C001			23A120	
Name of LEA		Project Number			TAPS Number	
Requested Allocation Amount					\$1,259,887.00	
Estimated Roll Forward						
Total Funds Requested (sum of allocation and estimated roll)					\$1,259,887.00	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	0.6	\$37,147.34
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement	0.6	\$4,424.25
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0.6	\$2,841.77
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance	0.6	\$6,417.60
6300	240	AOF 1	1	Instruction and Curriculum Development Services-Workers' Compensation	0.6	\$207.28
5100	120	AOF 1	2	Basic (FEFP K-12)-Classroom Teacher	4	\$212,638.40
5100	210	AOF 1	2	Basic (FEFP K-12)-Retirement	4	\$25,325.23
5100	220	AOF 1	2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)	4	\$16,266.84
5100	230	AOF 1	2	Basic (FEFP K-12)-Group Insurance	4	\$42,754.62
5100	240	AOF 1	2	Basic (FEFP K-12)-Workers' Compensation	4	\$1,186.52
6300	110	AOF 1	3	Instruction and Curriculum Development Services-Administrator	0.4	\$38,386.82
6300	210	AOF 1	3	Instruction and Curriculum Development Services-Retirement	0.4	\$4,571.87
6300	220	AOF 1	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)	0.4	\$2,936.59
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance	0.4	\$4,289.84
6300	240	AOF 1	3	Instruction and Curriculum Development Services-Workers' Compensation	0.4	\$214.20
5100	510	AOF 1	4	Basic (FEFP K-12)-Supplies		\$37,325.00
5100	640	AOF 1	4	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment		\$37,325.00
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		\$15,000.00

5100	510	AOF 1	6	Basic (FEFP K-12)-Supplies		\$4,865.00
5100	730	AOF 1	7	Basic (FEFP K-12)-Dues and Fees		\$12,000.00
5100	510	AOF 1	7	Basic (FEFP K-12)-Supplies		\$3,750.00
6400	390	AOF 1	8	Instructional Staff Training Services- Other Purchased Services		\$65,086.22
5900	510	AOF 1	9	Other Instruction-Supplies		\$9,552.84
5900	730	AOF 1	9	Other Instruction-Dues and Fees		\$8,725.62
5900	360	AOF 1	9	Other Instruction-Rentals		\$785.10
6300	130	AOF 2	1	Instruction and Curriculum Development Services- Other Certified	0.8	\$38,853.29
6300	210	AOF 2	1	Instruction and Curriculum Development Services- Retirement	0.8	\$4,627.43
6300	220	AOF 2	1	Instruction and Curriculum Development Services- Federal Insurance Contributions Act (FICA)	0.8	\$2,972.28
6300	230	AOF 2	1	Instruction and Curriculum Development Services- Group Insurance	0.8	\$8,547.84
6300	240	AOF 2	1	Instruction and Curriculum Development Services- Workers' Compensation	0.8	\$216.80
6400	360	AOF 2	2	Instructional Staff Training Services-Rentals		\$87,345.00
6400	730	AOF 2	3	Instructional Staff Training Services-Dues and Fees		\$4,560.45
6400	510	AOF 2	3	Instructional Staff Training Services-Supplies		\$1,500.75
6400	390	AOF 2	4	Instructional Staff Training Services- Other Purchased Services		\$25,339.72
5900	510	AOF 2	5	Other Instruction-Supplies		\$13,163.28
5900	730	AOF 2	5	Other Instruction-Dues and Fees		\$4,006.61
5900	360	AOF 2	5	Other Instruction-Rentals		\$2,272.84
5100	150	AOF 2	6	Basic (FEFP K-12)-Paraprofessional	12	\$244,417.13
5100	210	AOF 2	6	Basic (FEFP K-12)-Retirement	12	\$29,110.08
5100	220	AOF 2	6	Basic (FEFP K-12)- Federal Insurance Contributions Act (FICA)	12	\$18,697.91
5100	230	AOF 2	6	Basic (FEFP K-12)-Group Insurance	12	\$127,933.31
5100	240	AOF 2	6	Basic (FEFP K-12)-Workers' Compensation	12	\$1,363.85
6400	390	AOF 3	1	Instructional Staff Training Services- Other Purchased Services		\$11,668.19
5900	390	AOF 3	2	Other Instruction-Other Purchased Services		\$14,068.55
6300	110	AOF 4	1	Instruction and Curriculum Development Services- Administrator	0.18	\$11,839.77
6300	210	AOF 4	1	Instruction and Curriculum Development Services- Retirement		\$1,410.12
6300	220	AOF 4	1	Instruction and Curriculum Development Services- Federal Insurance Contributions Act (FICA)		\$905.74

6300	230	AOF 4	1	Instruction and Curriculum Development Services- Group Insurance		\$2,138.75
6300	240	AOF 4	1	Instruction and Curriculum Development Services- Workers' Compensation		\$66.07
6300	160	AOF 4	2	Instruction and Curriculum Development Services- Other Support Personnel	0.18	\$5,584.05
6300	210	AOF 4	2	Instruction and Curriculum Development Services- Retirement		\$665.06
6300	220	AOF 4	2	Instruction and Curriculum Development Services- Federal Insurance Contributions Act (FICA)		\$427.18
6300	230	AOF 4	2	Instruction and Curriculum Development Services- Group Insurance		\$2,129.85
6300	240	AOF 4	2	Instruction and Curriculum Development Services- Workers' Compensation		\$31.16

\$1,259,887.00



Brevard Public Schools
Title IV, Part A Program Application
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AOF 1: Well-Rounded Educational Opportunities

A. Describe how the LEA will address this Area of Focus, if applicable.

Brevard Public Schools has a robust plan for ensuring students receive well-rounded educational opportunities throughout their academic careers. Results of the LEAs ongoing comprehensive needs assessment led to the identification of Title IV, Part A priorities to support STEM education, accelerated learning, equity, and the provision of data analysis supports to increase opportunities and address gaps in student performance. BPS is committed to ensuring that every student, regardless of ethnicity, socioeconomic status, gender and/or English proficiency, is afforded meaningful opportunities to participate and advance in STEM. To ensure that all students have equitable access to quality STEM instruction, programs, and opportunities, BPS will provide funding for hands-on standards aligned STEM resources, coding and robotics materials, STEM competition expenses, as well as fund Math and Science Instructional Coaches and STEM Lab Teachers at identified schools.

This area of focus will also be addressed by empowering students from diverse backgrounds with access to high level courses, dual enrollment opportunities, universal gifted testing for students from under-represented populations, and providing opportunity to explore and engage in opportunities that will increase the connection between the student and school. An enhanced focus will be placed on reaching out to non-traditional students and empowering their teachers through differentiated trainings. In the coming year, Brevard Public Schools continues the work to reduce the achievement gap among diverse populations by promoting high level courses to students from all backgrounds. Special care will be taken when recruiting new students to accelerated programs as well, ensuring that teachers of these courses are offered extensive training opportunities and materials to promote academic success. Brevard Public Schools will also be offering universal gifted screening for all students starting at the age of eight. Screenings will consist of non-verbal assessment which aims to remove barriers that have hindered diverse student populations in the past. Continued progress towards narrowing achievement gaps by instituting rigorous, evidence-based instructional interventions for all students with academic difficulties is also at the forefront of the Brevard Public Schools' plan. Interventions will be grounded in quality instruction and ongoing assessment to check for understanding throughout implementation.

Continued funding of the Content Area Specialist – Data will ensure a highly proficient workforce who is trained in using data to discern students' needs, as well as promoting stakeholder partnerships regarding state testing participation and the benefits for learners, while the Director of Equity and Diversity will guide district initiatives and directly address the needs of students, teachers, parents, and administrators in addressing student achievement gaps, minority student participation rates in accelerated programs, and disproportionality in discipline.

Describe the activities that will be implemented to address Area of Focus 1.

1. Personnel

Requested FTE meet the supplement, not supplant requirement as the LEA is requesting the continuation of positions at their previous Title IV-funded levels with no changes to previous local funding contributions.

Content Specialist - Data (.6 FTE) Budget Activity 1

1a: Description of the program activity and how it will be implemented: The program will continue to increase training provided to all testing coordinators (both one-on-one and in differentiated groups) as well as continue to provide a liaison for the non-traditional schools (BVS, FLVS, etc.). This will provide stakeholders with a better understanding of state testing so they can make an informed decision about participating.

1b: Group, grade-level, and number of students impacted by the program activity: Students impacted by the program activity: students attending Brevard County schools (both traditional: grade level K – 12; 73,217 students and non-traditional: grade levels K – 12; BVS – 437 students, Home Ed – 523 students, FLVS – various).

1c: Timeline for implementation: Continuous during the 2022-2023 school year, all within the program period.

1d: Expected student benefit: One expected student benefit is a better understanding of the new FAST Progress Monitoring and continuing state testing requirements for graduation. Another benefit is by participating in the provided progress monitoring, more students can be assisted with areas of need that may otherwise not be identified.

1e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: An increase in graduation required testing participation of 1 percentage point from school year 2021-2022 to school year 2022-2023. Increase the number of school visits for new TCs by 10%.

1f: Project continuation description: This project should be continued from last year. More non-traditional students participated in state testing due to a better understanding of the importance of assessing students to track their achievement. There was more one-on-one training for Testing Coordinators which provided a better understanding of how to use key data to identify student academic needs and how to best work with teachers to provide services for those needs.

STEM Lab Teachers (2 FTE) Budget Activity 2

2a: Description of the program activity and how it will be implemented: South Lake Elementary and Viera Elementary will each have a 10-month teacher unit to implement hands-on lessons in the areas of Science, Technology, Engineering and Mathematics (STEM) in a designated STEM lab to all students enrolled at the schools in kindergarten through sixth grade. The STEM Teachers will use technology resources and supplies to deliver high-quality lessons designed to engage the students. The students will participate in the STEM lab on a rotational activity schedule as determined by the school administration. The STEM lab provides the students the

opportunity to be immersed in quality innovate programming aligning with the school district’s strategic plan.

2b: Group, grade-level, and number of students impacted by the program activity: Approximately 1,100 students in kindergarten through sixth grade

2c: Timeline for implementation: August 2022 – May 2023

2d: Expected student benefit: Students in grades kindergarten through sixth grade will be prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions.

2e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity:

Attitudinal Student Survey: Increase students’ confidence and efficacy in STEM subjects, 21st century learning skills, and interest in STEM careers. Student rosters: Document the number of students in kindergarten through sixth grade scheduled and receiving instruction in the STEM lab. Qualitative formative assessment: Measure the increase in students’ STEM knowledge and skills.

2f: Project continuation description: This project is a continuation from the previous year. The need for STEM education will ensure that our future leaders, neighbors, and workers can understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and literacy in STEM fields. The prior year has shown that regardless of the Covid challenges, our students were still being presented with challenging STEM opportunities progressing in their problem-solving skills.

Math/Science Instructional Coaches (2 FTE) Budget Activity 2

2a: Description of the program activity and how it will be implemented: The Instructional Coaches are assigned to work directly with teachers and students at McNair Middle School and Astronaut High School. These schools have been identified by the district as priority schools needing extra levels of support to improve student science and mathematics performance. As science and math leaders, the Instructional Coaches will provide direct, classroom-based, professional development for teachers through regular modeling of research-based instruction. For students and teachers, they will model lessons to demonstrate appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking. These model lessons will incorporate appropriate instructional strategies and materials reflecting each student’s culture, learning style, and special needs. In addition to working with the students, the Science and Mathematics Instructional Coaches will train teachers in data analysis needed to drive differentiated instruction as well as work with administration to use data for school-based instructional decisions.

2b: Group, grade-level, and number of students impacted by the program activity: McNair Magnet Middle School Grades 7 and 8 (approx. 330 students)/Astronaut High School Grades 9-12 (approx. 1,100 students)

2c: Timeline for implementation: August 2, 2022 – May 30, 2023

2d: Expected student benefit: Demonstrate appropriate techniques and strategies that promote and enhance critical, creative and evaluative thinking Improve math and science EOC and FSA Scores. Improve math and

science EOC and FSA Scores.

2e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Math and science EOC and FSA Scores. Instructional Coaches Annual Evaluations.

2f: Project continuation description: This is a continuation activity. As we continue to hire new teachers and adopt new instructional materials, it is imperative to have these coaches help model lessons by incorporating appropriate instructional strategies and materials reflecting student culture, learning style, and special needs.

Director of Equity and Diversity (.4 FTE)

5a: Description of the program activity and how it will be implemented: Brevard Public Schools is seeking continued Title IV support for the Director of Diversity and Equity. Equity is a fundamental area related to student opportunity and outcomes that needs to be purposefully and strategically addressed to ensure access to all educational opportunities for every student. Serving 65,000+ students and 9,000+ employees, BPS requires a concentrated effort, by a dedicated point of contact, for consistency and transparency to all stakeholders. As the single point of contact for this work, the Director of Diversity and Equity will examine metrics, formulate processes, and develop methods to support equity and diversity for the district. For 40% of the Director's time, they will be working directly at schools with students in affinity groups and programs to cultivate student-driven equity initiatives. Additionally, they will serve as the direct trainer or facilitator for teachers, school administrators, district-level staff, and other school personnel to foster a culture of belonging and address data-driven change management. The portion funding from this grant will enable the Director of Diversity and Equity to directly address the needs of students, teachers, parents, and administrators in addressing student achievement gaps, minority student participation rates in accelerated programs, and disproportionality in discipline.

Per 760.10, Florida Statutes, BPS will ensure HB7 will be fully supported and will not subject any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe any of the following concepts constitutes discrimination based on race, color, sex, or national origin under this section of statute:

- Members of one race, color, sex, or national origin are morally superior to members of another race, color, sex, or national origin.
- An individual, by virtue of his or her race, color, sex, or national origin, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- An individual's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, sex, or national origin.
- Members of one race, color, sex, or national origin cannot and should not attempt to treat others without respect to race, color, sex, or national origin.
- An individual, by virtue of his or her race, color, sex, or national origin, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members

of the same race, color, sex, or national origin.

- An individual, by virtue of his or her race, color, sex, or national origin, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- An individual, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the individual played no part, committed in the past by other members of the same race, color, sex, or national origin.
- Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, sex, or national origin to oppress members of another race, color, sex, or national origin.

5b: Group, grade-level, and number of students impacted by the program activity: Approximately 65,000 public school students in grades K-12 will be impacted by the Director of Diversity and Equity.

5c: Timeline for implementation: Ongoing between August 2022 – July 2023

5d: Expected student benefit: Create a culture of belonging, reduce student achievement gaps and discipline disproportionality, increase minority participation rates in accelerated programs, and foster an environment in which students can help to drive systemic change.

5e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Disaggregated student discipline data documenting reduced at-risk ratios and ALC placements for minority students, disaggregated academic participation and achievement data to increase AP participation for minority subgroups, and increased parent and family engagement measured through community awareness of LEA strategic goals and participation in LEA-facilitated equity and diversity opportunities. The Director of Diversity and Equity will work for all students to ensure equitable participation in all programs is achieved.

5f: Yes, this project is a continuation from the 2020-21 program period and should continue because equity issues persist and impact student outcomes. The total student participation in Advanced Placement, IB, AICE and Dual Enrollment for the 2020-21 AY reflects 61% White, 14% Black (0.1 percentage point decrease from last year), 18% Hispanic (3 percentage point increase from last year), and 2% English as Second Language (0.14 percentage point increase from last year). In 2020-21 AY the Out-of-School Suspension Risk Ratio reduced for all minority subgroups (ethnicity); however, the risk ratio has increased for Free and Reduced Lunch students and ESE students. According to 2020-21 AY data, only 74% of teachers reported that the actions of their school leaders reflect a commitment to diversity, equity, and inclusion, and 70% of teachers felt that students at their school value each other's differences (Faculty Insight Survey data, 2021). According to 2020-21 student data, culture and engagement in school has increased in elementary, middle, and high school since the last academic year; however, a sense of belonging has decreased by 5 percentage points for high school students. In addition, the respect for different backgrounds (religion, sexual orientation, race/ethnicity, gender, and country of origin) ranges from 58-67% among middle and high school students. By continuing to implement robust diversity and equity training throughout our district's systems and practices, accompanied with a transparent and

collaborative working partnership with students, families, staff, and community stakeholders, we can highlight our unwavering commitment to reduce disproportionate access and outcomes for all students and ensure a standard of excellence.

Hands-on STEM Supplies Budget Activity 4

4a: Description of the program activity and how it will be implemented: Purchase coding/robotics materials/kits and standards aligned hands-on STEM resources. BPS recognizes that the world is complex and exponentially changing and our students need to be prepared to use their knowledge and skills to gather, evaluate and interpret information to solve problems and make decisions. Students obtain their knowledge and skills through the disciplines of STEM. BPS is committed to ensuring that regardless of a student's ethnicity, socioeconomic status, gender and/or English proficiency that every student be provided equal opportunities to participate and advance in STEM. BPS will provide specific school-based STEM support through the purchase of standards aligned hands-on STEM resources to priority schools based on working below the district average on the district/state assessments and/or having a percentage greater than the district average of socioeconomically disadvantaged, minority and/or English Language Learner (ELL) students to ensure equity for underrepresented students and underperforming schools to increase students' achievement. BPS will purchase coding/robotics kits for school classrooms and after-school programs

4b: Group, grade-level, and number of students impacted by the program activity: Focus on K-12th grade students attending priority schools

4c: Timeline for implementation: September 2022 – May 2023

4d: Expected student benefit: To provide STEM opportunities that create an academic mindset that any student regardless of gender, race, socioeconomic status, or exceptional needs are capable of being successful in all areas of STEM leading to improved student academic behaviors and outcomes.

4e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Number of students impacted by the STEM, number of schools impacted, and number of initiatives implemented

4f: Project continuation description: This project is a continuation from last year; however, it will be implemented at different schools than those previously supported. The success of identifying specific schools to work with annually to support their STEM initiatives allows the opportunity to target the individual needs of the students at the school and adequately fund the opportunities for success.

STEM Robotics Support – Supplies and Support for Competition Budget Activity 4

4a: Description of the program activity and how it will be implemented: BPS will support each robotics competition team an allocation to assist teams with their competition registration fees or supplies, including FIRST Lego League (FLL), FIRST Tech Challenge (FTC), FIRST Robotics Competition (FRC), and VEX Robotics. Funds will be made available to the team sponsors at all BPS schools in August, so teams can pay for registration fees and/or supplies and get started with their clubs and prepare for the SY23 competition season.

4b: Group, grade-level, and number of students impacted by the program activity: Approximately 130 students in grades 3-12.

4c: Timeline for implementation: August 2022 – April 2023

4d: Expected student benefit: By providing students with hands-on competitive STEM opportunities, the district is ensuring equitable opportunities for participation. With increased opportunities for participation, the number of underrepresented student group participation will increase.

4e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Total number of participating students and student demographics.

4f: Project continuation description: This project is a continuation from the prior year and has aided in the support of schools to participate in high level STEM robotics competitions that can be potentially cost prohibitive to a school. The district will continue the support to the established robotics teams and seek to increase the participation as middle schools begin to introduce robotics to in school courses.

STEM Competition Team Support Budget Activity 5

5a: Description of the program activity and how it will be implemented: BPS will provide funds for after-school clubs when and if they go to compete for state, national and international (if held in the continental United States) competitions. STEM competition teams are prevalent at schools throughout the district and are usually accessible at elementary through high school levels. Specifically, Future Problem Solvers, FIRST and VEX robotics, Odyssey of the Mind, and Technology Student Association Tests of Engineering Aptitude, mathematics, science fair and Science (teams) encourage students to dive into deep thinking and standards to support learning in the classroom. BPS would cover travel for these competitive national level programs.

5b: Group, grade-level, and number of students impacted by the program activity: Approximately 50 students in grades K-12.

5c: Timeline for implementation: August 2022 – July 2023

5d: Expected student benefit: To provide equitable opportunities for all students to actively participate in STEM competitions beyond the local competitions and demonstrate their knowledge, skills and problem solving in their areas of competitive STEM activities. With increased opportunities for participation, the number of underrepresented student group participation in state, national and international representation may increase.

5e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Number of teams participating, number of student participants, and demographic data of student participants.

5f: This project is continuing from the prior year, however due to Covid-19 the opportunities for students to participate in competitions in-person for 2020-21 were changed to virtual participation and funding was not utilized for this activity implementation.

Gifted Student Evaluation Budget Activity 6

6a: Description of the program activity and how it will be implemented: Each school year, schools are asked to identify their top 10% of students, grades K-6, utilizing the iReady scores and Florida Standards Assessment scores to find those students that are working above their peers. The students identified will then be looked at for potential Gifted services that focus on enrichment services at the school level. The screenings will be completed with all 8-year-old students across our district at the beginning of the school year.

6b: Group, grade-level, and number of students impacted by the program activity: Students that are 8 years old are typically in the 1st, 2nd, or 3rd grade. Prior to the mass screening, students are identified at the school level. On average, Brevard Public Schools is able to screen 3,500 eight-year-old students. On average, the school district is able to screen 30-40 students at each school using the KBIT with all other aged children.

6c: Timeline for implementation: The KBIT has a 24 hour scoring process once the student sits individually for the screening.

6d: Expected student benefit: By using KBIT, the school district is able to identify our underrepresented groups in our elementary schools to participate in Gifted identification programs. Underrepresented groups that will be closely looked at are our African American, Hispanic, and English Language Learners for the 22-23 school year.

6e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: Each school will complete the KBIT at the school level with their identified students. Each school Gifted program will increase the number of students that participate in the Gifted program.

6f: Project continuation description: This project will continue from the previous year as our school district is constantly working on improving our identification of our underrepresented groups in our Gifted elementary programs.

Pirates to Panthers Budget Activity 7

7a: Palm Bay Magnet High School (PBMHS), a Targeted Support and Improvement school, is continually seeking methods for program offerings designed to attract a diverse population of students. PBMHS was designated as a magnet school in 2013 to reduce minority group isolation and over the years has worked to provide access to unique programs and opportunities for all students. The “Pirates to Panthers” Collegiate Preparation is a program opportunity that can only be taken advantage of by students who are enrolled at PBMHS. While students can participate in dual enrollment at the county’s state college this program enables PBMHS students the opportunity for additional dual enrollment participation at Florida Institute of Technology (FIT), a private university. FIT program concentration is on STEM degrees and PBMHS students who participate in dual enrollment at FIT are able to experience courses work alongside students who are STEM majors. Title IV, Part A funding will cover the reduced cost of tuition, books, and materials. (Pirates to Panthers Collegiate Preparation Program)

7b: Group, grade-level, and number of students impacted by the program activity: The students will be a combination of juniors and seniors. There will be 10 students total.

7c: Timeline for implementation: Students will register for fall courses in the spring and summer. They will make appointments with the advisor of P to P (Pirates to Panthers) Program at both the high school and college.

7d: Expected student benefit: The expected benefit is students will earn college credit at the same time they are earning high school credit. They will be exposed to a top college in their own backyard and have the opportunity to collaborate with good students. The students who are successful in the program may earn scholarships to FIT.

7e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: The measurable outcomes will be to monitor grades. We will look at fall grades to monitor success for continuation in the program.

7f: Project continuation description: Each year the program has continued to grow. We started with three participating students. In 2021 we have 7 students taking 3 courses each. Without this program most of our students at PBMHS would not be able to afford these courses.

AOF 2: Safe and Healthy Conditions

A. Describe how the LEA will address this Area of Focus, if applicable.

Brevard Public Schools has prioritized and strengthened our supports for safe and healthy learning conditions. The continued funding of a Guidance Content Area Specialist will allow Brevard Public Schools to positively impact student mental health as well as improve post-secondary opportunities and career paths. Social and emotional learning programs are paramount to reaching students before mental crises may interfere with their learning or lead to harmful behaviors. The Guidance Content Area Specialist will institute researched-based trainings to assist teachers in creating positive social and emotional environments for students in which they feel accepted and valued. Ensuring students have tools for school readiness and academic success is imperative, by providing intensive interventions for students with academic difficulties through a targeted Multi-Tiered System of Supports (MTSS) framework we will continue to engage students and move them toward successful and safe participation in the classroom. Continuing to ensure safety for students, providing teachers and staff with in-depth CPR and external defibrillator training allows for all stakeholders on school ground to feel a sense of safety. Health scares and emergency incidents lead to stressful environments. Maintaining a well-trained staff and an alert student body allows for all inhabitants of Brevard Public School's facilities to better protect themselves and peers when health emergencies arise. Lastly, the continued funding of the Youth Truth Survey affords students and parents with a meaningful opportunity to have a voice in the school system, share their personal views on school culture and climate, and provide invaluable insight on stakeholder perceptions to inform Brevard practices.

Describe the activities that will be implemented to address Area of Focus 2.

Content Area Specialist - Guidance (.8 FTE) Budget Activity 1

1a: Description of the program activity and how it will be implemented: Having a dedicated Guidance Content Specialist (.8 of salary) who focuses on mental health and the socio-emotional needs of secondary school students is vital to assist in meeting the needs of our students as they return to school. According to the National Association of School Psychologists research shows that when students receive social-emotional and mental health support, they perform better academically. Students do not always receive the support they need to thrive, however. According to the U.S. Centers for Disease Control, mental health issues are increasing among school-aged children, and rates of suicide for youth ages 10 to 19 are on the rise. As a result of the pandemic students are facing challenges they never imagined facing. The immediate switch from face-to-face learning to remote learning from April through May of 2020 has had a profound impact on students in terms of academic slide and even more importantly, the emotional impact. Staying in an eLearning model for the 2021 school year has further distanced students from each other and from the support available in a traditional school setting. Until all students return to school the full impact of the disruption in educational cannot be fully measured. As a school district we must be ready to meet the needs by having support systems in place for all students. Having a dedicated Guidance Content Specialist who focuses on mental health and the socio-emotional needs of

secondary school students is vital to assist in meeting the needs of our students as they return to school.

1b: Group, grade-level, and number of students impacted by the program activity: All students in secondary schools. Grades 7 through 12 totaling 31,672 students.

1c: Timeline for implementation: SY23 (July 1, 2022 – June 30, 2023)

1d: Expected student benefit: The Guidance Content Specialist works closely with the School Counselors in providing support for their daily job responsibilities, interventions for students in the form of Mental Health, Academic planning, and career planning. The Guidance Content Specialist provides direct training and professional development to teachers, guidance counselors and school faculty on the following: new School Counselors training, mental health training, and training on the implementation of mental health education for students and School Counselor trainings throughout the year. The Guidance Content Specialist also provides individual school support on specific student concerns enabling the School Counselor to help the student create goals related to academics, social/emotion, and career planning. The intention of all the trainings and individual school supports are to allow school counselors, teachers, and staff to better understand how to support all students.

1e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: The program activity will be evaluated on the number of staff members trained and certified. The activity will be monitored through training course rosters, certification invoices and student behavioral data.

1f: Project continuation description: This is a continuation of the same effort in the 2021 and 2022 school year and of heightened importance for students this year as students still exhibit a number of behaviors and require support as they continue to engage in school after COVID surges and time out of the classroom.

Youth Truth Survey Budget Activity 2

2a: Description of the program activity and how it will be implemented: We must provide opportunities for stakeholders, including teachers, families, and students, to have a voice in expressing their feelings, attitudes, and perceptions. To this end, the district has partnered with Youth Truth to continue online surveying to address digital learning, school culture and climate. For the 2021-2022 program period, Brevard seeks to include the family survey component to further engage stakeholders in meaningful collaboration, promote partnerships, and continuously improve our system.

2b: Group, grade-level, and number of students impacted by the program activity: 49,203 students in grades 3-12.

2c: Timeline for implementation: Two weeks in January 2023 for surveying. Seven days later, all schools receive their results and utilize the survey data to drive school culture and their individual School Improvement Plans.

2d: Expected student benefit: Students have the opportunity to express their feelings, attitudes, and perceptions to drive systemic change.

2e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity:

Number of students participating, data from the survey, and improvement in all areas across the survey from prior year results.

2f: Project continuation description: This project is a continuation request as it has afforded a tremendous opportunity for student to express their feelings, attitudes, and perceptions, and school leadership has used this data to improve school culture. Adding the family component will provide another key layer of insight to inform district practices.

CPR/Automated External Defibrillator (AED) Training Budget Activity 3

3a: Brevard Public Schools has a robust plan to continue to certify administrators, teachers and staff in First Aid/CPR/AED. FY21 Title IV, Part A funds funded an additional six staff members to become certified First Aid/CPR/AED instructors. Almost 750 BPS employees from across the district have been certified since the program began in March of 2019, with 44 teachers, administrators, and staff from schools across the county in the 2021-2022 school year. (That number was intended to be greater; however, we paused trainings at the start of the school year due to COVID-19.) Certification training is scheduled either at a schools' request on their campus or at instructors' availability at ESF. Training is typically held during the school day, on early release Fridays. Trainers and all attendees volunteer to attend the training and become certified. Additional Title IV funds will be allocated to allow certification classes to continue through the summer, providing extra duty pay for instructors. Based on state statute, department of Health requirements, and requested funding the district identified the need to train and certify a five-member team for each of the district's 86 schools. The team composition will be at least one administrator and four teachers or staff members (cafeteria staff, custodial staff, instructional assistants, etc..). To maintain the level of certified staff needed at each school the district will continuously keep at least ten certified CPR/AED instructors to conduct the training and commit to training for additional staff as needed. Having district certified trainers will provide sustainability of the Health and Wellness FIRST AID/CPR/AED program and will be more cost-effective than outsourcing the training. The goal for this project is to have a CPR Response team at each school. The CPR Response team will include, at a minimum, one building level administrator and an additional four teachers and/or staff members from 86 school sites. The current certified CPR/AED instructors will commit to teach at least three different training each year. School based administrators will be responsible for ensuring a minimum of one administrator and two additional staff members are certified in CPR/AED. Those CPR/AED team member names must be posted in a prominent place in the school. The district School Health Advisory Committee (SHAC) will assist with evaluating the expected outcomes through reports from the district's Wellness Policy Survey.

3b: Group, grade-level, and number of students impacted by the program activity: All students/all grade levels/ all schools will benefit from having CPR/AED trained staff at their sites.

3c: Timeline for implementation: August 2022 – June 2023

3d: Expected student benefit: The goal of this First Aid/CPR/AED program is to safeguard all students and employees by having multiple staff members at each school available to administer proper life saving

techniques. Brevard Public Schools has experienced a number of health emergency events in recent years including staff, students and parents. Events include bleeding emergencies, seizures, choking and sudden cardiac arrest; all resulting in the need for immediate response by a trained and certified individual. BPS serves over 70,000 students and employs over 9,000 staff, making the potential for a sudden health emergency significant. Having trained staff on site helps improve response time and survival rate.

3e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity:

Certify at least 150 BPS teachers/administrators/staff during the 2022-2023 school year, certification invoices, course rosters/ sign-in sheets. Maintain at least 10 certified First Aid/CPR/AED Instructors who conduct a minimum of three classes during the school year. A spreadsheet of Instructors including information on certification expiration and dates of courses taught and course rosters/sign in sheets including Red Cross course activity print outs.

3f: Project continuation description: The health and safety of our staff and students is always a top priority. In order to maintain our expected level of safety, we need to ensure CPR/AED/First Aid certifications are current. The American Red Cross currently requires recertification every two years. All of the teachers we certified in SY20-21 are now coming due for recertification. We also need to take into consideration staff turnover as another reason we feel it imperative to continue the program. Previously certified individuals may have retired, transferred schools or left the district, creating a gap on the schools CPR response team. The continuation of this project allows us to certify new staff, faculty and administrators. We have already saved lives and continued funding allows our schools the ability to have certified staff members who are ready and able to respond as necessary.

MTSS Instructional Assistants (12 FTE) Budget Activity 6

6a: Description of the program activity and how it will be implemented: MTSS Instructional Assistants will be employed and assigned to twelve district elementary, middle, and high schools identified as needing additional support with supplemental interventions, based on the number of students identified through the district's Performance Matters data management system as needing a Progress Monitoring Plan (PMP). A classroom teacher/literacy coach will provide instructional direction to each MTSS Instructional Assistant for the implementation of research-based interventions for each student in need of Tier II supplemental support. MTSS Instructional Assistants will work in targeted small student group settings providing instructional assistance to the students in alignment with the interventions as outlined in the District Identification/Intervention Reading Decision Trees. District level MTSS trainers will provide professional development as needed for delivery of interventions.

6b: Group, grade-level, and number of students impacted by the program activity: This program activity specifically impacts not only the students for whom the MTSS Instructional Assistants are directly providing interventions, but also the students who are able to be provided interventions by the teacher as the result of having an additional interventionist. The following schools (followed by the grade level range and number of students on

ELA PMP's for the current school year) will be provided with an MTSS Instructional Assistant to support Tier II , ELA interventions: Columbia Elementary School (K-6) 112 ELA PMP's, Coquina Elementary School (K-6) 210 ELA PMP's, Endeavour Elementary School (K-6) 339 ELA PMP's, Fairglen Elementary School (K-6) 145 ELA PMP's, Golfview Elementary School (K-6) 233 ELA PMP's, Jupiter Elementary School (K-6) 132 ELA PMP's, Mims Elementary School (K-6) 118 ELA PMP's, Palm Bay Elementary School (K-6) 135 ELA PMP's, Turner Elementary School (K-6) 169 ELA PMP's, University Park Elementary School (K-6) 249 ELA PMP's, Palm Bay High School (9-12) 283 ELA PMP's, and Astronaut High School (9-12) 217 ELA PMP's.

6c: Timeline for implementation: August 2022. These are continuation positions to be continued for the 22-23 school year with no break in service. It is a district expectation that MTSS interventions will be implemented no later than August 24, 2022 and extend as needed throughout the school year.

6d: Expected student benefit: The students receiving Tier II interventions, who are identified as below grade level as indicated by their iReady Diagnostic data, will reach their iReady stretch goal to decrease their achievement gap and maintain a trajectory of gaining on-grade level status.

6e: Measurable outcomes that will be used to monitor implementation and evaluate the program activity: The schools will utilize Florida's new progress monitoring instrument as well as iReady Diagnostics (administered 2 times during the school year) in monitoring the progress of the students with whom the MTSS IA's are intervening with program success indicated by a decline in the number of Tier II students. For the high schools, Read 180 (Given three times throughout the school year) data will be used to monitor student progress and document the percentage of students on grade level.

6f: Project continuation description: This project is continuing from the previous year and will be continued as is due to the success of its implementation as evident in the outcome data.

AOF 3: Effective Use of Technology

A. Describe how the LEA will address this Area of Focus, if applicable.

Brevard Public Schools has a districtwide process for utilizing technology to garner positive academic improvements for students at all levels. Continued progress is being made towards fulfilling various one-to-one technology initiatives including laptops for all middle school students, iPads for Head Start and first grade students, as well as laptops for all students enrolled in intensive language arts classes. Schools are being outfitted with STEM labs and Makerspaces to engage students in real world technology applications and digital problem-solving experiences. District Technology Integrators conduct ongoing trainings to utilize various technology resources tied to classroom curriculum including 3D printers, Minecraft, robots, and coding peripherals. District teachers and staff have received high quality microphones, headphones, and webcams for conducting lessons virtually with students, creating content libraries, and maintaining contact with all stakeholders in the school system. Smart boards and projectors have been installed to create interactive lessons that allow for higher understanding of complex concepts in the classroom.

AOF 4: Administrative Costs

A. Describe the activities that will be implemented to address Area of Focus 4.

1. Personnel

Title IV, Part A Grant Coordinator (.175 FTE)

Grant Coordinator to spend 17.5% of their time overseeing and coordinating program implementation, including ongoing consultation with private and charter schools, serving as the point of contact for all expenditure requests against the fund, grant compliance, program monitoring throughout the program period, Time and Effort Reporting for all Title IV funded staff, and ensuring all activities and expenditures are reviewed and vetted to approved project and Title IV guidelines. Local monitoring will ensure that all financial procedures are followed and that all transactions have two levels of approval. Records will indicate 100% compliance. Implementation of activities included in the application will be 100% completed by the end of the program period, evidenced by regular financial reports, monitoring reviews and meetings with district leaders. Documentation of equitable services and collaborative efforts with other Federal Programs will be monitored.

Title IV, Part A Administrative Technician (.175 FTE)

Administrative Technician to spend 17.5% of their time maintaining financial accounting for the Title IV, Part A program, including budgeting, payroll, assisting with creating, entry, and receiving on purchase orders and assisting with all necessary financial data reporting associated with Title IV, Part A intended outcomes. Implementation of activities included in the application will be 100% completed by the end of the program period, as evidenced by regular financial reports, monitoring reviews and meetings with district leaders.

Equitable Services: Charter School Plans

A. Describe the activities that will be implemented to address Scope of Work 1, 2, and 3.

Emma Jewel Charter:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.3	Supplemental Civics Instruction	Support scholars' knowledge on how the US government is set up and how our local, state and federal governments operate and affect their everyday life.	Supplemental instruction will be provided by a certified Social Science teacher throughout the school year - September 2022 - April 2023.	Grade 7 scholars will receive this supplemental instruction.	Progress monitoring assessments will be used throughout the school year, with an EOC Civics exam at the end of the school year.
2	2.8	First Aid/CPR instruction for scholars	Provided First Aid/CPR instruction to provide certification to scholars.	Course will be provided between September 2022 and April 2023.	Grade 8 scholars will have access to First Aid/CPR courses.	Scholars will receive First Aid/CPR certification.
2	2.9 & 2.13	Physical Education Equipment	To increase the options and activities available to students, reinforcing a healthy and active lifestyle as well as cooperative activities.	Items will begin use during the 22-23 school year	All Grades K-8	Reduction of behavior referrals and social emotional situations within student's activities, cooperative learning.
3	3.2	Purchase laptops and/or iPads	Provide one to one laptop/iPad for all scholars.	Devices will be purchased between September 2022 - May 2023.	Grades Kindergarten through 8th grade.	Inventory of all devices school wide to ensure that all scholars have access to a device throughout the school year.

Imagine Charter of West Melbourne:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.5	Professional development – Strengthening instruction within strategic lesson planning and data analysis.	Support in strategic lesson planning and data analysis. Strategic unit planning for cross curricular connections along with the development, implementation, and analysis of formative assessments	Meet with teachers twice weekly to educate and support in strategic lesson planning and data analysis. Strategic unit planning for cross curricular connections along with the development, implementation, and analysis of formative assessments continues to be a focus for our instructional staff to support all students. (All training will be facilitated during the program period)	All K-6th Grade students will be impacted by the professional development and support received by the Teachers. All instructional staff members will receive professional development with the instructional coach.	Standardized math and reading scores shall be monitored and compared to pre-implementation outcomes.
2	2.14	Professional Development - Strengthening a safe and healthy learning environment by developing a school culture based on trust and respect.	Support in Responsive Classroom, classroom management, and rapport building.	Meet with teachers twice weekly to educate and support in Responsive Classroom, classroom management, and rapport building. (All training will be facilitated during the program period)	All K-6th Grade students will be impacted by the professional development and support received by the Teachers. All instructional staff members will receive professional development with the instructional coach.	Imagine Schools Annual Student Character Survey

Odyssey Charter:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEAM/Environmental Field Trips	Support a well-rounded education and increase STEM achievement among participating students.	Field trips will take place between October 2022 and May 2023.	Students in grades K-12 will be provided access to STEAM/ Environmental Field Trips, such as Brevard Zoo (K/1), Turkey Creek Sanctuary (K/1), Barrier Island Sanctuary (2), Lagoon House (3), Orlando Science Center (4/5), Wonder Works (4/5), NASA (6), Florida Solar Energy Center (6), Merritt Island National Wildlife Refuge (8/9), UF and FIT Biomedical Corridor – 6-12th *Other trips may be selected based on the new BEST Standards for each grade level.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.
1	1.6	Cultural and Holistic Education Field Trips	Support a well-rounded education and increase overall achievement among participating students and decrease gaps in background knowledge.	Field trips will take place between October 2022 and May 2023.	Students in grades K-12 will be provided access to cultural Field Trips, such as King Center (K-5), Publix – economics (K-1), history and science museums (K-6), Civics Trip to City Council Meeting and Tour of City Hall and Meet the Mayor (7/8), Renaissance Fair (9), University Visits Rollins, Stetson, UCF, UF, USF *Other trips may be selected based on the new BEST Standards for each grade level.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.
1 & 2	1.7 & 2.23	Transportation for Field Trips included in 1 and 2	Support a well-rounded education and increase overall achievement among participating students and decrease gaps in background knowledge.	Field trips will take place between October 2022 and May 2023.	Students will use school transportation or charter buses to participate in environmental and cultural field trips.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.

Odyssey Preparatory Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEAM/Environmental Field Trips	Support a well-rounded education and increase STEM achievement among participating students.	Field trips will take place between October 2022 and May 2023.	Students in grades K-12 will be provided access to STEAM/ Environmental Field Trips, such as Brevard Zoo (K/1), Turkey Creek Sanctuary (K/1), Barrier Island Sanctuary (2), Lagoon House (3), Orlando Science Center (4/5), Wonder Works (4/5), *Other trips may be selected based on the new BEST Standards for each grade level.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.
1	1.6	Cultural and Holistic Education Field Trips	Support a well-rounded education and increase overall achievement among participating students and decrease gaps in background knowledge.	Field trips will take place between October 2022 and May 2023.	Students in grades K-12 will be provided access to cultural Field Trips, such as King Center (K-5), Publix – economics (K-1), history and science museums (K-5) *Other trips may be selected based on the new BEST Standards for each grade level.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.
1 & 2	1.7 & 2.23	Transportation for Field Trips included in 1 and 2	Support a well-rounded education and increase overall achievement among participating students and decrease gaps in background knowledge.	Field trips will take place between October 2022 and May 2023.	Students will use school transportation or charter buses to participate in environmental and cultural field trips.	Pre and Post assessments will be completed at the start and end of the field trips to determine the knowledge gained.

Palm Bay Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEM supplies (Robotics Kits)	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	All 4th-5th grade classrooms will receive the robotics kits, for a total of approximately 120 students.	Standardized math scores shall be monitored and compared to pre-implementation outcomes.
2	2.19	Character Counts Materials: (1) Early childhood Kits (2) Middle School digital lessons: Resilience and Inclusion (3) Middle School Planners	Support Social/Emotional development of our students using the Six Pillars of Character to produce results in the academic, social, emotional and character domains.	Materials will be purchased in July 2022 and implemented for the 2022-2023 school year.	All students in Grades K-2 and all middle school students totaling 250.	PBA will utilize Character Counts Implementation Survey to assess the status of our character education and determine improvement over the course of the school year.

Pinecrest Academy Space Coast:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEM supplies to support Project Lead the Way.	Support a well-rounded education and increase STEM achievement among K-8 students.	Kits will be purchased in August 2022 to support the new modules.	K-8 students will benefit from the manipulatives purchased to support the new modules that will be introduced as part of the 2022 curriculum.	Standardized math scores shall be monitored and compared to pre-implementation outcomes.
2	2.4	CPR/AED Training	Provide training to staff on CPR and AED use to assist in case of a crisis.	Training will be arranged through Brevard Sheriff's office in August, 2022.	Staff will be able to assist anyone in crisis needed CPR and/or AED.	Certificates of training

Sculptor Charter School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEM supplies (Mobile STEM labs)	Support a well-rounded education and increase STEM achievement among participating students.	Mobile labs, such as those from Kid Spark Education, will be purchased in August/September 2022 and implemented for the 2022-2023 school year.	Kits will be provided to all classrooms in grades K-8. Approximately 554 students will be able to participate in STEM activities using these kits.	Standardized math and science scores will be monitored and compared to previous outcomes.
2	2.3, 2.4, 2.16	Supplies to support the implementation of PBIS-Positive Behavioral Interventions and Supports.	Supports positive behavior interventions and creating a positive, respectful school climate. This program will help Sculptor reduce discipline incidents and reports of bullying.	This program will be implemented during the 2022-2023 school year. Supplies from PBIS will be purchased in the 1st nine weeks of the 2022-2023 school year.	All students in grades K-8 (554 students) will be impacted and able to participate in this program.	Using PBIS, we anticipate having fewer discipline incidents throughout the 2022-2023 school year.

Viera Charter School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
3	3.7	The salary of an instructional coach - focus technology. This position meets the supplement, not supplant provision as we have used Title IV funding for our coach previously and currently.	Train teachers during preplanning. Support teachers with use of technology devices and software; offer two periods of computer science instruction for middle school students.	Training and support for teachers, along with Computer Science instruction will occur over the 22-23 SY	All teachers received training from this coach. We have appreciated his guidance while trying to learn how to use new technology and Microsoft Teams. Additionally, middle school students will have the opportunity to select the Computer Science class	Instruction in Computer Science will be monitored via classroom walkthroughs and formal evaluation. The course will be evaluated based on interest/enrollments.
1	1.4	Foreign Language - Spanish novels	Support a well-rounded education and increase Spanish achievement among participating students.	Spanish Teachers will immerse students in Spanish through literacy during 22-23 SY	95% of our middle school students will be impacted by engaging instructional practices learned at the conference.	Our goal is to move completely to Comprehensible Input instruction for Spanish. Instruction will be monitored through walkthroughs and professional observations.
1	1.6	The salary of an instructional coach - Focus STEAM. This position meets the supplement, not supplant provision as we have used Title IV funding for our coaches previously and currently.	Support STEAM instruction for elementary students by modeling instruction for teachers throughout the year.	STEAM instruction will occur over the 22-23 SY	All Kindergarten through 5th graders will have the opportunity to go to the STEAM lab.	Instruction in the STEAM lab will be monitored via classroom walkthroughs and formal evaluation. The course will be evaluated based on feedback from teachers and students.

1	1.4	Foreign language teachers will attend the Florida Foreign Language Conference October 2022 in Jacksonville FL to learn the Comprehensible Input approach to foreign language instruction.	Support a well-rounded education and increase foreign language achievement among participating students by implementing the Comprehensible Input approach in their classrooms during the 22-23 SY.	6 Foreign language teachers will attend the Florida Foreign Language Conference in October 2022.	All of our elementary and middle school students will be impacted by engaging instructional practices learned at the conference.	Our goal is to move completely to Comprehensible Input instruction for foreign languages. Instruction will be monitored through walkthroughs and professional observations.
1	1.4	The salary of a French teacher for one period. This position meets the supplement, not supplant provision as we have provided funding for a French instructor previously through Title IV.	Support one period of French instruction for 6th grade students.	French instruction will occur over the 22-23 SY	Select 6th grade students have the opportunity to select French as a foreign language class	Instruction in Beginning French will be monitored via classroom walkthroughs and formal evaluation. The course will be evaluated based on interest/enrollments.
2	2.18	The salary of an interventionist for a portion of the day. This position meets the supplement, not supplant provision as we have interventionist to support our students and the position was funded through Title IV previously.	Support school readiness and academic success for students who need additional academic support.	Intervention will occur over the 22-23 SY	Our struggling elementary students, particularly those who need Tier 3 intervention, will be served by an interventionist who will diagnose gaps in students' learning and work to close those gaps. This position will impact approximately 400 students.	Intervention will be monitored via classroom walkthroughs and formal evaluation. The impact of the interventionist will be evaluated through teacher feedback and through data collection.

Equitable Services: Private School Plans

A. Describe the activities that will be implemented to address Scope of Work 1, 2, and 3.

Ascension Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	Science Research Teacher Supplement for Extra-curricular time	Students will have the opportunity to participate and compete in Science Research Program with the support of a staff member.	This activity will be implemented during the course of the 2022-2023 school year.	This program will be offered to all middle school students who are interested.	For students who participate in the FL State Science and Engineering Fair, this will supplement for the teacher to compensate for the time out of the normal day that is incurred by chaperoning the trip.
1	1.6	Science Research Field Trip for FSRA Fair	Students will have the opportunity to travel to the FSRA annual event.	This activity will take place in the Spring semester of 2023.	Any student who has the opportunity to attend will be eligible to have (all or a portion of) their expenses covered to participate in this activity.	Students who are selected to participate will attend and display
1	1.6	AFA CyberCamp	Teacher Supplement & Program fees for students to participate in a summer camp	CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association to inspire K-12 students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future 22-23 SY.	Beginner students will be eligible to participate	Students will participate in one week of activities for a total of 20 hours.
2	2.22	Youth Mental Health First Aid Certification	Teachers who have not been certified in the past will be certified.	Teachers will be <i>certified</i> in Youth Mental Health Training 22-23 SY.	Teachers will be able to recognize signs of issues to get help for students.	Student needs will be able to be addressed earlier
2	2.22	Youth Mental Health First Aid Re-Certification	Teachers who were certified will be re-certified through National Council for Mental Well-being	Teachers will be <i>re-certified</i> in Youth Mental Health Training, 22-23 SY.	Teachers will be able to recognize signs of issues to get help for students.	Student needs will be able to be addressed earlier
2	2.19	Friendzy	SEL in the classroom	Instruction for students during the 22-23 school year	Grades K-5 will be funded.	Students will have language and options for coping with daily emotional stress.

Devereux School of Viera:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.3	Supplemental curriculum to support content area for students with disabilities.	Increased engagement and academic achievement in content area courses.	Supplemental curriculum will be purchased in August 2022 and implemented for the remainder of the 22 - 23 SY.	The targeted group will include students with disabilities, grades K - 12, for approximately 135 students.	IEP progress reports will be monitored and compared to pre-implementation outcomes.
2	2.3, 2.5,2.8	Youth Mental Health First Aid Training	Support students by training all teachers to recognize signs for students during mental distress	Trainings are scheduled for: online individual training as well as some workshops during 22-23 SY.	All teachers and administration will be trained to assist Students in all grades.	Reduction of behavior referrals and social emotional situations within student's activities, cooperative learning, and tracking guidance counselor referrals.

Holy Name of Jesus Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
3	3.1	3D printer and curriculum	Support a well-rounded education and increase STEM achievement among participating students.	Printer will be purchased in August for training and use in 2022-2023 school year	Classes 4th through 8th will receive training on using and creating 3D items for activities	Actual lesson plans and assignment completion such as designing a game and 3D printing of pieces for the game.
3	3.1	STEM Supplies Programable Coding Robots	Support a well-rounded education and increase STEM achievement among participating students.	Robots and lesson plans will be purchased in August 2022 and implemented for the 2022-2023 school year.	Classes 4th through 8th will receive training on using and coding of devices	Student completion of activity to include cooperative learning elements and successful programing of robot
2	2.3, 2.5,2.8	Youth Mental Health First Aid Training	Support students by training all teachers to recognize signs for students during mental distress	Trainings are scheduled for: online individual training as well as some workshops 8/3/22, 8/30/22, 9/30/22	All teachers and administration will be trained to assist Students in grades K to 8: 153 students	Reduction of behavior referrals and social emotional situations within students activities, cooperative learning, and tracking guidance counselor referrals.
3	3.2	3D Printer and Robotics Supply	Support a well-rounded education and increase STEM	Printer will be purchased in August for training and use in 2022-2023 school year.	Classes 4th through 8th will receive training on using and creating 3D items for	Student completion of activity to include cooperative learning elements and

			achievement among participating students.	Robots and lesson plans will be purchased in August 2022 and implemented for the 2022-2023 school year.	activities and receive training on using and coding of devices.	successful programming of robot and utilizing the 3D printer.
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Learning and Achievement Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.4	Art Supplies	Support a well-rounded education and increase appropriate behavior among participating students by providing an additional outlet for student emotional learning.	Classroom Art Sets will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	All Classrooms will receive an Art Supply Kit for a total of approximately 75 students	Student behavior reports and referrals will be monitored and compared to pre-implementation outcomes.
2	2.12	Professional Development	Support an increase in communication between the classroom and the home by implementing more hybrid learning/lessons among the classes.	Courses will be scheduled by the administration and made available to attend throughout the 22-23 school year.	All students from grades K-8.	We will continue to monitor the levels of engagement between the classroom and home following the Professional development sessions focused on those topics.
3	3.1, 3.2	Mice and Headphones	Provide student access to functioning mice and headphones for use with the hybrid learning drive.	Headphones and mice will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	During classroom hours, and appropriate hybrid learning sessions, all students will have access to the use of the mice and headphones purchased by the school.	Hybrid learning diagnostic assessments and lesson achievements will be monitored to track student growth and progress.

Life Changers Christian Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.3	Math tools and Manipulatives	Support concrete, hands-on learning of math concepts for achievement of all students	Materials will be purchased in August 2022 and implemented for the remainder of the program period in 22-23 SY.	Seventy K-10th grade students will have access to these materials.	Standardized math scores shall be monitored and compared to pre-implementation outcomes.
1	1.3	Handwriting	Provide daily practice in handwriting to achieve accuracy and automaticity	Materials will be purchased in August 2022 and implemented for the remainder of the program period in 22-23 SY.	Fifty K-5 students will use handwriting paper for handwriting practice on a consistent basis.	Teacher evaluation of student handwriting will take place on a monthly basis.

1	1.6	STEM supplies	Provide hands on experiences for K-12 STEM learning	Materials will be purchased in August 2022 and implemented for the remainder of the program period in 22-23 SY.	Seventy K-12 students in STEM lessons	Teacher evaluation of student learning through varied methods of assessment.
2	2.23	First Aid Training	Provide hands on experiences for middle and high school students in fire safety and first aid.	First Aid kits will be purchased for students to use in first aid simulations, 22-23 SY.	MS and HS students taking	Teacher evaluation of student performance adhering to safety procedures and knowledge of administering first aid.
3	3.7	Computer Science	Provide class set of textbooks for middle and high school computer science classes	Books will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY	24 students taking elective computer science classes	Teacher evaluation of student learning through varied methods of assessment.

Lifeline Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEM supplies (STEM Kits)	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	All K-8 grade classrooms will receive the STEM/STEAM kits, for a total of approximately 100 students.	Standardized reading, math, and science scores shall be monitored and compared to pre-implementation outcomes.
2	2.22	Youth Mental Health First Aid Certification	Teachers who have not been certified in the past will be certified.	Teachers will be <i>certified</i> in Youth Mental Health Training. (22-23 SY)	Teachers will be able to recognize signs of issues to get help for students.	Student needs will be able to be addressed earlier
3	3.2	Laptops	provide access to technology in the classroom for students	Students will have access to laptops during the 22-23 SY.	The laptops will be utilized in grades 1 and 2.	Activities will be monitored, and outcomes measured at the end of activities.

Melbourne Central Catholic:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.2	College and Career Readiness Counselor	Counselor dedicated to college and career planning, development education and counseling for all students.	This will be an on-going service throughout the 2022-2023 school year.	Seniors and juniors will be greatly impacted. All students will be exposed to college and career readiness opportunities. This counselor will serve 420 students.	Goal of at least one college per week visiting the MCC campus. Goal of 75% of seniors earning Bright Futures scholarships. Financial (FAFSA) aid meeting for seniors and juniors. Internship opportunities at local businesses for students.
2	2.14	Professional Development	CPR/AED Certifications for all staff	Training on August 4, 2022. Renewals in 2 years.	All 400+ students will be served by creating an overall safer campus by having all staff trained in CPR and AED.	100% of MCC staff will be trained and maintain certification in CPR and AED for the next 2 years.
2	2.12	Parent and Family Engagement	Educational seminar for parents on Career and College Readiness	First seminar in early Fall, second in early Spring 22-23 SY	Focusing on juniors and seniors. Approximately 200 students	We hope to have a minimum of 75% of parents present for seminar.
3	3.6	CyberPatriot Competition Registration Fees	Support a well-rounded education and increase STEM achievement among participating students.	Registration fees will be paid in Fall 2022 and include materials and competition access 22-23 SY	Any student in grades 9-12 has the opportunity to participate. Approx. 20 students.	With growth in the school's computer science program an increase of interest will result in 3 teams of 4 for 23-24 school year.

New Hope Lutheran Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.4	Musical instruments (Ukulele set)	Support a well-rounded education and make musical instruments available for an additional unit in music class.	The ukulele set will be purchased in the summer of 2022 and be implemented for a unit during the 22-23 SY.	The ukulele set will be shared between two classrooms of grades 5-8, approximately 24 students total.	A student survey gauging enjoyment of music class as compared to previous the previous year without this unit will be given.
1	1.4	Musical instruments (Bookwhackers set)	Support a well-rounded education and make musical instruments available for an additional unit in music class.	The boomwhacker set will be purchased in the summer of 2022 and implemented for a unit during the 22-23 SY.	The bookwhacker set will be shared between two classrooms of grades 5-8, approximately 24 students total.	A student survey gauging enjoyment of music class as compared to previous the previous year without this unit will be given.

1	1.4	Musical instruments (Bookwhackers set)	Support a well-rounded education and make musical instruments available for an additional unit in music class.	The boomwhacker set will be purchased in the summer of 2022 and implemented for a unit during the 22-23 SY.	The bookwhacker set will be shared between three classrooms of K-4, approximately 30 students total.	A student survey gauging enjoyment of music class as compared to previous the previous year without this unit will be given.
1	1.4	Musical instruments (Bongo drum set)	Support a well-rounded education and make musical instruments available for class.	The bongo drum set will be purchased in the summer of 2022 and used throughout the 22-23 SY.	The bongo drum set will be used by students in grades 5-8, approximately 24 total.	A goal will be set for the number of songs sung by students throughout the year that will be accompanied by the bongo drum set.
1	1.4	Musical instruments (Rhythm ribbon streamers)	Support a well-rounded education and make musical instruments available for an additional unit in music class.	The rhythm ribbon streamers will be purchased in the summer of 2022 and used throughout the 22-23 SY.	The rhythm ribbon streamers will be used by students in K-2, approximately 15 students.	A student survey gauging enjoyment of music class as compared to previous the previous year without this unit will be given.
2	2.4, 2.19	Dignity Revolution curriculum and materials pack	Support safe and healthy conditions in the school and increase SEL opportunities for students.	The curriculum will be purchased in the summer of 2022 and implemented throughout the 22-23 SY.	Students in K-8 will use the curriculum, approximately 60 total.	A student survey (provided by curriculum) will be given to students to gauge how comfortable they feel standing up to and reporting bullying as compared to prior to the use of the curriculum.

Our Lady of Lourdes Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	Circuit Sticker Sketchbooks Kits	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	5th Grade Class will receive these kits, for a total of approximately 24 students.	Standardized math scores shall be monitored and compared to pre-implementation outcomes.
1	1.6	Engino Discovering STEM Newton's Laws Inertia, Momentum, Kinetic & Potential Energy Construction Kits	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	3rd & 4th Grade will receive these kits to work in collaboration groups with a total of approximately 50 students	Standardized math scores shall be monitored and compared to pre-implementation outcomes.
1	1.6	4M Weather Science Kit - Climate Change, Global Warming, Lab	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	6th Grade will receive these kits to work in collaboration groups with a total of approximately 30 students	Standardized math scores shall be monitored and compared to pre-implementation outcomes.

2	2.9	Healthy Habits for Healthy Kids Grades K-4th	Support a well-rounded education for an active and healthy lifestyle among participating students	Books will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	Grades 1st-4th will receive the books, for a total of approximately 120 students.	Standardized science scores shall be monitored and compared to pre-implementation outcomes.
2	2.19	Mark Twain Life Skills Mental Health Workbook for Kids, Anxiety, Stress, and Social Emotional Learning for Kids Age 10+, Grades 5-8 Mental Health Books, Classroom or Homeschool Curriculum	Support a well-rounded education for participating students to balance life skills, including self-esteem, stress, social emotional learning, and social skills	Books will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	Grades 6th -8th will receive the books, for a total of approximately 90 students.	Monitor guidance referrals, and disciplinary actions compared to pre-implementation

Our Saviour Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.4	Music instruments (ukulele)	Supports a well-rounded music opportunity for students	25 Ukulele will be purchased in August 2022 and implemented in music classes for the 2022-2023 school year.	Students in grades 5th-8th will learn how to play ukulele by using one during class time. This is approximately 80 students.	Students are able to learn how to perform on the musical instrument and participate in the recital at the end of the year. Music teacher will observe weekly growth progress.
1	1.4	Music instruments (Recorders)	Supports a well-rounded music opportunity for students	40 Recorders will be purchased in August, 2022 and implemented in music classes for the 2022-2023 school year.	Each student in grades 3rd and 4th will learn how to play the recorder.	Students are able to learn how to perform on the musical instrument and participate in the recital at the end of the year. Music teacher will observe weekly growth progress.
1	1.4	Music instruments (bells)	Supports a well-rounded music opportunity for students	Bell sets will be purchased in August, 2022 and implemented in music classes for the 2022-2023 school year.	Students in grades 5th-8th will learn how to play the bell sets by using one during class time. This is approximately 80 students.	Students are able to learn how to perform on the musical instrument and participate in the recital at the end of the year. Music teacher will observe weekly growth progress.
2	2.19	Social and emotional kits	Supports positive social and emotional development for students.	Social and emotional kits will be purchased in August 2022 and implemented in the 2022-2023 school year.	Students in grades kindergarten through 8th grade will have access to these kits based upon their needs.	Students gain coping skills that teachers can observe and less behavior infractions are recorded.

1	1.7	Newsela	Provides students with current events online that supports their grade level academic objectives.	Subscriptions will be purchased in August for students and utilized during the 2022-2023 school year.	Students in grades 5th through 8th will have a subscription for NEWELA.	Student test scores on the TerraNova will show an increase for reading and social studies.
1	1.7	No Red Ink	Provides students with a positive writing program online that helps promote grammatically correct writing.	Subscription will be purchased in August for students and utilized during the 2022-2023 school year.	Students in grades 5th through 8th will have a subscription for No Red Ink.	Student test scores on TerraNova for the language composite section will increase.

Park Avenue Christian Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
3	3.1	Makey Makey Classic Stem Learning	Makey Makey is an introduction to conduction, coding, and circuits. Students can use the Makey Makey to enhance creativity, problem solving, and STEM investigations.	These kits will be used the 22-23 school year to promote STEM in Science.	Will be used in the 5th - 6th grades to encourage creative design while fostering invention literacy. Used as an introduction to STEM for technical design. Approximately 100 students.	By measuring the range of creativity in Science and Language arts through narrative and story line.
3	3.1	Dash Robots	Dash is an introduction into robotics and coding. Students will begin basic understanding of coding.	Robots will be used in 4th - 5th grade Science and be used as a feeder program into the middle school robotics team fostering interest into the field of robotics and coding, 22-23 SY.	Students in 4th -5th grade will be using the robots and the knowledge obtained will carry on to middle school STEM and Robotics. Approximately 80 students.	Measuring the understanding of coding and capability to carry over abilities to the middle school program.
3	3.1	EF 24-105mm f/4L IS II USM Refurbished Canon Lens	To be used with the Photography class to increase their photo capabilities.	Lens will be used in photography as a addition to equipment already in use during the 22 -23 school year.	Middle school students will have the opportunity to use photography class. Approximately 100 students.	This will enable them to further study in mathematical calculations for range
3	3.1	Samson DE10x Omnidirectional Headset Microphone with Wireless Cable Adaptor Set	To be used in the elementary and middle school music class/productions.	Microphones will be used in the music department during the 22-23 school year	Used in musical productions serving entire school body of approximately 500 students.	Allow students to fulfil sound with movement during school productions
3	3.1	Shure QLXD1 Wireless Bodypack Transmitter V50 band	To be used in the elementary and middle school music class/productions.	Bodypacks will be used with head set microphones in the music department during the 22-23 school year	Used in musical productions serving entire school body of approximately 500 students.	Allow students to fulfil sound with movement during school productions
1	1.6	LEGO BricQ Motion Essential	To be used in the elementary classes to expand opportunities for students to engage in hands on learning and creativity	22-23 school year	Elementary K-5	Increased engagement in physical sciences

2	2.13	Under the Desk Stationary Fitness Machine	To be used with cooperative learning structures taught through Kagan professional development.	Under the desks bikes will be used throughout the 22-23 school year in grades 4th - 5th.	Will be used for increased activity for Brain Based Learning and Physical activity in the classroom. Used with approximately 50 students.	Student outcomes will be based on productivity of work accomplished during quiet class time. Also, seeing if increased physical activity increases Brain Based learning.
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Parkhurst Academy:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.4,1.6	Creation of Lion King mechanical props.	Students will apply mechanical engineering, increasing critical thinking skills among participating students.	The design of these props will begin in the fall of 22. The implementation and building of the designs will be in spring of 23.	The entire student body will benefit with the result of the Lion King production. The goal is for every child in our student body to lay hands on some prop for this production, either in an art, science, math or drama class. We will have a student body of approximately 500 students.	Students will be given criteria which will need to be met for every prop. Rubrics will be established, and projects will be assessed and posted.
2	2.19	Implement an SEL course for our k-8 students.	Support a well-rounded education by raising our students' level of awareness of SEL.	Frienzy curriculum will be purchased in August 2022 and implemented for the 2022-23 school year.	Each child in 7-8 will receive a worktext, with a total of approximately 100 students participating.	Assessments built into the curriculum, as well as formative assessments will be used to monitor progress.
3	3.2,3.5	Engimo pro robotics bundles	Support a well-rounded education and increase STEM achievement among participating students.	Kits will be purchased in August 2022 and implemented for the remainder of the program period in the 22-23 SY.	All k-6 students participate in small group robotics programming.	Demonstration of robotic functions.

St. Joseph Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.3	IXL Social Studies	Support a well-rounded education and increase Social Studies achievement and civic awareness among participating students.	The IXL online support platform will be purchased for the 2022-2023 school year.	All middle school students, grades 6-8 will be utilizing this program. Approximately 70 students.	Quarterly progress reports and report cards standards will be monitored. Additionally, a pre-course assessment will be utilized at the beginning of the year as a baseline score. Subsequent summative assessments will be used to track progress.
2	2.9	Physical Education and Recess supplies	Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	During all PE classes and during daily recess for K-8 students during the 22-23 SY	We are projected to have about 180 students in K-8th grade. All participate in PE twice a week and have recess daily	Minimize write ups and arguments during recess and daily PE games. Also, at the beginning of the year we will survey students perceptions about their health and self-worth as well as their perceptions of physical education.

St. Mary Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
1	1.6	STEM supplies for large, School-wide Maker Space	Support a well-rounded education and increase STEM achievement among participating students.	Supplies will be purchased in August 2022, and students will participate throughout the year 22-23 SY	Students in middle school (grades 6-8) will participate - approximately 50 students	Standardized math and science scores will be monitored and compared before and after the program.
2	2.9	OUTDOOR play equipment	Support a healthy, active life-style for students outside of PE	Equipment will be purchased August 2022 and utilized the remainder of 22-23 SY	All K-8 students will be able to participate (Approx 175 students)	Students score on the Presidential Physical Fitness test will be compared before and after
1	1.6	We Video Subscription to be used for a Video Creation Lab	Support an innovative blended learning opportunity by making live videos	Subscription will be purchased in August 2022, and students will participate throughout the year. 22-23 SY	Students in grades 4-8 will be able to use the lab (90 students)	Student grades for the appropriate activity's subject will be compared before and after the projects.

3	3.1	Various lighting and / or accessories for a Video Creation Lab	Support an innovative blended learning opportunity by making live videos	Equipment will be purchased August 2022 and utilized the remainder of 22-23 SY	Students in grades 4-8 will be able to use the lab (90 students)	Student grades for the appropriate activity's subject will be compared before and after the projects.
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St. Teresa Catholic School:

SOW	Activity	Activities	Intended Outcomes	Timeline	Students	Monitoring
3	3.2	Webcams	Students experience outside of the classroom activities that they wouldn't ordinarily experience.	Throughout the 2022-2023 school year.	Fourth and fifth grade classrooms. Approximately 45 students.	Student will be able to describe a new experience after the event.
3	3.2	Printer	Students will have the ability to print class assignments and/or notes to further learning.	Throughout the 2022-2023 school year.	Students in grades fifth through eighth. Approximately 90 students.	Scores on student assignments.
2	2.1, 2.12, 2.17, 2.19, 2.19	Friendzy Program	Support SEL in the classroom	Program will begin at the start of the year and continue through the school year, 22-23 SY.	All grade level students will be impacted by this program.	Increase in awareness of student SEL needs. Decrease in behavior incidents in the classroom.
3	3.7	Neptune Navigator	Supports digital citizenship	Throughout the 2022-2023 school year.	Students in grades Kindergarten to grade eight	Students will demonstrate increased digital citizenship, including less cheating and plagiarism.

General Education Provisions Act (GEPA)

Brevard Public Schools' participation in all federal programs, including Title IV, Part A, will not impede equitable access or participation by gender, race, national origin, color, or disability. Rather, the program designs encourage equity through a distinct focus on supporting all students. The School Board of Brevard County, Florida does not discriminate on the basis of race, religion, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment. A student or employee having a grievance concerning discrimination may contact Mark W. Mullins, Ed.D., Superintendent of Brevard Public Schools.

Brevard Public Schools provides routine assistance to students and families with language and/or literacy barriers by providing translated materials, interpreters, and assistance with reading. Access and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs are ensured by sharing the related Brevard Public Schools policies and procedures, using accessible facilities and transportation services, signing and adhering to program assurances, and collaborating with the Student Services department to meet the needs of all students.

Brevard Public Schools has the following plans, policies, and procedures to assure equitable access and participation in its programs and activities: The Brevard County Public Schools' Policy #2260 Nondiscrimination and Access to Equal Educational Opportunity (last revised on July 22, 2014), Exceptional Student Education policy #2460, the English for Speakers of Other Languages 2020-2021 Procedural Manual, and Brevard Public Schools LGBTQ+ Guidelines.

Florida's 2022-23 ESEA Federal Programs Application Review for BREVARD

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

Title IV, Part A			
Area of Focus	Activity #	Feedback/Clarification Requests	LEA Response
-	-	Please enter the fiscal contact on the title page.	Completed <i>Reviewed 8/24/2022. Thank you.</i>
-	-	Please enter the UEI number on the DOE 100A page.	Completed <i>Reviewed 8/24/2022. Thank you.</i>
-	-	Please submit the signed DOE 100A to the program office for review.	BPS utilizes Adobe for digital signature, the signed DOE 100A page is submitted as a PDF. Document is attached <i>Reviewed 8/24/2022. Thank you.</i>
-	-	Program office adjusted preliminary allocation to the nearest dollar. Please adjust an activity budget line item by \$0.26 to align preliminary allocation amount with requested allocation amount.	AOF2 Activity 3: increased by \$0.26 to align with allocation. Updated from \$4,560.19 to \$4,560.45 <i>Reviewed 8/24/2022. Thank you.</i>

Florida's 2022-23 ESEA Federal Programs Application Review for BREVARD

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

1	1	Please describe in more detail how the Content Data Specialist position works directly with students or teachers.	<p>Narrative revision included in this document.</p> <p>Reviewed 8/24/2022. Are testing coordinators teachers/school staff, or are they district staff? Please clarify what you mean by “Availability of a liaison for students and parents of the non-traditional schools (BVS, FLVS, etc.)” in regards to this position.</p> <p>Update 8/24/22 – see revision to narrative below for additional clarification.</p> <p>Reviewed 8/26/2022. Thank you.</p>
1	4 (8)	Viera Charter School: Please provide a breakdown of travel costs – destination, method of travel (mileage, rental, airfare), lodging, per diem, misc. (parking, tolls) for the FFLC.	<p>Registration: 5 teachers x \$250 fee = \$1,250 Hotel: 2 nights x 2 rooms x \$139 per night = \$556 1 additional night \$139, Total Hotel = \$695 Travel: Mileage 2 personal vehicles x 160 miles x \$0.54 per mile = \$134.62 Per diem: 6 teachers x 2 days x \$36 = \$216 Total Travel Cost Estimate: \$2,295.62</p> <p>Reviewed 8/24/2022. Thank you.</p>
1	5	Details for all travel (in-state and out-of-state) must be reviewed and approved by the program office. Please confirm that Brevard County will submit details/breakdown of all travel requests at least 30 days prior to each travel date for review. The FDOE out-of-state travel request form is required for all travel outside of Florida.	<p>Brevard Public Schools (Title II and IV Grant Coordinator) will submit the travel plans for any school that will be traveling to STEM competition for the T4 office to review.</p> <p>Historically these competitions begin in May, and the grant coordinator will work to communicate plans to the T4 office in March/April.</p> <p>Reviewed 8/24/2022. Thank you.</p>

Florida's 2022-23 ESEA Federal Programs Application Review for BREVARD

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

1	7	Please provide the tuition and textbook cost breakdown for review.	<p>Tuition to FIT (cost \$100 per credit hour) for 10 students to take 4 (3 hour) courses: 10 students x 12 hours @ \$100 per hour=\$12,000</p> <p>Textbooks for 10 students for 3 classes @ \$125 per textbook =\$3,750</p> <p>Total requested is \$15,750</p> <p style="color: green;">Reviewed 8/24/2022. Thank you.</p>
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Florida's 2022-23 ESEA Federal Programs Application Review for **BREVARD**

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

1	6 (8)	<p>Odyssey Charter/Odyssey Preparatory Academy: Field trip requests must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs as outlined in K12 ESEA Common Federal Program Guidance. Provide the additional information in the description of the activity.</p>	<p>See the table below for breakdown of costs</p> <p>Reviewed 8/24/2022. Provide more details on and the purpose of the King Center, Peace River, and Larsen Motorsports field trips.</p> <p>Additionally, Sea World would not be an approved field trip. Please remove as an option in the table narrative (page 19).</p> <p>Update 8/25/22: Communicating with Odyssey Charter/Prep</p> <p>Update 8/31/22: Removing Seaworld from narrative. Removing Peace River from field trip list, will re-evaluate if trip is planned.</p> <p>The King Center provides opportunities for students to watch plays performed by local artists and participate in large events in education opportunities. The plays provided during the school day are educational in nature and often aligned with Social Studies standards.</p> <p>Larson Motorsports partners with BPS and is regularly connected to STEM events in the district. Students visiting the Larson Motorsports site at Florida Institute of Technology are able to participate in hands on opportunities. https://www.fit.edu/jetdragster/</p>
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Florida's 2022-23 ESEA Federal Programs Application Review for **BREVARD**

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

			Reviewed 8/31/2022. Thank you.
1	6 (8)	Viera Charter School: The instructional coach for technology is an Effective Use of Technology activity. Please move to AOF 3.	Moved in budget, and narrative edited Reviewed 8/24/2022. Thank you.

Florida's 2022-23 ESEA Federal Programs Application Review for BREVARD

For your convenience we have highlighted the areas within the attached application for your review, reallocation and any narrative changes based on the feedback and clarification requests below. Please respond on the chart below and if necessary make updates within the application (add highlight to additions, if needed). For resubmission, please email the chart and revised application to your program office contact.

2	2	Please provide the detailed quote/contract for Youth Truth Survey for review.	<p>Attached</p> <p><i>Reviewed 8/24/2022. Provide more details on the in-person workshop, including the number of days/number of hours for each day, and the number of staff attending each day/workshop.</i></p> <p><i>Note - Contracted services must meet the requirements outlined in the K12 ESEA Common Federal Program Guidance. A contract at or below \$3000/day may still be unreasonable when the length of training and number of attendees are considered.</i></p> <p>Update 8/24/22: District staff and all 84 principals attend at least one workshop reviewing the process for accessing the Youth Truth data that has been collected. Additionally, the Youth Truth trainer provides a breakdown of district data which allows for the school to have a better understanding of their own information. The workshop also allows for breakout sessions that promote discussion on how to use the data effectively to make changes on campus.</p> <p>Sessions are tailored to elementary and secondary, providing at least 2 opportunities for elementary and 2 opportunities for secondary administration to attend. The workshops are scheduled for no less than 2 hours each and occur over 4 days.</p> <p><i>Reviewed 8/26/2022. Thank you.</i></p>
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Florida's 2022-23 ESEA Federal Programs Application Review for BREVARD

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2	3	<p>Please clarify how this activity is supplemental. See highlighted portion in narrative.</p> <p>Please confirm that staff who are required to take CPR training will not attend these training.</p>	<p>Confirmed: Staff participating in the supplemental training are above and beyond the required staff/bus drivers. Processes will be put in place to inform trainers and verify the job title of participants.</p> <p>The FLDOH Statute and FL Administrative Code Rule requires 3 trained staff: 1 person staffing the school health room 2 additional certified staff members</p> <p>The primary intention of the activity is to maintain 10 certified trainers in the district and provide additional opportunities for certification over the summer.</p> <p>The activity is supplemental based on the following:</p> <ol style="list-style-type: none"> 1. We are allocating funds to provide CPR/AED training during the school year and over the summer for additional individuals to become certified. (Additional staff/faculty are beyond the required 3 at each site. Bus drivers are excluded due to updated legislation) 2. The intent of the activity is to maintain 10 certified CPR/AED instructors on staff to host cost effective trainings for the district. <p style="color: green;">Reviewed 8/24/2022. Thank you.</p>
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2	4	Pinecrest Academy Space Coast: Please indicate what staff will be trained on CPR and AED. Federal funds cannot pay for any required trainings for certain staff, such as bus drivers.	Additional teachers and Instructional Assistants will be trained in CPR/AED use, documentation will be kept identifying the participants. <i>Reviewed 8/24/2022. Thank you.</i>
2	8 (4)	Confirm that Emma Jewel Charter is not providing CPR/First Aid training to 9 th and 11 th graders, as required by HB 157 .	Emma Jewel Charter only serves students in grade K – 8. <i>Reviewed 8/24/2022. Thank you.</i>
2	9 (4)	Emma Jewel Charter: Please provide links to the low ropes course equipment so we may review. Equipment intended to become permanent fixtures (i.e. “components will be constructed”) is unallowable.	<i>8/25/22 Update:</i> <i>Reflecting on the ropes course equipment, Emma Jewel has chosen to shift gears and support their Physical Education program and new teacher with supplies. These items will provide students with increased opportunity for physical activity, healthy lifestyle, and additional opportunity to engage in cooperative activities.</i> <i>The following are items the school would like to purchase:</i> <i>Volleyballs, Basketballs, Kickballs, Whiffle balls, and bats with bases, (plastic), Soccer Balls, Cones Hula hoops, Bean bags, Frisbees, Badminton rackets with birdies, Badminton nets/Pickleball nets</i> <i>Reviewed 8/26/2022. Thank you.</i>

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2	9 (5)	<p>Park Avenue Christian Academy:</p> <ol style="list-style-type: none"> 1. The Stay'n'Play Balance Balls and Surf Portable Lap Desks are considered furniture and are unallowable. Please remove and reallocate funds to a different activity. 2. Please provide a link to the type of stationary fitness machines requested so we may review. 	<p>2 Bike Pedal Exerciser with Calorie Tracker and Adjustable Resistance – Mini Foldable Indoor Home Gym Exercise Equipment by Wakeman Fitness : Everything Else (amazon.com)</p> <p>Reviewed #2 on 8/24/2022. These are allowable. Thank you.</p> <p>Update 8/25/22: The school has decided to reallocate to the following, BricQ Motion Essential (lego.com) The LEGO will enhance STEAM learning in primary school students. These items would fit in SOW 1.</p> <p>Reviewed 8/26/2022. Thank you.</p>
2	9 (5)	<p>St. Mary Catholic School:</p> <p>Please provide links to the outdoor play equipment requested so we may review.</p>	<p>The two links to equipment will help classroom teachers integrate more activity into their core classes. (PE is only 2 days a week)</p> <p>https://gophersport.com/sparkabcs-classroom-activity-recess-curriculum</p> <p>https://www.schoolspecialty.com/sportime-pe-starter-pack-1563189</p> <p>Reviewed 8/24/2022. Thank you.</p>

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2	18, 23 (4)	Odyssey Charter/Odyssey Preparatory Academy: Field trip requests must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs as outlined in K12 ESEA Common Federal Program Guidance . Provide the additional information in the description of the activity.	<p>See the table below for breakdown of costs</p> <p>Reviewed 8/24/2022. Most of these field trips are Well-Rounded Educational areas, except the college tours, which may fit in either AOF 1 or AOF 2. Please move the activities to AOF 1.</p> <p>Update 8/31/22: Moved field trips to AOF1, with college tours to AOF2.</p> <p>Reviewed 8/31/202. Thank you.</p>
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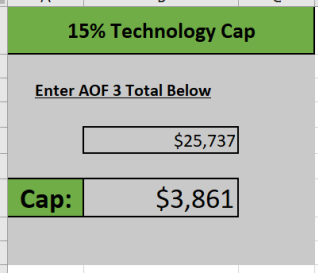
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3	2 (1)	Please provide the total cost of laptops requested from Emma Jewel Charter.	<p>\$884.88</p> <p>Reviewed 8/24/2022. Brevard is over their 15% technology cap. The charter/private school requests total \$2,894.09 and Brevard's current technology cap is \$2,161. Please adjust to stay below the 15% technology cap.</p> <p>Note – Removing activities from AOF 3 will decrease the total and subsequently the technology cap allotted to infrastructure. Please keep this in mind when adjusting.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">A</th> <th style="width: 30%;">B</th> <th style="width: 30%;">C</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="background-color: #4CAF50; color: white; text-align: center;">15% Technology Cap</td> </tr> <tr> <td colspan="3" style="text-align: center;">Enter AOF 3 Total Below</td> </tr> <tr> <td></td> <td style="text-align: center;">\$14,409</td> <td></td> </tr> <tr> <td style="background-color: #4CAF50; color: white;">Cap:</td> <td style="text-align: center;">\$2,161</td> <td></td> </tr> </tbody> </table> </div> <p>Reviewed 8/26/2022. After moving additional activities to AOF 3 that are not technology infrastructure, Brevard is now below their 15% technology cap (Allocated \$2,894.09 of a possible \$3,861 in infrastructure requests.) Thank you.</p>	A	B	C	15% Technology Cap			Enter AOF 3 Total Below				\$14,409		Cap:	\$2,161	
A	B	C																
15% Technology Cap																		
Enter AOF 3 Total Below																		
	\$14,409																	
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3	2 (2)	Please provide the total cost of laptops requested from Lifeline Academy.	<p>\$261.95</p> <p><i>Reviewed 8/24/2022. See feedback above.</i></p> <p><i>Reviewed 8/26/2022. After moving additional activities to AOF 3 that are not technology infrastructure, Brevard is now below their 15% technology cap (Allocated \$2,894.09 of a possible \$3,861 in infrastructure requests.) Thank you.</i></p>

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3	7 (2)	<p>Please provide the total cost of Neptune Navigator requested from St. Teresa Catholic School.</p>	<p>\$1,746.26</p> <p>Reviewed 8/24/2022. See feedback above. Please move the webcams and printer found in AOF 1 to AOF 3 (these items are a best fit in AOF 3 and help increase Brevard's technology cap and does not count toward the tech cap.)</p> <p>Update 8/25/22: Webcam and printer moved to AOF 3</p> <p>Reviewed 8/26/2022. After moving additional activities to AOF 3 that are not technology infrastructure, Brevard is now below their 15% technology cap (Allocated \$2,894.09 of a possible \$3,861 in infrastructure requests.) Thank you.</p>
3	7 (2)	<p>Please move the 3D printer and programmable coding robots for Holy Name of Jesus Catholic School from AOF 1 to AOF 3, as they also fit as an Effective Use of Technology activity.</p> <p>If these items are a duplicate to the 3.2 activity for this same private school, please remove. If not, please combine. (see page 23 of the narrative)</p> <p><i>Note – this would help increase Brevard's technology cap and these items do not count towards the tech cap.</i></p>	<p>Update 8/25/22: printer and robots moved to AOF 3. Items are not duplicated, but have been modified to one area of focus.</p> <p>Reviewed 8/26/2022. Thank you.</p>
3	3.1 (2)	<p>Please move the WeVideo subscription for St. Mary Catholic School from AOF 3 to AOF 1, as it provides creative content to students.</p> <p><i>Note – Keeping this software in AOF 3 will count towards Brevard's technology cap. If Brevard choose to keep this in AOF 3, please provide the total cost for each software so we may calculate the technology cap.</i></p>	<p>Update 8/25/22: Software moved to AOF 1</p> <p>Reviewed 8/26/2022. Thank you.</p>

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1	1.6 (8)	<p>Please move the Makey Makey kits and Dash Robots for Park Avenue Christian Academy from AOF 1 to AOF 3, as they also fit as an Effective Use of Technology activity.</p> <p><i>Note – this would help increase Brevard’s technology cap and these items do not count towards the tech cap.</i></p>	<p>Update 8/25/22: Robots moved to AOF 3.</p> <p>Reviewed 8/26/2022. Thank you.</p>
3	7 (1)	<p>Odyssey Charter/Odyssey Preparatory Academy: Please move the transportation cost for the field trips to Areas of Focus 1 and 2 for the respective field trips.</p>	<p>See the table below for breakdown of costs Transportation is now included in the cost</p> <p>Reviewed 8/24/2022. Thank you.</p>
3	16 (2)	<p>Our Saviour Catholic School: Newsela and No Red Ink are well-rounded education activities. Please move funds to AOF 1.</p> <p><i>Note – Keeping this software in AOF 3 will count towards Brevard’s technology cap. If Brevard choose to keep this in AOF 3, please provide the total cost for each software so we may calculate the technology cap.</i></p>	<p>Moved to AOF1 in narrative and edited in the budget</p> <p>Reviewed 8/24/2022. Thank you.</p>
4	-	<p>Please confirm that Brevard is <i>only</i> claiming the 2% direct administrative costs and is <i>not</i> claiming any indirect costs. (LEAs may claim both.)</p> <p><i>Note – A change here would require the equitable services formula and allocation to private schools to be updated.</i></p>	<p>Confirmed – Brevard is only claiming 2% to provide funding to direct administrative costs. No indirect cost will be claimed.</p> <p>Reviewed 8/24/2022. Thank you.</p>

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Content Specialist - Data (.6 FTE) Budget Activity 1 – Updated sections included to reflect request; the original is there for comparison.

ORIGINAL LANGUAGE 1a: Description of the program activity and how it will be implemented: The program will continue to increase training provided to all testing coordinators (both one-on-one and in differentiated groups) as well as continue to provide a liaison for the non-traditional schools (BVS, FLVS, etc.). This will provide stakeholders with a better understanding of state testing so they can make an informed decision about participating.

UPDATE 1 1a: Description of the program activity and how it will be implemented: The program will continue to increase training provided to testing coordinators (TC) through school visits to each new TC near the beginning of the year and throughout the year as needed as well as increased availability to meet with any TC as requested. Availability of a liaison for students and parents of the non-traditional schools (BVS, FLVS, etc.) will continue to provide stakeholders with a better understanding of state testing to make an informed decision about participating.

UPDATE 2 1a: Description of the program activity and how it will be implemented: The program will continue to increase training provided to testing coordinators (TC) through regular school visits. During student testing administrations, the Data Specialist is in schools supporting new Testing Coordinators and students. This support role to the schools is essential to the role of the data specialist to ensure new Testing Coordinators are comfortable with the process and each student has the opportunity to test appropriately.

Testing Coordinators are teachers who have taken on a larger school wide role that supports all administrators, teachers, and students in their respective school building. The Testing Coordinator manages and schedules all school site testing based on the state calendars, provides up to date information on state testing, accessing, and interpreting data, and ensuring parents are well informed. The Data Content Specialist is a pivotal role that takes the information provided by the state and communicates it in a way that is accessible to the teachers in the Testing Coordinator role.

At the start of each school year Testing Coordinators new and veteran participate in state testing update meetings and training. This is the first point of contact for the Data Content Specialist to work with the district wide team of teachers. Throughout the school year, the Data Content Specialist meets with the Testing Coordinators in groups and individually to provide continued support to school sites. Additionally, access to the Data Content Specialist for non-traditional school teachers, students, and parents provides opportunity to clearly and effectively communicate information regarding assessments that are required for promotion to the next grade and graduation.

ORIGINAL LANGUAGE 1d: Expected student benefit: One expected student benefit is a better understanding of the new FAST Progress Monitoring and continuing state testing requirements for graduation. Another benefit is by participating in the provided progress monitoring, more students can be assisted with areas of need that may otherwise not be identified.

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UPDATE 1 1d: Expected student benefit: Students will benefit from a better understanding of the new FAST Progress Monitoring assessments and how this will assist them to grow during the year. When teachers have more data concerning students' skills and knowledge, it is easier for them to hone in on standards that need more practice/study and where the knowledge is already there but can be enriched to broaden students' continued growth.

UPDATE 2 1d: Expected student benefit: Students will benefit from faculty and staff having a better understanding of the new FAST Progress Monitoring assessments and how this will assist them to grow during the year. When administrators, faculty and staff have more data concerning students' skills and knowledge, it is easier for them to hone in on standards that need more practice/study and where the knowledge is already there but can be enriched to broaden students' continued growth. The school site Testing Coordinator having access to a Data Content Specialist provides opportunities for improved data collection and intervention planning.

Odyssey Charter School Field Trips:

Scope of Work	Destination	Entrance Fee	Grade Level	# of Students	Total Entry Cost	Transportation per student	Transportation cost	Total Cost of Trip	Totals
1	Brevard Zoo	\$ 10.00	K	128	\$ 1,280.00	\$ 8.00	\$ 1,024.00	\$ 2,304.00	
1	Brevard Zoo	\$ 8.00	1	128	\$ 1,024.00	\$ 8.00	\$ 1,024.00	\$ 2,048.00	
1	Brevard Zoo	\$ 16.00	3	128	\$ 2,048.00	\$ 8.00	\$ 1,024.00	\$ 3,072.00	
1	Kennedy Space Center	\$ -	1	128	\$ -	\$ 25.00	\$ 3,200.00	\$ 3,200.00	
1	Lagoon Quest	\$ 5.00	4	132	\$ 660.00	\$ 8.00	\$ 1,056.00	\$ 1,716.00	
1	Barrier Island Sanctuary	\$ -	2	128	\$ -	\$ 16.00	\$ 2,048.00	\$ 2,048.00	
1	OCS Farm	\$ 5.00	4	68	\$ 340.00	\$ 8.00	\$ 544.00	\$ 884.00	

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2	College Tours (FIT, EFSC, UCF, UF, etc)	\$ -	11,12	100		\$ 25.00	\$ 2,500.00	\$ 2,500.00	\$ 17,772.00
Scope of Work	Destination	Entrance Fee per student	Grade Level	# of Students	Total Entry Cost	Transportation per student	Transportation cost	Total Cost of Trip	
1	King Center	\$ 4.00	K	132	\$ 528.00	\$ 8.00	\$ 1,056.00	\$ 1,584.00	
1	Senior Assisted Living Facilities (read with a Senior) and park	\$ -	K	128	\$ -	\$ 8.00	\$ 1,024.00	\$ 1,024.00	
1	St. Augustine History Trip	\$ 50.00	4	132	\$ 6,600.00	\$ 25.00	\$ 3,300.00	\$ 9,900.00	
1	Wild Florida (Natural History Trip)	\$ -	5	132	\$ -	\$ 10.00	\$ 1,320.00	\$ 1,320.00	
2	College Tours (FIT, EFSC, UCF, UF, etc)	\$ -	11,12	100		\$ 25.00	\$ 2,500.00	\$ 2,500.00	\$ 16,328.00
								Grand Total	\$ 34,100.00

Odyssey Preparatory School Field Trips:

Scope of Work	Destination	Entrance Fee per student	Grade Level	# of Students	Total Entry Cost	Transportation per student	Transportation cost	Total Cost	Totals
1	LaPonte Farms	\$ 5.00	K-5	460	\$ 2,300.00	\$ 8.00	\$ 3,680.00	\$ 5,980.00	
1	Brevard Zoo	\$ 16.00	1	72	\$ 1,152.00	\$ 8.00	\$ 576.00	\$ 1,728.00	

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1	St. Augustine	\$ 80.00	4	88	\$ 7,040.00	\$ 40.00	\$ 3,520.00	\$ 10,560.00	
1	Barrier Island Sanctuary	\$ -	2	31	\$ -	\$ 10.00	\$ 310.00	\$ 310.00	
1	Lagoon Quest	\$ 5.00	4	88	\$ 440.00	\$ 10.00	\$ 880.00	\$ 1,320.00	
1	Peace River	\$ 9.00	5	35	\$ 315.00	\$ 10.00	\$ 350.00	\$ 665.00	\$ 12,190.00
Scope of Work	Destination	Entrance Fee per student	Grade Level	# of Students	Total Entry Cost	Transportation per student	Transportation cost	Total Cost	
1	King Center	\$ 4.00	5	88	\$ 352.00	\$ 8.00	\$ 704.00	\$ 1,056.00	
1	Larson Motor Sports	\$ 5.00	5	320	\$ 1,600.00	\$ 8.00	\$ 2,560.00	\$ 4,160.00	
1	Melfisher Historical	\$ 3.00	1	72	\$ 216.00	\$ 10.00	\$ 720.00	\$ 936.00	
									\$ 6,152.00
Grand Total									\$ 18,342.00



YouthTruth Price Quote for Brevard Public Schools
(Surveying in school years 2022-23, 2023-24, 2024-25)
Prepared by Jimmy Simpson, Jr. Quote expires August 31, 2022

Item	Unit Price	Totals
Student Survey	\$1,500 /school	\$136,500 (\$1,500 x 91 schools)
Family Survey	\$500 /school	TBD (\$500 x 91 schools = \$45,500)
Staff Survey	\$500 /school	TBD (\$500 x 91 schools = \$45,500)
Additional Topics: For example: Diversity, Equity, & Inclusion, School Safety, Emotional & Mental Health	Fee Waived for Life of Contract	\$0
District Data Debrief 45-minute debrief with cabinet	No Fee	\$0
Follow-Up Advisory Services <ul style="list-style-type: none"> • Virtual Workshop • In-Person Workshop 	\$3,500 per virtual workshop \$5,000 per in-person workshop	\$5,000
SUBTOTAL PER YEAR		\$141,500 (Student Survey + Workshop) + Other Services TBD
Discounts		
Volume Discount	30% off (Applied to Student, Family and Staff line items only)	(\$40,950)
Legacy Discount	Custom Amount	(\$13,205)
TOTAL PER YEAR		\$87,345 (Student Survey + Workshop) + Other Services TBD



Elementary Schools Included in this Scope:

1. Apollo
2. Atlantis
3. Audubon
4. Brevard Virtual School (Grades 3-6)
5. Cambridge
6. Cape View
7. Challenger 7
8. Christa McAuliffe
9. Columbia
10. Coquina
11. Croton
12. Discovery
13. Dr. W.J. Creel
14. Endeavour
15. Enterprise
16. Fairglen
17. Freedom 7 School of International Studies
18. Gemini
19. Golfview
20. Hans Christian Andersen
21. Harbor City
22. Imperial Estates
23. Indialantic
24. John F. Turner Sr
25. Jupiter
26. Lewis Carroll
27. Lockmar
28. Longleaf
29. Manatee
30. Meadowlane
31. MILA
32. Mims
33. Oak Park
34. Ocean Breeze
35. Palm Bay
36. Pinewood
37. Port Malabar
38. Quest
39. Ralph M. Williams Jr.
40. Riviera
41. Robert Louis Stevenson
42. Roy Allen
43. Sabal
44. Saturn
45. Sea Park
46. Sherwood

47. South Lake
48. Spessard L. Holland
49. Sunrise
50. Suntree
51. Surfside
52. Theodore Roosevelt
53. Tropical
54. University Park
55. Viera
56. West Melbourne
57. Westside

Middle Schools Included in this Scope:

58. Andrew Jackson
59. Brevard Virtual School (Grades 7-8)
60. Central
61. Cocoa High (Grades 7-8)
62. Cocoa Beach Jr-Sr High (Grades 7-8)
63. DeLaura
64. Edgewood Jr-Sr High (Grades 7-8)
65. Herbert C. Hoover
66. James Madison
67. John F. Kennedy
68. L.B. Johnson
69. Ronald McNair Magnet
70. Southwest
71. Space Coast Jr-Sr High (Grades 7-8)
72. Stone Magnet
73. Thomas Jefferson
74. Westshore Jr-Sr High (Grades 7-8)

High Schools Included in this Scope:

75. Astronaut
76. Bayside
77. Brevard Virtual School (Grades 9-12)
78. Cocoa Beach Jr-Sr High (Grades 9-12)
79. Cocoa High (Grades 9-12)
80. Eau Gallie
81. Edgewood Jr-Sr High (Grades 9-12)
82. Heritage
83. Melbourne
84. Merritt Island
85. Palm Bay Magnet
86. Rockledge
87. Satellite
88. Space Coast Jr-Sr High (Grades 9-12)
89. Titusville
90. Viera
91. Westshore Jr-Sr High (Grades 9-12)